

SCRIPPS COLLEGE ACADEMIC CATALOG 2007-2008

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SCRIPPS COLLEGE

The Mission

“The paramount obligation of a college is to develop in its students the ability to think clearly and independently, and the ability to live confidently, courageously, and hopefully.”

Ellen Browning Scripps

The mission of Scripps College is to educate women to develop their intellects and talents through active participation in a community of scholars, so that as graduates they may contribute to society through public and private lives of leadership, service, integrity, and creativity.

The College

Scripps emphasizes a challenging core curriculum based on interdisciplinary studies in the humanities, combined with rigorous training in the disciplines, as the best possible foundation for any goals a woman may pursue. The interdisciplinary emphasis of the curriculum has always been a hallmark of a Scripps education. Because Scripps women learn to see the connections not only among academic subjects, but also among the major areas of their own lives, alumnae often remark that Scripps “prepared me for life.”

From its founding in 1926 as one of the few institutions in the West dedicated to educating women for professional careers as well as personal growth, Scripps College has championed the qualities of mind and spirit described by its founder, newspaper entrepreneur and philanthropist Ellen Browning Scripps. Scripps College remains a women’s college because it believes that having women at the core of its concerns provides the best environment for intellectually ambitious women to learn from a distinguished teaching faculty and from each other.

Scripps aspires to be a diverse community committed to the principles of free inquiry and free expression based on mutual respect. The College chooses to remain a largely residential college of fewer than one thousand students, a scale that encourages women to participate actively in their community and to develop a sense of both personal ethics and social responsibility. Scripps cherishes its campus of uncommon beauty, a tribute to the founder’s vision that the College’s architecture and landscape should reflect and influence taste and judgment.

As one of the founders of The Claremont Colleges Group Plan, Scripps is a principal contributor to the university community, which offers expanded intellectual, curricular, athletic, and social opportunities for students and faculty at each college. Scripps emphasizes high aspirations, high achievement, and personal integrity in all pursuits, and it expects students, faculty, staff, and alumnae to contribute to Scripps and to their own communities throughout their professional, social, and civic lives. Scripps believes that this form of challenging and individualized education will best prepare women for lives of confidence, courage, and hope.

Adopted by the Scripps College Board of Trustees in 1996.

The Founder

One of the most remarkable “Scripps women” never attended Scripps—she founded it. Born in 1836 and raised on a farm in Illinois, Ellen Browning Scripps was one of the first female graduates of Knox College, Illinois, and one of the first women college students in the United States. She began her professional life in the traditional role of a schoolteacher. At the age of 37, Miss Scripps became a path-breaking journalist and publisher, joining her brothers in Detroit, where they founded the *Detroit Evening News*. A shrewd investor, she helped her brothers develop the business into the Scripps-Howard newspaper chain and United Press International.

Miss Scripps celebrated her success with philanthropy, giving to improve the quality of life in her community and in support of education. Already in her nineties when Scripps and the undergraduate Claremont Colleges were being planned, her financial generosity laid the bricks and mortar for the first buildings of Scripps College and secured the land on which the three newest of the undergraduate Claremont Colleges would be built—Claremont McKenna, Harvey Mudd, and Pitzer. The spiritual framework of Scripps was also established by Miss Scripps and, like the buildings, it has become the supporting framework of generations of Scripps women. As the Scripps Mission states, Ellen Browning Scripps believed that the primary obligation of a college is to educate students to be clear and independent thinkers and to live their lives with confidence,

courage, and hope.

The Setting

Modeled after the Oxford University plan of small, coordinating residential colleges with central, university-level services and graduate schools, Scripps and the four other undergraduate Claremont Colleges—Claremont McKenna, Harvey Mudd, Pitzer, and Pomona—are the finest assembly of small, liberal arts colleges in the United States. Graduate education in Claremont is represented by the Claremont Graduate University and the Keck Graduate Institute of Applied Life Sciences. Located at the foot of the San Gabriel Mountains in the city of Claremont, California (population 36,500), 35 miles east of Los Angeles, the colleges are across the street from one another and enroll nearly 5,200 undergraduates and about 2,100 graduate students.

The original Scripps campus was designed by architect Gordon Kaufmann, one of the pioneers of Mediterranean Revival or “California Style” and is listed in the National Register of Historic Places. The Scripps campus and adjoining facilities provide the intimate scale of a small women’s college with the resources of a large, coeducational university, including four libraries, three art galleries, two museums, nine performance spaces, a national model of undergraduate science facilities, a Chicano/Latino Student Affairs Center, an Office of Black Student Affairs, an Asian American Student Union, a center for international students, a full-service health and counseling center, two gymnasiums, 17 tennis courts, five swimming pools, two outdoor tracks, squash courts, an exercise room, nine newspapers, a radio station, video cameras and editing facilities, a film production studio, and multiple computer labs.

The Curriculum

The objective of a fine liberal education is the acquisition of skills and knowledge instrumental to one’s intellectual and emotional fulfillment and to success in whatever career one chooses. A liberal education does not teach professional or vocational knowledge so much as a comprehensive, connected understanding that can guide the use of such knowledge. Scripps develops skills—analytical, quantitative, and verbal—that are critical to any endeavor and encourages opportunities for artistic expression and aesthetic response. The College seeks to foster a passion for inquiry in each student, expecting her to reflect upon and, when appropriate, challenge received ideas. Because a liberal education aims for freedom of mind, it has a moral dimension as well. Scripps expects flexibility of approach, tolerance for the diversity of ideas to which open inquiry exposes one, and the imagination required to understand those ideas.

The Scripps curriculum has four parts: the three-semester **Core Curriculum in Interdisciplinary Humanities**; the **General Education** requirements; the **Disciplines** or **Area Studies** in which students major; and the **Elective** courses that lend breadth to a student’s education. Scripps requires in *every* major a senior thesis and/or senior arts performance, which demands a thorough professional knowledge of some subject within the major. The earlier, required courses lay a foundation upon which the student’s major(s) and perhaps minor are built. Scripps expects general skills, training in an interdisciplinary approach, and broad knowledge as preparation for the more focused work done in the student’s major. Thirty-two courses, or an average of four each semester, are needed for graduation, though students are encouraged to, and often do, exceed the minimum.

The Core Curriculum in Interdisciplinary Humanities: Culture, Knowledge, and Representation

Scripps is exceptional in having had from its founding a commitment to the kind of interdisciplinary education that is emerging at the forefront of contemporary intellectual thought. Interdisciplinary study, focused in the **Core Curriculum**, is central to Scripps. The College is therefore in an especially advantageous position to train its students in the broadly based interrogation of the past and present that now characterizes much contemporary intellectual life.

Scripps believes that the core of a solid undergraduate education cuts across conventional disciplinary boundaries, seeking connections that generate insights into issues of both historical and contemporary importance. The Core Curriculum is a closely-integrated sequence of three interdisciplinary courses focusing on our ideas about the world and the methods we use to generate these ideas. In the first semester of the first year, all students take Core I, a single lecture/discussion course that examines how these ideas developed from the 18th-century “Enlightenment” to late 20th-century “Postmodernity.” In the second semester, Core II offers students a choice among a number of interdisciplinary, team-taught courses, each of which is devoted to more intensive study of a broad topic, theme, or problem introduced in Core I. In Core III, students continue their interdisciplinary investigations by focusing upon more specialized topics and projects.

Not only is interdisciplinary analysis producing some of the most interesting current scholarship, it is also excellent training for the kind of nontraditional thinking that many graduate schools now welcome and which many professions reward. In addition to helping students think strategically about how to answer basic questions about culture and history, such courses help them think creatively by inviting them to see the benefits of overlapping disciplinary perspectives. Many students have found that interdisciplinary courses offer the kind of intellectual breakthroughs that were otherwise available only when a student happened to take two interrelated courses in a single semester.

Innovative study of the humanities is also encouraged by the **Scripps College Humanities Institute**, which acts as a forum for interdisciplinary research and communication about important issues in culture and society and brings to the College internationally recognized scholars, scientists, artists, and other public figures. Each semester the Institute organizes a lecture series and a major conference on a significant theme in the contemporary study of the humanities. Faculty and Junior Fellows are selected to participate in the work of the Institute. Junior Fellows are chosen by nomination of the faculty and receive one course credit for their participation.

The General Education Requirements: Competency and Breadth

The General Education requirements ensure an education that is well-grounded in skills and well-rounded in knowledge. The requirements are of two types. One demands **competency** in certain skills, demonstrated through a test or other means that exempt the student from further course work. The **breadth** requirements aim for comprehensiveness of outlook.

Competency

Writing. The College requires students to command their own language and to have mastered the rudiments of another. Prior to graduation all students must read, speak, and write English with reasonable sophistication. Scripps is unusual among colleges in having a senior thesis requirement for each student, regardless of her major. The thesis represents her most ambitious, independent, and professional work in her discipline. The emphasis upon writing begins in the first-semester writing course in which all students must enroll.

Mathematics. Similarly, Scripps assumes that numeracy and/or logic are critical skills. The requirement can be met in theoretical (precalculus) or applied mathematics (statistics) or logic.

Foreign Language. The nuanced understanding and use of English depends to a degree upon one's familiarity with the principles of a language not one's own. Furthermore, the ability to read a foreign language is the surest means of access to a culture other than one's own. To this end Scripps also encourages study abroad for a semester or year. The language may be ancient or modern. The requirement presupposes a thorough knowledge of basic grammatical structure, the ability to write correctly, and with respect to a modern language, the capacity to understand and respond to a native speaker.

Breadth

All students are required to take at least one course in each of the four principal academic divisions, **fine arts, letters, natural sciences, and social sciences**.

In addition, Scripps believes it important that students do work in two areas that are themselves notably interdisciplinary and of immediate import for contemporary society—**gender and women's studies** (one course) and **race and ethnic studies** (one course in addition to the Core). The gender and women's studies requirement may be met through any one of several courses in fine arts, letters, or social sciences. The race and ethnic studies requirement is filled through the three-semester Core plus one course designated to meet the requirement. A student may fulfill the race and ethnic studies or gender and women's studies requirement while, for instance, meeting a divisional requirement in fine arts, letters, or social sciences.

The Major: Disciplines and Area Studies

As the student progresses from the interdisciplinary humanities and general education requirements, her studies become more focused upon a major in a specific discipline or area study. The latter includes American studies; Asian studies; Asian American studies; Black studies; Chicano/a studies; environment, economics and politics; European studies; gender and women's studies; Jewish studies; Latin American studies; legal studies; media studies; neuroscience; and science, technology, and society. A major demands a significant level of

accomplishment, both in class and through independent work culminating in the senior thesis. There are some 50 areas of specialization available either at Scripps or in conjunction with the other Claremont Colleges, fields that range from classics to mathematics. In addition, students may petition for approval of a self-designed major.

Majoring introduces the student to the methods and particular knowledge that will lead to expertise in that field. Sometimes the major is preparatory to graduate or professional school, sometimes to careers upon graduation.

A “discipline” is so-called because of the rigor required for mastery of the field. Whether it is dance, economics, literature, music, philosophy, or physics, learning at its most challenging is the heart of majoring in a discipline. The senior thesis is the capstone of this endeavor. Increasingly, students are opting for dual or double majors or some combination of a major and a minor, often in a related field.

Fine Arts. Scripps students may major in art (including ceramics, sculpture, computer graphics, photography, and painting), music, dance, and theatre. Instruction in music includes voice, piano, choral groups, conducting, and chamber music. Scripps has its own dance program and participates in a five-college theatre program with the other Claremont Colleges.

Letters. Majors at Scripps include art history, classics, English, French, German, Hispanic studies, Italian, philosophy, and religious studies. In addition, Scripps’ affiliation with the other Claremont Colleges affords access to courses in Russian and several Asian languages and literatures.

Natural Sciences. Scripps students may major in mathematics through Scripps, and biology, chemistry, or physics through the Joint Science Program, administered by Scripps, Claremont McKenna, and Pitzer. Majors in computer science, engineering (Scripps participates in a 3-2 program), and geology are also available through the other Claremont Colleges.

Social Sciences. Social science offerings at Scripps include economics, history, politics and international relations, and psychology. Scripps and Pitzer have a cooperative program in anthropology. Sociology is an off-campus major at Pitzer or Pomona.

Honors. A number of disciplines offer honors in the major, which typically requires more courses, a higher minimum grade point average in the major, and a more ambitious senior thesis.

Elective Courses

Electives comprise the many courses the student may choose that are taught outside the major and the general education requirements to meet the 32-course minimum for the degree. In any given semester Scripps offers some 130 or more courses. Claremont McKenna, Harvey Mudd, Pitzer, Pomona, and The Claremont Graduate University offer hundreds more. The student’s particular choice of electives from among this array lends special character to her undergraduate education.

Students desiring advanced work in the humanities can apply for admission as a Junior Fellow to the Humanities Institute.

La Semeuse

The seal of Scripps College, designed by sculptor Lee Lawrie, depicts *La Semeuse*—she who sows. The image of the sower of “the good seed of thought, of action, of life” was chosen by the faculty in the 1927-28 academic year. They also selected the College motto, *Incipit Vita Nova*—“here beginneth the new life.” The esteemed Professor Hartley Burr Alexander was largely responsible for the seal’s image and the motto. Before he arrived on campus, he suggested *Incipit Vita Nova*, the first words of Dante’s *New Life*.

It seems to me that what college ought to do is begin a new life in a very real sense, and perhaps the motto would have a double significance for Scripps in indicating not only the new life begun for each student, but also the new life which we hope may be begun from a renewed vitality in education [evidenced in the founding of this college for women].

Hartley Burr Alexander

The Principles of Community

Scripps College is a community of scholars: faculty, students, and staff dedicated to the education of women and the advancement of learning.

To further this community, Scripps seeks to attract a diverse student body and to build a diverse faculty and staff. Our goal is to create a hospitable environment without discrimination on the basis of race, ethnicity,

religion, culture, color, beliefs, physical condition, socioeconomic background, sexual orientation, or age. Scripps believes that each member of the community contributes to the learning and teaching of all and, therefore, seeks to balance individual freedoms with sensitivity to, and awareness of, the rights and human dignity of others. Scripps recognizes the obligation to respond to the acts and effects of discrimination and bigotry by building an academic community in which people learn to respect and value one another for their differences.

Scripps believes that learning and teaching thrive in an environment conducive to freedom of belief, inquiry, and speech, assuring expression of the broadest range of opinions and beliefs. Scripps commits itself to maintaining that freedom, subject only to regulation of time, place, and manner.

Recognizing that such expressions may offend, provoke, and disturb, Scripps affirms its dedication to encourage rather than limit expression. At the same time, Scripps encourages community members to show mutual respect and understanding and to employ reasoned civil discourse.

Scripps seeks to secure, through its academic and community policies and practices, through its actions and the services it provides to students, faculty, and staff, the widest appreciation for all groups and individuals; to combat discrimination and misunderstanding; and to forge a better and more just society.

Each member of the Scripps community affirms, by her or his continuing participation in college life, acceptance of her or his personal responsibility and obligation to the community in assuring that these principles are upheld in all aspects of our lives together.

Adopted by Scripps students, faculty, and staff in 1992.

THE CLAREMONT COLLEGES

All of the five undergraduate Claremont Colleges—**Scripps, Claremont McKenna, Harvey Mudd, Pitzer, and Pomona**—have a four-year academic program leading to a bachelor's degree. Graduate education is offered by the **Claremont Graduate University** and the **Keck Graduate Institute**. Each institution has its own campus, students, and faculty, and its own curricular emphasis and distinctive mission. The campuses lie adjacent to one another on 300 acres and together, through a central coordinating institution called Claremont University Consortium, provide students with a range of services and facilities characteristic of a university.

Enrollment in each of the colleges ranges from 700 to 2,100. Each has its own residence halls and dining halls, and the proximity to classrooms and faculty offices is a significant advantage. All the colleges attract and seek students of varied interests and backgrounds.

The Claremont Colleges offer **cross-registration** and a number of jointly sponsored programs, and cooperate to provide for all students many facilities and services. The most notable of these are the Libraries of The Claremont Colleges (with more than two million volumes), the Intercollegiate Department of Black Studies, the Chicano/Latino Student Affairs Center, an international student center, Baxter Medical Center, the Chaplaincy of The Claremont Colleges, Monsour Counseling and Psychological Services, and a bookstore with about 25,000 titles.

Other intellectual and cultural centers, such as the Blaisdell Institute for Advanced Study in World Cultures and Religions, the Tomás Rivera Center, and the Rancho Santa Ana Botanic Garden, are affiliates of The Claremont Colleges.

With more than 7,000 students and 500 faculty members, the colleges generate a rich variety of cultural and intellectual activities. Guest speakers, symposia, and conferences are frequent, and there are numerous art exhibits, concerts, film series, and theater and dance productions throughout the academic year.

Each of the colleges has activities in which its own students participate, and each attracts a variety of speakers and lecturers, but in many activities, students from the various campuses work together.

Pomona College

Pomona College, incorporated in 1887, is a coeducational college of arts and sciences enrolling approximately 1,500 students. It offers 43 majors in the humanities, arts, natural sciences, and social sciences, leading to the bachelor of arts degree. The founding member of The Claremont Colleges, Pomona makes several of its programs and facilities available to all Claremont students. The Pomona College Theatre Program for The Claremont Colleges offers instruction and performance opportunities to interested students from all the campuses. Oldenborg Center for Modern Languages and International Relations, in addition to sponsoring a wide array of intercultural events, provides a setting for daily foreign language practice at “language lunch tables.” The Montgomery Art Gallery offers an active program of temporary exhibitions, which open with public receptions and include lectures and related programs for The Claremont Colleges community.

The Claremont Graduate University

The Claremont Graduate University (CGU), founded in 1925, awards master's and doctoral degrees in many academic and professional fields. Superior undergraduate students at The Claremont Colleges may work simultaneously toward the satisfaction of their undergraduate degree requirements and a master's degree in selected disciplines. Applicants must be recommended by their respective colleges and usually enter the program at the beginning of their junior year or later. Interested students should consult their advisers as early as possible, preferably during their sophomore or junior years, to plan their academic programs.

The Claremont Graduate University is authorized to recommend candidates to the Commission for Teacher Credentialing for the public school teaching credentials in Clear Multiple Subjects and Clear Single Subject in most recognized teaching areas, as well as the Specialist Credential in Teaching the Learning Handicapped. The CGU Teacher Education Internship Program permits students to earn a first-year teacher's salary while completing their credential work. Interested students should contact the director of Teacher Education at the Graduate University for specific information early in their undergraduate careers.

CGU has about 2,000 students and a core faculty of approximately 83, supplemented by more than 175 faculty from the undergraduate Claremont Colleges and affiliated institutions.

Claremont McKenna College

Claremont McKenna College (CMC), established in 1946, is a liberal arts college with a curricular emphasis on public affairs. This focus is designed to train students for leadership in business, the professions, and government. A unique feature of CMC is the opportunity for undergraduates to engage in a wide variety of research at one of eight on-campus research institutes. The College has an enrollment of about 1,100.

Harvey Mudd College

Harvey Mudd College (HMC), founded in 1955, is focused on engineering, mathematics, and science education for undergraduates. HMC offers B.S. degrees in biology, chemistry, computer science, engineering, mathematics, and physics, as well as a fifth-year master of engineering degree. The college maintains a student/faculty ratio of 8 to 1 and an enrollment of approximately 750 men and women. The mission of Harvey Mudd College is to “educate engineers, scientists, and mathematicians well versed in all of these areas and in the humanities and the social sciences so that they may assume leadership in their fields with a clear understanding of the impact of their work on society.”

Pitzer College

Pitzer College, founded in 1963, is a coeducational liberal arts institution that awards bachelor’s degrees in 40 major fields and enrolls about 950 students. A flexible curriculum permits students to tailor their education to their individual needs and interests, while examining issues from multiple disciplines and cultural perspectives. The application of knowledge to making the world a better place is a further objective of a Pitzer education. Some 60 percent of Pitzer students study abroad at more than 90 sites throughout the world, including the college’s own programs in Nepal, Zimbabwe, Italy, Turkey, China, Ecuador, and the nearby city of Ontario.

Keck Graduate Institute of Applied Life Sciences

Keck Graduate Institute of Applied Life Sciences, the newest member of The Claremont Colleges, offers a cross-disciplinary graduate program leading to the professional master of bioscience (M.B.S.) degree. Its primary focus is the development of applications from emerging discoveries in the life sciences, and the education of leaders for the biosciences industry. Enrollment is approximately 70 students.

Cross-Registration

Students may cross-register within The Claremont Colleges when off-campus enrollments fall within the guidelines listed in the Policies and Procedures section of this catalog. Individual course restrictions are indicated in semester course schedules. Scripps College does not separately fund course costs, such as materials or travel costs, associated with courses at other Claremont Colleges.

COURSES OF STUDY

Descriptions are provided for courses offered at Scripps and offered as part of joint or cooperative programs in which Scripps participates. For those courses that may appear under more than one discipline or department, the full course description appears under the discipline or department sponsoring the course and cross-reference is made under the associated discipline or department. Numbers followed by, for example, "AA," "CC," "CH," or "BK," indicate courses sponsored by The Claremont Colleges as part of joint programs, i.e., Asian American studies, American studies, Chicano studies, and Black studies.

Please refer to the Schedule of Courses published each semester by the Registrar's Office for up-to-date information on course offerings.

ACCOUNTING

A student of accounting learns to classify, analyze, interpret, and evaluate financial records so as to make an accurate assessment of the economic status of a financial entity. Graduates in this field can, with additional training, seek certification as public accountants, or they can find employment in financial institutions or in the financial departments of businesses and government agencies. Those wishing to major in accounting complete an off-campus major in economics-accounting through the Economics Department at Claremont McKenna College. Core and quantitative requirements coincide with those for an economics major. Scripps students majoring in accounting should contact a Scripps economics adviser and will normally complete Economics 51, 52, 101, 102, and 120 at Scripps. See guidelines concerning off-campus majors and cross-registration.

AMERICAN STUDIES

Sponsored by the five undergraduate Claremont Colleges, American studies is an interdisciplinary 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 particular issues in American life. The interdisciplinary approach to this major affords the student many career choices, some following graduate study, including law, library science, journalism, business, and museum work.

Requirements for the Major

Requirements for the major—a total of 11 courses including:

1. American Studies 103CC.
2. A two-semester survey of U.S. history (History 120a and History 120b or equivalents).
3. One other survey-level course focusing on the U.S. in another discipline, such as art history, literature, music, or sociology.
4. One course in Asian American, Black, or Chicano/a studies.
5. The American Studies Seminar (180CC), which is normally taken in the fall of the junior year.
6. Three seminar or upper-division courses in a single discipline (for instance, anthropology, art, English, history, or political science) designed to give the program depth as well as breadth.
7. Additional electives as necessary for a total of 11.
8. Senior Thesis: All students are required to write a senior thesis by enrolling in a two-course, two-credit sequence. Students will enroll in American Studies 190, a seminar, in the fall semester. In the spring semester, students will enroll in American Studies 191 and complete the thesis under the direction of their thesis adviser. Each course will be worth one full credit; each will receive a separate grade. Dual or double majors should consult with the American studies coordinator, Professor Liss, to discuss arrangements for thesis registration.

The following courses are a sample of the range offered in American studies at Scripps and the other Claremont Colleges. This is not an exhaustive list; a student should consult her adviser or Professor Liss for current course offerings. In selecting courses in the major, students are strongly urged to take courses emphasizing an interdisciplinary approach.

Anthropology 74. The City. (C. Strauss, Pitzer)
Art History 181. Art Since 1945. (M. MacNaughton, Scripps)
Art History 184. Social History of North American Art. (F. Pohl, Pomona)
Asian American Studies 160. Asian American Women's Experiences. (Staff, Scripps)
English 115. Eating the Other. (K. Tompkins, Pomona)
English 132BK. Black Queer Narrative, Autobiography, and Documentary. (L. Harris, Pitzer)
English 160. Transnational American Literature. (S. Suh, Scripps)
English 162. Race and Ethnicity in Nineteenth-century Amer. Literature. (C. Walker, Scripps)
English 164. Race, Gender, and the Cold War in American Literature. (S. Suh, Scripps)
English 176. Southern Women Writers. (C. Walker, Scripps)
English 189a. American Film: Ford, Capra, Hitchcock. (J. Peavoy, Scripps)
English 189b. American Film: Welles, Sturges, Lang. (J. Peavoy, Scripps)
Hispanic Studies 126aCH. Chicano Movement Literature. (R. Alcalá, Scripps)
Hispanic Studies 126bCH. Contemporary Chicana/o Literature. (R. Alcalá, Scripps)
History 17CH. Chicano and Latino Histories. (T Summers Sandoval, Pomona)
History 111aBK/111bBK. African Diaspora in the United States. (R. Roberts, Scripps)
History 116. The Old South and Modern Memory. (R. Roberts, Scripps)
History 122. American Schools. (D. Selig, CMC)
History 123. History of the American West. (D. Yoo, CMC)
History 125. Asian American History. (D. Yoo, CMC)
History 152. Down and Out: The Great Depression, 1929-1941. (S. McConnell, Pitzer)
History 153. American Religious History. (D. Yoo, CMC)
History 171. History of African American Women in the U.S. (R. Roberts, Scripps)
History 172. Women in the United States. (J. Liss, Scripps)
History 174. U.S. in the 1960s. (J. Liss, Scripps)
History 175. War, Empire, and Society, 1898-Present. (J. Liss, Scripps)
History 176. Civil Rights Movement in the Modern Era. (R. Roberts, Scripps)
Music 118. History of Music in the U.S. (H. Huang, C. Jaquez, Scripps)
Music 121. Music of the Spirits. (H. Huang, Scripps)
Music 123. Music and the Performance of Identities. (Y. Kang, Scripps)
Philosophy 122. Perspectives on the American Dream. (J. Roth, CMC)
Politics 124. Race in American Politics. (T. Kim, Scripps)
Politics 125. Voting, Campaigns, and Elections. (T. Kim, Scripps)
Politics 127. Politics and Public Policy of Asian Communities in the U.S. (T. Kim, Scripps)

A list of current semester course offerings can be found on the American Studies Program website at: www.scrippscollege.edu/dept/academics/departments/Courses/amerst.html.

Honors Program

Students may pursue an honors degree in American studies by fulfilling the following additional requirements:

1. Maintain a GPA in the major of 11.
2. Receive a grade of A- or better on the thesis.
3. Successfully defend the thesis in an oral examination before a committee of three members (the thesis committee, plus an additional member).

Students interested in the Honors Program should notify Professor Liss, coordinator of the American Studies Program at Scripps, in the spring of their junior year.

Course Descriptions

103CC. 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, and anthropology. Topics frequently covered include the origins of the

American self, ethnic diversity, immigration, women, the West, modernism, consensus, and dissent. Offered annually in the spring. *Staff.*

180CC. American Studies Seminar. This course aims to introduce students to the history, methods, and topics frequently covered in interdisciplinary American studies. Offered annually in the fall. *Staff.*

190. Senior Thesis Seminar. The seminar will introduce students to issues in interdisciplinary research to assist them in developing their own thesis projects. Each student will produce one chapter by the end of the semester. Students enroll in American Studies 191 in the spring semester to complete the thesis. Required of all majors. Offered annually in the fall. *Staff.*

191. Senior Thesis. Offered annually in the spring.

199. Independent Study in American Studies: Reading and Research. Offered annually.

ANTHROPOLOGY

Professors Miller, Segal (Pitzer)

Professor Emeritus Munroe (Pitzer)

Associate Professors Chao, Strauss (Pitzer)

Assistant Professor Martins (Pitzer)

Affiliated Faculty Glass (Pitzer), Faulstich (Pitzer)

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.

I. 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)
21. The World Since 1492
105. Field Methods in Anthropology
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.

II. 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
21. 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

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.

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.

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. Normally, courses in the student's major cannot be taken on a credit/non-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.

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. Fall 2007. *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. *L. Martins, E. Chao.*

3. Language, Culture, and 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 2008. *C. Strauss.*

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.

16. Introduction to Nepal. An introduction to the geography, history, peoples, cultures, and contemporary circumstances of Nepal. This course is required of, but not limited to, students planning to participate in Pitzer's semester in Nepal. Fall 2007. *E. Chao.*

Anth 21/Hist 21. 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. Spring 2007. *C. Johnson/D. Segal.*

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.

28. Colonial Encounters. 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. *Staff.*

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 21 or permission of instructor. *D. Segal.*

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.*

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. Letter grades only. Fall 2007. *E. Chao.*

52. Indigenous Peoples, Global Development, and Human Rights. The class focuses on the processes and consequences of the encroachment of Western societies on indigenous peoples. We will examine the main areas that marked colonial enterprises and continue to be crucial in the current situations of indigenous societies vis-à-vis nation-states: political power, economic development, gender relations, collective rights, health, education, and religion. We will study specific ethnographic cases (through movies and texts) from different parts of the world that look at the past and the present. Fall 2007. *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. Fall 2007. *L. Martins.*

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.*

68. Life On-line: Culture, Technology, and Democracy. The main goals of this course are for you to get acquainted with the current state of social science research in cyberspace, to think about what an anthropological and ethnographic approach can gain for us and begin to carry such a project out, and to think critically and collectively about a series of questions about society in the cyber age. *J. Norvell.*

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.*

74. The City: An Anthropological Examination. Through internships in the neighboring city of Ontario and readings about cities historically and cross-culturally, we will examine the connection between life in cities as experienced by different social groups and the larger forces shaping these experiences. How are the experiences of immigrants, or members of different classes, shaped by social forces at work in Southern California and the United States at this time? Particularly recommended before or after participation in the Pitzer in Ontario Program. *C. Strauss.*

75. Cognitive Anthropology. In what ways are human thought processes the same everywhere? In what ways do they vary across and within societies? We will examine the latest versions of classic debates about rationality, the effect of language on thought, innate knowledge, the structure of cultural knowledge, and the relation of people’s thoughts to their emotions, motivations, practices, and social worlds. *C. Strauss.*

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.*

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 21. Spring 2008. *D. Segal.*

81. Media Discourse. What is the relation between discourse in the media and in everyday life? This course will examine language use in print media, television, and movies as ways of portraying fantasies, stereotypes, power, and both contested and taken-for-granted cultural assumptions. *C. Strauss.*

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.*

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 2008. *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 21 or concurrent enrollment in Anth/Hist 21. *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. Fall 2007. *D. Segal.*

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.*

99. China in the 21st Century. 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. *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. Spring 2008. *S. Miller.*

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.*

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 2007. *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. Prerequisite: Anthropology 2. *C. Strauss.*

108. Kinship and Social Organization. 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 21. *D. Segal.*

110. Nature and Society in Amazonia. The course investigates the relations between humans and the environment, focusing on the interplay 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 2008. *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. Spring 2008. *S. Miller.*

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. *J. Norvell.*

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. Fall 2007. *C. Strauss.*

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.

J. Norvell.

CLAS 121. Classical Mythology. (See Classics 121) Spring. *S. Glass.*

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) conceptualizes disease, health, body, and mind, and how they intersect with national and international organizations and processes. *L. Martins.*

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.*

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.*

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 21. *D. Segal.*

Anth135/Envs 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. Spring 2008. *S. Miller/M. Herrold-Menzies.*

Envs 140. The Desert As a Place. (See Environmental Studies 140.) *P. Faulstich.*

Envs 148. Ethnoecology. (See Environmental Studies 148.) Spring. *P. Faulstich.*

151. Hidden Meanings of Speech. (formerly Methods of Discourse Analysis) How are social ideologies and cultural meanings hidden in news stories, popular culture, and everyday speech? This practicum focuses on methods for analyzing the values and beliefs revealed in key words, sentence structures, topic ordering, and hedging, among other details of talk and writing. *C. Strauss.*

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: Anthropology 1, 2, 3, and 21. Fall 2007. *D. Segal.*

Clas 161. Greek Art and Archaeology. (See Classics 161) Fall 2007. *S. Glass.*

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.*

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.*

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. *S. Miller.*

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. Spring 2008. *S. Phillips.*

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 representation 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). Required for Scripps anthropology majors choosing the sociocultural track, the course is open (with the instructor's permission) to students whose thesis or other major writing project would be enhanced by an examination of the issues and debates surrounding ethnographic writing.

ART

Professors Blizzard, Macko, Rankaitis
Associate Professors Gonzales-Day, Tran T. Kim Trang
Assistant Professors Davis, Maryatt

The Art Department at Scripps College offers a major and a minor. In addition, the department works closely with the Ruth Chandler Williamson Gallery, Scripps College Audio-Visual, and a growing Visual Resource Center, which houses over 90,000 slides. The Scripps College Press is an integral part of the art program. Individual studios are available for qualifying majors during their senior year. Students enrolled in Scripps art courses have 24-hour access to department facilities.

The department offers a wide range of courses including book arts, ceramics, digital art, drawing, mixed media, new media, painting, photography, printmaking, sculpture, and video. Courses foster self-expression while recognizing that in the visual arts, as in life, art forms are not isolated objects or events and that self-expression can give way to social discourse. Students are encouraged to explore their personal visions while recognizing that questions of difference have greatly affected our understanding and interpretation of visual culture. In keeping with the many interdisciplinary programs offered at The Claremont Colleges, Scripps courses support a broad-based approach to art making and provide students the opportunity to share their work with the larger community at several exhibition spaces at the Colleges. The art faculty is committed to providing the Scripps student with the instruction, assistance, and advising necessary to pursue graduate study, a career as a visual artist, photographer, media artist, or other arts professional.

An art major consists of 11 upper-division art and art history courses. Students are encouraged to explore a number of studio practices before choosing an area of concentration. The areas of concentration reflect various traditional and contemporary studio practices. Presented in a liberal arts setting, courses incorporate the latest scholarship and techniques and are intended to enable students from across The Claremont Colleges to meet, debate, and create, in order to determine for themselves how Art is to be defined in this century.

Requirements for the Major

1. Art 100A. Fundamentals of Art.
2. Art 100B. Combined Media Art (Art 100A and Art 100B should be completed by the end of the sophomore year).
3. Five upper-division electives in art, three of which must be in one of the following concentrations: Book Arts, Ceramics, Digital Art, Drawing, Mixed-Media, New Media, Painting, Photography, Sculpture, and Video. Appropriate courses will be determined in consultation with the major adviser.
4. Two art history courses, one of which must be an upper-division late 20th-century art history course, both of which should be completed before the senior year.
5. One art theory seminar selected from any art course at Scripps numbered in the 180s, to be completed by the end of the junior year.
6. One senior seminar in art encompassing thesis and project (Art 192), to be completed in the fall semester of the senior year.*

*After completing Art 192, a faculty jury will determine eligibility to enroll in Art 193 in the spring semester. This optional course extends the research completed in Art 192 and culminates in an exhibition on the Scripps College campus.

Requirements for the Minor

1. Art 100A. Fundamentals of Art.
2. One upper-division late 20th-century art history course.
3. One Scripps art course numbered 101–129.
4. One Scripps art course numbered 131–150.
5. Two upper-division electives in art.

Honors Program in Art

A student who wishes to graduate with honors in art must achieve a minimum grade point average of 10.5 in the major and earn an A or A– in a two-semester senior project, which usually includes both Art 192 (Senior

Art Project and Seminar in Art) and Art 193 (Advanced Senior Project and Seminar in Art) or a professional internship the second semester of the senior year. The student who wishes to pursue honors in art should so notify the department chair.

Course Descriptions

**Denotes courses repeatable for credit up to three times; exceptions to enroll for additional credit must be approved by both the instructor and department chair.*

100A. Fundamentals of Art. Intensive introduction to formal aspects of two-dimensional art including drawing, design, color theory, perspective, elements of art, and principals of organization. These aspects are explored using various materials and media appropriate to two-dimensional artmaking. Required of all art majors. Laboratory fee: \$75. Offered annually. *Staff.*

100B. Combined Media Art. A studio course that frames primarily two-dimensional art experiences in combinations of technical, conceptual, aesthetic and analytical practice. A series of focused projects, readings, and discussions encourages varied but disciplined approaches to visual problem solving. Required of all art majors. Prerequisite: Art 100A or written permission of instructor or departmental portfolio review. Laboratory fee: \$75. Offered annually. *S. Rankaitis.*

101. Beginning Painting. An examination and application of the fundamental techniques and concepts of painting with the study of color, form, and composition. Laboratory fee: \$75. Offered each semester. *A. Blizzard.*

***102, 103. Intermediate/Advanced Painting.** A studio-discussion course that investigates the formal, intellectual, and conceptual aspects of painting. Prerequisite: Art 101. Laboratory fee: \$75. Offered annually. *A. Blizzard.*

105. Beginning Drawing. An introduction to the concepts and fundamental techniques of drawing and design, using a variety of media. Laboratory fee: \$75. Offered annually. *Staff.*

***106, 107. Intermediate/Advanced Drawing.** A studio course that explores drawing techniques and concepts in objective and non-objective modes. Prerequisite: Art 105 or written permission of instructor. Laboratory fee: \$75. *Staff.*

112. Advanced Combined Media Art: Topics Connecting Art, Science, Landscape. This combined media art practice/seminar uses aesthetic, conceptual, and theoretical strategies to develop a major project or body of work focusing on imagery from science and landscape. It places strong emphasis on critical readings and discussion and collaborative work is encouraged. Prerequisite: Art 100B and sophomore status or written permission of instructor. Laboratory fee: \$75. *S. Rankaitis.*

121. Beginning Ceramic Sculpture. This course is an introduction to the techniques that constitute contemporary sculptural ceramics. Topics covered include hand-building techniques: pinch, coil, slab, and modeling, conceptual development, firing, glazing, and ceramic history past and present. Classes will consist of technical demonstrations, lectures, slides, work time, and critiques. Lab fee: \$75. *A. Davis.*

***122/123. Intermediate/Advanced Ceramics.** This course is an expanded exploration of the techniques and concepts that constitute contemporary ceramics. Topics expounded upon include hand building, mold making/slip casting, image transfer, wheel throwing, conceptual development, firing, glazing, and ceramic history past and present. Classes will consist of technical demonstrations, lectures, slides, work time, and critiques. Prerequisite: Art 121. Lab fee: \$75.

125. Sculpture. This course is an introduction to contemporary sculpture. Assignments will introduce a variety of materials and techniques while addressing and exploring various models indicative of current sculptural practice, which will include site, context, time, implementation of new media, process, aesthetics of the object, and relationships to the body. Class time will consist of lectures, demos, work time, and critiques. Lab fee: \$75. *A. Davis.*

***126, 127. Intermediate/Advanced Sculpture.** Students continue to explore modeling, mouldmaking, casting, and carving techniques. Prerequisite: Art 125. Laboratory fee: \$75. *Staff.*

***128. Three-Dimensional Art.** Topics may include design, nontraditional art materials, site-specific projects, and outdoor installations. Laboratory fee: \$75. *Staff.*

131. Beginning Printmaking. An introduction to the fundamental processes of relief printmaking, intaglio, and etching. Laboratory fee: \$75. *Staff.*

***133. Advanced Printmaking.** An advanced course expanding upon the fundamental processes of relief printmaking, intaglio, and etching. Laboratory fee: \$75. *Staff.*

***134. Crossing Media: Moving Between Analog and Digital in Printmaking.** The digital print is considered something of a hybrid in the print and photo world. Crossing platforms between the etching studio and the

digital art lab, students will create works that integrate both methodologies. Systems including etching, solar printing, monoprinting, digital transfer and analog and digital printing will be explored. Prerequisite: Art 141. Laboratory fee: \$75. Offered annually. *N. Macko.*

***135. Typography and the Book Arts.** A Scripps College Press studio course, emphasizing fundamentals of typographic design and letterpress printing. Experimental projects in book design and printing, using original texts and original graphic imagery. Offered annually. *K. Maryatt.*

141. Introduction to Digital Imaging. This course is designed to develop a sense of computer literacy using the Macintosh system and to acquaint students with the most current state-of-the-art programs in graphics software. Critical discourse is a key element to the structure of the course in examining some of the principles of visual literacy that are encountered in photography, video, animation, and the Internet. Laboratory fee: \$75. Offered annually. *N. Macko.*

***142. Intermediate Web Design.** This course will focus on learning how to read and write HTML code. We will review the basics of Dreamweaver and more advanced features in web design and layout by producing a “pseudo” website. Students will produce an “official” website for a “client”—an organization, group or campus office of their choice at The Claremont Colleges. They will identify and contact an appropriate client and work with him or her to develop, design, and build a website that is ready to be published by the end of the semester. Related readings and screenings on cyberculture and Internet theory will be assigned. Prerequisite: Art 141. Laboratory fee: \$75. *N. Macko.*

***143. Intermediate/Advanced Digital Imaging.** Adobe Photoshop is a program of many levels and complexities. This course will provide the student with an opportunity to gain an in-depth understanding of the program through a series of advanced tutorials. Students will then create a digitally output portfolio. Issues of digital printing, digital photography and contemporary photographic practice will be discussed in relation to their work. Related readings on contemporary photography and digital art practice. Prerequisite: Art 141, Art 145. Laboratory fee: \$75. *N. Macko.*

***144. Advanced Web Projects.** This studio course builds on students’ web design experience and introduces them to animation and motion graphics for the web using Macromedia Flash software. Production is augmented by critiques and discussions of conceptual and formal ideas. Prerequisite: Art 141. Laboratory fee: \$75. *T. Tran.*

145. Beginning Photography. A lecture and laboratory course in black-and-white photographic principles with an emphasis on visual content, aesthetic concepts, and creative seeing. Instruction in basic camera and darkroom technique and in the history of the photographic medium. Students need to have constant access to a 35mm camera. Laboratory fee: \$75. Offered annually. *K. Gonzales-Day.*

***146, 147. Intermediate/Advanced Photography.** This course continues training in traditional black-and-white photography and explores alternative processes. In addition to darkroom techniques, the curriculum includes reading in contemporary art criticism, self-directed projects, and group critiques. Prerequisite: Art 145. Laboratory fee: \$75. Offered annually. *K. Gonzales-Day.*

148. Introduction to Video. A studio course introducing students to the basic techniques of digital video production: camerawork and non-linear editing. Production is augmented by critiques, screenings, and discussions of conceptual and formal ideas. Prerequisite: one of the following courses—MS 49, 50, 51 or Art100A. *T. Tran.*

***149/150. Intermediate/Advanced Video.** Students continue to develop digital projects and begin to create motion graphics for video using Adobe After Effects software. Production is augmented by critiques, screenings, and discussions of conceptual and formal ideas. Prerequisites: Art 148 or equivalent. *T. Tran.*

181. Topics in Art Theory. This upper-division course provides an in-depth look at the history and methodologies underlying contemporary art practices and is intended to provide students with an opportunity to explore, research, and write on visual culture. Connecting contemporary art practice to the wider history of art, topics may include uses of photography in the 19th century, the avant-garde in Europe, Performance Art, Conceptual Art, Minimalism, Installation Art, Pop Art, and contemporary practices. Repeatable for credit with different topics. *Staff.*

181G. Topics in Art Theory. From Beauty to the Abject: Whiteness, Race and Modernism. Looking at various aesthetic models, this course will highlight the intersection of modern and contemporary art criticism with issues related to social and cultural constructions of difference as manifested within the visual arts. *K. Gonzales-Day.*

183. Feminist Concepts and Practices in Media Studies and Art. This course is designed to advance students’ understanding of media literacy and further develop their skills in appropriate application of various media including print, photography, and digital art. A seminar/studio course, it examines the recent history and current trends in the above media through readings and projects with an emphasis on women’s roles and

contributions. Prerequisites: Art 131, Art 141, or Art 145, or permission of instructor. Laboratory fee: \$75. Offered annually. *N. Macko*.

192. Senior Project and Seminar in Art. Devoted to aspects of research and professionalism within the visual arts, this seminar will emphasize the development of a senior project in conjunction with a major paper about each student's work or area of concentration. This seminar will also emphasize graduate school preparation, resume writing, and arts career preparation. Enrollment limited to senior art majors. Laboratory fee: \$75. Offered annually. *S. Rankaitis*.

193. Advanced Senior Project and Seminar in Art. This course is devoted to continued development of a serious and accomplished body of artwork to be displayed in the May Senior Art Exhibition. Course activities include exhibition preparation, art proposal and statement writing, career development and the business of art. Prerequisites: Art 192 with positive jurying by art faculty. Laboratory fee: \$75. Offered annually. *S. Rankaitis*.

***199. Independent Study in Art: Reading and Research.** Laboratory fee: \$75. Offered annually. *Staff*.

ART HISTORY

Professors Coats (Scripps); Glass (Pitzer); Emerick, Gorse, Harth, Pohl (Pomona)

Pomona College Museum of Art Director and Professor Howe (Pomona)

Scripps College Williamson Gallery Director and Associate Professor MacNaughton (Scripps)

Associate Professor Jackson (Pomona)

Assistant Professors Koss (Scripps); Anthes (Pitzer)

The study of art history at The Claremont Colleges explores the development of visual arts as tangible expressions of the cultures of Europe, Africa, Asia, and the Americas. Works of art provide insights into the aesthetic and ideological changes taking place within and among cultural groups, giving evidence of social, intellectual, and material developments. The Intercollegiate Joint Art History Program includes courses offered at Scripps, Pomona and Pitzer Colleges. With two museum spaces on the Scripps College campus and extensive holdings in American and Asian arts, art history students are encouraged to carefully examine original works and to consider how those objects can be exhibited for educational purposes. In addition to preparing the art history major for graduate studies in this field, art history courses also provide an excellent background for students seeking careers in teaching, publishing, library or museum work, law, and business.

Requirements for the Major

An art history major will take two lower-division art history courses, one upper-division art course, seven upper-division art history courses (one of which must be non-Western, and one of which must be a seminar) and the senior seminar/thesis course for a total of 11 required courses.

1. Art History 51a or 51b; 51c (required): Introduction to the History of Art (2 courses total).
2. One non-Western art history course numbered above 100.
3. One upper-division art course numbered 100 or above.
4. Major electives numbered above 100 to include:
 - a. One art history seminar course, and
 - b. At least five additional courses in art history.
5. Senior Seminar and Senior Thesis. Art History 191a. Senior Seminar (one-half course) in the fall semester, and Art History 191b., Senior Thesis (one-half course), in the spring semester.

Majors who intend to pursue graduate studies should have language proficiency in French and in German or Italian. Students are strongly encouraged to apply for summer internships in museums, galleries, restoration facilities, and art studios, and to explore the possibilities of study abroad for their junior year.

Requirements for the Minor

An art history minor consists of six upper-division art history courses, one of which must be about non-Western arts and one of which must be a seminar.

Honors Program in Art History

A student who wishes to graduate with honors in art history must achieve a minimum grade point average of 10.5 in the major and earn an A or A- in a two-semester thesis that is more substantial than that of students

not working on honors. The honors thesis must be proposed to the department by the end of the junior year. The honors student will write and then orally defend her thesis before a faculty honors committee that consists of at least three members (the two thesis readers and an additional member to be selected by the student). The student who wishes to pursue honors in art history should so notify the department chair.

Course Descriptions

Lower-Division Courses

51a, b, c. Introduction to the History of Art. This course asks how the visual cultures of past times relate to those of the present. It examines the modern notion of “art” critically. The course proceeds chronologically and globally, with examples drawn from cultures in Europe, Africa, the Americas, and Asia. 51a runs from prehistory through ancient times in the Mediterranean world; 51b treats the European Middle Ages; 51c comprises the period between c. 1200 and the present. 51a and 51b alternate in the first semester; 51c, each semester. *J. Emerick, G. Gorse, F. Pohl.*

52. Monuments of Asia. A survey of major monuments from Buddhist, Hindu, and Islamic Asia. Lectures focus on the artistic significance and social context of such religious sites as Sanchi, Horyu-ji, Angkor Wat, and the Taj Mahal. Offered annually. *B. Coats.*

53BK. Art Histories of Africa and the African Diaspora. For description, see Black Studies. *P. J. Jackson.*

67CH. Contemporary Chicano Art and Its Antecedents. For description, see Chicano/a Studies. *P. Botello.*

Upper-Division Courses

134. The Visual Culture of Latin America. This course examines Latin America’s visual production, from pre-Hispanic times to the present. It is intended to equip students with a broad frame of reference for many periods of art and to engender an understanding of the cultural, political, religious, and social issues that give these objects meaning. *J. Cordova.*

135. Savages, Sages, and the Book in Pre-Columbian and Colonial Latin America. In this course we will examine pre-Hispanic writing systems and learn how to “read” central Mexican divinatory and historical manuscripts. We will then consider the social, cultural, and intellectual consequences that colonialism and the introduction of alphabetic text had in the Americas. *J. Cordova.*

140. The Arts of Africa. A 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. Critical study of Western art historical approaches and methods used to study Africa. *P. J. Jackson.*

141BK. Seminar: Representing Africa: Art, History, and Film. The 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 diasporic filmmakers. *P. Jackson.*

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.*

150. The Arts of China. A survey of artistic traditions in China from Neolithic to modern times. Architecture, sculpture, painting, calligraphy, ceramics, and metalwork will be discussed in their cultural contexts. *B. Coats.*

151. The Arts of Japan. The development of Japanese art and civilization from prehistoric through the Meiji periods. Major art forms will be examined in their cultural contexts. *B. Coats.*

152. Arts of Late Imperial China. Ming and Qing Dynasty arts and literature will be examined with special attention to literati and imperial court tastes. Students will help prepare an exhibition using Chinese art objects from the Scripps College collections. *B. Coats.*

154. 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. *B. Coats.*

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: Art 51a,b, or 52, or permission of the instructor. *B. Coats.*

159. History of Art History. Theories of art history from Winckelmann and Hegel to Riegl and Wölfflin, the Warburg Academy (Cassirer, Panofsky, Gombrich), and the Frankfurt School (Benjamin, Adorno, Habermas). The challenge of French structuralism and post-structuralism to traditional art historiography is discussed. Open

to sophomores, juniors, and seniors. Offered in 2008-09. *J. Emerick*.

161. Greek Art and Archaeology. An introductory survey of Greek sculpture, architecture, and vase painting from their beginnings to 350 B.C. Considerable attention is given to the major archaeological sites and their historical positions. *S. Glass*.

163. Hellenistic and Roman Art. Art in the ancient Mediterranean from the 4th century B.C. through the 2nd century A.D. (from Alexander the Great to Septimius Severus). Offered in 2007-08. *J. Emerick*.

165. Holy Men, Relics, and Icons. Art of the Late Roman Empire from Constantine (313–337) to Justinian (532–565); of the Barbarian Germanic world at the Empire's margins (4th–8th centuries); of early Islam (610–809); of Byzantium down to Iconoclasm (565–730); of the Irish-Northumbrian monasteries (17th–18th centuries); and of Charlemagne (768–814). Treats the classical world in its Christian phase, and its slow transformation from the pressures of Arabs and Germans. Offered in 2007-08. *J. Emerick*.

166. Pilgrimage and Crusade. Early Medieval art in Europe from the late-9th 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 Cîteaux. Offered in 2008-09. *J. Emerick*.

167. Town, Castle, and Cathedral in France. Early and High Gothic cathedral building in and around the Ile-de-France from the reigns of Louis VI (1106–1137) to Louis IX (1226–1270). Treats church decoration in sculpture and stained glass. Includes abbey of St. Denis; cathedrals of Senlis, Noyon, Laon, Paris, Chartres, Bourges, Reims, Amiens, and the palace chapel of Louis IX (Rayonnant phase). Also King Richard the Lionheart's Chateau Gaillard (1197). Offered in 2008-09. *J. Emerick*.

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*.

170. The Early Renaissance in 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*.

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, Giorgione, and Titian. Major works of the post-High Renaissance masters. The interaction of artists and patrons in historical context. *G. Gorse*.

172. Northern Renaissance Art. Painting, sculpture, and architecture in northern Europe in the 15th and 16th centuries. Developments in painting are emphasized, and the Low Countries and Germany will receive special attention. *G. Gorse*.

173. The Medieval and Renaissance City. An interdisciplinary approach to the Medieval and Renaissance city in Italy, 1250-1600, with emphasis on architecture and urbanism. Treats the rise of Italian city-states and shows 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. Focuses on city dwellers' civic, religious, and family rituals. *G. Gorse*.

174. Italian Baroque Art. Painting, sculpture, and architecture in Italy, 1600-1750. Emphasis on Rome and development of the Baroque style in the works of Caravaggio, the Carracci, Bernini, Borromini, and Pietro da Cortona. Church and social history as background. *G. Gorse*.

175. Northern Baroque and Rococo Art. 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*.

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. *B. Coats*.

180. Early Twentieth-Century European Avant-Gardes. This course examines some of the major movements of early 20th-century European art, including cubism, Dadaism, surrealism, futurism, constructivism, and productivism, to explore how the historical avant-garde irrevocably altered traditional ideas about the definition and function of art. Prerequisite: one upper-division art history course. *J. Koss*.

181. Art Since 1945. Painting, sculpture, and non-traditional art forms from Abstract Expressionism to the present, with emphasis on American art. Topics include Abstract Expressionism, Pop, Minimalism, Conceptual and Performance Art, Land Art, Site-Specificity and Institutional Critique, feminist art and video. Open to sophomores, juniors, and seniors. Prerequisite: one previous art history course. Spring 2007. *J. Koss*.

- 182. Social History of North American Art: Colonial Times to 1900.** A comparative analysis of artistic production in the United States, Canada, and Mexico from colonial times until 1900. Special emphasis on issues of race, class, and gender and on the role of the visual arts in the formation of national identities, cultures, and myths. Includes the work of both native North Americans and Euro-Americans. *Staff.*
- 183. History of Modern Architecture.** The major movements and theories of architecture in Europe and America during the 19th and 20th centuries, and the impact of the modern movement on the non-Western world after 1945. *G. Gorse.*
- 184. Social History of North American Art: Modernism, Antimodernism, Postmodernism.** A comparative analysis of artistic production in the United States, Canada, and Mexico in the 20th century. Special emphasis on issues of race, class and gender, and on the relationships between artistic activities and social and political movements (e.g., the Mexican Revolution, the Depression, the Women's Movement). *F. Pohl.*
- 185. History of Photography.** Nineteenth and 20th-century photography. The camera as a tool for documentation, portraiture, social comment, journalism, advertising, and as a pure vehicle for personal expression and a point of departure for allied art forms. *K. Howe.*
- 185P. Seminar: Topics in North American Art History.** Topics change from year to year and will range from theoretical issues to studies of specific artists and/or groups of artists or themes. *Staff.*
- 186C. Seminar: Topics in Asian Art.** Designed as a "hands-on" experience with interpreting works of Asian art through investigative research and educational presentation, the topics of this seminar will change but the focus will be on art works and their cultural contexts. *B. Coats.*
- 186H. Seminar: Museum History and Philosophy.** Introduction to the history, philosophy, and professional practices of museums. Emphasis on American art museums. Includes field trips. Preference given to art history majors considering museum careers. Open to juniors and seniors. With permission of instructor. *K. Howe.*
- 186K. Seminar in Modern Art.** The seminar examines in depth one theme or set of themes in 19th- and 20th-century art and related fields. Topic changes each year. Open to juniors and seniors. Prerequisite: one upper-division art history course. *J. Koss.*
- 186M. Seminar in Twentieth-Century Art.** The seminar will examine in depth one movement, artist, or other selected topic within the art of the 20th century. Open to juniors and seniors. Offered annually. Topic changes each year. *M. MacNaughton.*
- 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. *Staff.*
- 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 glare of commercial mass media and post-9/11 nationalism. This study of visual culture and representational theories 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.*
- 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.*
- 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. *J. Koss.*
- 191a,b. Senior Seminar/Senior Thesis.** Students will meet weekly in the fall semester for guidance on researching and writing the senior thesis, an original investigation on a topic in art history, which will be completed in the spring semester. Students will also meet with their thesis readers throughout the fall and spring semesters. 191a and 191b will be graded separately (one-half course credit each). Senior majors only. 191a first semester; 191b second semester. *Staff.*
- 199. Independent Study in Art History: Reading and Research.** Projects of particular value not possible within existing courses. Full or half course. May be repeated once for credit. Open to juniors and seniors in art, art history, or art theory. With permission of instructor. Offered annually. *Staff.*

ASIAN AMERICAN STUDIES

The Intercollegiate Department of Asian American Studies at 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. The program seeks to prepare students for various careers in the community, private or public, along with graduate work.

A Scripps student may petition the Committee on Academic Review for a self-designed interdisciplinary major or minor in Asian American studies. Courses should be chosen carefully, in close consultation with the student's academic adviser and with regard to the resources of the Intercollegiate Department of Asian American Studies.

A self-designed interdisciplinary Asian American studies major consists of eight upper-division courses (at least one of which is a seminar) chosen from the IDAAS curriculum plus a senior thesis. Appropriate courses in ethnic studies and Asian studies are recommended to provide further perspective.

A self-designed interdisciplinary Asian American studies minor consists of six upper-division courses chosen from the IDAAS curriculum. These courses must be outside and in addition to those in the student's major discipline; courses do not double count for both a major and minor requirement.

A Scripps student may petition the Committee on Academic Review to have course work completed in Asian American studies outside the IDAAS count as courses toward her self-designed major or minor. However, a majority of her courses must be chosen from the Intercollegiate Department of Asian American Studies curriculum.

Course Descriptions

Interdisciplinary

82AA. Race, Ethnicity, and the Politics of Teaching. 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 2007. *K. Yep.*

84CC. Social Movements: Sociology of Asian Americans and Pacific Islanders. Examines how Asian Americans and Pacific Islanders have responded to and contested institutional forms of oppression. Using a case study approach, analytical frameworks are developed to explore how and why various mobilization and campaigns emerged. Through a class research project, students will analyze the current community-based political terrain with Asian American and Pacific Islander communities in the area. *K. Yep.*

85CC. Asian American Sociology. Offers a sociological framework with which to explore "Asian America" as an activist concept whose meanings and goals have been influenced by a range of movements for social change. Making comparisons to social movements outside of Asian America will help to suggest new ways of thinking about activism and resistance in contemporary U.S. society. *H. Thai.*

90CC. 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: ASAM101, 125, 127 or 150, or permission of the instructor. *S. Suh.*

101CC. Introduction to Asian American Studies: Issues and Paradigms. Discussing topics from Asian American members of the Black Panther Party to multiracial identity and political formations, this course familiarizes students with theoretical and research tools central to Asian American studies. Through a collaborative research project, students will examine what forces shape the Asian American experience and how Asian American communities influence society. *K. Yep.*

110CC. (Mis)Representations of Near East and Far East. This course will consider representations of the Near East and the Far East and their role in global power relations, popular culture, overt and subtle forms of violence, and subjectivity and agency. Course materials will be taken from the mass media; novels and films; foreign policy, business, and the academy; and other sources. Issues to be considered include: the representation of violence; the construction of difference and "the other"; the production of knowledge; power in society; authenticity, hybridity, and appropriation; cultural nationalism and the nation state. *J. Parker.*

115CC. Theories and Methods in Asian American Studies. Identifies the 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. *K. Yep.*

134AA. South Asian American Experience. 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. Next offered 2008-2009. *Staff.*

150CC. 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. *H. Thai.*

160CC. Asian American Women's Experience. 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 versus mainstream feminism, and the impact of sexism and racism on the lives of Asian American women through education, work, and home life. *Staff.*

187. Special Topics: War and Asian Americans. This course will be an investigation into the ways that the phenomenon of war has shaped Asian American communities and experiences. Based on both historical and contemporary material, the course will examine the ways in which wars have shaped the demographic profile of immigrants, the changing civil rights climates in which Asian Americans have lived, and the ways that war has shaped communities' and individuals' senses of identity. *D. Lee.*

190aCC. Asian American Studies Senior Seminar. Asian American Studies: Applications, analysis and future directions. 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 and analyze provocative books and articles, and revisit key issues and controversies. *Staff.*

190bCC. Asian American Studies Senior Thesis. Students will work with one or more faculty on original thesis research toward completion of senior thesis (1 or 2 semesters). *Staff.*

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. *Staff.*

History

125CC. Introduction to Asian American History, 1850-Present. This 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. The course addresses issues such as the formation of ethnic communities, labor, role of the state, race relations, and American culture and identity. *D. Yoo.*

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, that addresses the meanings of cultural diversity in American history. *H. Barron.*

Literature

16. Introduction to Asian American Literature. This course will introduce students to issues particular to Asian American literature, including such topics as Angel Island, Chinatown, World War II internment, the Yellow Power Movement, and the model minority myth. *Staff.*

106. Asian American Literature and Cultural Criticism. This course is an introduction to Asian American literary and cultural studies. Topics of discussion include canon formation, the dialectic between history and literary form, Asian Americans and United States racial order, national and panethnic identities, Asian American literature and American literary studies. Gender and class analyses will be sustained throughout our discussions. *S. Suh.*

160. Transnational American Literature. This course will introduce the emerging field of postcolonial studies through the study of American literary texts. Postcolonial studies is generally understood to be the examination of the legacies of colonialism and the challenges of decolonization in contemporary "Third World" societies. Yet the United States is itself both a former colony and colonial power. Globalization continues to draw Third World peoples and cultures to America, even as it extends the reach of American cultural, political, and economic influence. This course will place 20th-century American literary texts and postcolonial theory into conversation with each other, with an emphasis on the interarticulation of race, nation, state, and gender.

We will read Native American, Chicana/o, African American, and Asian American texts as well as theoretical and other material. *S. Suh.*

178CC. 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. *L. Miyake.*

188. Race and Nation in Asian American Literature. Examines representations of race and nation in Asian American literary texts. Central to our investigation will be analyses of gender, genre, the state, family, history and memory, and national and transnational identities. Readings of the literature will be supplemented by theory and criticism. *S. Suh.*

Media Studies

80CC. Video and Diversity. 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 people who are under- and/or misrepresented by mainstream media. Students will learn about the history of video technology, and how certain developments within it made video an accessible and powerful tool for self-expression and political intervention. *M. Ma.*

100CC. Asian Americans in Media: A Historical Survey. 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. Prerequisites: any intro-level Media studies or Asian American studies course. *M. Ma.*

Politics and International Relations

127. Politics and Public Policy of Asian Communities in the United States. This course examines the intersection between Asian Americans and the politics of race and ethnicity. Central to the course is the claim that understanding race is critical to understanding American politics and that any sophisticated analysis of race must include the role of Asians in America. *T. Kim.*

Psychology

153CC. Introduction to 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. *S. Goto.*

173CC. Asian American Mental Health. The course integrates information from psychology and the other social sciences on a variety of issues related to Asian American mental health, psychotherapy, and drug therapy. The readings, lectures, and class discussions are intended to increase the student's understanding of these issues and her/his ability to analyze and synthesize both quantitative and qualitative information. Enrollment is limited to 15. Prerequisite: PSYC153, Asian American Psychology (PO) or permission of the instructor. *R. Tsujimoto.*

180LCC. Seminar in Asian American Psychology. Selected topics in Asian American psychology. Emphasis on the critical evaluation of recent literature in Asian American psychology and its implications. Prerequisite: Psychology 153. *S. Goto.*

180R. Intergroup Relations: Contact, Conflict, and Peace. Explores the theoretical and methodological literatures of psychology and ethnic studies to understand relationships across groups as defined by race, ethnicity, nation, and experimental design. Topics include but are not limited to stereotypes, prejudice, discrimination, intergroup contact. *S. Goto.*

Sociology

126CC. Immigration and the Second Generation. Analysis of post-1965 children of immigrants and/or immigrant children in Asian 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. *H. Thai.*

135CC. Comparative Immigration. A survey of the immigration of Europeans, Asians, and Hispanics to the United States since the mid-nineteenth century. This course is designed to provide an overview of the immigration experience of ethno-racial groups that migrated voluntarily to this country. The course will show

the continuity across ethno-racial categories and will illustrate these organizing terms and conceptual ideas across the ethno-racial categories. *D. Basu.*

142 AA. Transatlantic Black and Asian Experience. Organized as a Film Festival seminar, this course explores Black and Asian transatlantic immigration histories as represented via the popular culture medium of film. Uses film, criticism and guest speakers/directors as the core materials for examination and discussion. Spring 2008. *D. Basu.*

147CC. Asian Americans and the Sociology of Sport. Rather than a leisure activity free of politics, sport is a contested political site. From Ichiro Suzuki to Chinese American women basketball players in the 1930s, this upper-division seminar uses Asian Americans and the topic of sport in order to examine the political role of culture in society and explore social processes such as the intersections of gender, race, and socioeconomic class. *K. Yep.*

ASIAN LANGUAGES

As Asian countries gain prominence in the spheres of international business, world politics, and the arts, fluency in one of the Asian languages offered at The Claremont Colleges and exposure to an Asian culture and literature become assets not only to the student who wishes to pursue a career in foreign affairs or who plans to become involved in activities dealing with international problems, but also to the informed citizen who lives in an increasingly interdependent world. Since people of several Asian nationalities have established commercial enterprises and immigrant communities in the United States, there are also many professional opportunities in the fields of law, social work, finance, business, and health care for persons with competence in Asian languages and a sensitive awareness of Asian cultures. See guidelines concerning off-campus majors and cross-registration.

Courses in Asian Languages and Literature at The Claremont Colleges

Please consult each college's catalog for course descriptions and prerequisites.

Chinese

The following courses are offered at Pomona College. For courses in translation, please consult the Pomona College catalog.

1a,b. Elementary Chinese. Offered annually. *J. Wu.*

2. Advanced Elementary Chinese. Offered annually. *J. Wu.*

11. Conversation: Contemporary Chinese Language and Culture. Cumulative credit: two semesters equal half course. Pass/fail only. Offered annually. *Chinese Language Resident.*

51a,b. Intermediate Chinese. Offered annually. *S. Hou.*

51h. Intermediate Chinese for Bilinguals. Offered annually. *J. Wu.*

111a,b. Advanced Chinese. Offered annually. *A. Barr.*

124. Readings in Modern Chinese. *S. Hou.*

125. Modern Chinese Literature. *S. Hou.*

127. Advanced Readings in Modern Chinese Literature. *E. Cheng.*

131. Introduction to Classical Chinese. *S. Hou.*

145. Survey of Classical Chinese Literature. *A. Barr.*

163. Chinese Literature in English. *A. Barr.*

164. Chinese Literature in English: Poetry and Poetics. *S. Hou.*

165. Chinese Fiction in English: China Lost, China Found. *A. Barr.*

167. Urban Imaginations: The City in Chinese Literature and Film. *E. Cheng.*

168. Gender and Sexuality in Modern Chinese Literature. *E. Cheng.*

192a,b. Senior Project. *Staff.*

199. Reading and Research. *Staff.*

Japanese

The following courses are offered at Pomona College. For courses in translation, please consult the Pomona College catalog.

1a,b. Elementary Japanese. Offered annually. *K. Takahashi, T. Terada-Landis, P. Flueckiger.*

11. Conversation: Contemporary Japanese Language and Culture. Cumulative credit: two semesters equal half course. Pass/fail only. Offered annually. *Japanese Language Resident.*

12a,b. Japanese Kanji Class. *Japanese Language Resident.*

- 51a,b. Intermediate Japanese.** Offered annually. *L. Miyake.*
- 111a,b. Advanced Japanese.** Offered annually. *K. Kurita.*
- 124. Readings in Current Japanese.** *K. Takahashi.*
- 125. Readings in Modern Japanese Literature.** *K. Takahashi.*
- 170. Pre-Modern Japanese Literature in English Translation.** *P. Flueckiger.*
- 172. Playboys, Merchants, and Literati: Japanese Literature of Tokugawa Period.** *P. Flueckiger.*
- 174. Modern Japanese Literature in English: Literary Reconfigurations of Japanese Identity, 1868 to Present.** *K. Kurita.*
- 177. Japanese Women Writers.** *L. Miyake.*
- 178. The Japanese and Japanese-American Autobiography.** *L. Miyake.*
- 179. Graphically Speaking: Japanese Manga and Its Buds.** *L. Miyake.*
- 192a,b. Senior Project.** *Staff.*
- 199. Reading and Research.** *Staff.*

Korean

The following courses are offered at Claremont McKenna College. For courses in translation, please consult the Claremont McKenna College catalog.

- 1. Introductory Korean.** *Staff.*
- 2. Continuing Introductory Korean.** *Staff.*
- 33. Intermediate Korean.** *Staff.*
- 44. Advanced Korean.** *Staff.*
- 100. Readings in Korean Literature and Culture.** *M. Kim.*
- 130. Korean Cinema and Culture.** Offered alternate years. *M. Kim.*

ASIAN STUDIES

Asian studies is a cooperative program of The Claremont Colleges that provides an opportunity for undergraduate students to pursue an interdisciplinary program of study in the culture, language, history, and politics of China, Japan, India, or Southeast Asia. The program provides strong preparation for students seeking careers in government, foreign service, public administration, social work, journalism, or law, or for those planning to go on to graduate work in the area of Asian studies or a related field.

Requirements for the Major

A major in Asian studies requires a total of eight courses in the humanities and social sciences, one of which must be a seminar. In addition, the first two years of coursework, or equivalent competency, in an appropriate Asian language are required. These courses should be chosen to form a coherent program with clear emphasis on a single discipline or a single region of Asia. As an introduction to the field, students are advised to begin with History 60, Asian Traditions. Because upper-division course offerings are necessarily limited, students should be careful to assure that the emphasis they choose within the major is possible within the existing resources at The Claremont Colleges. In addition, all seniors will complete a research thesis on Asia in the first semester of the senior year.

The faculty in Asian studies encourages a period of residence and study in an Asian country for all interested students majoring in the field. Such study is usually arranged for at least one semester through a recognized semester abroad program. Study should be planned to follow the third or fourth semester of language training. Arrangements can be made for qualified students to study Japanese language and culture at Waseda University in Tokyo or at Nanzan University in Nagoya and live with a Japanese family. Chinese language students may apply to study at Nanjing or Beijing University in the People's Republic of China. Students may also study in Nepal for one semester. Students interested in study abroad should contact the Office of Off-Campus Study at Scripps College.

Courses in Asian Studies at The Claremont Colleges

Please consult the brochure "Asian Studies at The Claremont Colleges" and/or the Schedule of Courses published each semester by the Registrar's Office for up-to-date information on Asian studies course offerings.

Anthropology

- 16. Introduction to Nepal.** (Pitzer) *E. Chao.*

- 23. China and Japan Through Film Ethnography.** (Pitzer) *E. Chao.*
51. Social Anthropology. (Pomona) *L. Thomas.*
62. Embodying the Voice of History. (Pitzer) *E. Chao.*
88. China: Gender, Cosmology and the State. (Pitzer) *E. Chao.*
107. Medical Anthropology. (Pomona) *N. Barkey.*
111. Historical Archaeology. (Pitzer) *S. Miller.*

Art History

For complete course descriptions, see the Art History section of this catalog.

- 52. Monuments of Asia.** (Scripps) Offered annually. *B. Coats.*
150. The Arts of China. (Scripps) *B. Coats.*
151. The Arts of Japan. (Scripps) *B. Coats.*
152. Arts of Late Imperial China. (Scripps) *B. Coats.*
154. Japanese Prints. (Scripps) *B. Coats.*
155. The History of Gardens, East and West. (Scripps) *B. Coats.*
186C. Seminar: Topics in Asian Art. (Scripps) *B. Coats.*

Asian Languages and Literatures

Please consult the courses listed under the Asian languages major.

Asian Studies

- 191. Senior Thesis.** (Scripps) Offered annually.
199. Independent Study in Asian Studies: Reading and Research. (Scripps) Offered annually.

Economics

- 123. International Economics.** (Pomona) *T. Andrabi, S. Marks.*
126. Economic Development. (Pomona) *T. Andrabi.*

Government/International Relations

- 114. Politics and International Relations of Southeast Asia.** (Scripps) *D. Crone.*
140. Korean Politics and Economy. (CMC) *C. J. Lee.*
145. Conflict and Cooperation in Southeast Asia. (Pomona) *D. Elliott.*
146. Chinese Foreign Policy. (CMC) *C. J. Lee.*
147. Japanese Foreign and Defense Policy. (CMC) *C. J. Lee.*
154. International Relations of Asia. (Pomona) *D. Elliott.*
176. Political Thought, East and West. (Pitzer) *S. Snowiss.*

History

- 59. Civilizations of East Asia.** (CMC) *A. Rosenbaum.*
60. Asian Traditions. (Pomona) *S. Yamashita.*
61. The New Asia. (CMC) *A. Rosenbaum.*
100J. State and Citizen in Modern Japan. (Pomona) *S. Yamashita.*
100M. Rethinking Modern Asian History. (Pomona) *S. Yamashita.*
100O. India and Britain, 1750 to the Present. *R. Woods.*
100T. Tokugawa Thought. (Pomona) *S. Yamashita.*
161. Modern Korean History. (CMC) *Staff.*
162. Traditional China. (CMC) *A. Rosenbaum.*
163. Modern China. (CMC) *A. Rosenbaum.*
164. People's Republic of China. (CMC) *A. Rosenbaum.*
165. China and the U.S. in the Twentieth Century. (CMC) *A. Rosenbaum.*
166. Imperial China. (CMC) *A. Rosenbaum.*
167. Early Modern Japan. (Pomona) *S. Yamashita.*
168. Modern Japan. (Pomona) *S. Yamashita.*
169. State and Citizen in Modern Japan. (Pomona) *S. Yamashita.*
181. Early Modern Japan. (Pomona) *S. Yamashita.*
189. The Cultural Revolution. (CMC) *A. Rosenbaum.*

Music

- 41. Balinese Gamelan Ensemble.** (Pomona) *N. Wenten.*
65. Introduction to World Music. (Pomona) *K. Hagedorn.*

70. Introduction to Ethnomusicology. (Pomona) *K. Hagedorn.*

Politics

8. Introduction to International Relations. (Pomona) *D. Arase.*

72a. Traditional and Early Modern International Relations of Asia. (Pomona) *D. Elliott.*

72b. Contemporary International Relations of Asia. (Pomona) *D. Elliott.*

82. Seminar: The Vietnam War. (Pomona) *D. Elliott.*

114. Politics of Southeast Asia. (Scripps) *D. Crone.*

142. Governments and Politics of East Asia. (CMC) *C. Lee.*

147. Japanese Foreign Policy. (CMC) *Staff.*

152. The Pacific Rim and the United States. (CMC) *C. Lee.*

156. The Korean War. (CMC) *C. Lee.*

159I. Modern Korea: The Development of a Divided Nation. (CMC) *Ms. Chung.*

161. Japanese Politics. (Pomona) *D. Arase.*

163. Politics and International Relations of Southeast Asia. (Scripps) *D. Crone.*

163. Comparative Asian Politics. (Pomona) *D. Arase.*

168. Rise of Modern East Asia: Revolution, Restoration, and Reform. (Pomona) *Staff.*

183. America's Pacific Century: The United States and East Asia in a Changing World. (Pomona) *Staff.*

Religious Studies and Philosophy

10. Introduction to Asian Religious Traditions. (CMC) *Staff.*

16. Life-Story of the Buddha. *Z. Ng.*

38. Nature, Movement, and Meditation: Qi Gong. (Pitzer) *S. Snowiss.*

100. Worlds of Buddhism. (Pomona) *R. McBride.*

102. Hinduism and South Asian Culture. (Pomona) *Staff.*

103. Religious Traditions of China. (Pomona) *Staff.*

104. Religious Traditions of Japan. (Pomona) *Staff.*

106. Zen Buddhism. (Pitzer) *J. Parker.*

107. Buddhist Meditation Traditions. (Pomona) *Staff.*

117. The World of Mahayana Scriptures. (Pomona) *Staff.*

118. Hindu Goddess Worship. (CMC) *C. Humes.*

119. Medieval Religion of East Asia. (Pitzer) *J. Parker.*

128. The Religion of Islam. (Pomona) *Z. Kassam.*

148. Sufism. (Pomona) *Z. Kassam.*

149. Islamic Thought. (Pomona) *Z. Kassam.*

161. Gurus, Swamis, and Others. (CMC) *C. Humes.*

164. Engendering and Experience: Women in the Islamic Tradition. (Pomona) *Z. Kassam.*

166A. Comparative Studies in Religion: The Divine Body. (Pomona) *Z. Kassam.*

166D. Asian Religions through Art. (CMC) *Staff.*

180. Interpreting Religious Worlds. (Pomona) *Z. Kassam.*

Theatre

19. Fundamentals of Kabuki: Studio. (Pomona) *L. Pronko.*

115. Theatre and Dance of Asia. (Pomona) *L. Pronko.*

BIOLOGY

Please refer to the Science section of this catalog.

BLACK STUDIES

Core Faculty:

Professors Halford Fairchild (PI), Marie-Denise Shelton (CMC), Sidney Lamelle (PO), Rita Roberts (SC)
Associate Professors Dipannita Basu (PI), Laura Harris (PI), Valorie Thomas (PO)

Affiliated Faculty:

Professors Cecilia Conrad (PO), Gwendolyn Lytle (PO), Dean McHenry (CGU), Vincent Wimbush (CGU)

Associate Professors Sheila Walker (SC), Linda Perkins (CGU)

Assistant Professor Adam Bradley (CMC)

The Intercollegiate Department of Black Studies offers a multidisciplinary curriculum that examines the experiences of African, African American, and Caribbean people from the liberal arts perspective. The Black studies curriculum helps to unify an important area of intellectual investigation, and enhances appreciation of particular disciplines in the humanities and the social sciences. 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.

Students majoring in Black studies must complete at least 11 courses (including a senior thesis). 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. Some flexibility is allowed in the selection and distribution of courses; however, Introduction to Black Studies and the senior thesis are required of all majors.

Requirements for the Major

Major requirements ensure that students are thoroughly exposed to the broad range of research and scholarship in the subject area. Black studies majors must complete at least 10 courses chosen from the following list, plus a senior thesis. 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. Some flexibility is allowed in the selection and distribution of courses; however, ID 10BK and the senior thesis are required for all students.

1. ID 10BK. Introduction to Black Studies.
2. Literature (African, African American, or Caribbean); two courses.
3. History (African, African American, or Caribbean); two courses.
4. Social Science (e.g., Politics, Psychology, or Sociology); two courses.
5. Interdisciplinary (e.g., ID 50BK, Caribbean Society and Culture, or ID 60 BK, Politics of Race); one course.
6. Art, Music, or Religion; one course.
7. Art History; one course.
8. Senior Thesis.

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

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

Requirements for the Minor

For the Black studies minor, students are required to complete six courses in Black studies, one of which must be ID10BK, Introduction to Black Studies, and five courses that represent at least three disciplines. The preferred minor in Black studies should reflect the department's global perspective of Africa and its diaspora.

Course Descriptions

Art and Art History

140BK. 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. Spring 2008. *P. Jackson.*

141aBK. Seminar: Representing Africa: Art, History, and Film. The seminar centers on post-colonial African films to examine (re)presentations of the people, arts, cultures, and sociopolitical histories of Africa and its diaspora. Course critically examines the cinematic themes, aesthetics, styles, and schools of African and African diasporic filmmakers. Next offered 2008-09. *P. Jackson.*

141bBK. Africana Cinema: Through the Documentary Lens. This course examines documentary films and videos created by filmmakers from Africa and the 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, docudrama, cinéma vérité, biography, autobiography, and historical documentary. *P. Jackson.*

144BK. Black 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.*

144BBK. Daughters Africa: Art, Cinema, Theory, and Love. Course examines visual arts and cultural criticism produced by women from Africa and the African diaspora [North American, Caribbean, and 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 (BLCK144A). Fall 2007. *P. Jackson.*

178BK. Black Aesthetics and the Politics of (Re)presentation. (Pomona) 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 and 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 re-visioning representational practices. *P. Jackson.*

186LBK. Critical Race Theory Representations and 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. Next offered in 2008-09. *P. Jackson.*

186WBK. 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 "blackness" 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. Offered in 2007-08. *P. Jackson.*

Economics

116. Race and the U.S. Economy. Examination of the impact of race on economic status from Jim Crow to the present; historic patterns of occupational and residential segregation; trends in racial inequality in income and wealth; economic theories of discrimination; and strategies for economic advancement. Next offered 2008-09. *C. Conrad.*

History

35BK. The Caribbean: Crucible of Modernity. Caribbean histories and cultures from the fifteenth century to the present. The course will cover these themes in the Spanish-, French-, and English-speaking Caribbean, with a particular focus on Cuba, Puerto Rico, the Dominican Republic, Haiti, and Jamaica. *A. Mayes.*

40BK. History of Africa to 1800. (Pomona) 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 2007. *S. Lemelle.*

41BK. History of Africa from 1800 to the Present. History of Africa from the 19th 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 2008. *S. Lemelle.*

100UBK. Pan-Africanism and Black 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 Black people in particular. Discussion of 20th-century writers of Pan-Africanism, and especially of Padmore, DuBois, Garvey, Nkrumah, Malcolm X, and Toure (Carmichael) in terms of the contemporary problems of African Americans. Prerequisites: lower-division IDBS courses and permission of instructor. Spring 2008. *S. Lemelle.*

111aBK. African Diaspora in the United States to 1877. Grounded in a transnational comparative approach, this course connects the diverse and complex experiences, belief systems, and institutions of Blacks 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 2007. *R. Roberts.*

111bBK. 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 black emancipation and post-emancipation political struggles throughout the diaspora. Other topics include nationalism, civil rights, and contemporary feminist theory. History 111a is not a prerequisite for History 111b. Spring 2008. *R. Roberts.*

114BK. 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. *R. Roberts.*

122BK. Black Intellectuals and the Politics of Race. This course explores the varied ways 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. *R. Roberts.*

143BK. 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 2007. *S. Lemelle.*

145BK. Afro-Latin America. (Pomona) 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 "Black" or "African" in Latin America and why have the meanings of "blackness" changed over time? Next offered 2008-09. *Ms. Mayes.*

171BK. 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 the theoretical framework. Narratives, autobiographies, letters, journals, speeches, essays, and other primary documents constitute most of the required reading. Next offered 2008-09. *R. Roberts.*

176BK. Civil Rights Movement in the Modern Era. Mainly through primary readings, film, and guest lecturers, 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 grassroots organizing in the Deep South. History 111b recommended. Next offered 2008-09. *R. Roberts.*

Interdisciplinary

10BK. Introduction to Black Studies. This course provides a broad introduction to the field of African Studies (also known as Black Studies, Pan-African Studies, African American Studies, etc.). It does so by organizing the material chronologically (beginning in ancient African history) and seeks a transdisciplinary approach in the presentation. *D. Basu/H. Fairchild.*

152BK. Black 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. Spring 2009. *P. Jackson.*

195BK. (PZ) Special Topics in Black Studies. Topics change from year to year. Spring 2008. *Staff.*

Literature

12BK. Introduction to African American Literature. This course is a survey of major periods, authors, and genres of the African American literary tradition. This is the second half of a two-semester course offered through IDBS faculty. This course covers the major literature produced from the turn-of-the-20th-century to the contemporary period. Spring 2008. *L. Harris.*

12bBK (PZ) 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 covers the major literatures produced from the late nineteenth century to the contemporary period. *L. Harris.*

42eBK. Girl-Worlds: Female "Coming of Age" Literature. Through fiction, autobiography, film, popular culture, and feminist theory this course examines representations of young women of diverse color/class/sexual identities in "coming of age" narratives of a post-WWII United States context. In exploring the intersections of ethnicity/race, class, sexuality, gender, and intellectual/creative agency in the narratives we examine how the author/female protagonists revise and resist prescriptive notions of female "coming of age." Offered in 2008-09. *L. Harris.*

117BK. 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. Offered in 2008-09. *M. Shelton*.

121BK. Studies in Poetry: Love and Revolution: Black Women's Poetry/Song in the Twentieth Century. This course offers an exploration of language, imagery, and themes concerned with the sexual and racial politics of love and revolution as conceived in 20th-century Black women's poetry/song. In addition to reading, writing, and oral presentations about poets/singers such as Johnson, Grimke, Smith, Brooks, Holiday, Sanchez, Jordan, Lorde, and Jones, students write poetry/songs reflective of what/why/how/where/when notions of love and revolution are articulated in this body of work as values/weapons/desires for social justice and change. One Black studies course is required, or enroll by permission of professor. Open to juniors and seniors only. Offered in 2008-09. *L. Harris*.

125cBK. Introduction to African American Literature: In the African-Atlantic Tradition. Survey of 18th- and 19th-century Black 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. Fall 2007. *V. Thomas*.

126BK. (CM) 20th-Century Black Poetics. This course explores major figures and forms in Black American poetry from the Harlem Renaissance to the present. Topics will include vernacular versus "standard" English; the influence of the blues, hip hop, and other black musical forms; poetry as protest; the spoken word movement; and the representation of racial identity in verse. Special consideration will be given to the poetry of Jean Toomer, Langston Hughes, Sterling Brown, Robert Hayden, Gwendolyn Brooks, Lucille Clifton, Amiri Baraka, Rita Dove, Etheridge Knight, and Yusef Komunyakaa. Fall 2007. *A. Bradley*.

130BK. Topics in 20th Century African Diaspora Literature: Afrofuturism. Interdisciplinary study of Black science fiction, speculative fiction, and futurist philosophy. Spring 2008. *V. Thomas*.

132BK (PZ) Black Queer Narratives and Theories. 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). Spring 2008. *L. Harris*.

134BK. Harlem Renaissance. 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 theatre. *L. Harris*.

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 2007. *V. Thomas*.

160BK. African and Caribbean Literature. Reading and analysis of works of fiction, poetry, and drama representing the most important trends in African and Caribbean literatures. Offered in 2008-09. *M. Shelton*.

165BK. Writing between Borders. Examination of works by women writers from the Caribbean who live in the U.S. and Canada. Seeks to uncover the complex nature of cross-cultural encounters. Explores the strategies used by these writers to define themselves both inside and outside the body politic of two societies. Attention given to questions of identity, exile, history, memory, and language. Authors include Jean Rhys, Paule Marshall, Maryse Condé, Jamaica Kincaid, and Michelle Cliff. Offered in 2008-09. *M. Shelton*.

170JBK. Special Topics in American Literature: Toni Morrison. A seminar on Morrison's contributions to African American literature, the Western canon, Black 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. Next offered 2008-09. *V. Thomas*.

196BK. Major Figures in 20th-Century American Literature: James Baldwin. 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. Next offered 2008-09. *L. Harris*.

Politics

125BB. 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 adoptions, and demise of forms of democracy in a variety of African countries. Offered in 2008-09. *D. McHenry*.

Psychology

12BK. 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: PI Psychology 10 or permission of instructor. Spring 2008. *H. Fairchild.*

75BK. African American Mental Health. Introduces students to selected topics involving the mental health of African Americans. Examines issues in the definition and the assessment of mental health and addresses special topics such as spirituality, stress and hypertension, delivery of mental health services, and controversies in the psychoanalytic literature. Examines empirical, theoretical, and therapeutic approaches to African American mental health. Fall 2007. *Staff.*

188BK. 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). Prerequisites: Psychology 10 and 12 or permission of instructor. Fall 2007. *H. Fairchild.*

194BK. Seminar in Social Psychology. This seminar explores an area of longstanding concern in social psychology: racism. It does so by reviewing the works of leading social psychologists' theory, research, and praxis in this area of concern (see Eberhardt and Fiske, 1998). An important component of the course is the incorporation of international and interdisciplinary perspectives to the study of racism (see Bulmer and Solomos, 1999). The seminar explores the subject matter with an emphasis on developing students' written and oral presentations. Next offered 2008-09. *H. Fairchild.*

Religious Studies

142BK. The Problem of Evil: African-American Engagements with(in) Western Thought. (Pomona) This course thematically explores some of the many ways African Americans, in particular, have encountered and responded to evils both as a part of and apart 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. Fall 2007. *D. Smith.*

Sociology

71. Sociology of Popular Music. (Pitzer) Using popular music, in particular but not exclusively hip hop, reggae, dance (house, jungle, drum 'n bass) as well as jazz, considers how music acts as a sociological prism. How these musical genres shed light on social, political and cultural implications of music as an art form, a commodity and a phantasm of race, class and gender, within and beyond the U.S. Fall 2007. *D. Basu.*

124. Race, Place, and Space. (Pitzer) 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 inequities are constituted through space, not just expressed spatially. Spring 2008. *D. Basu.*

142BK. (PZ) Transatlantic Black and Asian Experience. In this seminar we explore Black and South Asian cultural and social experiences primarily in the U.S. and the UK using an interdisciplinary approach through scholarship, film, documentary, literature and music. Topics covered include: Black/South Asian immigration histories and diasporas; how Black and South Asian identities, scholarship and cultures articulate transformations in scholarly and popular notions of "race," nation and culture; the changing context and content of racisms and racialization; critiques of assimilation and multiculturalism; representations of "race," gender, class, sexuality, and generation in visual, auditory and written cultural works. Fall 2007. *D. Basu.*

Courses for Majors

191BK. 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.*

199BK. Independent Study: Reading and Research. Permission of instructor required. Course or half-course. May be repeated. Offered each semester. *Staff.*

CHEMISTRY

Please refer to the Science section of this catalog.

CHICANA/O-LATINA/O STUDIES

Chicana/o-Latina/o studies is concurrently a multidisciplinary 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 that began to converge in the last 20 years. Chicana/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, 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 the Chicana/o-Latina/o studies major 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:

- Border and Transnational Studies;
- Education: Social Justice, Formation, and Critical Pedagogy;
- Literature, Art, and Representation; and
- Politics, Social Movements, and Labor.

Requirements for the Major

- a. Spanish 65CH or Spanish 44, or equivalent.
- b. History 17 CH, Chicana/o and Latina/o History.
- c. Two of the following introductory courses:
 - 1) GFS 61 CH, Contemporary Issues of Chicanas and Latinas.
 - 2) Psychology 84 CH, Psychology of the Chicano/a.
 - 3) Sociology 30 CH, Chicanos/as in Contemporary Society.
- d. Four courses, one from each of the four areas of concentration:
 - 1) Border and Transnational Studies:
 - GFS 154 CH, Latinas in the Garment Industry (Soldatenko)
 - History 31 CH, Latin America Before Independence (Mays)
 - History 32 CH, Latin America Since Independence (Tinker Salas)
 - History 100I CH, Race and Identity in Latin America (Tinker Salas)
 - History 100N CH, The Mexico-U.S. Border (Tinker Salas)
 - History 100NB CH, U.S.-Latin American Relations (Mayes)
 - Politics 174 CH, U.S. Immigration Policy and Transnational Politics (Pantoja)
 - Spanish 127 CH, Literatura Chicana en Español (Alcalá)
 - 2) Education, Social Justice, Critical Pedagogy and Inquiry:
 - GFS 166 CH, Chicana Feminist Epistemology (Soldatenko)
 - Psychology 84 CH, Psychology of the Chicano (Buriel)
 - Psychology 151 CH, The Psychology of Multicultural Education (Buriel)
 - Psychology 180M CH, Seminar in Cultural Psychology (Buriel)
 - Sociology 141 CH, Chicanas and Latinas in the U.S. (Ochoa)
 - Sociology 150 CH, Chicanos/Latinas and Education (Ochoa)
 - 3) Literature, Art, and Representation:
 - Art 67 CH, Chicano Art and Its Antecedents (Botello)
 - Dance 70 CH, Regional Dances of Mexico (Galvez)
 - Spanish 127 CH, Literatura Chicana en Español (Alcalá)
 - SPNT 126A CH, Chicano Movement Literature (English 184A CH) (Alcalá)
 - SPNT 126B CH, Contemporary Chicana/o Literature (English 18eB CH) (Alcalá)
 - SPNT 186 CH, Seminar in Contemporary Chicana Narrative (English 184C CH) (Alcalá)
 - 3) Politics, Social Movements, and Labor
 - History 25 CH, All Power to the People! (Summers Sandoval)
 - GFS 61 CH, Contemporary Issues of Chicanas and Latinas (Soldatenko)
 - GFS 154 CH, Latinas in the Garment Industry (Soldatenko)
 - Politics 107 CH, Latino Politics (Pantoja)
 - Politics 174 CH, U.S. Immigration Policy and Transnational Politics (Pantoja)
 - Sociology 30 CH, Chicanas/os in Contemporary Society (Ochoa)
 - Sociology 145 CH, Restructuring Communities (Calderon)

Sociology 155 CH, Rural and Urban Social Movements (Calderon)
SPNT 126A CH, Chicano Movement Literature (Alcalá)

e. Two advanced courses in one of the above areas of concentration chosen in consultation with her academic adviser.

f. At least one of the above area studies courses must have a service learning or civic engagement component (GFS 154 CH; Sociology 30CH, 141CH, 145CH, 150CH, or 155CH).

g. Senior thesis with oral presentation.

Requirements for the Minor

- a. Spanish 65CH or Spanish 44, or equivalent.
- b. History 17 CH, Chicana/o and Latina/o History.
- c. One of the following introductory courses:
 - 1) GFS 61 CH, Contemporary Issues of Chicanas and Latinas.
 - 2) Psychology 84 CH, Psychology of the Chicano/a.
 - 3) Sociology 30 CH, Chicanos/as in Contemporary Society.
- d. One course from each of the four areas of concentration listed above for the major.

Course Descriptions

Chicano/a Studies

60CH. Introduction to Chicano/a Studies. (Pomona) The introduction to central concepts and historical experiences that define Chicano/a culture, from exploring indigenous roots to examining current trends. Emphasis on the diversity of the Chicano/a experience through multidisciplinary perspectives. Intended for students not previously enrolled in Chicano/a studies. *R. Buriel.*

172CH. Research Methods in Chicano/a Studies. (Pitzer) This course introduces students to both quantitative and qualitative research methods used in a variety of disciplines within Chicano/a studies. Topics to be covered include research design (e.g., the experiment, survey, field study), theoretical concerns, ethical issues, and data analytic techniques. Participant observation and interviewing techniques will also be covered. Throughout the semester, students will spend time conducting field research, which will be analyzed through quantitative and qualitative methods. Offered in 2007-08. *J. Calderón.*

191CH. Senior Thesis. Required for Chicano/a studies majors. Offered annually. *Staff.*

Fine Arts

67CH. Contemporary Chicano Art and Its Antecedents. (Pomona) Chicano 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. *P. Botello.*

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

73CH. Pre-Columbian Dance. (Pomona) 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 Alavanzas (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 Matachine costumes and headdresses. Offered in 2007-08. *J. Galvez.*

Gender and Feminist Studies

61CH. Contemporary Issues of Chicanas and Latinas. (Pitzer) 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.*

154CH. Latinas in the Garment Industry. (Pitzer) This research seminar will study the lives and work of Latinas in the garment industry in southern California, using a historical and comparative approach. The course will consider the origins of this industry in the United States, 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. Prerequisite: WS/GFS26, 30CC, or equivalent. *M. Soldatenko.*

166CH. Chicana Feminist Epistemology. (Pitzer) This course will learn about the Chicanas' way of knowing. Will work towards an understanding of the origins, development, and current debates on Chicana feminism in the U.S. Through interdisciplinary study of Chicana writings, search will be made for different epistemologies and contributions to feminism and research methods. From the Marxists and socialist scholars to the postmodern conceptualization in cultural studies, Chicanas have struggled to define their identity, resistance and construction of knowledge. Offered in 2007-08. *M. Soldatenko.*

History

17CH. Chicana/o and Latina/o History. (Pomona) Examines Chicana/o and Latina/o historical experiences across the span of several centuries using the lens of "empire." Analyzes migration and settlement; the forces shaping community and identity formations; and the roles of race, gender, class, and sexuality in shaping social, labor, and political histories. *T. Summers Sandoval.*

31CH. Latin America Before Independence. (Pomona) Examines the history of Latin America up to 1820, focusing on the indigenous civilizations of the region (Olmecs, Teotihuacanos, Mayas, Aztecs, and Incas); the process of European expansion; 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 19th century. *M. Tinker Salas.*

32CH. Latin America Since Independence. (Pomona) 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 economies, political alternatives to the traditional order, relations with the United States, and conflict in Central American, Latin America, and the Caribbean. *M. Tinker Salas.*

100CCH. Chicana/Latina Feminist Traditions. (Pomona) 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. *T. Summers Sandoval.*

100ICH. Identity and Culture in Latin America. (Pomona) Latin America incorporates indigenous, European, African, and Asian traditions. This seminar examines the interplay among race, identity, culture, gender, and national consciousness; the multifaceted process of ethnicity and race relations in colonial societies; the 19th 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. *M. Tinker Salas.*

100NCH. The Mexico-United States Border. (Pomona) 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 Chicanos/as experience as a result of border interaction. Offered in 2007-08. *M. Tinker Salas.*

100NBCH. United States-Latin American Relations. (Pomona) 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 the present day, exploring both official (public) policy as well as the impact of corporations and the market, ideology, cultural representation, the media, and others. *A. Mayes.*

110S CH. 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. Fall 2007. *T. Summers Sandoval.*

Political Science

107CH. Latino Politics. (Pitzer) 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 issues impacting the Latino community. *A. Pantoja.*

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. Spring 2008. *A. Pantoja.*

Psychology

84CH. Psychology of the Chicano. (Pomona) Selected topics in psychology dealing with the affective and intellectual aspects of Chicano behavior. The psychological development of Chicanos/as will be evaluated against traditional psychological theories and variations in the Chicano's sociocultural environment. *R. Buriel.*

151CH. Issues in the Psychology of Multicultural Education. (Pomona) Examines educational theory, research, and practice as it relates to the experience of the Chicanos/as and other ethnic and linguistic minorities. Consideration of selected psychological processes that potentially explain the scholastic performance of these groups. Discussion of multicultural education as a movement of school transformation. *R. Buriel.*

180MCH. Seminar in Cultural Psychology. (Pomona) Theories and methods of psychology and ethnic studies are used to examine behavior of U.S. ethnic minorities. Unique psychocultural experiences of individual ethnic groups and similarities in these experiences. Topics include identity formation, socialization, prejudice, acculturation, and mental health. Common developmental challenges and adaptation strategies of U.S. ethnic groups stressed. Intended for students with previous courses in both psychology and ethnic studies. Offered in 2007-08. *R. Buriel.*

Sociology

30CH. Chicanos/as in Contemporary Society. (Pomona) Sociological analysis of the theoretical and methodological approaches used to study the Chicano/a and Latina/o communities. Socioeconomic conditions, education, cultural change, the family, gender relations, and political experiences are examined. Includes a field internship option. *G. Ochoa.*

141CHb. Chicanas and Latinas in the U.S. (Pomona) 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 concrete experiences, the course examines in detail several key areas—health, migration, work, and family. Examples of resistance and strategies for building alliances are discussed throughout the course. Offered in 2007-08. *G. Ochoa.*

145CH. Restructuring Communities. (Pitzer) This course examines how Latino and multiracial communities have become mosaics of competing land interests and demographic transformations. Attention is given to current literature on growth coalitions and urban restructuring. The class will study examples of building community and participatory action research. *J. Calderón.*

150CH. Chicanos/Latinas and Education. (Pomona) This course examines the historical and institutional processes related to the educational experiences of Chicanas/os and Latinas/os. In addition to 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. *G. Ochoa.*

155CH. Rural and Urban Ethnic Movements. (Pitzer) This course examines the nature of rural/urban ethnic movements and their relationship to demographic transformations. Practical examples are drawn from the farm labor movement and growth coalitions. Attention is given to current literature on social movements, urban restructuring, and farm labor organizing. *J. Calderón.*

Spanish Language and Literature

65CH. Spanish for Bilinguals. (Scripps) 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. Equivalent to Spanish 33. Students may not earn credit for both Spanish 33 and Spanish 65CC. *R. Cano Alcalá.*

126aCH. Chicano/a Movement Literature. (Scripps) Readings in Chicano literature from the 1940s to the 1970s. Special emphasis will be placed on the historical context within which texts are written, i.e., post-WWII and the Civil Rights era. Recently discovered novels by Americo Paredes and Jovita Gonzalez and the poetry, narrative, and theatre produced during the Chicano/a Movement will be our subjects of inquiry. Taught in English. Offered in 2007-08. *R. Cano Alcalá.*

126bCH. Contemporary Chicana/o Literature. (Scripps) Beginning with the ground-breaking 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 Anzaldua, Castillo, Cisneros, Cuadros, Gaspar de Alba, Islas, Moraga, and Viramontes, among others. Taught in English. *R. Cano Alcalá.*

127CH. Literatura Chicana en Español. (Scripps) Analyzes 20th-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. *R. Cano Alcalá.*

186CH. Contemporary Chicana Literature Seminar. (Scripps) This seminar analyzes how Chicana writers have negotiated with and against the symbolic inheritance (and the material social consequences) of four Mexican cultural icons of womanhood: La Malinche, La Virgen de Guadalupe, Sor Juana Ines de la Cruz, and La Llorona. Furthermore, the process of icon construction in Mexicano-Chicano culture will be explored by studying post-mortem representations of Selena Quintanilla. Taught in English. Offered in 2007-08. *R. Cano Alcalá.*

CLASSICS

**Professors Finkelpearl (Scripps), Glass (Pitzer), McKirahan (Pomona)
Assistant Professors Roselli (Scripps), Chinn (Pomona), Bjornlie (CMC)
Lecturer Astorga (Pomona)**

Classics is the name traditionally given to the study of the languages, literature, art, archaeology, and culture of ancient Greece and Rome from the Bronze Age to the early Middle Ages. The Department of Classics also encourages and sponsors undergraduate study of other aspects of the civilizations of the ancient Mediterranean, including Biblical Hebrew and the religions and cultures of the ancient Near East. The department offers courses designed to give students the opportunity to read classical literature in the original languages and in English translation, and to gain a knowledge and appreciation of the classical civilizations and their influence on the modern world.

There are two options for concentration in this major. The first, in classical languages and literature, is designed for students who intend to study classical languages in depth and is appropriate for those who want to go on to graduate study in classics or the related fields of ancient history, archaeology, or art history. The second option in classical studies is designed for students who want a background in classical civilization while they prepare for graduate work in such allied fields as philosophy and history, or plan for careers in law, medicine, business, or other pursuits for which a liberal arts education is appropriate. Moreover, since much Western thought and literature stems from the classical past, a major in classics with its concomitant knowledge of the ancient Greek and Roman civilizations will illuminate and enrich the study of many facets of European or American culture.

Since classics is a cooperative program at The Claremont Colleges, courses taught at the other colleges count as Scripps courses. Courses in Greek, Latin, or Hebrew fulfill the language requirement. The department recognizes courses taken at the Intercollegiate Center for Classical Studies in Rome or in the Athens semester abroad program offered through Pomona College as part of the major.

Requirements for the Major

To complete the option in classical languages and literature, a student is required to complete 10 courses in two languages chosen from Greek, Latin, or Biblical Hebrew, plus the senior seminar (193). Up to two courses in classical civilization, art history, history, philosophy, or religion may be substituted for language courses if warranted by the student's program and if approved by her adviser. For Scripps students, the senior thesis will count as one of the 10 courses in the major.

Students who intend to pursue graduate study in classics or related fields are further recommended to take at least two courses in French and/or German.

Under the classical studies option, students may emphasize: (a) classical literature (including mythology), (b) Greek, (c) Latin, (d) ancient art and archaeology, (e) ancient history, (f) ancient philosophy, or (g) ancient political theory. To complete the major in classical studies, a student is required to take at least 10 courses plus the senior seminar (193). At least three courses must be in Greek, Latin, or Biblical Hebrew, one of which must be numbered 100 or above. The remaining courses will be selected in consultation with the student's adviser from appropriate offerings in classics, art history, history, philosophy, and religion in order to complete one of the options (a) through (f) above. Emphasis (a) requires at least three courses in mythology or classical literature in translation; (b) and (c) at least three additional courses in classical Greek or Latin; (d) Classics 161 and 163; (e) History 101 and 102; (f) Philosophy 110 and 186; (g) History 101 or 102 and CMC Government

80. For Scripps students, the senior thesis will count as one of the 10 courses in the major.

Requirements for the Minor

There are two options: one focuses on language and the other requires no language classes. For a classics minor, students must complete a minimum of six classics courses, including a sequence of at least three courses in Greek, Latin, or Classical Hebrew, and three other courses that count toward the classics major.

A minor in classical civilization aims to provide solid understanding of any number of historical and cultural perspectives of classical antiquity. For a minor in classical civilization, students must complete a minimum of six non-language classics courses or any number of courses in Greek or Latin and choose a particular area of specialization in consultation with their minor adviser.

Honors Program in Classics

A student who wishes to pursue honors in classics should notify the department by the end of her junior year. In order to qualify for honors, the student must fulfill the following:

1. 10.5 GPA minimum in the major.
2. A two-semester thesis on which the student receives an A or A-.
3. At least two additional courses in classics in addition to the 10 (plus senior seminar) required for the major.

Course Descriptions

Classical Civilization and Literature in Translation

10. The Epic Tradition. A survey of oral and written epic in Greek and Roman literature. Topics include the role of the hero; oral vs. written traditions; discussion of the roles of myth; traditional narrative and ritual; and the Classical epic as basis for later literature. Some attention to comparative materials (e.g., *Beowulf* and the *Song of Roland*). Readings from Homer, Vergil, Apollonius of Rhodes, Ovid, and others. Lecture and discussion.

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 literature. *J. Astorga.*

14. The Ancient Comic Tradition. This course examines ancient comedy with particular emphasis on literary interpretation and modern theories of comedy. Other topics include the historical settings, performance, the comic hero, political subversion, and the characteristics of “low” genres in contrast to tragedy and epic. Authors include Aristophanes, Homer, Menander, Plautus, Petronius, Shakespeare, Stoppard, and theorists on comedy.

16. Ancient Historians. Close reading of selected Greek and Roman historians, with special attention to their conceptions of history. Authors read may range from Herodotus in the 5th century B.C. to Ammianus Marcellinus in the 4th century A.D. Analysis of primary sources supplemented by readings in recent secondary literature. In addition, comparative material will be introduced from the Chinese historiographical tradition (Ssu-ma Chien) and the later Arab tradition (Ibn Khaldun).

17. Ancient Lives. Focuses on the studies of illustrious personalities by Plutarch and Suetonius. Examines the origins of biography as a genre; structural, stylistic, and thematic elements; and the cultural, moral and religious viewpoints from which the authors contemplated the lives of human beings. *J. Astorga.*

18. The Ancient Novel and Romance. The dominant modern literary genre, the novel, finds 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 will be placed on the origins and nature of the novel, with a look at Homer’s *Odyssey* and Euripides’ romances as well as theorists including Bakhtin.

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.*

51 A,B. Introductory Classical Greek. Greek grammar and syntax for beginning students. This course prepares students to read the works of Homer, Sophocles, and Plato, among others. Classics 51 A is prerequisite to 51 B. *D. Roselli.*

60. Greek Civilization Through its Literature. This course is intended as an introduction to ancient Greek history and culture. Sources are read in English translation and cover Greek epic, poetry, tragedy, comedy, philosophy, and historical writing in order to study the major trends in Greek thought from 8th century BC to Alexander the Great. Topics may include art, social customs (dress, symposium), class, gender and sexuality, daily life, and religious festivals (theatre, athletics). *D. Roselli.*

61. Roman Life and Literature. Literary texts organized around topics of importance to the study of Roman culture from c. 300 B.C. to 200 A.D.: poetry and politics, rhetoric, Roman self-definition, the family and gender roles, the influence of Greek philosophy, religion, and contact with the East. Readings from Lucretius, Vergil, Livy, Cicero, and Apuleius, among others. *Staff.*

64. Gods, Humans, and Justice in Ancient Greece. Introductory course focusing on fundamental questions in ancient Greek moral thinking: 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. *R. McKirahan.*

65. Pagans and Christians. An interdisciplinary examination and contrasting of pagan and Christian modes of self-understanding in the Greco-Roman world as represented in a variety of primary sources such as medical and philosophical writings, religious documents, ancient novels, accounts of the martyrs, and dream literature.

114. Female and Male in Ancient Greece. Using evidence from literature, oratory, law, medical writings, and the visual arts, this course will explore 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. *E. Finkelpearl.*

121. Classical Mythology. (Pitzer) The structure and interpretation of Greek and Roman myth. Readings from ancient literature in English translation and modern mythologists. Lectures and discussions. Also listed as Religious Studies 134. *S. Glass.*

123. Ancient Mysteries. Ancient mystery cults offered Greeks and Romans something different: secret initiation rites, bull sacrifice, Dionysiac release, self-castration, mysteries of life and death, powerful mother-goddesses. Cults of Mithras, Isis, Demeter, Mater Magna, and others in their historical contexts.

125. Greek Religion. A survey of Greek religion, using original documents ranging from late Bronze Age to late antiquity. Broadly defined to include the religions of all peoples of the ancient Mediterranean and Near East who either fell under the sway of the Greeks or came into contact with them.

130. Roman Decadence. From the Augustan Age onward, the Roman World was sharply divided between a self-created image of order, stability, and propriety, based on Rome's visible political and military achievements, and its increasing involvement with exotic, private, and unconscious forces of disruption and decay. This course will examine closely those so-called "enemies of Roman order": religious cults, superstition, personal corruption and excess, popular violence, the Roman obsession with death, the radical decline from Classical models of life and art. Authors read include Ovid, Lucan, Seneca, Petronius, Tacitus, Juvenal, Apuleius.

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. *D. Roselli.*

Art 161. Greek Art and Archaeology. An introductory survey of Greek sculpture, architecture, and vase paintings from their beginnings to the mid-4th century B.C. Major archaeological sites are discussed and their historical significance is explained. *S. Glass.*

Art 163. Hellenistic and Roman Art. Art in the ancient Mediterranean from the 4th century B.C. to the 2nd century A.D. (from Alexander to Septimius Severus). *J. Emerick.*

History 101. History of Greece. An examination of ancient Greek history and culture from prehistoric times to the coming of the Romans, with special attention to the evolution of radical democracy in Athens and of charismatic kingship under Alexander the Great. Investigation of issues such as the significance of status divisions in Greek society and the implications of Greek history for modern political life. Lecture and discussion.

History 102. History of Rome. An examination of ancient Roman history and culture of the Republic and the Empire emphasizing special topics studied in the context of a chronological narrative. Topics include social conflicts in the Republic, the political evolution of the Empire, cultural change during the Christianization of the Roman world, and the barbarian incursions. Lecture and discussion.

Philosophy 40. Ancient Philosophy. A study of the origins of Western philosophy through reading and discussion of its classical sources, including the Presocratics, Plato and Aristotle. Lectures and discussion. *R. McKirahan.*

Politics 1a. Classical Political Theory. Introduction to some major works in ancient Greek, Hebraic, Roman,

Christian, and Chinese traditions that have contributed to the understanding of political philosophy and practice. Emergence of the concept of politics; the political role of tragic theater and poetry; the Socratic challenge to Athens; the western tradition of epic heroism; the politics of class, race, and gender; the early Christian challenge to Rome. Readings from Homer, Aeschylus, Sappho, Plato, Aristotle, the Bible, Christine de Pizan Confucius, Lao Tzu. *J. Seery*.

Greek

51a,b. Introductory Classical Greek. Greek grammar and syntax for beginning students. Selected readings from such works as Plato's *Dialogues*. Offered annually.

101a,b. Intermediate Classical Greek. Principal emphasis on learning to read Attic Greek prose, focusing on the conflicting portrayals of the historical Socrates in Plato and Xenophon. The second semester will focus on Greek poetry, including Homer and Greek tragedy. Prerequisites: 6a,b or permission of the instructor. Offered annually.

182a,b. Advanced Greek Readings. Works of Greek prose and poetry selected from the writings of the major authors according to the needs of students. Prerequisite: Classics 101b or permission of instructor. Offered annually.

Latin

8a,b. Introductory Latin. Intensive study of Latin grammar and syntax with oral drills. Students who have completed 8a or b or the equivalent and any 100 course will have met the language requirement. Offered annually.

32. Advanced Introductory 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 Intermediate Latin (100 or 112) to meet the language requirement. Focus on review and mastery of basic grammar and vocabulary. Offered annually. *Staff*.

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

103. Intermediate Latin: Medieval. Selections from medieval Latin prose: historical, literary, and liturgical. Emphasis on translation and historical contextualization. Half credit. Prerequisites: Classics 8b (or equivalent) and permission of instructor. Offered annually. *Staff*.

110. Cicero. An introduction to Latin prose with readings from Cicero's orations and rhetorical and prose works. Weekly prose composition and term paper. Prerequisite: Latin 8b or two to three years of secondary school Latin with permission of instructor.

112. Vergil. An introduction to Latin poetry with readings from Vergil's *Eclogues* and *Aeneid*. Prerequisite: Classics 8b, Classics 32, or two to three years of secondary school Latin with permission of instructor.

181a,b. Advanced Latin Readings. Great works of Latin prose and poetry from the writings of major authors of the Roman Republic and Empire, selected according to the needs of students. Authors and topics covered may include the Roman letter, satire, lyric poetry, historians, drama, philosophy, elegiac poets, Lucretius, and Medieval Latin. Each semester may be repeated for credit. Prerequisite: Classics 100, or permission of instructor. Offered annually.

Hebrew

52a,b. Elementary Classical Hebrew. Basic elements of Hebrew grammar and translation of selected Biblical passages. Offered alternate years.

102. Readings in Classical Hebrew. Review of grammar and readings of selected prose and poetic texts from the Hebrew Bible and the Qumran Library. Prerequisite: Hebrew 52a,b or equivalent.

Greek and Latin

191. Senior Thesis. The student 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 Classics Department. Restricted to seniors majoring in classics. Offered annually. *Staff*.

193. Senior Seminar in Classics (half-course) Intensive investigation of a particular topic within the larger field of classical studies. Readings and focus will vary depending on the faculty. Significant independent research component combining primary and secondary sources. Required of senior majors in the senior year. Offered annually. *Staff*.

199. Independent Study in Classics: Reading and Research. Offered annually. *Staff*.

Related Courses

Government

80. Introduction to Political Philosophy: Early. Study of ancient and medieval political theory with readings from Aristophanes, Plato, Xenophon, Aristotle, Cicero, Augustine, Aquinas, Al-Farabi, and Maimonides.

164. Political Rhetoric. Devoted principally to examining the classical understanding of political rhetoric and the problems and possibilities connected with it. Readings will be Plato's *Gorgias* and Aristotle's *Rhetoric*. In the final part of the course, some famous speeches from the American political tradition will be examined.

History

10. The Ancient Mediterranean. A survey of ancient Near Eastern, Egyptian, Greek, and Roman history to 300 C.E. Emphasis on the emergence of different civilizations around the Mediterranean.

20. Greece and Rome. An introductory survey of the histories and cultures of Classical and Hellenistic Greece and Republican and Imperial Rome to 565 A.D. and the rise of Christianity. Special attention is given to the primary source material, with an examination of the archaeological evidence and representative readings from the ancient poets, historians, and philosophers. *S. Glass*.

104. Religion and Politics in Antiquity and the Middle Ages. This course will explore the complex relationship in the ancient and medieval worlds between religious life and political practice. Lectures and discussions will focus on a set of core topics: the role of oracles and prophesy in political crises; state and community responses towards religious pluralism (e.g., Bacchants, Jews and heretics); "private" versus "public" religious practices; and the emergence of divine emperors and monarchical spiritual leaders (e.g., the pope). **105. Sex and Gender in the Ancient World.** What did it mean to be a man or woman in antiquity? This course seeks to familiarize students with Greek, Roman, and Egyptian attitudes towards gender differences and sexual relationships and their central place in the cultures' social, political, religious life. Drawing on a variety of both primary sources (e.g., literary texts, law, religious and philosophical tracts, visual culture) and secondary literature the course will investigate both the history of gender and sex in the ancient world as well as modern theoretical approaches to these topics.

Religious Studies

126. Gnosticism. An introduction to the great religious movement known as Gnosticism, its origins in the Hellenic and Roman Near East, its "radical Hellenization of Christianity," its varieties, its historical evolution into a world religion in the form of Manichaeism, its rediscovery in the important manuscript finds of the past century in Egypt and Central Asia, and its influence on modern literature and philosophy.

122. The New Testament and the History of Early Christianity. The origins of Christianity and its spiritual triumph over the Roman Empire. The New Testament and other early Christian literature compared with the civic, humanitarian, and spiritual ideals of imperial Greco-Roman society.

129. Jewish and Christian Origins. An examination of the religious, historical, and social factors which led to the formation of classical Judaism and Christianity. The course will trace the development of post-Biblical texts and traditions which through divergent interpretations produced the distinctive characteristics of Judaism and Christianity.

131. Building God's House. A survey of early synagogues and churches, along with related examples of Greco-Roman temples and shrines, through their architecture and art work. The course will explore the contributions archaeological data make to the understanding of Judaism and Christianity and how each religious tradition physically and ideologically constructs sacred space. *G. Gilbert*.

Science, Technology, and Society

80. History of Science and Technology in the Ancient and Medieval Worlds. 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 the social and economic conditions. *R. Olson*.

COMPUTER SCIENCE

Computer Science entails the creation and development of languages and techniques for the synthesis and analysis of information representations, algorithms, communication processes, and automated resource allocation methods. It sees its role as providing the logical infrastructure for the information-based society. Students interested in this rapidly growing area pursue introductory and advanced courses leading to a major through Harvey Mudd or Pomona colleges. See guidelines concerning off-campus majors and cross-registration.

DANCE

Professors Brosterman, Abrams

Lecturers Branfman, J. Smith, P. Smith

Dance is the study of bodily movement in its many manifestations—as an expressive art form, as a key to the humanistic study of the world’s cultures, and as a means of gaining understanding and control over one’s self and environment.

The Scripps Dance Program centers on the interdisciplinary study of dance and movement. Advanced technical training is provided and encouraged. However, the focus of the program is on developing integrated individuals who can think, feel, and speak with their bodies as well as their minds. Graduates have gone on to perform and choreograph professionally or have moved towards careers or graduate study in arts administration, criticism, education, dance ethnology, dance history, film and video, dance therapy, or medicine.

Scripps dance classes, noted for individualized instruction and course work, are open to all students regardless of their majors. Cross-disciplinary connections are encouraged and supported. Because the department is small, performance and choreographic opportunities are available to all students. Technique classes may be repeated until the student is ready to advance to the next level. Customarily this takes two semesters.

Although Scripps dance classes are non-competitive and emphasize sound warm-up and stretching techniques, dance is a strenuous physical pursuit that places greater demands on the body than everyday activity. Students with a history of injury or health problems are advised to consult a physician prior to participating.

Requirements for the Major

Students wishing to major in dance must develop both a physical and historical/theoretical understanding of the discipline. The following three tracks—Performance/Choreography, Movement Studies, and Theoretical Studies in Dance—are designed to focus the student’s study in order to prepare her for different career paths or graduate study. Flexibility exists for designing personal tracks in collaboration with the dance adviser.

Students wishing to study dance in conjunction with another discipline, such as anthropology, biology, economics, English, history, psychology, or visual arts should choose a self-designed or dual major. All major programs are designed in consultation with a dance adviser.

All dance majors take a minimum of two technique courses at Scripps, at least one of which must be modern. At least one-half of the major courses (five) must be taken at Scripps.

1. **Prerequisites:** Students entering with prior dance experience may waive out of one or more of these classes through placement auditions or permission of instructor. Ideally, the following courses should be completed by the end of the sophomore year:

- a. Beginning Dance (Dance 68).
- b. Modern Dance I (Dance 76; full or half credit).
- c. Modern Dance II (Dance 77; full or half credit).
- d. Ballet I (Dance 78; full or half credit).

2. **Core Requirements:**

- a. Laban Movement Analysis (Dance 103).
- b. Senior Seminar (Dance 190).

3. **Track Requirements:**

a. **Dance Performance/Choreography Track:**

1. Modern Dance III (Dance 100) or IV (Dance 111) and Ballet II (Dance 110) or III (PO 124); one-half credit of each.
2. Dance Composition I (Dance 159). At least one Dance Composition course must be taken at Scripps by end of the junior year.
3. Dance Composition II (Dance 160), Movement Improvisation (Dance 108), or Dancing the News: Choreographing Women’s Lives (Dance 161).
4. History of Dance in Western Culture: 1600-Present (Dance 101).
5. Principles of Kinesiology as Related to Dance (Dance 163).

Dance Performance/Choreography majors are expected to take a daily movement class each semester of their junior and senior years, whether or not enrolled for credit. They are also expected to participate in at

least four performances with Scripps Dance.

b. Movement Studies Track:

1. Dynamics of Human Movement (Dance 102).
2. Principles of Kinesiology as Related to Dance (Dance 163).
3. The Body and World Performance (Dance 130).
4. Cultural styles course. At least one of the following: Introduction to West African Dance (Dance 135), Explorations of Cultural Styles (Dance 150), Kabuki (THEA 19), Regional Dances of Mexico (70CH), Pre-Columbian Dances (73CH).
5. Intro to Psychology (PSYC 52) or Intro to Sociocultural Anthropology (ANTH 2).

c. Theoretical Studies in Dance:

1. History of Dance in Western Culture: 1600-Present (Dance 101).
2. The Body and World Performance (Dance 130).
3. Dance Composition I (Dance 159).
4. Music, Art, or Theatre history course chosen in consultation with dance adviser.
5. Cultural styles course: at least one of the following: Introduction to West African Dance (Dance 135), Explorations of Cultural Styles (Dance 150), Kabuki (THEA 19), Regional Dances of Mexico (70CH), Pre-Columbian Dances (73CH).

4. Electives: Students will select two electives in consultation with the dance adviser. Dance Repertory (Dance 162) may only be counted for one full credit toward the major. In addition to dance electives, suggested electives for specific tracks may include:

Performance/Choreography: one elective in music or theatre, chosen in consultation with the dance adviser, is strongly recommended.

Movement Studies: one elective may be chosen from a discipline outside of dance, such as psychology, anthropology, biology, sociology, women's studies, etc., in consultation with the dance adviser.

Theoretical Studies in Dance: one elective may be chosen from a discipline outside of dance, such as philosophy, aesthetics, critical inquiry/analysis of the arts, etc., in consultation with the dance adviser.

5. Senior Thesis in Dance (Dance 191): May be a research project/paper or a performance/choreography project, with written documentation as specified in Senior Thesis in Dance Guidelines.

6. Production Experience (Dance 193a,b,c,d): All dance majors are required to complete at least four production/crew assignments on Scripps Dance events, totaling at least 16 hours, by graduation. Students register for Dance 193 a total of four times, on a no-credit, Pass/fail basis. (Students who complete Dance Production (Dance 168) are waived from this requirement.)

Requirements for the Minor

A minor in dance consists of six upper-division dance courses, at least three of which must be full-credit theory or composition classes. Dance Repertory (Dance 162) may only be counted for one full credit. At least half of the minor courses (three) must be taken at Scripps. Like majors, minors are planned in consultation with the dance faculty.

Course Descriptions

Only full-credit courses may be used to fulfill the fine arts requirement of Scripps. Courses marked with an asterisk *may not* be counted in the major or minor.

***68. Beginning Dance.** Recommended for those students with no previous dance experience. Prepares the student for further study of particular dance styles such as modern, ballet, and jazz. Readings and written assignments augment studio experiences. May be taken twice for credit. Offered annually. *G. Abrams, S. Branfman, R. Brosterman.*

***76A,B. Modern Dance I.** Fundamentals of modern dance for the beginning student, including technique, improvisation, and composition. 76A: readings and written assignments augment studio experiences. Full course. Prerequisite: Dance 68 or permission of instructor. 76B: half course. Repeatable for credit. Prerequisite: Dance 76A or permission of instructor. Offered annually. *G. Abrams, S. Branfman, R. Brosterman.*

***77A,B. Modern Dance II.** Modern dance skills for the student with low intermediate competency. Emphasis on technique, with some improvisation and composition. 77A: readings and written assignments augment studio experiences. Full course. Prerequisite: Dance 76A or permission of instructor. 77B: half course. Repeatable for credit. Prerequisite: Dance 77A or permission of instructor. Offered annually. *G. Abrams, S. Branfman, R. Brosterman.*

***78A,B. Ballet I.** Fundamentals of ballet technique and theory. Includes barre, basic positions, and center floor work. 78A: includes readings, video viewing, and written assignments in ballet history. Full course. Prerequisite: Dance 68 or permission of instructor. 78B: half course. Repeatable for credit. Prerequisite: Dance 78A or permission of instructor. Offered annually. *R. Brosterman.*

100A,B. Modern Dance III. Modern dance skills for the student with high intermediate competency. Emphasis on technique, with some improvisation and composition. 100A: readings and written assignments augment studio experiences. Full course. Prerequisite: Dance 77A or permission of instructor. 100B: half course. Repeatable for credit. Prerequisite: Dance 100A or permission of instructor. Offered annually. *G. Abrams, S. Branfman, J. Smith.*

101. History of Dance in Western Culture: 1600-present. This course traces the evolution of dance as an art form in Europe and America from the late Renaissance through the Baroque, Classical, and Romantic periods, to the 20th century. The influence, appropriation, and subjugation of popular dance and the dance styles of other cultures will be considered. *R. Brosterman.*

102. Dynamics of Human Movement. Provides students with fundamental knowledge of our physical structures and explores the meaning of movement as a reflection of mental states. Recognition of individual movement habits, tension patterns, and clues to inner states, as reflected by movement, will be approached through discussions, movement experiences, readings, and observations. *G. Abrams.*

103. Laban Movement Analysis. This course explores movement as a physical and mental phenomenon, functional movement in relation to developmental phases, and the expressive power of movement. The vehicle for this exploration is the system of movement analysis and observation developed by Rudolf Laban, a pioneer in movement, dance, and therapy. *G. Abrams.*

108A,B. Movement Improvisation. Designed to develop non-verbal communication skills, stimulate creative thinking, and explore interdisciplinary group process. Includes structured explorations based on theater games, Laban's Effort-Shape Theory, music/sound/breath/rhythm, spatial design, contact improvisation, etc. 108A: full course credit available with research and performance. 108B: half course. *Staff.*

110A,B. Ballet II. Continuation of Ballet I, with emphasis on movement phrases and performance quality. 110A: readings and research in ballet history and theory augment studio experiences. Full course. Prerequisite: Dance 78A or permission of instructor. 110B: half course. Repeatable for credit. Prerequisite: Dance 110A or permission of instructor. Offered annually. *R. Brosterman.*

111A,B. Modern Dance IV. Modern dance skills for the student with advanced competency. Emphasis on technique, with some improvisation and composition. 111A: readings and written assignments augment studio experiences. Full course. Prerequisite: Dance 100A or permission of instructor. 111B: half course. Repeatable for credit. Prerequisite: Dance 111A or permission of instructor. Offered annually. *G. Abrams, S. Branfman, J. Smith.*

112A,B. Jazz Dance. Intermediate-level course will include a variety of styles from lyrical to hip-hop and street dance. Emphasis on rhythms, isolations, flow, syncopation, style, and performance quality. 112A: readings, video viewings, and written assignments in historical, cultural, and aesthetic issues pertaining to jazz dance will augment studio experiences. Full course. Prerequisite: Minimum of one full year of college dance training. Cross-registration limited. 112B: half course, if 112A space permits. Repeatable for credit. Offered annually. *J. Smith.*

130. The Body and World Performance. An interdisciplinary study of the body and movement in dance and ritual. Focuses upon performance traditions in non-western societies and the way in which the body and movement serve as models of and models for cultural ideas and values. Includes video and field observations. First-year students by permission of instructor only. *Staff.*

135. Introduction to West African Dance. A movement-based study of the dances of West Africa (Senegal, Gambia, Guinea, Nigeria, Ghana). Includes investigation of similarities and differences among dances, and examination of historical and cultural influences. Videos, readings, and research papers augment the studio experience. Basic dance conditioning included. Open to all experience levels. Offered annually. *P. Smith.*

140. Music for Dancers. This is an interdisciplinary course that will introduce students to elementary music theory; explore the significance and impact of a soundscape in dance, video and film; and teach students to use a computer program to digitally compose original music to accompany dance or other sequential events. Required lab. *Staff.*

- 159. Dance Composition I.** Composition and improvisation skills with an emphasis upon the fundamental principles of space, time, and energy. Offered annually. *G. Abrams, R. Brosterman.*
- 160. Dance Composition II.** Composition and improvisation skills with an emphasis on understanding form. Must be taken concurrently with a modern dance or ballet technique class. Prerequisite: Composition I or permission of instructor. Offered annually. *G. Abrams, R. Brosterman.*
- 161. Dancing the News: Choreographing Women's Lives.** This course engages students in the process of looking at social issues (both contemporary and historic) and turning those issues into dance and/or performance. Issues will be examined from the perspectives of women living the news and those surrounding them. Culminates in public showing and community dialogue. *S. Branfman.*
- 162A,B. Repertory.** Scripps Dancers. Development of performance quality and skill through performing student, faculty, and/or guest artist's works. 162A: full course, average of four rehearsals per week. 162B: half course, average of two rehearsals per week. Both 162A and 162B may be repeated for credit. Eligibility by audition. Permission of instructor. Offered annually. *Staff.*
- 163. Principles of Kinesiology as Related to Dance.** This course studies the science of human movement and includes the fields of anatomy, physiology, and physics. Emphasis is on understanding and appreciation of how dance movement is executed by the body, and how kinesiological ideas relate to training, injury prevention, rehabilitation, and daily life. *Staff.*
- 168. Dance Production.** This course provides experience and theoretical inquiry into the staging of dance including concert organization, audience development, publicity, budgeting, stage management, lighting, sound, and costuming. Students will assist in producing Scripps dance events as well as study dance productions and producing entities in the Los Angeles area. Includes investigation of economic, social, and political issues that impact dance production. Does not meet fine arts breadth requirement. Full course. *R. Brosterman.*
- 190. Senior Seminar in Dance.** Offered annually. *G. Abrams, R. Brosterman.*
- 191. Senior Thesis.** Offered annually. *G. Abrams, R. Brosterman.*
- 193a,b,c,d. Production Experience.** All dance majors are required to complete at least four different production/crew assignments on Scripps dance events. Each assignment must be a minimum of four hours work. Pass/Fail. Non-credit. Offered each semester. *Staff.*
- 199. Independent Study in Dance: Reading and Research.** Offered annually. *Staff.*

Courses Available at Pomona College

- *10a,b. Introduction to Modern Dance Technique and Theory.** *L. Cameron, M. Jolley, J. Pennington.*
- *12a,b. Ballet I.** *M. Jolley.*
- *50a,b. Modern Dance Technique II.** *L. Cameron, M. Jolley, J. Pennington.*
- 51a,b. Ballet II.** *V. Koenig.*
- 119a,b. Modern Dance III Technique and Theory.** *J. Pennington, guest artists.*
- 120a,b. Modern Dance III Technique.** *J. Pennington, guest artists.*
- 121a,b. Modern Dance IV Technique and Theory.** *J. Pennington, guest artists.*
- 122a,b. Modern Dance IV Technique and Theory.** *J. Pennington, guest artists.*
- 123a,b. Ballet III Technique and Theory.** *V. Koenig.*
- 124a,b. Ballet III Technique.** *V. Koenig.*
- 130. Laban Movement Analysis.** *L. Cameron.*
- 135. Traditions of World Dance.** *T. Shay.*
- 140a,b. Composition.** *L. Cameron, M. Jolley.*
- 150. Exploration of Cultural Styles.** *T. Shay, guest artists.*
- 160. Anatomy and Kinesiology.** *M. Jolley.*
- 180a,b. Dance Repertory.** *Staff, guest artists.*

Theatre Courses Available in Movement

- 13. Corporeal Mime.** *T. Leabhart.*
- 19. Fundamentals of Kabuki.** *L. Pronko, T. Tomono.*
- 113. Theatre and Dance of Asia.** *L. Pronko.*

Chicana/o-Latina/o Studies Courses Available in Dance

For course descriptions, see Chicana/o-Latina/o Studies.

70CH. Regional Dances of Mexico. *J. Galvez.*

73CH. Pre-Columbian Dances. *J. Galvez.*

ECONOMICS

Professors Dillon, Odell

Assistant Professor Moreno

Economics studies how markets allocate resources, goods and services, and incomes throughout the economy. It analyzes how the aggregate level of economic activity is determined; how well the economy performs with respect to inflation, unemployment, and growth; and the implications of government involvement in particular markets and in the economy as a whole via policies to improve economic performance or distributional equity. The major is designed to develop a core set of skills useful in analysis of economic issues while maintaining a commitment to a liberal arts education. The curriculum provides preparation for graduate study or careers in economics, business, law, government, and public affairs.

Students are encouraged to participate in the Scripps College Economic Society and the Student Investment Fund. The Joan Robinson Prize is awarded for superior accomplishment in the economics senior thesis.

Requirements for the Major Economics

1. Prerequisite

Mathematics 30. Calculus I (to be taken prior to Economics 101).

2. Core Requirements

Economics 51. Principles of Macroeconomics.

Economics 52. Principles of Microeconomics.

Economics 101. Intermediate Microeconomic Theory.

Economics 102. Intermediate Macroeconomic Theory.

Economics 120. Statistics.

Economics 125. Econometrics.

Prerequisites and core courses are to be completed at Scripps. Students planning to study abroad are urged to complete core courses beforehand.

3. Electives

The economics major requires four additional upper-division courses in economics, to include at least two courses with an intermediate theory prerequisite. At least two of the four electives must be taken at Scripps.

4. Senior Seminar and Thesis

Economics 190. Senior Seminar.

Economics 191. Thesis.

Mathematical Economics

1. Core Requirements

Economics 51. Principles of Macroeconomics.

Economics 52. Principles of Microeconomics.

Economics 101. Intermediate Microeconomic Theory.

Economics 102. Intermediate Macroeconomic Theory.

Economics 120. Economic Statistics.

Economics 125. Econometrics.

Economics 126. Econometrics II (CMC) or equivalent.

Unless otherwise specified, prerequisites and core courses are to be completed on the Scripps campus. Students planning to study abroad are urged to complete core courses beforehand.

2. Electives

Two additional courses in economics, both of which must have an intermediate theory prerequisite. At least one of them must be taken at Scripps.

3. Mathematics Courses

Math 30, 31, and 32 (Calculus I, II, and III).

Math 60 (Linear Algebra).

One semester of either Math 102 (Differential Equations) or Math 151 (Probability)

4. Senior Seminar and Thesis

Economics 190. Senior Seminar.

Economics 191. Thesis.

Honors Program in Economics or Mathematical Economics

Requirements for honors in economics or mathematical economics:

1. A grade point average in the major of at least 10.5.
2. A grade of A- or better on the senior thesis.
3. A successful oral defense of the thesis before the economics faculty and the thesis readers.

The student interested in being considered as a candidate for honors should consult with her economics adviser during the second semester of her junior year.

Requirements for the Minor

A minor in economics consists of Economics 51, 52 and five upper-division (beyond 51 and 52) economics courses, at least one of which must be either Intermediate Microeconomic Theory or Intermediate Macroeconomic Theory.

Dual Majors

A student wishing to complete a dual major in economics and any other field must fulfill the economics major requirements listed above with the following exceptions.

1. She must complete three (rather than four) electives.
2. She may take the senior seminar either in the Economics Department or in the department offering the complementary portion of her dual major.

B.A./M.A. Program

A B.A./M.A. program in economics with The Claremont Graduate University is available for Scripps economics majors.

Course Descriptions

40. Personal Finance. This course covers the fundamentals of personal financial management: the principles and tools of saving, investing, managing credit, paying taxes, buying property and insurance, long-term planning. It emphasizes how the economy works and the economic environment that affects assets, including the role of government institutions and policies and how they impact private sector product and financial markets. No prerequisites. Offered annually. *P. Dillon.*

51. Principles of Macroeconomics. An introductory course in the workings of the national economy—how the level of GDP is determined and why it fluctuates, the causes of inflation and unemployment, and the factors that influence the economy's growth rate. The model of the economy that is developed can be used to examine the role of government, the international implications of domestic policies, the importance of public debt and deficits, and other current macro policy issues. Offered annually. *K. Odell.*

52. Principles of Microeconomics. An introductory course about how markets set prices and thereby allocate goods, services, labor, and financial resources in an economy. Models of consumer and seller interaction are used to examine the effects of government intervention and to consider the efficiency and equity impacts of the market system. Microeconomics provides powerful analytic tools that are applicable to any choice situation. Offered annually. *G. Moreno.*

101. Intermediate Microeconomic Theory. An intermediate-level study of how markets organize the allocation of goods and services in the economy. The course provides a rigorous analysis of consumers' and producers' behavior and the roles of these agents in both input and output markets. Different market structures are explored—competition, oligopoly, monopoly, etc. Questions of economic efficiency and equity and the role of government are addressed. Prerequisites: Economics 52, Mathematics 30. Offered annually. *P. Dillon.*

102. Intermediate Macroeconomic Theory. A more advanced treatment of the subject matter of introductory

macroeconomic theory, with emphasis on the development and manipulation of models of the economy. These models help us study the determination of national output, inflation, employment, growth, and business cycles. They are also used to analyze current economic issues and policies. Prerequisite: Economics 51. Offered annually. *K. Odell.*

114. The Development of American Markets. (CMC) The economic history of the United States is one of the extension of markets over a vast geographical space. This course will examine both input and output markets in the 200 years after the American Revolution. How did those markets first form and how did they evolve over time? When were they efficient, and when did they fail? How was the pace and pattern of growth affected? Prerequisites: Economics 50, or 51 and 52. *K. Odell, M. Weidenmier.*

120. Statistics. Introduction to statistical analysis, focusing on causal relationships, experimental design, and statistical reasoning. The course develops tools for problem solving and interpretation of real-world data. Computer-based analysis of data rather than computational recipes will be emphasized. Offered annually. *G. Moreno.*

125. Econometrics. Statistical techniques for testing economic models and evaluating data. Includes regression models, time series, and cross-section data analysis. Prerequisites: Economics 101 and 120. Offered annually. *G. Moreno.*

135. Monetary and Financial Economics. This course examines financial assets and markets, and the unique positions of money and banks in those markets. The roles of money and financial markets in the macro economy are investigated, with particular emphasis on monetary policy and the finance of government deficits. Prerequisites: Economics 52 and 102. *K. Odell.*

139. Investments: Security Valuation and Portfolio Analysis. This course concerns the selection, valuation and trading of financial assets; financial markets and the economy; the efficient markets hypothesis; security valuation models; and portfolio diversification theory. Prerequisites: Economics 101 or 120. *P. Dillon.*

140. International Economics. A survey of topics in international trade and finance. Included are studies of the law of comparative advantage, patterns of trade between nations, and the financial relationships involved in transactions in international markets. The course also examines the motivation and form of government policies, which influence international flows of money and goods. Prerequisites: Economics 52 and 102, or permission from instructor. *K. Odell.*

142. Emerging Economies of Europe and Asia. This course uses economic analysis to assess the reform policies necessary for successful transition to market systems, to explain the difficulties in implementing and sustaining economic and political reforms, and to examine the growth paths of countries in Central/Eastern Europe and East Asia. We include important current issues, such as the EU and regional cooperation on economic, social, and defense policies. Prerequisites: Economics 51 and 52. *P. Dillon.*

144. Economic Development. This course provides an introduction to mainstream neoclassical economic models of development as well as a survey of central debates within the economic development literature. Alternative approaches to development will be discussed within the context of several underdeveloped country cases. Prerequisites: Economics 51 and 52, or permission from instructor. *N. Neiman Auerbach.*

165. Business Strategy and Industrial Organization. Industrial Organization applies microeconomics to the study of firm behavior in the imperfect markets of the real world. Theoretical and case study approaches are utilized to analyze and predict firm behavior. Topics include theory of the firm, product differentiation, predatory pricing, mergers, intellectual property, antitrust, and regulation. Prerequisite: Economics 101. *G. Moreno.*

170. Environmental Economics. Application of theories of externalities, public goods, and cost-benefit analysis to environmental policy and regulation. Topics include air and water pollution, global warming, environmental health, economic development and the environment, the trade-off between production and environmental amenities, non-market valuation, and command-and-control regulation versus market mechanisms. Prerequisite: Economics 101 or permission from instructor. *G. Moreno.*

171. Economics of Environmental Policy. In allocating environmental amenities and natural resources, markets often produce unsatisfactory outcomes. This course considers government response to these outcomes and introduces tools for evaluating costs and benefits of regulation. In addition, it explores equity-efficiency trade-offs associated with environmental and natural resource problems. The course applies these tools to contemporary problems such as urban sprawl, water allocation, species preservation, and air pollution. Prerequisite: Economics 52 or equivalent. *G. Moreno.*

187. Public Finance. The role of government in a market economy: principles and implications of taxation and public spending, government activity as a result of market failure, collective decision making and public choice theory, income redistribution and issues of normative analysis, interaction of political and economic analysis. Prerequisites: Economics 51 and 101. *P. Dillon.*

190. Senior Seminar. This seminar is intended to develop and improve research skills. Seniors will produce research reports, both oral and written, while examining topics and methodology in economics. Each student will complete a senior thesis outline, research design, bibliography and first chapter. Prerequisites: Economics 101 and 102. Offered annually. *P. Dillon.*

191. Senior Thesis. Offered annually. *Staff.*

193. Managerial Economics. This course uses the theory of the firm to integrate and link economic theory (microeconomics and macroeconomics), decision sciences (mathematical economics and econometrics) and functional areas of business (e.g., finance, marketing, production, human resources) as essential components of managerial decision making. Prerequisite: Economics 101. *P. Dillon.*

197. Special Topics in Economics. Intensive analysis of specific issues in economics. Repeatable for credit with different topics. *Staff.*

ENGINEERING

Please refer to the Science section of this catalog.

ENGLISH

Professors Greene, C. Walker

Associate Professor Peavoy

Assistant Professors Matz, Suh

The discipline of English examines the history of British and American literatures, teaches the skills of critical and perceptive reading, and develops a facility for clear, precise, and elegant writing. The student who majors in this field is uniquely prepared for any career in which analytical thought and clear communication are important: teaching, publishing, journalism, law, business, and certain areas of medicine.

Requirements for the Major

A major in English requires a minimum of 11 courses constituted as follows:

Basic Requirements:

1. Two British Literature Surveys: English 101a and English 101b.
2. Two American Literature Surveys: English 102a **and either** English 102b **or** English 104.
3. One course in British Literature before 1900 (courses numbered 110 through 149).

One of these five basic courses may be taken off the Scripps campus. The remaining four must be taken at Scripps.

Four electives: Up to two of these electives may be courses in creative writing, film, and linguistics. It is recommended but not required that most of these be taken at Scripps. Writing 100 will count as an elective. Courses in literature not originally written in English do not count toward the English major.

Senior Seminar and Senior Thesis: English 190 and 191. **Must be taken at Scripps.**

These minimum requirements leave ample room for further work in literature, and any student planning to do graduate work should follow the course requirements for the Honors Program. Many courses have been arranged on a cycle of rotation to allow for greater diversity in the program. Students planning to go abroad should make sure they will be able to fulfill these requirements.

Honors Program in English

In addition to completing the following course requirements, a student who wishes to pursue the Honors Program in English must achieve a GPA of 10 (B+) in the major, and her thesis must receive a grade of A or A-. She will be expected to produce a more substantial thesis than those not working on honors. She must apply in writing to the department by the end of her junior year, specifying the electives she intends to use to complete the program. (Transfer students should consult the English Department.) The requirements are 13 courses distributed as follows:

Basic Requirements:

1. English 100.
2. Two British Literature Surveys: English 101a and English 101b.

3. Two American Literature Surveys: English 102a **and either** English 102b **or** English 104.
4. One course in British literature of the Medieval or Renaissance periods (courses numbered 110 through 129).
5. One course in British literature of the 18th or 19th centuries (courses numbered 130 through 149).

One of these seven basic courses may be taken off the Scripps campus. The remaining six must be taken on campus.

Four electives: Up to two of these electives may be courses in creative writing, film, and linguistics. It is recommended but not required that most of these be taken at Scripps. Writing 100 will count as an elective. Courses in literature not originally written in English do not count toward the English major.

Senior Seminar and Senior Thesis: English 190 and 191. **Must be taken at Scripps.**

Requirements for the Minor

Students wishing to minor in English will be required to take six courses (**courses marked with an asterisk must be taken at Scripps**). Transfer students should consult the English Department.

1. English 101a.*
2. English 101b.*
3. One survey course in American literature (courses numbered 102 through 105).*
4. One course in British literature in a historical period before 1900 (courses numbered 110 through 149).*
5. Two electives in British and/or American literature.

Course Descriptions

100-109 Introductory Survey Courses, British and American

100. Introduction to Literary Criticism. An introduction to contemporary literary criticism through the intensive study of four major literary texts and a wide range of critical approaches to them (Feminist, New Historicist, Psychoanalytic, Deconstructive, Reader-Response, Marxist). Offered annually. *Staff.*

101a. A Survey of British Literature, Part I. A survey of British literature from its Anglo-Saxon beginnings to the 18th century. Particular attention will be paid to major authors such as Chaucer, Spenser, Milton, and Pope, but students will undertake a broad range of readings in order to acquire a sense of both the variety and the historical development of the British literary traditions. Offered annually. *Staff.*

101b. A Survey of British Literature, Part II. A survey of British literature from the 18th to the early 20th centuries. Particular attention will be paid to major authors such as Blake, Wordsworth, Tennyson, and Yeats, but students will undertake a broad range of readings in order to acquire a sense of both the variety and the historical development of the British literary tradition. Students are encouraged to take 101a before 101b. Offered annually. *Staff.*

102a. Survey to 1865: American Literature in Search of Foundations. An examination of the literature of America's beginnings, culminating with the period of the American Renaissance. Using novels, poems, essays, personal narratives, and short stories, we will probe the development of America's national literary sensibility. Writers to be read in this course will include the Puritans, Jefferson, Paine, Wheatley, Poe, Hawthorne, Melville, Stowe, Douglass, and others. *Staff.*

102b. Survey 1865 to Present: American Dreams, American Nightmares. This course will include literature from a variety of American cultural and literary movements. Authors to be read will include Whitman, Twain, Dickinson, Cather, Williams, Faulkner, Cisneros, and others. Attention will be given to innovation in literary form and the multicultural backgrounds of American literature. *Staff.*

104. American Survey II: Realism and Naturalism. An alternative to the second half of the American literature survey, this course focuses on literature between 1890 and 1940 developing out of changes in American consciousness fostered by massive immigration, urbanization, high concentrations of wealth, and the publication of Darwin's and Freud's theories. Writers to be read include Wharton, Dreiser, Norris, Hurston, Chopin, Larsen, and Black Elk. *C. Walker.*

105. American Short Story. Through close attention to a sequence of American texts, we will consider the short story as a genre. This course is designed to explore theoretical questions of narrative technique as well as

issues of historical development and cultural focus. A variety of female as well as male authors—both traditional and experimental—will be read, including Hawthorne, Poe, Wharton, Jackson, Faulkner, Hemingway, Oates, Cheever, Erdrich, Baldwin, Minot, Paley, Carver, and Leavitt. *C. Walker.*

106. Asian American Literature and Cultural Criticism. This course is an introduction to Asian American literary and cultural studies. Topics of discussion include canon formation, the dialectic between history and literary form, Asian Americans and United States racial order, national and panethnic identities, Asian American literature and American literary studies. Gender and class analyses will be sustained throughout our discussions. *S. Hye Suh.*

120-129 Renaissance British Period Courses, Elizabethan and Seventeenth Century

123a. The Elizabethan Shakespeare. A study of major comedies, histories, and tragedies before 1603 in relation to their historical context. We will pay particular attention to the role of women as it varies in the different genres and as it evolves in the course of Shakespeare's development. *G. Greene.*

123b. The Jacobean Shakespeare. A study of Shakespeare's dark comedies, tragedies, and romances (1603-1611) in relation to their historical context. We will trace the development of Shakespeare's dramatic art through his increasingly tragic vision to the magical transformations of the final romances, with special attention to the roles of women in the various genres. *G. Greene.*

126a. Literature, Politics, and Religion in the 17th Century: I. A study of 17th-century literature with particular attention to the sociopolitical context that shaped it. Readings include drama (e.g., Webster, Tourneur, Ford, Middleton, Beaumont); poetry (e.g., Donne, Jonson, Herrick, Herbert, Marvell, Vaughan, Milton); and prose (e.g., Bacon, Browne, Clarendon, Milton). *Staff.*

126b. Literature, Politics, and Religion in the 17th Century: II. A study of later 17th-century literature with particular attention to the sociopolitical context that shaped it. Readings include drama (e.g., Wycherley, Etherege, Congreve, Vanbrugh); poetry (e.g., Milton's *Paradise Lost*, Samson Agonistes; Dryden, Butler); and prose (e.g., Bunyan, Evelyn, Locke, Pepys). *Staff.*

130-139 Eighteenth-Century British Period Courses

131. Eighteenth-Century British Literature. The 18th century was a period of benevolent geniality and vicious satire, stern moralism and weepy sentimentality, the worship of reason, and the fear of madness. It saw the rise of the novel, the near death of the drama, and the stirrings of a new poetry. We shall investigate this age through a reading of major authors, including Pope, Swift, Fielding, Richardson, Sheridan, Johnson, and Austen. *J. Peavoy.*

134. Gothic Fiction. A study of the Gothic novel, a literature of extreme emotion that subverted the earlier 18th-century emphasis on reason and helped inaugurate the Romantic period. Readings include works by Horace Walpole, Ann Radcliffe, Matthew G. Lewis, Charles Robert Maturin, Mary Shelley, William Godwin, Emily Bronte, and Jane Austen. *J. Peavoy.*

140-149 Nineteenth-Century British Period Courses

143. Nineteenth-Century Novel. This course is intended for majors in English as well as for those who want to read in the preeminent literary genre of the 19th century. Our emphasis will be upon the ways in which novels both reflect and comment upon the society out of which they emerge. Another emphasis will be upon the application of different critical approaches to the works, so that the student may become aware of competing critical positions. Authors include Scott, Austen, the Brontes, Thackeray, Dickens, Eliot, and Hardy. *A. Matz.*

145. Romantic Literature. A principal focus of this course will be on the relationship between Romanticism and revolution and specifically on the impact of the French Revolution upon the major English Romantic poets—Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. In addition to the major poetry, we shall read some of their most important manifestoes and theoretical works. We shall also read novels by William Godwin, Jane Austen, and Mary Shelley, as well as prose by De Quincey and Hazlitt. *Staff.*

147. Victorian Literature. This course covers the period from approximately 1837 to 1900 and dwells on the major Victorian writers of poetry, non-fiction prose, and the novel. Victorian society experienced as shattering and rapid a transformation as any the West has known. We shall pay particular attention to the writers' often ambivalent reactions to their society's faith in religion, in culture, in technological and scientific progress, and in political solutions to a bewildering array of crises. *Staff.*

150-159 Twentieth-Century British Period Courses

151. Modern British Literature. A study of the changing world as it is reflected principally in the novel (Conrad, Ford, Forster, Lawrence, Woolf, Joyce, Huxley, Waugh, Greene) and also in the drama (Shaw) and the poetry (Eliot, Yeats) of the first four decades of the century. *Staff.*

155. Contemporary British Literature. The course will focus upon the British experience of the 1970s and 1980s as expressed in the literature of the period. Readings will concentrate upon the novel (e.g., Kingsley Amis, Beryl Bainbridge, Malcolm Bradbury, A.S. Byatt, Len Deighton, Margaret Drabble, John Fowles, Graham Greene, Iris Murdoch). *Staff.*

160-169 American Period Courses

160. Transnational American Literature. This course will introduce the emerging field of postcolonial studies through the study of American literary texts. Postcolonial studies is generally understood to be the examination of the legacies of colonialism and the challenges of decolonization in contemporary “Third World” societies. Yet the United States is itself both a former colony and colonial power. Globalization continues to draw Third World peoples and cultures to America, even as it extends the reach of American cultural, political, and economic influence. This course will place 20th-century American literary texts and postcolonial theory into conversation with each other, with an emphasis on the interarticulation of race, nation, state, and gender. We will read Native American, Chicana/o, African American, and Asian American texts as well as theoretical and other material. *S. Suh.*

162. Race and Ethnicity in 19th-Century American Literature. By bringing canonical works together with U.S. minority literatures, this course examines race and ethnicity as central components of 19th-century American national culture. Melville’s *The Confidence Man* and *Benito Cereno* will be read in conjunction with such work as *The Life of Black Hawk*, *The Life and Adventures of Joaquin Murieta*, *The Heroic Slave*, and Ronald Takaki’s *Iron Cages*. Readings may vary from year to year. Students will be asked to complete a research project on outside material. *C. Walker.*

163. Hawthorne, Melville, and James. These three major writers shaped American traditions of the novel in significant ways. The intensity of Hawthorne’s guilt, Melville’s pessimism, and James’ psychological intrigue will be explored, paying special attention to the way the darkness of these writers is relieved by humor and irony. *C. Walker.*

164. Race, Gender, and the Cold War in American Culture. This course will examine the relationship between U.S. foreign policy and American race and gender relations. How does the struggle between capitalism and communism in the post-World War II era influence social change in America? We will watch popular films and read literary works that represent and shape changing racial and gender dynamics in Cold War America. *S. Suh.*

166. Modern American Fiction: Hemingway, Fitzgerald and Faulkner. A study of works by three of the most notable prose writers of American literary modernism. Hemingway: *A Farewell to Arms*, *The Sun Also Rises*, *For Whom the Bell Tolls*, and selected short stories; Fitzgerald: *This Side of Paradise*, *The Great Gatsby*, *Tender Is the Night*, and selected short stories; Faulkner: *The Sound and the Fury*, *As I Lay Dying*, *Go Down Moses*, and *Absalom, Absalom!* *Staff.*

169. Contemporary American Fiction. Because there is no canon of recent American fiction—no generally accepted list of the “great” works—we will draw our readings from prize winners, or runners-up, for literary awards in the last five years. Awards may include the Pulitzer Prize, the National Book Award, the National Book Critics Circle Award, the Edgar Award, the Hugo Award, the Pen/Faulkner Award, and the Newbery Prize. All students need instructor permission. *J. Peavoy.*

170–179 Women and/in Literature

174. Contemporary Women Writers. This course will study several major women novelists writing today—British, American, and Canadian. Authors include Doris Lessing, Margaret Drabble, Margaret Atwood, Toni Morrison, Alice Walker, Paule Marshall, Sandra Cisneros. *G. Greene.*

175. American Women Poets. This course looks at four poets (Emily Dickinson, Edna Millay, Sylvia Plath, and Elizabeth Bishop) in terms of the relationship between their lives and their art. Each of these poets has been extensively written about. We will consider how creativity is affected by culture, personal experience, politics, and artistic convention, reflecting upon the changes in critical appreciation of their work and recent approaches to their poems based upon concerns with such issues as race, sexuality, and class. Each student will write a research paper and direct one of the class discussions. *C. Walker.*

176. Southern Women Writers. This course will explore the culture of the American South in terms of women participants. Topics include the role of women in the South, regional humor, the outcast, women’s relation to nature, and other themes particularly appropriate to Southern women writers. Authors to be read include Katherine Anne Porter, Eudora Welty, Flannery O’Connor, Carson McCullers, Lillian Smith, Alice Walker, and Kate Chopin. *C. Walker.*

177. The Memoir. Why is the memoir the most popular form for modern readers today? Does the genre have special relevance to women? We’ll read several memoirs, mainly (though not exclusively) by women, mainly

by unknown writers, looking at the ways the writers negotiate their lives and life crises, their cultures, their construction of selves and a narrative they can live with. Students will write a memoir of their own. *G. Greene.*

179. Advanced Studies in Contemporary Women Writers: Memory, Reconstruction, and Representation. An in-depth study of several major novels by contemporary women writers—British, American, and Canadian. Works include Doris Lessing’s *The Golden Notebook*, Toni Morrison’s *Beloved*, Joy Kogawa’s *Obasan*, Margaret Laurence’s *The Diviners*, Margaret Atwood’s *Cat’s Eye*. *G. Greene.*

180–189 Special Topics, Including Film

184a. Chicano Movement Literature. For description, see Chicano Studies 126aCH. *R. Alcalá.*

184b. Contemporary Chicana/o Literature. For description, see Chicano Studies 126bCH. *R. Alcalá.*

184c. Contemporary Chicana Literature Seminar. For description, see Chicano Studies 186CH. *R. Alcalá.*

185M. Memoir: Creative Nonfiction Writing Workshop. This course is a follow-up to English 177, The Memoir. Emphasis will be on writing a memoir or autobiographical essays. Readings to be selected from among the following: Russell Baker’s *Growing Up*, Kay Redfield Jameson’s *An Unquiet Mind*, Philip Roth’s *Patrimony*, Linda Grant’s *Remind Me Who I Am, Again*, Elaine Mar’s *Paper Daughter*, Helen Fremont’s *After Long Silence*, Geoffrey Wolff’s *The Duke of Deception*, Rick Bragg’s *All Over But the Shouting*. *G. Greene.*

186. Poetry and the Bible. This course will explore poetry written in English over the course of four centuries that attempts to represent the sacred as understood in the Judeo-Christian tradition. Poetic texts will be juxtaposed to Biblical texts and students who are interested in learning about the Biblical base of English and American literature or who are interested in poetry as an encounter with the divine will find this course useful. We will use several anthologies, some critical literature, and the Bible. *C. Walker.*

187. Study of a Major Author. This is a seminar devoted to the comprehensive and intensive study of the work of a major British or American author and is different each year. The course is designed to supplement the work done in survey or thematic courses by providing the student with an opportunity to acquire a more thorough and detailed knowledge of a single author and of the context (biographical, critical, etc.) relevant to consideration. Offered annually.

188A. Race and Nation in Asian American Literature. This course will examine representations of race and nation in Asian American literary texts. Central to our discussions will be analyses of gender, genre, the state, family, history and memory, and national and transnational identities. Readings of the literature will be supplemented by theory and criticism. *S. Suh.*

188B. Race and American Capitalism. The ideology of capitalism rests on the concepts of equality of opportunity, division of labor, and social mobility. This course interrogates these concepts through literary texts and historically grounded analysis. In addition, through engagement with organizations, the course provides insight into working for social change. *S. Hye Suh, C. Forster.*

189a. American Film: John Ford, Frank Capra, Alfred Hitchcock. Analysis of major works by each director in artistic and historical context. *J. Peavoy.*

189b. American Film: Orson Welles, Preston Sturges, Fritz Lang. Analysis of major works by each director in artistic and historical context. (Note: Lang films will be chosen from his American period). *J. Peavoy.*

189c. Fifties Films: Pop Culture and Society. Using American films from the fifties, we will explore the relation between popular culture and the society that produces it. Includes films such as “Some Like it Hot,” “Rebel Without a Cause,” “Singin’ in the Rain,” and “High Noon.” *J. Peavoy.*

189d. Genre: The Art Film. In the ’50s and ’60s, foreign films became a cultural phenomenon in the United States. They were seen as works of art, in contrast to the “products” of the Hollywood “factory.” We will study these films in terms of their reception in American culture. Works by Bergman, Fellini, Kurosawa, Bunuel, Godard, Ray, and others. *J. Peavoy.*

190-199 Courses for Seniors; Independent Study

190. Senior Seminar in English. A seminar for students writing a thesis with a substantial component in English or American literature. The seminar will introduce students to a range of ways of discussing and analyzing literary texts, but the focus of the course will be connecting the core readings with the development of each student’s senior thesis. Required of English majors. Offered annually. *Staff.*

191. Senior Thesis. An extended critical work of at least 40 pages required of all majors in English. The student works closely with the faculty member whose specialization lies in the area in which she has chosen to write. This thesis is designed to follow English 190. Offered annually. *Staff.*

197. Special Topics in English. This number will be used for one-time courses in the English Department. Consult the preregistration materials for specific course titles.

197D. American Protest Literature. This course explores the tradition of American protest literature, focusing on a diverse and multi-generic array of creative visual and written responses to social oppression.

We'll examine the historic and cultural conditions that produced and shaped each protest; we'll also discuss the relationship between art, identity, and politics. *K. Drake.*

197 G. American Gothic Literature. This course focuses on American Gothic literature (including autobiography, the novel, short story, poetry, and film) from the Puritan era through the contemporary period. We will examine the intersection of gothic literature and ideologies of nation, slavery, religion, race, class, sexuality, and gender, drawing upon criticism and related theory, particularly psychoanalysis. *K. Drake.*

197K. Fiction Writing: Experimental Short Story. A creative writing workshop focusing on the experimental short story, one which challenges the formal conventions of the classic short story (plot, character, setting, and point of view). We will engage in critiques of student work as well as the work of published writers of short experimental prose. *K. Drake.*

199. Independent Study in English: Reading and Research. Offered annually. *Staff.*

Black Literature

12BK. Introduction to African American Literature. *For description, see Black Studies.*

ENVIRONMENT, ECONOMICS, AND POLITICS

Professors Crone, Dillon, Morhardt, Odell

Associate Professor Neiman Auerbach

Assistant Professor Moreno

The Environment, Economics, and Politics (EEP) major emphasizes 21st-century problems and opportunities involving interrelated environmental, economic, and political issues. The EEP major provides students in economics and policy studies with a background in ecological analysis and environmental management.

Students take basic courses in science, economics, politics, and mathematics, together with advanced courses in areas such as environmental law, environment and resource economics, politics and the environment, and natural resource management.

In their senior year, students participate in a clinic course directed toward a specific environmental project. In the clinic, small groups of students work together to complete field work, analyses, report preparation, and oral seminar presentations.

Requirements for the Major

1. **Prerequisites** (4 courses)
 - a. Mathematics 30. Calculus I.
 - b. Economics 51. Principles of Macroeconomics.
 - c. Economics 52. Principles of Microeconomics.
 - d. Politics 120. Introduction to American Politics.
2. **Core Requirements** (4 courses)
 - a. Biology 43L-44L. Introductory Biology.
 - b. Biology 137. EEP Clinic.
 - c. Economics 170, Environmental Economics, or Economics 171, Economics of Environmental Policy.
3. **Electives** (8 courses chosen in consultation with major adviser)
 - a. Politics 103. Natural Resources in World Politics (or Politics 131/Economics 160, Law and Economics).
 - b. Politics 113. Social Change in Third World Societies (or Politics 132/Economics 144, Economic Development).
 - c. Chemistry 14L. Basic Principles of Chemistry (or one course from the list of biology or policy courses).
 - d. Chemistry 15L. Basic Principles of Chemistry (or one course from the list of biology or policy courses).
 - e. Economics 86. Introductory Accounting (or one course from the list of biology courses).
 - f. One course from the list of biology courses.
 - g. One course from the list of economics courses.
 - h. One course from the list of mathematics/statistics courses.
4. **Senior Thesis**

EEP 191. Senior Thesis.

Course Descriptions

Biology Courses

Biology 146L. Ecology. An exploration of how past and present environmental factors influence the current distribution and abundance of organisms. Comparative, theoretical, and empirical data are applied to questions concerning biogeography, life histories, population, regulation, community structure, and resource management. Prerequisites: Biology 43L, 44L. Enrollment limited. *Staff.*

Biology 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 impact of human activities on these resources. Appropriate for biology or environmental studies majors with upper-division standing. Prerequisites: Biology 44L and permission of the instructor. Enrollment limited. *E. Morhardt.*

Biology 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 43, 44, or equivalent. *E. Morhardt.*

Biology 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. Enrollment limited. Laboratory fee. *Staff.*

Biology 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 43, 44. Enrollment limited. *Staff.*

Policy Courses

Politics 103. Natural Resources in World Politics. A study in international political economy focusing on the distribution and exploitation of agricultural and mineral commodities across the globe. Topics include the role of multinational corporations, national policies to protect resources and resource investments, and the developmental consequences for producer states. *D. Crone.*

Politics 113. Social Change in Third World Societies. A first course in the study of the Third World. Topics include imperialism and the emergence of new nations; social, economic, and environmental changes in recent decades; political forms and processes; and theories of development. *D. Crone.*

Politics 130. Introduction to Political Economy. This course explores the ways in which the study of politics and economics are interrelated, and introduces students to several models that attempt to explain and analyze the ways in which politics and economics affect each other. These include public choice theory, game theory, new institutionalism, and neo-Marxism. Open to first-year students. *N. Neiman Auerbach.*

Politics 132. Economic Development. This course provides an introduction to mainstream neoclassical economic models of development as well as a survey of central debates within the economic development literature. Alternative approaches to development will be discussed within the context of several underdeveloped country cases. Prerequisites: Economics 51 and 52, or permission of instructor. *N. Neiman Auerbach.*

Government 118. Practicum in Government and the Environment. (CMC) This course examines how environmental policy is created through the political process and how government implements it. The course is designed to help students learn by involving them in the process of developing environmental policy, including developing solutions to specific problems. Although the course includes a reading list and class discussion, it emphasizes field work, field trips, and guest speakers representing government and the environment. The course focuses on two or three key environmental issues against which students will learn about the legislative process, direct legislation, regulation and regulatory bodies, intergovernmental relations, public opinion formation, and interest group lobbying. *Staff.*

Government 119. Introduction to Environmental Law and Regulation. (CMC) This weekly seminar will focus on the intellectual and philosophical bases for modern environmental policy, law, and regulation, including a historical review of the major elements of the American conservation movement, and an analysis of the regulatory responses to these elements leading to the development of modern environmental statutory and regulatory law. *Staff.*

Government 120. Environmental Law. (CMC) This course is intended to introduce students to environmental law through an examination and discussion of a number of currently debated issues. The emphasis of the course

will be on the role of law in protecting environmental quality and mediating environmental disputes. *Staff.*

Government 121. Organization and Management. (CMC) Basic concepts of organization theory and organizational behavior. Systems of organizational design and task management and their relation to issues of productivity improvement, motivation and morale, and organizational adaptation and change. Management methods in government and business; ethical problems of management. *Staff.*

Economics Courses

Economics 101. Intermediate Microeconomic Theory. An intermediate-level study of how markets organize the allocation of goods and services in the economy. The course provides a rigorous analysis of consumers' and producers' behavior and the roles of these agents in both input and output markets. Different market structures are explored—competition, oligopoly, monopoly, etc. Questions of economic efficiency and equity and the role of government are addressed. Prerequisites: Economics 52, Mathematics 30. Offered annually. *P. Dillon.*

Economics 102. Intermediate Macroeconomic Theory. A more advanced treatment of the subject matter of introductory macroeconomic theory, with emphasis on the development and manipulation of models of the economy. These models help us study the determination of national output, inflation, employment, growth, and business cycles. They are also used to analyze current economic issues and policies. Prerequisite: Economics 51. Offered annually. *K. Odell.*

Economics 120. Statistics. Introduction to statistical analysis, focusing on causal relationships, experimental design, and statistical reasoning. The course develops tools for problem solving and interpretation of real-world data. Computer-based analysis of data rather than computational recipes will be emphasized. Offered annually. *G. Moreno.*

Economics 125. Econometrics. Statistical techniques for testing economic models and evaluating data. Includes regression models, time series, and cross-section data analysis. Prerequisites: Economics 101 and 120. Offered annually. *G. Moreno.*

Economics 140. International Economics. A survey of topics in international economics. Included are studies of the law of comparative advantage, patterns of trade between nations, and the financial relationships involved in transactions in international markets. The course also examines the motivation and form of government policies which influence international flows of money and goods. Prerequisites: Economics 52 and 102, or permission from instructor. *K. Odell.*

Economics 144. Economic Development. This course provides an introduction to mainstream neoclassical economic models of development as well as a survey of central debates within the economic development literature. Alternative approaches to development will be discussed within the context of several underdeveloped country cases. Prerequisites: Economics 51 and 52, or permission from instructor. *N. Neiman Auerbach.*

Economics 170. Environmental Economics. Application of theories of externalities, public goods, and cost-benefit analysis to environmental policy and regulation. Topics include air and water pollution, global warming, environmental health, economic development and the environment, the trade-off between production and environmental amenities, non-market valuation, and command-and-control regulation versus market mechanisms. Prerequisite: Economics 101, or permission from instructor. *G. Moreno.*

171. Economics of Environmental Policy. In allocating environmental amenities and natural resources, markets often produce unsatisfactory outcomes. This course considers government response to these outcomes and introduces tools for evaluating costs and benefits of regulation. In addition, it explores equity-efficiency trade-offs associated with environmental and natural resource problems. The course applies these tools to contemporary problems such as urban sprawl, water allocation, species preservation, and air pollution. Prerequisite: Economics 52 or equivalent. *G. Moreno.*

Economics 187. Public Finance. The role of government in a market economy: principles and implications of taxation and public spending, government activity as a result of market failure, collective decision making and public choice theory, income redistribution and issues of normative analysis, interaction of political and economic analysis. Prerequisites: Economics 51 and 101. *P. Dillon.*

Mathematics/Statistics Courses

Economics 120. Economic Statistics. Introduction to probability theory and the logic of statistical inference with applications to economics and business. Topics include measures of central tendency and dispersion, point and interval estimation, hypothesis testing, correlation, decision theory, and regression analysis. Offered annually. *G. Moreno.*

Economics 125. Econometrics. For description, see Economics.

Mathematics 31. Calculus II. Techniques and applications of integration; introduction to differential equations; improper integrals and indeterminate forms; infinite series and power series representation of a

function; introduction to multivariable optimization. Applications to problems from the social and physical sciences. Prerequisite: Mathematics 30 or placement. *Staff*.

Biology 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 miscellaneous of less common statistical techniques that find use outside of the laboratory setting. Enrollment limited. *Staff*.

ENVIRONMENTAL SCIENCE

Please refer to the Science section of this catalog.

ENVIRONMENTAL STUDIES

Environmental studies is an interdisciplinary program which focuses on the interaction between human and nonhuman components of the biosphere. The major is divided into three areas of study: human ecology, which explores humankind's relationship to the nonhuman world, human origins, and the impact of human populations and cultures on the earth; environmental sciences, which encompass the study of water and other natural sources, conservation, marine environments, and geology; and environmental policy, which investigates the politics, economics, and ethical implications of ecology. The ideal course of study provides the student with an integrated and unifying perspective on life and a program for effecting change in society. The graduate in environmental studies can continue her education in one of the fields of her undergraduate interdisciplinary studies or in law. Also, she can pursue a career in government or in an environmental advocacy agency. Students may pursue an off-campus major in environmental studies through Pitzer College. See guidelines concerning off-campus majors and cross-registration.

EUROPEAN STUDIES

The European studies major is intended for the student who has a keen interest in European culture and society and who wants to undertake the interdisciplinary training necessary to master a discrete, meaningful segment of the European experience. The program provides strong preparation for students seeking careers in government, foreign service, law, or journalism, or for majors planning to continue graduate work in European studies, the humanities and arts, or related fields.

Requirements for the Major

A major in European studies requires a minimum of eight courses and a senior thesis as follows:

1. One upper-division course (minimum) in European history.
2. One upper-division course (minimum) in European literature.
3. One upper-division course (minimum) in European politics.
4. One upper-division course (minimum) in the history of European arts (e.g., art, dance, film, music, theater).
5. One course (minimum) at the 100-level or above in a classical or modern European language (other than English).
6. Students will choose the remaining courses in the major (for a total of eight upper-division courses) in conjunction with an adviser from the European studies faculty, with the objective of establishing competency in a historical period (e.g., Classical, Medieval and Renaissance, or Modern), an intellectual theme (e.g., philosophy and literature), or a geographical area (e.g., Greece, Italy, France, Central Europe).
7. A senior thesis is also required of all majors, normally to be completed during the spring semester.

Students should consult with their European Studies adviser or Professor Patricia Dillon in selecting courses which will meet the distribution requirements (items 1-5 above). No course can be double counted as meeting more than one of these distribution courses, with the exception of some 100-level language courses, which may meet the literature requirement.

Requirements for the Minor

A minor in European Studies requires a minimum of six courses:

1. One upper-division course (minimum) in European history.
2. One upper-division course (minimum) in European politics.
3. One upper-division course (minimum) in European literature or the history of European arts.
4. One course (minimum) at the 44 level or above in a classical or modern European language (other than English).
5. Students will choose the remaining courses in the minor (for a total of six courses) in conjunction with an adviser from the European studies faculty.

Requirements for Honors in European Studies

1. A grade point average in the major of at least 10.5.
2. A grade of A- or better on the senior thesis.

The student interested in being considered as a candidate for Honors should consult with her European Studies adviser or with Professor Patricia Dillon, Chair of the European Studies program, during the junior year.

FOREIGN LANGUAGES

A student may choose to pursue any of the following three tracks leading to a major in foreign languages:

A. TWO-LANGUAGE CULTURAL STUDIES TRACK

This track is designed to provide students with an in-depth comparative view of two cultures in which different languages are spoken. As such, it differs from other related fields (for example, European studies) in that it focuses on the immersion of the student in the culture and language of two different linguistic domains.

In order to promote the student's clear conception of the focus of her program of study, every major must consult with one faculty member in each domain upon declaring her major. For languages not taught at Scripps, special arrangements must be made with the student advisory committee consisting of one Scripps faculty member and a faculty member in the foreign language. Normally, at least half of the courses for the major must be taken in Claremont.

Requirements for the Major

1. Nine courses to be distributed as follows:
 - a. Five courses above the 44 level in a primary language (of any taught in Claremont).
 - b. Four courses above the 33 level in a secondary language (of any taught in Claremont).
2. At least a one-semester stay abroad where the primary language is spoken. It is also recommended that students spend at least one additional semester abroad in a country where the secondary language is spoken.
3. A senior thesis with a topic or theme treating both domains in a comparative/contrastive manner as it pertains to countries or areas in which the languages are spoken. The thesis will be written in the student's primary foreign language.

Requirements for the Minor

1. Six courses to be distributed as follows:
 - a. Three courses above the 44 level in a primary language taught in Claremont.
 - b. Three courses above the 33 level in a second foreign language taught in Claremont.
2. A one-semester stay abroad is highly recommended.

B. THREE-LANGUAGE CULTURAL STUDIES TRACK

This track is designed to provide students well-versed in several languages with an in-depth comparative view of three cultures in which different languages are spoken. As such, it differs from other related fields (for example, European studies) in that it focuses on the immersion of the student in the culture and language of three different linguistic domains.

In order to promote the student's clear conception of the focus of her program of study, every major must consult with one faculty member in each domain upon declaring her major. For languages not taught at Scripps, special arrangements must be made with the student advisory committee consisting of one Scripps faculty member and a faculty member in the foreign language. Normally, at least half of the courses for the major must be taken in Claremont.

Requirements for the Major

1. Ten courses to be distributed as follows:

Foreign Languages

- a. Four courses above the 44 level in a primary foreign language of any taught in Claremont.
 - b. Three courses above the 33 level in a second foreign language of any taught in Claremont.
 - c. Three courses above the 33 level in a third foreign language of any taught in Claremont.
2. A one-semester stay abroad where the primary language is spoken. A semester abroad in a country where one of the secondary languages is spoken.
3. A senior thesis with a topic or theme treating at least two of the three domains in a comparative/contrastive manner as it pertains to countries or areas in which the languages are spoken. The thesis will be written in the student's primary foreign language.

Requirements for the Minor

1. Six courses to be distributed as follows:

- a. Two courses above the 44 level in a primary language of any taught in Claremont.
 - b. Two courses above the 33 level in a second foreign language of any taught in Claremont.
 - c. Two courses above the 33 level in a third foreign language of any taught in Claremont.
2. A one-semester stay abroad is highly recommended.

C. PHILOLOGY TRACK

The Philology track is designed to provide students with reading, writing, and speaking skills in a modern language as well as with an understanding of the way in which that language functions. It is conceived, therefore, as a major in applied linguistics and is especially useful as background for students wishing to pursue careers as interpreters, translators, or editors of foreign languages. This major contrasts with other related fields of study in its emphasis on the comparative structure and usage of the language rather than on literature, civilization, or theoretical linguistics. As such, it is normally not recommended to entering students who have not attained a proficiency equivalent to the successful completion of a 33-level course in the language. A student who wishes to major in the Foreign Languages Philology track must consult with a faculty member in both linguistics and the chosen foreign language in order to plan her program before declaring her major. For languages not taught at Scripps, special arrangements must be made with the student advisory committee consisting of one Scripps faculty member and a faculty member in the foreign language. Normally, at least half of the courses for the major must be taken in Claremont.

Requirements for the Major

1. Nine upper-division courses to be distributed as follows:

- a. Five courses above the 44 level in a foreign language taught in Claremont.
 - b. Four courses in linguistics above Linguistics 10.
2. At least a one-semester stay abroad where the chosen language is spoken.
3. A senior thesis dealing with a linguistic problem in the chosen language and written in that language.

Requirements for the Minor

1. Six upper-division courses to be distributed as follows:

- a. Four courses above the 44 level in a foreign language taught in Claremont.
 - b. Two courses in linguistics above Linguistics 102.
2. A one-semester stay abroad is highly recommended.

Honors Program in Foreign Languages

As early as the first semester of the sophomore year, a student, upon consultation with the foreign language faculty, may choose to become a candidate for the Honors Program in Foreign Languages. The Honors Program includes the normal course requirements as stated above as well as a two-semester thesis followed by a successful thesis defense before the faculty representing the primary and secondary language chosen by the student. There is a GPA requirement of B+ (10.0) in the major and senior thesis grade requirement of A- (11.0).

Course Descriptions

FLAN 101. Foreign Language and Culture Teaching Clinic II. This course enables students who have previously taken and successfully completed the Core III section entitled “Foreign Language & Culture Teaching Clinic” to continue their teaching experience for one semester. Approval from the teaching site needs to be secured prior to registration. Prerequisite: Core III, Section “Foreign Language & Culture Teaching Clinic.” *T. Boucquey.*

FLAN 191. Senior Thesis.

FLAN 199. Independent Study.

FRENCH STUDIES

Professors Boucquey, Haskell, Krauss, Rachlin

Visiting Assistant Professor Brevik-Zender

All students wishing to enroll in French language courses **must** take the Language Placement Test. Only those students who have had no more than one semester of high school French are exempt from taking this examination and may enroll in French 1 (Introductory French).

Students are strongly encouraged to fulfill the language requirement in an uninterrupted sequence. In all cases, however, the language requirement must be completed by the end of the first semester of the senior year.

Requirements for the Major

1. Eight courses above French 33 (Intermediate French) or equivalent, four of which must be taken at CMC, Pitzer, or Scripps. Exceptions must be approved by a French adviser. The eight courses must include French 100, as well as at least one course pertaining to a period prior to the year 1900.
2. At least one semester in France (or other francophone country). Courses taken in France, up to a maximum of four, may be counted towards the French studies major. However, French language courses taken abroad qualify for the major requirement only if they are at the upper-division level. All others count as an elective.
3. Senior thesis.

Dual and Double Majors

Many students opt for a double/dual major in French studies and another discipline (e.g., art history, international relations, sociology, studio art, psychology, European studies, political science, economics, history, etc.) to enhance their diplomas and resumes. In contrast to the double major, the dual major requires only one thesis (which may be written in English, although the student is encouraged to write in French, second reader permitting). Whereas the minor in French studies allows the student to count only three courses taken in France, the dual major allows the student to count four. Students may also double count two courses toward their respective disciplines when pursuing double or dual majors.

Honors Program in French Studies

As early as the first semester of the sophomore year, a student, upon consultation with the French faculty, may choose to become a candidate for the Honors Program in French studies. The Honors Program includes the normal course requirements as stated above, as well as a two-semester thesis followed by a successful thesis defense before the French faculty. There is a GPA requirement of A- (11.0) in the major and a senior thesis grade requirement of A- (11.0).

Requirements for the Minor

1. Six courses above French 33 (Intermediate French) or equivalent, three of which must be taken at CMC, Pitzer, or Scripps. Exceptions must be approved by a French adviser.
2. One course which pertains to a period prior to the 19th century.
3. French 100
4. Participation in a program in France or a francophone country is most strongly recommended.

Study Abroad in Paris, Aix-en-Provence, Strasbourg, Nantes, or Madagascar

Study Abroad is considered an integral part of the French studies curriculum at Scripps, and all students of French are strongly encouraged to complement their Claremont curriculum with a semester or year stay in France or Madagascar. All coursework completed in France satisfies the requirements for the major or minor in French studies. Students must also complete at least French 44 prior to going abroad. We strongly recommend however, that students also take French 100, which prepares them more fully for the French experience. It is also strongly recommended that students intending to go abroad take a French course every semester prior to leaving, regardless of their incoming level. Thus, first-year students entering the French curriculum at the 44 level will have completed all major/minor requirements upon their return.

Currently, students may study abroad on the following approved programs:

- a. Paris (year-long): Hamilton College Program
- b. Paris (semester): Sarah Lawrence College Program
- c. Aix-en-Provence (semester/year): American University Center of Provence
- d. Strasbourg (semester/year): Brethren Colleges Abroad (N. Manchester, Indiana)
- e. Nantes (semester/year): Institute for International Education of Students (I.E.S.)
- f. Madagascar (semester/year): School for International Training (Brattleboro, VT)

Co-Curricular Activities

Scripps has a French Corridor where students speak French with the residing native French assistant and with each other. The members of the corridor form the core of the French Club, which organizes activities for French students throughout the year. Any student of The Claremont Colleges is welcome to join the French Club by signing up with the French assistant. In addition, a weekly French language table meets in the Malott Commons.

Course Descriptions

All students wishing to enroll in French language courses *must* take the Language Placement Test. Only those students who have had no more than one semester of high school French are exempt from taking this examination; they may enroll in French 1 (Introductory French).

The lower-division program in French studies is part of The Claremont Colleges' Modern Language Program. Conversation groups are conducted by a native French speaker for all lower-division courses; hours are to be arranged. *Courses marked with an asterisk meet the pre-1900 requirement.*

All of the following courses are given entirely in French:

- 1. Introductory French.** Classroom and laboratory practice to develop aural, oral, reading, and writing skills. Laboratory and conversation groups with a native assistant required. Enrollment limited. Prerequisite: French Placement Test (test results valid for only one academic year). Offered annually. *Staff.*
- 2. Continued Introductory French.** Study of more advanced grammatical structures and syntax. Intensive practice in speaking, reading, and writing. Laboratory and conversation groups with native assistant required. Prerequisite: French 1 or French Placement Test (test results valid for only one academic year). Enrollment limited. Offered annually. *Staff.*
- 22. Intensive Introductory French.** Designed for students with some previous experience in the language who are too advanced for French 1, but do not yet qualify for French 2. Students will fulfill in one semester the equivalent of two semesters (1, 2) and upon completion will enroll directly in French 33. This course includes laboratory work and tutorial sessions (times arranged). Prerequisite: French Placement Test (test results valid

for only one academic year). Offered annually. *Staff*.

33. Intermediate French. Refinement of the four basic skills. Reading in literature. Laboratory and conversation groups with a native assistant required. Prerequisite: French 2, French 22, or French Placement Test (test results valid for only one academic year). Enrollment limited. Offered annually. *Staff*.

Courses Counted Towards the Major/Minor

44. Advanced French: Readings in Literature and Civilization. This course examines the distinctions among literary genres and presents them within an analytical frame. Selections from classical and modern texts will be read with focus on interpretation and comprehension. Development of correctness and style in students' written and oral work will be emphasized. Prerequisite: French 33 or equivalent. Enrollment limited. Offered every semester. *Staff*.

100. French Culture and Civilization. Through a historical survey of the major characteristics of French civilization, this course will focus on interrelationships between trends in art, history of ideas, political institutions, and social traditions that have shaped modern France. Discussion groups with a native assistant arranged. Required of all majors in French studies. Highly recommended to candidates for study abroad. Prerequisite: French 44 or equivalent. Offered every semester. *E. Haskell*.

104. History, Memory, and Loss: Vichy (1940-45) in Contemporary France. In the late 1960s, France started to come to terms with its Fascist past and its complicity with the Holocaust. This course examines why and how French collective memory was reshaped a generation after the end of World War II. We will look at works by historians like Paxton, Rousso, Azema and Wieviorka; writers like Modiano, Duras, Raczymov, Finkielkraut; and filmmakers like Malle, Ophüls, Resnais, Lanzmann, and Losey. Prerequisite: French 44 or equivalent. *N. Rachlin*.

106. The French Business World and its Language. While focusing on French business culture and familiarizing the students with Français des Affaires parlance, this course will be an introduction to the French economy, the French corporate ambience, marketing and management in France, the French business environment, and France's international trade milieu. In addition to textbook materials, current articles from leading French magazines as well as French television programs and DVDs will be used. Prerequisite: French 44 or equivalent. *T. Boucquey*.

107. Headline News: Advanced Oral Expression and Composition in Current Events and Culture. This course aims to intensively upgrade oral and written skills at the advanced level, and is organized around a series of cultural readings as well as current events topics relating to France and the francophone world. Students will be exposed to various discursive modes and stylistic forms. French-language plays, newscasts, television programs, film clips, and websites, as well as newspaper and magazine articles will serve as the subject material for this speaking- and writing-intensive course. In semesters when French 100 is not offered, this course will fulfill the French 100 major requirement. Prerequisite: French 44. *T. Boucquey*.

110. France in the 'Hood: Nationhood, Immigration, and the Politics of Identity in France. As France struggles to meet the challenges of both European integration and the globalization of its economy, immigration is today being perceived as "a problem." France's "problem" with immigration, cannot, however, be viewed simply as a knee-jerk response to the country's endemic economic crisis. It is rather the symptom of a deeper social, political, and cultural crisis besetting France at the fin-de-siècle: an identity crisis, which this course attempts to diagnose. Topics to be explored: the "banlieue" (the side of France tourists never see: its projects on the outskirts of large cities) as a social and cultural phenomenon; identity politics in France; immigration and nationhood; immigration in the postwar period; citizenship and the rights of immigrants; the resurgence of racist and xenophobic politics in France today; integration vs. multiculturalism; and finally, the impact of immigrants on French culture (Beurs, French rappers, Rai music, etc.). *N. Rachlin*.

111. French Cinema: Images of Women in French Film. This course will concentrate on three aspects of the role of women in French film in order to define the relationship between women as icons (larger-than-life images in the collective fantasy of a certain "Frenchness"), women as subjects, and, finally, women as creators of film. Appropriate readings in French will be assigned. Some films may be shown without subtitles; discussion and written work will be in French. Prerequisite: French 44 or equivalent. *D. Krauss*.

112. History/Histories: The Francophone Theater. This course will offer students the opportunity to gain a deeper understanding of French colonial history and its impact on the cultures of present-day French DOM-TOMs and Francophone countries through the exploration of contemporary Francophone theatre. The course will explore contemporary Francophone cultures as expressed in the world of theatre. It will examine current debates surrounding the key notions of cultural and linguistic heritage and the exploration of identity and agency in Francophone postcolonial societies. Prerequisite: French 44 or equivalent. *J. Miyasaki*.

114. Documenting the French: An Introduction to the French Documentary Tradition. This course examines how documentary cinema has recorded and reflected upon France's dramatic social transformations in the 20th century. Through analyses of films by the Lumière brothers, Vigo, Rouquier, Franju, Resnais, Marker, Rouch, Tavernier, Godard, Lanzmann, Depardon, Philibert, and Varda amongst others, the course will stress the diversity and inventiveness of the documentary as an art form. Prerequisite: French 100 or equivalent. *N. Rachlin.*

117. Novel and Cinema in Africa and the Caribbean. (CMC) This course will examine works by writers and filmmakers from French-speaking countries of Africa (Senegal, Cameroon, and Burkina Faso) and the Caribbean (Martinique, Guadelupe, 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. *M. Shelton.*

120. Order and Revolt in French Literature. (CMC) A study of selected writers from the 18th century to the present who have confronted, in particularly significant ways, dominant social values and literary conventions. A historical perspective will be provided to explicate the various dimensions of the literary text in its relationship to society, history, and culture. Readings will include works by Olympe de Gouges, Mme. de Duras, Victor Hugo, Jules Valles, Andre Breton, Tristan Tzara, and Marguerite Duras. Prerequisite: French 44 or equivalent. *M. Shelton.*

***121. The Politics of Love.** This course is a survey of French literature from the medieval age to contemporary fiction as seen through exemplary love stories. In this course we will see the transformation of the traditional structure of the love story from *Tristan et Yseut* and *Manon Lescaut*, to more transgressive love stories such as *Ma Mère* by Georges Bataille or *Le corps lesbien* by Monique Wittig in which the politics of love is made explicit and put into question. We will try to explain why, for example, these love stories are often paradigmatic stories of social integration for the male heroes and stories of social exclusion for the female characters. Other authors include Racine, Balzac, Flaubert, Chateaubriand, Duras, Yourcenar. Prerequisite: French 44 or equivalent. *N. Rachlin.*

***122. French Women Writers from Marie de France to Madame de La Fayette.** A survey of women writers of Medieval, Renaissance, and Classical France, including Christine de Pisan, Marie de France, Marguerite de Navarre, Louise Labe, Madame de La Fayette and Madame de Sevigne. Poetry, novels, short stories, and fairy tales will exemplify the status of women and its evolution from the Middle Ages to 1700. Prerequisite: French 44 or equivalent. *T. Boucquey.*

***123. Representations of the Self: From Rousseau to Lévi-Strauss.** An examination of autobiography and its claim to autonomy as a literary genre. The point of departure for the course will be a selection of the autobiographical writings of Rousseau. Other texts to be studied will include works by Stendhal, Valles, Gide, and Sartre. We will also discuss contemporary developments in the genre that are taking it in a completely nontraditional direction. Prerequisite: French 44 or equivalent. *D. Krauss.*

***124. The Novelist and Society in France.** A study of the major trends in the French novel from the 17th-century to the present. Particular attention will be given to the social and intellectual factors that influenced the evolution of the tradition of the novel in France. Readings and discussions to include novels by Madame de La Fayette, Diderot, Constant, Chateaubriand, Balzac, Stendhal, Maupassant, Gide, Camus, and Duras. Prerequisite: French 44 or equivalent. *Staff.*

125. Introduction to French Poetry. This course traces the changes in poetic structure and language from the traditional lyrical forms of the Middle Ages to the subversive poetics of such 20th-century avant-garde groups as the Surrealists and the poets of Tel Quel. The latter portion of the course will be devoted to poets whose effort to disrupt poetic conventions was to have not only aesthetic but also social and political ramifications, for language and the literary text were seen as instruments for social revolution. Prerequisite: French 44 or equivalent. *Staff.*

***130. French Theater from Text to Stage I: Theatricality and "Mise en Scène."** This course will examine major plays of the French theatrical canon from a performance perspective. The role of the characters as actors inside their play will be central to our investigation. Textual analysis as well as performance of selected scenes constitute the focus of this course. *T. Boucquey, E. Haskell.*

***131. French Theater from Text to Stage II: The Tragic and Comic Muse.** This course proposes to investigate the nature of tragedy and comedy and their subsequent fusion in the Nouveau Theatre phenomenon of the post-war period in France. Major plays from the French dramatic canon will be the object of our study. In addition to examining analytical and theoretical issues related to tragedy and comedy, students will perform scenes from the plays studied in the course. *T. Boucquey, E. Haskell.*

132. North African Literature after Independence. In North Africa, as elsewhere, once independence was gained, other struggles emerged though with different objectives and in different forms and contexts. After

independence, national culture has been a central issue. Writers in particular have played a key role addressing some of the major debates concerning religion, national tradition, language, music, and even the form of everyday life. In the past decades, writers have been engulfed in a new wave of cultural change as the North African populace has been deeply influenced by new Islamicist movements, and the politics of Arabization. In this course, we will examine the situation of the writer in North Africa, “post-Independence.” *F. Aitel.*

133. The Beur Question in Films and Texts. Over the last 30 years a new generation of French citizens has emerged. These are young people of French and North African descent, commonly known as the “beur.” They have grown up in France, in the working-class suburbs, or *banlieues*, of Paris and other major cities. Many know little of their family’s culture and language, and feel more at “home” in France; though with daily discrimination they are always reminded that they are not really “French.” The texts will draw on recent political and social commentary on religion (the veil) and culture. We will also read literary texts. The films will engage a range of topics, such as exile and Islam, all within the context of the “beur” experience. *F. Aitel.*

135. The Art of the Short Story. This course will offer students the opportunity to perfect their reading comprehension and writing skills through the concentrated study of one genre: the short story. It provides an introduction to critical reading, literary interpretation and analysis, and students will learn to apply various literary approaches to the genre in their written and oral work. Focusing on the contributions of some of the major French and Francophone authors, we will look at point of view, narrative structure, character development, and other issues related to style and language in order to better appreciate the work of fictional creation. The course also allows students to expand their knowledge of French language and style—and express their creativity—by writing a short story of their own. Prerequisite: French 44 or equivalent. *Staff.*

***141. Medieval French Literature, Culture, and Language.** A survey of some of the major texts in French Medieval narrative literature. Each text will be studied for its intrinsic literary merits, and for the particular aspect of medieval culture it reflects. Modern French versions of the texts will be used, but for each text an excerpt will be studied linguistically in the original. Prerequisite: French 44 or equivalent. *T. Boucquoy.*

***154. The 18th Century Novel: Experimentations in Form.** The 18th century in France marked one of the great periods in the development of the novel. The vitality characteristic of this genre was due to a great extent to the novelists’ awareness of narrative techniques and to their willingness to experiment with diverse modes of novelistic form. In this course, problems of narration will be studied in the works of L’Abbe Prevost, Voltaire, Diderot, Rousseau, Laclous, and Sade. Prerequisite: French 44 or equivalent. *D. Krauss.*

155. Nature/Culture; Government/Utopia: Political Writings of the 18th Century. A study of attempts by 18th-century authors from Montesquieu to the Revolution to describe ideal forms of social and political organization, as well as “natural” alternatives to “cultural” systems. Political writings by Diderot, Rousseau, and Voltaire, and articles of the *Encyclopédie*, excerpts from *L’esprit des lois*, and the *Voyage de Bougainville* will be discussed during the first half of the course; the latter half will be devoted to texts from the Revolutionary period, including selections from Danton, Robespierre, Sade, and Babeuf. Prerequisite: French 44 or equivalent. *D. Krauss.*

***156. Diderot and the Birth of Modern Aesthetics.** The 18th century in France saw the birth of modern criticism, particularly in the aesthetic writings of Denis Diderot. In addition to an examination of the wide range of Diderot’s studies of the novel, theater, and painting, this course will examine a number of other 18th-century critical works—Rousseau on music, Voltaire on theater, Sade on the novel—in an effort to describe the origins of contemporary concepts of these genres. Prerequisite: French 44 or equivalent. *D. Krauss.*

***171. Aesthetics, Society, and Thematic Structures in the 19th-Century Novel in France.** A study of the works of Stendhal, Balzac, Flaubert, and Zola. The course will examine such problems as the evolution in techniques of description and characterization, the relationship of the individual to society, and the representation of women. Emphasis will be placed on the novel as a work of art reflecting the social, political, philosophical, and aesthetic consciousness of an era. Prerequisite: French 44 or equivalent. *E. Haskell.*

***172. Baudelaire and the Symbolist Aesthetic.** A study of the poetic theories and practices of Baudelaire and the principal symbolist poets. This course will examine the origins, goals, realizations, and paradoxes of the symbolist movement as it distinguishes them from realist traditions and modernist modes. Readings from Baudelaire, Mallarme, Verlaine, Rimbaud, and the minor symbolists will frame the movement’s central themes and illuminate the function of language in art and thought. Prerequisite: French 44 or equivalent. *E. Haskell.*

***176. “Voyage et Exotisme.”** A search for a new definition of the poetic function, the expression of the quest for the reality of Self through the experience of the Other characterizes the renewal of the traditional theme of the journey as self-discovery in late 19th- and early 20th-century French literature. The significance of this trend will be studied in prose and poetic works of major writers. Prerequisite: French 44 or equivalent. *Staff.*

182. Contemporary Fiction in French. What are Francophone people reading and writing about today? This course will examine works by major novelists writing in French in the latter part of the 20th century. These

include Georges Perec, Patrick Modiano, Jean Echenoz, Jean-Marie Le Clézio, Annie Ernaux, (France), but also Tahar Ben Jelloun (Morocco), Anne Hébert (Québec), Marima Bâ (Sénégal), and Assia Djebar (Algeria). Prerequisite: French 44 or equivalent. *N. Rachlin*.

183. The Novel in France Since 1945. Study of the evolution of the novel in post-World War II France in relation to the political and social currents of the age. This course will focus on major literary experiments from the existential novel to the New Novel, the practice of *écriture féminine* to more recent works reflecting the experience of colonialism and immigration. Readings will include works by Jean-Paul Sartre, Marguerite Duras, Georges Perec, Helene Cixous, Tahar Ben Jelloun, and Patrick Chamoiseau. Prerequisite: French 44 or equivalent. *M. Shelton*.

184. Portrait of Two Voices: Marguerite Yourcenar and Marguerite Duras. An in-depth study of 20th-century French literature through the works of two of its major writers. Although usually situated at opposite ends of the literary spectrum, the works of the neo-classicist Yourcenar and the unclassifiable Duras (novelist, essayist, film-maker) can both be defined and examined as the paradoxical attempt to create the “portrait of voices” now silent. Special attention will be given to their protagonists’ relation to the past, to the issues of private vs. public history, and the fictionalization of history. Discussion of novels, films, and interviews in book and video form. Prerequisite: French 44 or equivalent. *N. Rachlin*.

187. The Fashion of Modernity. In this course we will analyze issues of modernity through the lens of late 19th- and early 20th-century French fashion. Examining works of literature, mass-circulating texts, and visual culture, we will study the ways in which the evolution, commercialization, and textualization of garments and accessories constituted a discourse through which modernity could be explored and critiqued by writers, artists, and journalists of the era. Taking period fashion periodicals as our point of departure, we will discuss topics including fashion and femininity, prostitution, urbanization, the dandy, the rise of the department store, and hierarchies of gender and class. Prerequisite: French 44 or equivalent. *H. Brevik-Zender*.

189. French Across the Curriculum. French Across the Curriculum integrates a French language component in non-foreign-language disciplines in the humanities and social sciences at The Claremont Colleges. These may include courses in economics, history, politics and international relations, music, philosophy, and religion. Prerequisite: French 44, or permission of the French instructor. One-half course credit. May be repeated for credit. *Staff*.

191. Senior Thesis. Offered annually. *Staff*.

199. Independent Study in French Studies: Reading and Research. Special topics for the most advanced students. To be arranged with the faculty. Offered annually. *Staff*.

GENDER AND WOMEN’S STUDIES

Professors Abrams, Adler, Coats, de Silva, Gilmore, Green, Finkelppearl, Macko, O’Donnell, Rachlin, Roberts, C. Walker

Associate Professors Alcalá, Forster, Kang, Gonzalez-Day, LeMaster, Liss, Marcus-Newhall, S. Walker

Assistant Professor Suh

Lecturer Castagnetto

The term “women’s studies” refers to an area of study in which consideration is given to questions related to women: the relationship between gender and society historically and cross-culturally, the quality and significance of the changes now occurring in the roles of men and women, and women themselves. Women’s studies documents the contributions made by women to cultural advancement, promotes open and rigorous inquiry about women and sex roles, and questions cultural assumptions and gender categories. Courses in gender and women’s studies explore issues of race, class, sexual preference, and gender as they affect people in a variety of cultural contexts. These courses foster a climate of mutual inquiry in the classroom, an exchange of ideas among faculty and students in group discussions, and an opportunity for writing as an integral part of the ongoing process of learning and self-expression. A student who majors in gender and women’s studies may choose to continue her education in a graduate department in gender studies or women’s studies, or to pursue a career in government, social service, or women’s advocacy programs. Gender and Women’s Studies (GWS) at Scripps is part of the Intercollegiate Women’s Studies (IWS) Program at The Claremont Colleges.

Requirements for the Major

A student may choose to pursue either of the following tracks leading to a major in gender and women’s studies:

Divisional Track

Students choosing the divisional track (fine arts, letters, natural sciences, and social sciences) are required to complete a total of 11 courses:

1. ID 26. Introduction to Women's Studies.
2. Seven courses distributed as follows:
 - a. Five gender and women's studies courses within the division of emphasis. (Students are encouraged to complete at least two upper-level IWS courses within their division of emphasis.)
 - b. Two gender and women's studies courses outside the division of emphasis, representing two of the three remaining divisions.
3. ID 184. Junior Seminar in Feminist Theory, or comparable feminist theory course approved in consultation with the chair of Gender and Women's Studies.
4. GWS 193. Field Work Experience (noncredit course).
5. GWS 190. Senior Seminar.
6. GWS 191. Senior Thesis.

Multidivisional Track

Students choosing the multidivisional track are required to complete a total of 11 courses:

1. ID 26. Introduction to Women's Studies.
2. Seven courses in gender and women's studies, at least one from each of the four divisions: fine arts, letters, natural sciences, and social sciences.
3. ID 184. Junior Seminar in Feminist Theory, or comparable feminist theory course approved in consultation with the chair of Gender and Women's Studies.
4. GWS 193. Field Work Experience (noncredit course).
5. GWS 190. Senior Seminar.
6. GWS 191. Senior Thesis.

Requirements for the Minor

Students minoring in gender and women's studies are required to complete a total of seven courses:

1. ID 26. Introduction to Women's Studies.
2. Five gender and women's studies courses clustered to represent a coherent focus to be selected in consultation with the student's adviser.
3. ID 184. Junior Seminar in Feminist Theory, or comparable feminist theory course approved in consultation with the chair of Gender and Women's Studies.

Honors Program in Gender and Women's Studies

Qualified students will be encouraged to apply for honors in gender and women's studies in their junior year. In order to receive honors, a student must fulfill the following additional criteria:

1. Maintain an overall GPA of 9.0 or higher; GPA in major of 10.5 or higher.
2. Receive an A or A- on a two-semester thesis.
3. Upon completion of the thesis, discuss the project with the GWS department in a public setting.
4. Take two additional gender and women's studies courses (for a total of 13 courses).
5. Attend monthly student/faculty GWS lunches.

Course Descriptions

Interdisciplinary Courses

ID 26. Introduction to Women's Studies. A cross-disciplinary examination of the study of women. Current analysis of woman's past and present 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. Offered every semester. *L. Gilmore.*

ID 36. Introduction to Queer Studies. This course introduces students to the field of queer studies. It is designed to address changing definitional concepts, the centrality of cultural difference to the establishment of sexual identities, and the political nature of medical and historical knowledge in this field. A solid grounding in the development of a visible lesbian and gay movement in the U.S. will be provided as a necessary historical framework for ongoing critical study. This course meets twice weekly for lecture discussions and once weekly for film screenings. *L. Gilmore.*

ID 46. Situated Knowledges: Cultural Studies of Twentieth-Century Physics. How do physicists make sense of the world? This course takes an interdisciplinary approach to understanding the construction, development, acceptance, and interpretation of scientific theories. Writings by literary critics, anthropologists, philosophers, historians, sociologists, feminist science-studies scholars, and physicists provide the basis for studying several fields of 20th-century physics including quantum theory, relativity, chaos theory, quantum field theory, and particle physics. No mathematics or science background is required. *Staff.*

ID 136. Gender and Science. The nature of science as informed by feminist critiques. Explores the intersections of the various systemic networks of gender, race, class, and sexuality in the hegemonic discourse of science, focusing on the traditional explanations of the production of scientific knowledge and the reasons why it works. Examines the sociological, philosophical, and historical roots and meanings of the notions of objectivity and the scientific method. Open to students of the sciences and nonsciences. *Staff.*

ID 151BK. Black Women, Feminisms, Social Change. (Pomona) *P. Jackson.*

ID 181. Feminist Community Engagement: Interdisciplinary Theory and Praxis. The course integrates theory and practice by including a seminar component and required hours in an outside setting. The objectives are interdisciplinary, so placements will range from organizations dealing with legal or policy issues, organizations providing direct social services, apprenticeships with feminists in the field, to placements in museums, bookstores, and dance/theater companies. The overriding themes will be empowerment through application of academic theory and the interrelatedness of gender, race, class, and sexuality. Students will be encouraged to make the connection between work theory/self/community. Prerequisite: lower-division women's studies and/or ethnic studies courses. *Staff.*

ID 184. Junior Seminar in Feminist Theory. The seminar explores a range of feminist theories. Topics include the purpose of theory; the variety of theoretical perspectives; feminist epistemology; the intersection of race, class, and gender in theorizing; global feminisms; theory and activism; theoretical issues of gender and sexualities; essentialism; the sexual division of labor; and other topics. Historical and contemporary readings. Prerequisite: ID 26 or permission of instructor. *Staff.*

GWS 190. Senior Seminar in Women's Studies. (Pomona) First half of seminar provides an overview and integration through readings, discussion, and analysis of interdisciplinary issues in women's studies. Students meet with instructor and adviser in their department to plan the senior thesis. In the second half, students present thesis proposals. A review paper on thesis topic is written and discussed. Majors only. Offered annually. *M. Waller.*

GWS 191. Senior Thesis. Thesis is an original investigation on a topic in women's studies within the discipline of concentration, completed under the guidance of the adviser in the department of concentration and the adviser in the Women's Studies Program. Offered annually. *Staff.*

GWS 193. Field Work Experience. Some fieldwork or internship experience involving women's issues is required. In consultation with the adviser, students will select the most appropriate means by which to fulfill this requirement. It might be fulfilled during the school year or summer as an internship, independent study, volunteer work, fieldwork as part of a senior thesis, or as part of another course. Pass/Fail. Noncredit course. Offered annually. *Staff.*

GWS 195. Internship in Feminist Activism. This course will consist of a project with a visiting scholar/activist-in-residence at Intercollegiate Women's Studies. Each semester, there will be a different visitor and project. The project will be a synthesis of feminist theory and practice, and will reflect the visitor's own work and interests. Format and meeting times to be arranged by the visitor. Details about each project will be published in the Women's Studies Course Brochure. *S. Castagnetto.*

Discipline Emphasis Courses Available in 2007–2008

Anthropology

50. Sex, Body, Reproduction. (Pitzer) *E. Chao.*

52. Human Sexuality. (Pomona) *R. Bolton.*

88. China: Gender, Cosmology and the State. (Pitzer) *E. Chao.*

108. Kinship and Social Organizations. (Pitzer) *D. Segal.*

132. **Seminar in Gender and Health.** (Pomona) *C. Smith-Morris.*
168. **Gay & Lesbian Ethnography.** (Pomona) *R. Bolton.*
190. **Writing Culture.** (Scripps) *Staff.*

Art

20. **Photography I.** (Pomona) *S. Pinkel.*
123. **Photography III.** (Pomona) *S. Pinkel.*
ID 152BK. **Black Women, Feminism(s) and Social Change.** (Pomona) *P. Jackson.*
178. **Black Aesthetics and the Politics of (Re)presentation.** (Pomona) *P. Jackson.*
181G. **Whiteness, Race and Modernism.** (Scripps) *K. Gonzalez-Day.*
183. **Feminist Concepts and Practices in Media Studies.** (Scripps) *N. Macko.*
186JBK. **Seminar: Issues in African Diasporic Visual Arts.** (Pomona) *P. Jackson.*
186K. **Seminar in Modern Art: Human Dolls.** (Scripps) *J. Koss.*

Classics

114. **Female and Male in Ancient Greece.** (Scripps) *E. Finkelpearl.*

Economics

121. **Women in the Economy.** (Pomona) *E. Brown.*

English

32. **Science Fiction and Gender.** (Pitzer) *J. Benton.*
42eCC. **Girl-Worlds: Female “Coming of Age” Literature.** (Pitzer) *L. Harris.*
53. **Twentieth-Century Women Writers.** (Pomona) *C. Miller.*
55. **Topics in Contemporary Fiction.** (Pomona) *K. Fitzpatrick.*
56. **Contemporary Native American Literature.** (Pomona) *V. Thomas.*
57. **Environmental Literature.** (Pomona) *T. Clark.*
110. **Women and the Rise of the Novel.** (Pomona) *S. Raff.*
115. **Eating and Other: Race, Gender and Literary Food Studies.** (Pomona) *K. Wazana Tompkins.*
122. **Twentieth-Century American Women Writers.** (Pomona) *C. Miller.*
125CBK. **Introduction to African American Literature: In the African-Atlantic Tradition.** (Pomona) *V. Thomas.*
134. **Medieval Women Authors.** (Pomona) *M. Worley.*
141. **Topics in Contemporary Fiction.** (Pomona) *K. Fitzpatrick.*
170. **Asian American Women and Literature.** (Pitzer) *B. Ige.*
170J. **Special Topics in American Literature: Toni Morrison.** (Pomona) *V. Thomas.*
170S. **Jane Austen and the Reader.** (Pomona) *S. Raff.*
174. **Contemporary Women Writers.** (Scripps) *G. Greene.*
177. **The Memoir.** (Scripps) *G. Greene.*
179. **Advanced Studies in Contemporary Women Writers.** (Scripps) *G. Greene.*
187. **Study of a Major Author: Elizabeth Bishop.** (Scripps) *C. Walker.*
187. **Nineteenth-Century Anglo-American Literature: Willing Men and “Scribbling Women.”** (Pitzer) *J. Benton.*

Environmental Studies

162. **Gender, Environment & Development.** (Pitzer) *Herrold-Menzies.*

Gender and Feminist Studies

35. **Women Writers and Fictional Moral Choice.** (Pitzer) *J. Benton.*
60. **Women in the Third World.** (Pitzer) *M. Soldatenko.*
61CH. **Contemporary Issues of Chicanas and Latinas.** (Pitzer) *M. Soldatenko.*
115. **Women of Color in the United States.** (Pitzer) *M. Soldatenko.*
154CH. **Latinas in the Garment Industry.** (Pitzer) *M. Soldatenko.*
168. **Women’s Ways of Knowing.** (Pitzer) *M. Soldatenko.*
195. **Internship in Feminist Activism.** (Scripps) *S. Castagnetto.*
300. **Feminist Research Applications.** (CGU) *Staff.*
424EDU. **Gender and Education.** (CGU) *L. Perkins.*
AWS301/PP455. **Feminist Theory.** (CGU) *S. Snowiss.*

Hispanic Studies

179. *Fe, Esperanza, Amor y Muerte: Women Writers of the Western World.* (Scripps) *C. Lopez.*
186CH. *Contemporary Chicano/a Literature Seminar.* (Scripps) *R. Alcalá.*

Humanities

89. *Daisy Doesn't: Fallen Women in American Literature.* (CMC) *S. Bower.*
108. *Film Studies: Culture, History, and Gender.* (HMC) *J. Sellery.*
145. *Third World Women Writers.* (HMC) *I. Balseiro.*
148. *Post-Colonial Women's and Men's Fiction.* (HMC) *J. Sellery*
170. *Women and Comedy.* (CMC) *A. Bilger.*

History

- 100CCH. *Latina Feminist Traditions.* (Pomona) *D. Gonzalez.*
105. *Sex and Gender in the Ancient World.* (CMC) *K. Sessa.*
140. *Family, Women, and Social Change in Europe 1500–1945.* (CMC) *L. Cody.*
148. *Women and Gender in European History, 1450–1815.* (CMC) *L. Cody.*
156. *Gender and Work.* (CMC) *M. Jacobs.*
164. *Women in Latin America: Social Justice and Violence.* (Scripps) *C. Forster.*
171. *African American Women's History.* (Scripps) *For description, see History. R. Roberts.*
172. *History of Women in the United States.* (Scripps) *For description, see History. J. Liss.*
175. *Women and Politics in America.* (CMC) *D. Selig.*
176. *Public Women, Private Lives.* (Pomona) *P. Smith.*
197k. *The History of Politics of Birth Control.* (Scripps) *J. Koslow.*
358. *The History of Women in the U.S.* (CGU) *J. Brodie.*

Media Studies

76. *Gender and Genre.* (Pitzer) *A. Juhasz.*
110. *(Mis)Representations of the Near and Far East.* (Pitzer) *J. Parker.*

Modern Languages and Literatures

- Asian Languages and Literature* 178. *Japanese and Japanese American Autobiography.* (Pomona) *L. Miyake.*
Chinese Literature 168. *Gender and Sexuality in Modern Chinese Literature.* (Pomona) *E. Cheng.*
French 121. *Politics of Love.* (Scripps) *N. Rachlin.*
French 127. *Masters, Servants and Slaves.* (Pomona) *M. Waller.*
French 151. *Men, Women, and Power.* (Pomona) *M. Waller.*
French 173. *Reading Bodies.* (Pomona) *M. Waller.*
French 174. *The Romantic Other.* (Pomona) *M. Waller.*
French 175. *Border Crossings.* (Pomona) *P. Waller.*
Italian 134. *Twentieth-Century Italian Women's Literature.* *M. Coburn.*
Russian. 178. *Terrible Perfection: Women in Russian Literature and Culture.* (Pomona) *S. Larsen.*
Spanish 141. *Women as Sign and Subject.* (Pomona) *S. Chavez-Silverman.*
Spanish 142. *Tropicalizations: Transcultural Representations of Latinidad.* (Pomona) *S. Chavez-Silverman.*
Spanish 143. *Current Topics in Spanish Narrative: She Says, He Says.* (Pomona) *M. Donapetry.*
Spanish 146. *El deseo de la palabra: Poetry or Death.* (Pomona) *S. Chavez-Silverman.*
Japanese 178. *Japanese and Japanese American Autobiography.* (Pomona) *L. Miyake.*
Japanese 189. *Japanese Women Writers.* (Pomona) *L. Miyake.*

Music

72. *Gendering Performance.* (Pomona) *K. Hagedorn.*
73. *Music, Ritual, and Gender.* (Pomona) *K. Hagedorn.*

Philosophy

- 25. **Feminist Approaches to Philosophy.** (Pomona) *J. Lackey.*
- 46. **Feminism and Science.** (Scripps) *S. Castagnetto.*
- 150. **Philosophy of Feminism.** (Scripps) *S. Castagnetto.*
- 151. **Feminist Ethics.** (Scripps) *S. Castagnetto.*

Politics and Political Studies

- 42. **Gender and Politics.** (Pomona) *E. Crighton.*
- 175. **Feminist Political Thought.** (Pitzer) *S. Snowiss.*

Psychology

- 102. **Psychology of Women.** (Scripps) *J. LeMaster.*
- 117. **Children and Families in South Asia.** (Pitzer) *M. Banerjee.*
- 125. **Psychology of Women.** (Pomona) *D. Burke.*
- 153. **Socialization of Gender.** (Pitzer) *M. Banerjee.*
- 180PBK. **Seminar: Psychological Aspects of Black Women's Sexuality.**
(Pomona) *M. Christian.*

Religious Studies

- 60. **Feminist Introduction to the Bible.** (Scripps) *Staff.*
- 106. **Zen Buddhism.** (Pitzer) *J. Parker.*
- 150. **Feminist Theology and Ethics.** (Pomona) *J. Irish.*
- 160. **Feminist Interpretations of the Gospels.** (Scripps) *Staff.*
- 163. **Women and Gender in the Jewish Tradition.** (CMC) *G. Gilbert.*
- 164. **Engendering and Experience: Women in Islamic Tradition.** (Pomona) *Z. Kassam.*
- 167. **Theory and Practice of Resistance to Monoculture.** (Pitzer) *J. Parker.*
- 175. **Visions of the Divine Feminine in Hinduism and Buddhism.** (CMC) *D. Shimkhada.*
- 176. **Topics in Feminist New Testament Studies in Contemporary Contexts.** (Scripps) *Staff.*

Sociology

- 59. **Sociology of Gender.** (Pitzer) *K. Yep.*
- 112. **Life Course of Women.** (Pomona) *J. Grigsby.*
- 116. **The American Family.** (Pomona) *J. Grigsby.*
- 141CHb. **Chicanas and Latinas in the U.S.** (Pomona) *G. Ochoa.*
- 146. **Women's Roles in Society.** (Pomona) *L. Rapaport.*
- 173. **Sexuality and Society.** (Pitzer)
- 181. **Violence in Intimate Relationships.** (Pitzer) *A. Stromberg.*

Theatre

- 108. **Women Playwrights.** (Pomona) *B. Bernard.*

Women's Studies

- 181. **Feminist Community Engagement.** (Pomona) *K. Wazana Tompkins.*
- 190. **Senior Seminar in Women's Studies.** (Pomona) *P. Waller.*

GEOLOGY

Geology is an exciting, interdisciplinary science dedicated to understanding the formation and evolution of our planet and the other bodies in the solar system. Geologists probe the deep past to see as clearly as possible how life has evolved, how the continents have shifted, and how climates have changed. They apply the tools of chemistry, biology, physics, and mathematics in doing so, and examine problems that range from microscopic to interplanetary in scale using a variety of approaches including fieldwork, laboratory analysis, and computational modeling. In addition to guiding the stewardship of mineral and energy resources vital to society, geologists increasingly strive to reduce the impact geological hazards (e.g., earthquakes, volcanoes, landslides) have on people and to reduce the adverse effect people have upon the natural environment (e.g., soil erosion, polluted groundwater). An understanding of at least rudimentary geology is essential for solving many environmental problems.

Geology students typically have a wide variety of employment options, as their education prepares them

for a diverse array of professional activities. Students interested in majoring in geology may register for an off-campus major through Pomona College. See guidelines concerning off-campus majors and cross-registration and www.geology.pomona.edu to learn more about the Geology Department.

GERMAN STUDIES

Professor Burwick (Scripps)

Associate Professors Katz (Scripps), Rindisbacher (Pomona)

Assistant Professor von Schwerin-High (Pomona)

Instructor Kronenberg (Pomona)

German Studies is the interdisciplinary study of the contemporary cultural, social, economic, and political life of German speakers in their historical and international contexts. The German faculty of Pomona College and Scripps College offer a single unified and comprehensive curriculum for language, literature, and cultural studies courses.

Scripps College is the Testing Site of the Goethe-Institut for *Zertifikat Deutsch (ZD)* and *Zentrale Mittelstufenprüfung (ZMP)*.

The German Studies Program offers as degree options both a major and a minor in German Studies.

General Requirements for the Major in German Studies

1. Required are 10 courses numbered above German 33. German 44 or the equivalent and two courses from the 100-series are required. Five more courses must be taken from among the German Program offerings, three of them taught in German. Two more courses may be chosen from a list of associated courses in the Humanities or Social Sciences (see below).
2. All students of German are strongly encouraged to complement their Claremont curriculum with a semester or year stay in Germany. All majors in German Studies are required to spend one semester of study at the University of Heidelberg (*Institut für Deutsch als Fremdsprache*) or, in consultation with a German faculty, on an approved program in a German-speaking country. All course work completed in Germany satisfies the requirements for the major or minor in German Studies.
3. Senior Thesis.

Requirements for the Minor in German Studies

Required are German 44 (or the equivalent) plus five courses numbered above 100, three of which must be in German. As for the major: German minors may enroll in the German language component (189) offered to all German program courses taught in English. This one-half credit course may also be taken without being enrolled in the main course.

Co-Curricular Activities

Scripps has a German Corridor where students speak German with the resident native German assistant and with each other. The members of the corridor form the core of the German Club, which organizes activities for German students throughout the year. Any student of The Claremont Colleges is welcome to join the German Club by signing up with the German assistant. In addition, a weekly German language table meets in the Elizabeth Hubert Malott Commons.

Honors in German Studies

Exceptionally qualified students in German are encouraged to consult with German faculty no later than the first semester of their sophomore year concerning their participation in the German Honors Program. The Honors Program consists of 10 courses above 33 and a year's senior research thesis, which is followed by a successful defense before the German faculty. The defense of an interdisciplinary thesis will include faculty from the specific fields. There is a GPA requirement of B+ (10.0) in the major and a senior thesis grade requirement of A- (11.0).

Study Abroad

Study Abroad is considered an integral part of the German Studies curriculum at Scripps, and all students of German are strongly encouraged to complement their Claremont curriculum with a semester or year stay in

Germany. All course work completed in Germany satisfies the requirements for the major or minor in German Studies. Students must also complete at least German 44 prior to going abroad. We strongly recommend that students also take two courses from the 100-series, which prepares them more fully for the German experience. It is also strongly recommended that students intending to go abroad take a German course every semester prior to leaving, regardless of their incoming level. Thus, first-year students entering the German curriculum at the 44 level will have completed all major/minor requirements upon their return. Currently, students may study abroad on the Scripps College Program in Heidelberg or, in consultation with the Scripps faculty, on an approved program in a German-speaking country.

German Across the Curriculum (GAC)

In addition to its major and minor programs of study, the German Studies Program offers students who have successfully completed German 44 (or its equivalent) the option to maintain and further develop their language proficiency in German courses in translation. Students enrolling in such courses co-enroll in GRST 189, the accompanying German language section. They receive one-half course credit for meeting with the German faculty member to read and discuss, in German, German texts related to the subject course.

Course Descriptions

Entering students who have previously taken German must take the Language Placement Test. This includes students who have received AP (Advanced Placement) credit. Only those students who have had no more than one semester of high school German are exempt from taking this examination; they may enroll in German 1 (Introductory German) or German 22 (Accelerated Introductory German). Students are strongly encouraged to fulfill their language requirement in an uninterrupted sequence. In all cases, however, the language requirement must be completed by the end of the first semester of the senior year.

All lower-division language courses have conversation hours where students meet an additional hour in small groups with a native German speaker; hours to be arranged.

Language Courses

1. Introductory German. Acquisition of basic oral communication, survey of German grammar, practice in reading and writing. Meets five days a week. Language laboratory three times a week. Offered annually. *R. Burwick, H. Rindisbacher, F. von Schwerin-High.*

2. Introductory German. Acquisition of basic oral communication, survey of German grammar, practice in reading and writing. Meets five days a week. Language laboratory three times a week. Offered annually. *R. Burwick, H. Rindisbacher, F. von Schwerin-High.*

22. Accelerated Introductory German. For students with some background in the language. Accelerated introduction to basic structure; intensive practice in reading and writing. Meets five days a week. Listening comprehension exercises in language laboratory three times a week. Prerequisite: placement examination. Offered annually. *R. Burwick, M. Katz.*

33. Intermediate German. Emphasis on developing reading ability. Extensive review of grammar; continuing acquisition of new vocabulary and conversational skills. Meets four days a week. Listening comprehension exercises in language laboratory twice a week. Prerequisite: German 2, 22, or equivalent. Offered annually. *R. Burwick, M. Katz.*

44. Advanced German. Emphasis on correct idiomatic writing. Essays every other week, oral work, and grammar review. Meets three days a week. Small conversation groups with native speaker once a week. Prerequisite: German 33 or equivalent. Offered annually. *R. Burwick, M. Katz, H. Rindisbacher, F. von Schwerin-High.*

Literature and Culture Courses

Prerequisites: For admission to literature and culture courses, German 44 or the equivalent is normally required. Note: *Courses taught in English are identified with an asterisk.*

101. Introduction to German Culture. Concepts of culture have long been the object of intellectual inquiry. The course will introduce students to some of the most compelling issues and debates in German culture through fiction, criticism, and philosophy, as well as film and the visual arts. The presentation of materials is exemplary rather than comprehensive and is based on thematic, historical, generic, etc., units. *R. Burwick.*

102. Introduction of German Literature: Portraits of the Artist. In tracing the figure of the artist from Romanticism to the Postmodern, attention will be given to the ideal of creative genius, in both its heroic and decadent modes. Readings will include theoretical texts (E.T.A. Hoffmann's *Beethovens Instrumentalmusik*),

reflections on art and the self (Caspar David Friedrich, Thomas Mann), and literary texts by Hoffmann, Grillparzer, Mann, Kafka, Wolf and Jelinek. Prerequisite: German 44. *R. Burwick.*

104. Introduction to German Composition. This course will provide the students with intensive practice in expository writing. Introduction to German stylistics and the varieties of essay construction. Wide range of texts analyzed, discussed, and written about. Frequent essays. Prerequisite: German 44 or equivalent. *F. von Schwerin-High.*

***114. Plotting Crime.** This course covers various “genres” of criminality in modern European fiction and film, including murder, criminal vice, theft, sex crimes, white-collar corporate conspiracy, crimes of passion, and domestic violence. We explore two related (but distinct) topics: how crimes are planned and executed; and how they are then turned, step-by-step, into compelling literary and cinematic storylines. *M. Katz.*

***116. The Decadents.** The 19th-century “decadents” treated art as an intoxicant. There was a cult of extremes: theaters of cruelty, art for art’s sake, celebrations of criminality, and deliberate derangement of the senses. Course begins with 19th-century fiction, visual arts and criticism, and then turns to their “after-images” among 20th-century avant-gardes. *M. Katz.*

***117. Berlin in the ’20s: An Experiment in Modernity.** Expressionist painting. The glass architecture of the Bauhaus. The rise of photojournalism. The cult of the aerodynamic body. Dadaism. Cyborgs. Cabaret. Berlin in the 1920s has helped define modernization for decades. The course will examine the competing practices and principles of Weimar-era culture, drawing on fiction and film, as well as journalism and the visual arts. *M. Katz.*

128. Multicultural Germany. Course explores the history and culture of Turkish-Germans and other minority communities residing in Germany with emphases on political, legal, social, cultural, and religious aspects of multicultural life. Course materials include historical accounts, newspaper and internet articles, autobiographical narratives, fiction, poems, and films. Prerequisite: GERM044. *F. Von Schwerin-High.*

134. National Stereotypes in Advertising. Course explores the cultural implications of the use of national stereotypes on American print advertisements and TV commercials. Provides analyses, historical overview, and theoretical background. Focuses on the stereotypical representation of various nationalities in American advertising. Emphasis on depiction of Germans and Germany. Half-course language component (GERM 189) may be taken in conjunction by students with GERM044 or above. Offered alternate years. *F. Kronenberg.*

146. Fairy Tales and the Female Storyteller. In the oral tradition of fairy tales women create a female discourse by regendering patriarchal myths, transforming domestic space into imaginary territories of hollow trees and magic kingdoms. Desires and constraints are represented in multifaceted characterizations of mother, stepmother and witch, orphaned daughters, and wicked stepsisters. Male scholars, such as the Brothers Grimm, reappropriate the fairy tale and domesticate it into children’s stories. *R. Burwick.*

151. Modern German Poetry. More radically than any other literary and artistic tradition, 20th-century German lyric poetry has used formal and semantic experiments to explore the extreme limits of truth, beauty, meaning, and human experience. Prerequisite: German 44 or equivalent. Offered in alternate years. *Staff.*

152. Drama as Experiment. Beginning with the Naturalists, 20th-century dramatists delved ever further into topics previously considered off limits: class war, sexuality, and the problematic nature of human communication. The formal elements traditional to drama were also continually undermined, until the very notions of character, plot, and dramatic performance were themselves called into question. Works by Hauptmann, Schnitzler, Hofmannsthal, Wedekind, Sternheim, Kaiser, Brecht, Borchert, Frisch, Duerrenmatt, Weiss, and Handke. Lectures, discussion, oral reports. *F. von Schwerin-High.*

154. Great German Fiction. The course introduces students to some of the greatest works of 19th- and 20th-century German literature. Close reading of literary works by such authors as Kleist, Keller, Mann, Rilke, Kafka, Hesse, Böll, Frisch, Grass, Wolf, and others is combined with key ideas of selected representatives of the German intellectual tradition: Marx, Nietzsche, Freud, Adorno, and others. *H. Rindisbacher.*

***161. Nationbuilding and Nationalism: A German Cultural History.** Historical, cultural, political, and psychological inquiry into nationalism, that central and controversial aspect of German (cultural) history. German unifications, then and now. The shifts and rifts between community and society, town and country, native and foreign that marked Germany’s transition to modernity. The Germans’ sense of regional belonging and the creation of a national identity. Analysis of the concept of “Heimat.” Materials include film as well as written accounts from history, politics, culture, and literature, from around 1800 to the present. Emphasis on the 20th century. *H. Rindisbacher.*

164. Gender Issues in German Romanticism. Without establishing a “counter canon,” the emerging feminist consciousness will be traced in text and context of women writing. Men’s and women’s literature will be seen in conjunction and women’s contribution to literary culture established. Women not only “inspired” male authors and “copied” their ideas, they also created new themes and techniques that men later adopted and

claimed as their own. Writings by Caroline Schlegel Schelling, Friedrich and Dorothea Schlegel, Henriette Herz, Sophie Mereau, Clemens Brentano, Rahel Varnhagen, Caroline von Guenderode, Bettina von Arnim. *R. Burwick*.

***167. Metropolis: Imagining the City.** Whether pictured as labyrinth, stage set, utopian pleasure-dome or gigantic living room, the urban landscape has played a crucial role in the attempt of 20th-century writers and artists to come to terms with modernity. The course will move from the squares of 19th-century Berlin, the grid of Manhattan, to the malls and theme parks of Los Angeles, using fiction (Poe, Kafka, Wm. Gibson), film (Lang, Wenders, R. Scott), essays (Eco, Didion), and urban theory (Sennett, Choay) to investigate how changes in the perception of the city reflect the ways modernity sees itself. *M. Katz*.

***170. The Culture of Nature.** Historical, cultural, and political constructions of nature and human roles in nature, from romanticism to the present. Ambivalence about naturalness and artificiality, preservation and exploitation, economy and ecology. Emergence of modern ecological-political movements and their roots in 18th-century romanticism, 19th-century nationalism, and 20th-century political correctness. Readings from history, politics, literature, and the social sciences. *H. Rindisbacher*.

***176. Moscow-Berlin/Berlin-Moscow: Europe in Transformation.** Addresses the changing relationship between Germany and Russia (the Soviet Union) and how it has affected the countries of Eastern Europe during the 20th century. Explores such issues as the political, cultural, and military histories of the two countries, their literary and cultural traditions, and the many forms of their interactions over time. No prerequisites. (See also German 189, German Across the Curriculum). *H. Rindisbacher, L. Rudova, C. Kliotschkine*.

***177. The Pact with the Devil.** No other figure in Western literature has so embodied the intellectual and moral conditions of modern Europeans as has Faust; and nowhere else is the fascination—and ambivalence regarding evil—more prevalent than in the artistic and literary incarnations of this legendary character. In addition to works by Marlowe, Goethe, and Bulgakov, the many faces of evil will be traced in the visual arts, opera, and folk tales. *R. Burwick*.

***179. Comparative Slavic/German Linguistics.** A basic introduction to the Slavic and German languages, focusing on their historical development from Proto-Indo-European. Most of our time will be spent comparing the phonology, morphology, and syntax of various Slavic and Germanic languages, ranging from Czech, Russian, and Bulgarian to German, Dutch, and Icelandic. Cross-listed with Russian and Linguistics/Cognitive Science.

189. German Across the Curriculum (GAC). Offered as a German language component to courses in various disciplines in the humanities and social sciences at The Claremont Colleges. Also offered as a German language component to German Department courses taught in English. Prerequisite: German 44 or permission of the German instructor. Half-course. May be repeated for credit. Offered annually. *Staff*.

191. Senior Thesis. Permission of the student's adviser and the program coordinator is required. Offered annually. *Staff*.

193. Comprehensive Examinations. Five-hour written and one-hour oral examinations in German studies, testing the student's general competence in the discipline and specialized knowledge in his or her coherence area. The questions will be based on the student's final coherence prospectus. Half course, graded Pass/Fail. Offered annually. *Staff*.

197. Directed Studies in German. Offered as a German language component to courses taught in English in the German Studies Program. Prerequisite: permission of German studies adviser. Individual instruction. Cumulative credit. May be repeated for credit. *Staff*.

199. Independent Study in German Studies: Reading and Research. Open to students capable of independent study. Permission of instructor required. Course or half course. May be repeated. Offered annually. *Staff*.

Associated Courses for German Studies

Humanities

Art Hist 159. History of Art History. (Pomona).

Art Hist 180. Early 20th-Century European Avant-Garde. (Scripps).

Linguistics 10. Introduction to the Study of Language. (Pomona).

Linguistics 115. Bilingualism. (Pomona).

Music 53. The Symphony and Related Forms. (Pomona).

Music 54. Nationalism and Music. (Pomona).

Music 57. Western Music: Historical Introduction. (Pomona)

Music 58, 158. Beethoven. (Pomona).
Music 59, 159. Brahms, Berlioz, and Wagner. (Pomona).
Music 64. Johann Sebastian Bach. (Pomona).
Music 75. Opera. (Pomona).
Music 120a,b. History of Western Music. (Pomona).
Phil 43. Continental Thought. (Pomona).
Phil 105. The Holocaust. (CMC).
Phil 115. History of Philosophy. (CMC).
Phil 119. Philosophical Roots of European Fascism. (CMC).
Phil 186E. Heidegger and the Tradition. (Pomona).
Phil 186K. Kant. (Pomona).
Russian 176. Moscow-Berlin/Berlin-Moscow: Europe in Transformation.
(Pomona).

Social Sciences

Econ 118. Economic History of Europe. (Pomona).
Gov 165. Political Philosophy and History. (CMC).
Gov 173. Worlds in Collision. (CMC).
Gov 189D. Nietzsche: Birth, History, Gender, and Democracy. (CMC).
Hist 11. Modern Europe, 1789–1989. (Pitzer).
Hist 139e. Culture and Society in Weimar and Nazi Germany. (CMC).
Hist 168. The Destruction of European Jewry and German Society, 1933–1945.
(Scripps).
Poli 1b. Modern Political Theory. (Pomona).
Poli 8. Introduction to International Relations. (Pomona).
Poli 102. Cooperation and Rivalry in the European Union. (Scripps).
Poli 322. Advanced Industrial Societies. (CGU).
Poli 332. Domestic Bases of Political Economy. (CGU).
Poli St 113. Citizenship and Nationalism in the European Union. (Pitzer).
PP 322. Advanced Industrial Societies. (CGU).
PP 332. Domestic Bases of Political Economy. (CGU).
Soc 154. History and Development of Sociological Theory I: The Classical Tradition. (Pomona).

HISPANIC STUDIES

Associate Professors Alcalá, López, Pérez de Mendiola, Wood

Students are strongly encouraged to fulfill the language requirement in an uninterrupted sequence. In all cases, however, the language requirement must be completed by the end of the first semester of the senior year. See also Latin American studies for tracks other than literature.

Requirements for the Major

1. Prerequisite: Spanish 44 or equivalent.
2. Eight courses above 100, selected in consultation with the academic adviser.
3. Senior Thesis (Spanish 191), taken during the spring of the senior year.

Study abroad is required to complete the courses with Peninsular or Latin American emphasis.

Requirements for the Minor

Six courses above Spanish 33, selected in consultation with the academic adviser. None of these courses may double count toward major requirements:

1. Three in Latin American or Peninsular literature, taught in Spanish. These should include at least one of the following: Span 110, Span 120a or 120b (formerly Span 110a, b), or equivalent courses.
2. Three selected from the following fields: history, economics, literature, politics, international relations, art, sociology, Chicano studies. Only one of these may be taken in English.

A complete minor declaration form must be submitted to the registrar, with the signatures of both the student's adviser and the chair of the Department of Hispanic Studies (or a designated professor).

Latin American or Peninsular Literature

1. Prerequisite: Spanish 44 or equivalent.
2. Eight courses above 100, selected in consultation with the academic adviser.
3. Senior Thesis (Span 191), taken during the spring of the senior year.

Latin American Track

- a. Five courses in Latin American literature, including Span 111a or 111b, or equivalents.
- b. Two courses on Peninsular literature.
- c. One course in Spanish or Latin American civilization, art, history, sociology, Chicano literature, anthropology, or politics (may be in English).

Peninsular Track

- a. Five courses in Peninsular literature, including Span 110, or Span 120a or 120b, or equivalents.
- b. Two courses in Latin American literature.
- c. One course in Spanish or Latin American civilization, art, history, sociology, Chicano literature, or politics (may be in English).

Peninsular Spanish Studies

Eight courses above 100, selected in consultation with the academic adviser:

1. Four courses in Peninsular literature, including Span 118, or Span 120a or 120b, or equivalent courses.
2. Four courses from the fields of Spanish history, economics, literature, politics, art, or sociology (Only one of these may be in English).

Note: Courses with a strong component in both Latin American and Peninsular literatures (such as Span 164, 165, 179) may be counted toward the requirement in either field.

Honors Program in Hispanic Studies

As early as the first semester of the sophomore year, a student may choose to become a candidate for the Honors Program in Hispanic Studies. The Honors Program includes the normal course requirements, as stated above, as well as a two-semester thesis, written in consultation with three faculty readers and followed by a successful thesis defense before the faculty and majors of Hispanic Studies. In order to graduate with Honors in Hispanic Studies, the candidate must have a minimum general GPA of 9.0 and a GPA of 10.5 or above in Hispanic Studies. A senior thesis grade of at least A- is required.

Dual and Double Majors

Many students opt for a double or dual major in Hispanic studies and another field. Double majors are required to produce two theses, one for each major. Dual majors are allowed to write one thesis whose focus bridges the two fields. Dual majors may write the thesis in English, although they are highly encouraged to write in Spanish, second reader permitting.

The Spanish Corridor

Every year, the Hispanic Studies Department chooses eight students to reside with a Spanish-speaking Residenta, from Latin America or Spain, in a specially designated Spanish Corridor (the location of which rotates yearly). The members of the Corridor form a close-knit community that not only speaks Spanish exclusively but also organizes cultural events throughout the year.

Course Descriptions

The lower-division program in Spanish is part of The Claremont Colleges' Modern Language Program.

All of the following courses are conducted in Spanish.

1.2. Introductory Spanish. Acquisition of four basic skills: comprehension, speaking, reading, writing, with emphasis on aural comprehension and oral communication. This course includes laboratory work and tutorial sessions (times arranged). Offered annually. *Staff.*

11. Conversation: Contemporary Spanish Language and Culture. Open to Scripps students, except native speakers. To obtain credit, the student should attend a 50-minute weekly conversation class and participate in field trips and cultural events organized by the Department of Hispanic Studies. Prerequisites: Spanish 33 or three semesters of college-level Spanish. Cumulative, one-quarter course credit; graded P/F. Limited to one enrollment per semester and a cumulative total of one course credit. *Staff.*

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 fulfill in one semester the equivalent of Spanish 1 and 2. This course includes laboratory work and tutorial sessions (times arranged). Prerequisite: Language Placement Test. Offered annually. *R. Cano Alcalá, Staff.*

33. Intermediate Spanish. Review and reinforcement of four basic skills. Emphasis on conversation, reading, and writing. Course includes tutorial sessions (times arranged). Prerequisite: Spanish 2, 22 or equivalent. Offered annually. *Staff.*

44. Advanced Spanish: Readings in Literature and Civilization. Study and discussion of selected texts and films concerning the literary, social, and artistic aspects of Spain and Latin America. Development of correct personal style in student's oral and written expression. Prerequisite: Spanish 33 or equivalent. Offered annually. *C. López, M. Pérez de Mendiola.*

65CH. Spanish for Bilinguals. 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. Equivalent to Spanish 33. Students may not earn credit for both Spanish 33 and Spanish 65CH. *R. Cano Alcalá.*

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. López.*

101. Introduction to Literary Analysis. Analysis of literary genres and styles. Introduction to methods of analysis, and practice in the interpretation of texts. Recommended for all majors and minors. Prerequisite: Spanish 44. *Staff.*

103. Advanced Conversation and Composition. This course is 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. Students will read cultural and social science texts, supplemented with films and other audio-visual material. This course prepares the student for advanced courses in literature and civilization. Prerequisite: Spanish 44. Offered annually. *Staff.*

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: Spanish 44 or permission of instructor. *C. López.*

111a,b. Introduction to Latin American Civilization and Literature. (CMC) Readings in selected literary masterpieces from the colonial period to the present, coordinated with readings, lectures, visual presentations, and discussions on the history, art, and music of the various periods. Prerequisite: Spanish 44. *C. Chorba, S. Velasco.*

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 (hetero)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, José Joaquín Blanco, Miguel Barbachano Ponce, Rosamaria Roffiel, Oscar de la Borbolla. Prerequisite: Spanish 44. *M. Pérez 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). Prerequisite: Spanish 44 or permission of instructor. *C. López, J. Wood.*

126aCH. Chicano Movement Literature. (Taught in English.) Readings in Chicano literature from the 1940s to the 1970s. Special emphasis will be placed on the historical context within which texts are written, i.e., post-WWII and the civil rights era. Recently discovered novels by Américo Paredes and Jovita González and the poetry, narrative, and theatre produced during the Chicano Movement will be our subjects of inquiry. Offered annually. *R. Cano Alcalá.*

126bCH. Contemporary Chicana/o Literature. (Taught in English.) Beginning with the ground-breaking 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, Cuadros, Gaspar de Alba, Islas, Moraga, and Viramontes, among others. Offered annually. *R. Cano Alcalá.*

127CH. Literatura Chicana en Español. Analyzes 20th-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: Spanish 44. *R. Cano Alcalá.*

130. Schools of Cultural Criticism: Culture and Critique. *For description see HMSC 130 (Humanities Major).* *A. Aisenberg, M. Katz, M. Pérez de Mendiola.*

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 the monograph of a city, a neighborhood, a suburb. The mystery lies also in the blurred boundaries between geographical space, between the real urban violence and fiction, humor and solemnity, nomadism and inertia, ordinary and extraordinary people. Prerequisite: Spanish 44. *M. Pérez de Mendiola.*

156. 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, “estética queer” and gender and the urbanization of Latin America as well as reassess the question of magical realism. Prerequisites: Spanish 44. *M. Pérez de Mendiola.*

157. 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 dangers to the utopian idea of the “natural family” on which national stability was based. Prerequisite: Spanish 44. *M. Pérez de Mendiola.*

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. Prerequisite: Spanish 44. *C. López.*

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. Prerequisite: Spanish 44. *C. López.*

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 causes 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, Guillén, Ayala, Goytisolo, Aldecoa, Mart'n Gaité, and Roig. Prerequisite: Spanish 110 or similar level. *C. López.*

176. From Tyranny to Democracy: The Politics of Culture in Spain Between 1975-1992. The death of Franco in 1975 marks the end of 30 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 expressions such as cinema, the press, literature, and art. Readings will be selected from newspapers and literature of the period. Prerequisite: Spanish 44. *M. Pérez de Mendiola.*

179. 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. Prerequisite: Spanish 120a or b, or permission of the instructor. *C. López, M. Pérez de Mendiola.*

184. 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. Prerequisite Spanish 44. *M. Pérez de Mendiola.*

186CH. Contemporary Chicana Literature Seminar. (Taught in English.) This seminar analyzes how Chicana writers have negotiated with and against the symbolic inheritance (and the material social consequences) of four Mexican cultural icons of womanhood: La Malinche, La Virgen de Guadalupe, Sor Juana Inés de la Cruz, and La Llorona. Furthermore, the process of icon construction in Mexicano-Chicano culture will be explored by studying post-mortem representations of Selena Quintanilla. *R. Cano Alcalá.*

191. Senior Thesis. Offered annually. *Staff.*

199. Independent Study in Latin American or Spanish Literature: Reading and Research. Special topics for most advanced students. To be arranged with faculty. Offered annually.

Courses Available at Claremont McKenna College

102. Latin American Culture and Civilization. *C. Chorba.*

104. Political and Social Literature in Latin America. Prerequisite: Spanish 44 or equivalent. *Staff.*

155. Small Wonders of the Hispanic-American Short Stories. *C. Chorba.*

159. The Contemporary Latin American Novel. *Staff.*

181. Representations of Democracy in Latin American Literature and Cinema.
S. Velazco.

Courses Available at Pomona College

101. Introduction to Literary Analysis. *S. Chavez-Silverman.*

102. Asi se habla: lengua, cultura, escritura. *S. Chavez-Silverman.*

105. Spanish Through Film. *M. Donapetry.*

106. The Spanish Civil War. *M. Donapetry.*

120a,b. Survey of Spanish Literature. *M. Coffey, M. McGaha.*

125a,b. Survey of Spanish-American Literature. *S. Chavez-Silverman.*

132. Mario Vargas Llosa and the Critique of Latin American Society.

135. Contemporary Spanish-American Fiction.

136. (Re)Visions of History in Spanish-American Literature. *G. Davila-Lopez.*

141. Woman as Sign and Subject in Contemporary Latino/a and Latin American Literature. *S. Chavez-Silverman.*

142. Tropicalizations: Representing Self and Other in Latin American/U.S. Latino Literature. *S. Chavez-Silverman.*

143. Spanish Women Characters and Writers. *M. Donapetry.*

145. Twentieth-Century Spanish American Theatre. *G. Davila-Lopez.*

170. Literature and Life: Don Quixote. *M. McGaha.*

172. Sex, Power, and Religion in Golden Age Drama. *M. McGaha.*

175. From Romanticism to Realism: Nineteenth-Century Spanish Literature. *M.*

Coffey.

180. A Time of Crisis: Spanish Literature from 1898–1920. *M. Coffey.*

185. The Avant Garde in Spain: The Civil War and Its Effect on Spanish Literature. *M. Coffey.*

Courses Available at Pitzer College

187. Latin American Popular Culture. *E. Jorge.*

188. Documenting Spanish Speaking Cultures. *E. Jorge.*

189. Seminar on Contemporary Issues in the Spanish Speaking World. *E. Jorge.*

HISTORY

Professors Geerken, Liss, Roberts

Associate Professors Aisenberg, Forster

History, in its broadest sense, is that study of human experience which explores and analyzes the process of change, seeks to provide perspective on the course of human activity over time, and attempts to discover the impact of former events upon the present. In addition to preparing students for graduate study in history, the major is designed for those who want solid training in research, analysis, and writing to prepare themselves for careers in fields such as public affairs, law, public history, business, journalism, and teaching. Scripps College's offerings cover a wide range of periods, areas, and methodological approaches. In addition, history students can draw on the extraordinary resources of The Claremont Colleges' history departments.

Requirements for the Major

The history major requires nine courses plus a senior thesis. Among the nine courses, students must take the senior seminar, the proseminar 180, and two of the eight introductory surveys: 110a, 110b, 111aBK, 111bBK, 117a, 117b, 120a, 120b. To ensure a broad distribution of courses, students must take at least one course in Pre-modern (before 1800), Modern, Europe, the Americas, and Asia/Africa. The survey courses can be used to meet this distribution requirement. After meeting these breadth requirements, students should focus on a specific area of historical research leading to their thesis.

Research requirement: To help prepare for writing the senior thesis, majors are required to write at least one research paper in one of their upper-division, non-introductory history courses taken at Scripps. This paper may or may not relate to the senior thesis topic. The instructor of the course must indicate by initialing the senior major form that the student has fulfilled the requirement. The requirement must normally be completed by the end of the junior year, and students should plan accordingly if they plan to go abroad.

Honors Program in History

A student may receive honors in the major by attaining a GPA of 10.5, and earning an A- or A on her thesis, and by writing and orally defending her thesis before her faculty honors committee. A student who intends to compete for honors in history should so notify the department chair, who, upon consultation with her, will assist in the formation of her faculty honors committee. The honors committee normally consists of the first and second senior thesis reader and department chair.

Requirements for the Minor

The history minor requires six courses. At least two of these courses must be drawn from the eight introductory courses History 110a, 110b, 111aBK, 111bBK, 117a, 117b, 120a, 120b.

Course Descriptions

Introductory Courses

101. History of Greece. *For description, see Classics.*

102. History of Rome. *For description, see Classics.*

110a. Europe to 1648: From Rome Through the Thirty Years War. An analysis of historical patterns and

issues in European civilization from the 4th to the mid-17th century. Consideration is given to relevant international developments. Lectures and discussion are based upon readings in primary sources. Offered annually. *J. Geerken.*

110b. Europe from the Seventeenth Century to the Present. This course will examine the political, economic, social, cultural, and military transformations that made Europe a dominant force in the modern world. It will give particular attention to the development of the individual as a source of value and power, and how workers' movements, feminism, and anti-colonialism emerged as a critical response to the limitations and contradictions of European liberal individualism. Offered annually. *A. Aisenberg.*

111aBK. African Diaspora in the United States to 1877. This course examines the diverse and complex experiences of people of African ancestry in the United States beginning with pre-European contact in West and Central Africa to the end of the Reconstruction era. Working from a Diasporic focus, parallels will be drawn between specific cultural expressions, forms of nationalism and other types of protest in the United States and in other parts of the Americas. *R. Roberts.*

111bBK. African Diaspora in the United States since 1877. Recognizing the diverse voices and experiences of people of African descent in the United States, this course introduces students to key issues engaging African Americans from Reconstruction to the late twentieth century. Points of discussion include national identity; distinct political, economic and social approaches; continuing class and gender differences; urbanization; the State, and international influences. *R. Roberts.*

117a. Latin America Before 1800: The Roots of Modern Identity. *For description, see History, Latin America.*

117b. Latin American History Since 1820. *For description, see History, Latin America.*

120a. United States History to 1865. *For description, see History, United States.*

120b. United States History Since 1865. *For description, see History, United States.*

Early Modern Europe

153. Women Rulers of the Renaissance. During the Renaissance in Europe political dynamics were moving towards the formation of the modern nation-state; political theory was being re-formulated by Machiavelli, and political theology was fulminating against women rulers as "monstrous" and heretical. Among the women who became prominent rulers in this time of turbulent change were Marguerite, Queen of Navarre; Mary, Queen of Scots; Elizabeth, Queen of England; Isabella, Queen of Spain; Catherine de Medici, Regent and Queen Mother of France; and Lucretia Borgia, Duchess of Ferrara. This course will examine the lives, works, and political careers of these and other women rulers to assess their political leadership, their Machiavellianism, and their success in transcending the national, religious, and gender prejudices of their time. The course will emphasize reading and discussion. *J. Geerken.*

157. Machiavelli and Machiavellianism: Power, Law, and Society. Using the works of Machiavelli as a basis, this course will examine the problems of power, law, and society within the context of Western Europe from antiquity to the early modern period. Offered annually. *J. Geerken.*

158. Crime and Punishment in the Renaissance. This course will examine how the emerging states of Renaissance Europe profiled criminality and defined sexual, political, verbal, and physical types of crime. Using diverse methodological approaches in the study of judicial records, the course will focus on changing perceptions of crime, attempts to prevent or suppress disorder in private and public life, and the interplay among the legal, political, and social spheres. *J. Geerken.*

Modern Europe

123. Introduction to the Philosophy and History of Culture. *For description, see HMSC 123 (Humanities major).* *A. Aisenberg.*

128. Three Cities, One Decade: Paris, Berlin, and London in the 1920s. In the 1920s, Paris, Berlin, and London fostered innovations in art, fiction, and entertainment that would profoundly shape the cultural life of Europe and America in the 20th century. Shaken by World War I, economic inflation, and the rise of working-class and fascist movements, artists, writers, and performers produced new cultural forms that put into question the social, political, and economic values of 19th-century Europe. This course will focus on the prominent personalities and accomplishments that defined cultural life in the 1920s, including the writers Virginia Woolf and T.S. Eliot, the artists Marcel Duchamp and Salvador Dali, and the entertainers Josephine Baker and Marlene Dietrich. In doing so, it will consider how the urban, political, and social contexts provided by these three great cities shaped the cultural innovations of the 20th century. *A. Aisenberg.*

129. Paris and the Birth of Modernity in the Nineteenth-Century. Mid-19th-century Paris is widely regarded as the first “modern” city and the birthplace of the cultural innovations we now call “modernism.” This course will attempt to understand these innovations by situating them in the context of the political, social, economic, and architectural transformation of 19th-century Paris. Among the topics to be considered are: Impressionist painting, the scientific novel, consumerism, sexuality, and sociology. In analyzing these topics, the course will draw upon theories of modernism from Walter Benjamin to Michel Foucault. *A. Aisenberg.*

130. Schools of Cultural Criticism: Culture and Critique. *For description, see HMSC 130 (Humanities major).* *A. Aisenberg, M. Katz, M. Pérez de Mendiola.*

166. France/Algeria. This course explores the historical relationship between Algeria and France, from the initial attempts at conquest in the 1830’s to independence and colonization during the second half of the twentieth century. It will examine the French principles, interests, and values at stake in the French conquest and settlement of Algeria. It will also ask how an understanding of the French experience in Algeria necessitates a rethinking of French values and practices such as free markets, universalism, citizenship, and the nation-state.

A. Aisenberg.

168. The Destruction of European Jewry and German Society, 1933–1945. The premise of this course is that historical analysis offers useful categories and techniques for understanding the events leading up to and comprising what we now refer to as “the Holocaust.” Following from this premise, the course will begin with an investigation of the long-term social, economic, political, and intellectual/cultural influences that shed light on the rise of the Nazi Party and movement and why discrimination against Jews assumed such a prominent position in Nazi ideology and policy. The course will then move to a consideration of the process of the destruction of European Jewry, paying close attention to legal (The Nuremberg Laws), spatial (ghettoization), and technological/scientific (euthanasia and mass extermination) means. Other topics to be considered include collaboration, Jewish resistance, and other social, ethnic, and political groups targeted for persecution. The course will conclude with aspects of this period in German and Jewish history that pertain to late 20th-century experience, most importantly the question of how the problem of the destruction of European Jewry shaped subsequent definitions of German and Jewish identity. *A. Aisenberg.*

179. Disease, Identity, and Society. In all societies, understanding of disease assumes a central role in constructing the relationship between the individual and society. This course will undertake an in-depth analysis of three different diseases at three specific historical moments and the social norms they produced: the plague (social ostracism in Medieval Europe), tuberculosis (the emergence of the bourgeois conception of “self” in 19th-century Europe) and AIDS (sexuality as a source of danger and an expression of liberation in contemporary America). The course will focus on a variety of texts, including Boccaccio’s *The Decameron*, Thomas Mann’s *The Magic Mountain*, and Paul Monette’s *Borrowed Time: An AIDS Memoir*. *A. Aisenberg.*

Latin America

117a. Latin America Before 1800: The Roots of Modern Identity. This course on early Latin America traces three broad themes: race relations, social history, and the pushes and pulls of international markets. It aims to understand the roots of the cultures and identities of contemporary Latin America. Offered annually. *C. Forster.*

117b. Contemporary Latin America and the Caribbean. A survey that analyzes the historical forces which fostered nationalism, economic development, political turmoil, and social upheaval in modern Latin America. The course focuses on Mexico, Cuba, Argentina, Brazil, Nicaragua, and El Salvador. Offered annually. *C. Forster.*

131. Working People in the Americas: Race, Labor, and Organizing. This course addresses workers who were slave and free, rural and urban, female and male, to understand the ways in which working people organized themselves and shaped the thinking of their leaders. Designed from the perspective of Latin American history, it explores struggles for dignity at different points in time. *C. Forster.*

133. Cuba and Nicaragua: Revolution in the Shadow of Empire. This course explores two major revolutions in contemporary Latin America. In addition to looking at social change and the nature of new freedoms, it addresses cultural narratives and Liberation Theology. *C. Forster.*

136. Indigenous Resistance: The Modern Maya. History of the Maya explores resistance and the political economy of race relations in a cultural region that embraces Chiapas, the Yucatan Peninsula, and Guatemala. Through oral tradition and history, the course looks at Maya identity from its ancient roots to present-day revolutionary movements in Chiapas and Guatemala. The readings focus on the words and actions of the Maya. *C. Forster.*

137. The Church of the Poor in Latin America and the Caribbean. Since the advent of Liberation

Theology, the Church in Latin America has become a deeply fractured institution. This course looks at the powerful currents that have swept Catholicism and nourished broad-based social movements during the 20th century. *C. Forster.*

164. Women in Latin America: Social Justice and Violence. This course focuses on the history of women in Latin America, and in particular, on issues of poverty and violence. The readings range from Mexico to Chile, with special emphasis on Brazil and Central America. Offered annually. *C. Forster.*

United States

114BK. 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. *R. Roberts.*

115. Women, Religion, and Political Culture in Antebellum America. This interdisciplinary course explores the way in which religion influenced politics and gender in American society in the period before the Civil War. Readings will include autobiographies, sermons, novels, and political speeches along with relevant monographs. *R. Roberts.*

116. The Old South and Modern Memory. This course explores the complexity and diversity of the Old South and the way in which this period and region continue to fascinate Americans. An in-depth examination of relationships between slaveholders and slaves, slaveholders' wives, and slave women and slave men is a critical part of the course. Readings include diaries, slave narratives, and monographs that reveal the character of Southern society. *R. Roberts.*

119b. Intellectuals and Social Change. Despite America's reputation for anti-intellectualism, intellectuals in the U.S. have been central in interpreting, criticizing, and participating in the affairs of the nation. This course will explore how they have interpreted the "modernization" of daily life—the rise of science and the cult of expertise, the growth of bureaucracy, industrial technology, and the centralized state. Main themes will be: the crisis of Victorian culture; the politicization of personal life; and the dilemmas of power. Topics include the transformation of liberalism, racial, ethnic and gender identities, pragmatism and progressivism, anti-modernism, and the growth of social science. Readings include Twain, DuBois, Elizabeth Cady Stanton, Walter Lippmann, William James, Zora Neale Hurston, Richard Wright, Dwight Macdonald, Hannah Arendt. *J. Liss.*

120a. United States History to 1865. A survey of the major social, economic, intellectual, and political developments from the period of colonial settlement to the Civil War. Topics to be covered include the evolution of colonial society, the American Revolution and its impact, slavery and race relations, abolitionism, and other reform movements, the early industrial revolution, and westward migration. *R. Roberts.*

120b. United States History Since 1865. A survey of major political, economic, social, cultural, and intellectual developments from the Civil War to the present. Topics include the growth of modern industrial society, imperialism and war, the Great Depression, race relations and civil rights, feminism, the student movement, and the New Right. *J. Liss.*

121. Culture, Politics, and Civil War. As a critical moment in the history of the United States, the Civil War revealed social, cultural, and political developments that remain to the present. This course examines these various dimensions to understand how issues of power and the social/cultural responses to it were worked out in private and public life during the violent sectional conflict. Readings include several primary and some secondary materials including biographies, letters, and diaries. *R. Roberts.*

122BK. Black Intellectuals and the Politics of Race. This course explores the varied ways 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. *R. Roberts.*

171BK. African American Women in the United States. This course explores 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.*

172. History of Women in the United States. This course will explore the changing experiences of women in the 19th and 20th centuries with an emphasis on how racial, ethnic, and class differences affected women's lives and histories. Is it possible or even useful to talk about "women" as a group? Part of our task will be to explore the continuities of and variations in the lives of women in the face of rapid social and economic change.

Topics we will consider include work and livelihood, sexuality, politics, and feminisms. *J. Liss.*

174. The American 1960s. Other than the Civil War, no other period has so divided Americans as the 1960s. This course will examine the hopes, struggles, and legacies of the decade with an emphasis on social, political, cultural, and economic developments. Particular topics include liberalism, prosperity, the Vietnam War, civil rights movements, women's liberation, the sexual revolution, the counter culture, and the conservative backlash. *J. Liss.*

175. War, Empire, and Society in the U.S., 1898-Present. This course will investigate the roots and impact of war on American society since the Spanish-American War, with emphasis on social, ideological, and cultural issues. Topics include the relationship between ideals and ideology, national security and civil liberties, reform and dissent, imperialism and national identity. *J. Liss.*

176BK. Civil Rights Movement in the Modern Era. Mainly through primary readings, film, and guest lecturers, 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 grassroots organizing in the Deep South. *R. Roberts.*

177. The U.S. in the 1920s: Fords, Flappers, and Fundamentalists. Conjuring up images of the Jazz Age, the decade between the Great War and the Great Depression saw the birth of modernity. This course will explore this contradictory transformation: The Harlem Renaissance and the Lost Generation; mass-consumer culture and the New Woman, the revolt against Victorianism and fundamentalism, pluralism, and nativism. By the end of the semester, we will be able to answer the question, "How did the 1920s roar?" *J. Liss.*

178. American Cultures: Conflict, Consensus, and Difference. This course will examine the struggles to determine national and group identities in the late 19th and 20th centuries. Through interdisciplinary readings on history, literature, film, mass media, and art, we will explore the cultural reorientation which the heterogeneity, stratification, and complexity of American society brought to older notions of social order and national self-definition. *J. Liss.*

180. Proseminar: What is History? This course is designed to introduce students to the varieties of historical research, interpretation, and writing. Through a focus on recent and prominent works of history, drawn from different historical specialties and representing different methodological approaches, the course will address fundamental questions such as: Why do we study and write history? What defines history as a unique discipline of investigation and knowledge? What constitutes historical evidence, and what are the debates about the criteria for recognizing historical facts and evidence? What is the relationship between politics and historical writing (for example, race, colonialism, or gender)? Are pre-established ideas and values necessary for, commensurate with, or antithetical to the pursuit of historical research and writing? In order to guarantee the widest possible field for considering such questions, the course will be team taught, and the faculty will rotate regularly. Required of all history majors, and open to all students. Seminar format. *J. Geerken/A. Aisenberg .*

Chicano

For course descriptions, see the Chicana/o-Latina/o Studies section of this catalog.

17CH. Chicano/a History. Offered annually.

100CCH. Latina Feminist Traditions.

Africa

For course descriptions, see the Black Studies section of this catalog.

40BK. History of Africa to 1800. *S. Lemelle.*

41BK. History of Africa from 1800–Present. *S. Lemelle.*

149BK. Industrialization and Social Change in Southern Africa. *S. Lemelle.*

Law and Legal Thought

158. Crime and Punishment in the Renaissance. *For description, see History, Early Modern Europe.*

160a. History of Legal Thought: Ancient Law. A survey of the major ideas in the legal traditions of Ancient Israel, Greece, and Rome. Particular attention will be paid to the relationship between might and right, the rationalizations of violence, and the evolution of individual rights. Readings will include the Bible, Plato, Aristotle, Cicero, and Justinian. Offered annually. *J. Geerken.*

160b. History of Legal Thought, 1066-1789. A survey of the major ideas in the Anglo-American and European legal traditions through the revolutionary period. Attention will focus on the evolution of the Common Law tradition, the parliamentary tradition, Natural Law and the American founding. Readings will include Magna Carta, Bodin, Hobbes, Locke, Montesquieu, Rousseau, Pufendorf, Paine, Jefferson, *The Federalist Papers*, and the Bill of Rights. *J. Geerken.*

162. Seminar in Legal Thought: The Problem of (In)Justice. Focusing on the Book of Job, this course will examine the problem of justice and the sense of injustice as these have been articulated and engaged in western intellectual history and jurisprudence. How is unjustifiable suffering to be thought about? Is there justice in the universe? Can belief in the ideal of justice be sustained? *J. Geerken.*

Special Topics

190. Senior Seminar in History. A seminar for students writing a thesis with a substantial historical component. The seminar will introduce students to contemporary debates in theory of history and to varieties of historical writing. Much of the course will be devoted to connecting this study with the development of each student's senior thesis. Required for history and most European and American Studies majors, the course is open to students from any field whose work on their senior theses would be enhanced by a study of the theory and writing of history as well as by the ongoing discussion of practical problems in historical research and thesis writing. Offered annually. *Staff.*

191. Senior Thesis. Offered annually. *Staff.*

197. Topics in Historical Study. Intensive and focused study of specific historical periods, nations, figures, problems, or themes. Repeatable for credit with different topics. *Staff.*

199. Independent Study in History: Reading and Research. Offered annually. *Staff.*

THE HUMANITIES

Scripps College has a long and distinguished tradition in the humanities. New students must fulfill their general education requirement in the humanities by taking the three-course sequence known as the "Core Curriculum in Interdisciplinary Humanities." The convener of the program in 2006-2007 is Professor Andrew Aisenberg.

The Core Curriculum in Interdisciplinary Humanities

The Core Curriculum is a closely integrated sequence of three interdisciplinary courses focusing on our ideas about the world and the methods we use to generate these ideas. In the first semester of the freshman year, all students take Core I, a single lecture/discussion course that examines how these ideas developed from the 18th-century "Enlightenment" to late 20th-century "Postmodernity." Core I is taught by 12 faculty members representing all the academic divisions of the College (the arts, letters, sciences, and social sciences). In the second semester, Core II offers students a choice among a number of interdisciplinary, team-taught courses, each of which is devoted to more intensive study of a broad topic, theme, or problem introduced in Core I. In Core III, students continue their interdisciplinary investigations by focusing upon more specialized topics and individual projects.

Core I: Culture, Knowledge, and Representation

The Core is designed to introduce some of the major debates and concepts that have shaped the intellectual life of the modern university and to explore these in a thoroughly interdisciplinary way. Core I looks at the interrelationships between culture(s) and knowledge, focusing on the way our beliefs about the world are represented in everything that we create: novels, art, music, conceptions of nation and race, films, gardens, clothing, psychology, political science, and even science. These human creations are what we mean by "representation." They embody our beliefs, re-presenting them in a variety of forms, and require an interdisciplinary response if we are to see them as coherent and in relation to one another.

Over the past 20 years, academic thinking about these interrelations has changed, and there is now disagreement both inside and outside colleges and universities over many questions: Do our cultural commitments affect our beliefs, or do they determine what those beliefs are? Are some cultures better than other cultures because their ways of life are more firmly based on "objective truth?"

This course introduces students to these vital issues. It tries to identify the assumptions and claims involved in the different perspectives on these issues, and to show how the various disciplines in the humanities, the social sciences, the sciences, and the arts respond to current debates about culture, knowledge, and representation. Because these disciplines constitute the basis of a liberal arts education, this course is also an introduction to the different methodologies of the disciplines and the links that connect them.

The course begins with the 18th-century Enlightenment by laying down certain key principles basic to a modern understanding of knowledge and the self. However, Enlightenment premises have always been subject to challenge, usually by those who have been excluded from modern conceptions of what it is to be a human

subject. Throughout the course we will examine the ways in which women, minorities, and people outside the West have all questioned the sense of certainty and universality that many ideas derived from the Enlightenment hold. If we are far less sure about many things than we once were and far more aware of the ways particular certainties have been used as instruments of power, it is due in large part to this tradition of critique. The second part of the course will look at some key components of the contemporary challenges to Enlightenment absolutes, especially in terms of race, class, sexuality, gender, and nation.

Core II: Culture, Knowledge, and Representation

Building on Core I's theme—"Culture, Knowledge, and Representation"—Core II and Core III intensify the investigation of questions about knowledge and identity prompted by the ferment of our historical moment. The approach remains strongly interdisciplinary while the courses become more focused in their inquiry into special topics and themes.

Core II offers a selection of markedly different courses, each of which is taught by two faculty with complementary interests and disciplinary perspectives. This pairing of faculty strengthens both the disciplinary and interdisciplinary elements of each course.

Politics and Culture. This course will consider the importance accorded to culture in modern political activity and identity. A general understanding of why this is so has remained elusive. What is the relationship of cultural practice to the establishment of such central modern political institutions and categories as the nation state, civil society, citizenship, markets, and political protest? This course will consider these and other questions through an analysis that combines the reading of philosophical and theoretical texts on aesthetics, art, and culture with the study of specific cultural forms in historical context. *A. Aisenberg, M. Perez de Mendiola.*

Nationalism and Culture. The modern nation-state is sustained by cultural forms that affirm and create a sense of national identity. This course explores some of the ways in which art, music, film, and other forms of culture help represent and construct nations, prescribe the understanding of nations, and encourage participation in their perpetuation. *Y. Kang, J. Koss.*

Possible Worlds from Ancient to Modern Times. Examining literary texts, film, historical accounts, critical theory and drama drawn from antiquity to the present, this course will look at the borders between the known and the unknown, the possible and the impossible, and how different authors and societies over an approximately 2500 year time span experienced reality and imagined it differently. *F. Cioffi, D. Roselli.*

Fictions About Writing. Authors frequently examine the process of writing itself in their works. Such self-reflective devices take a multitude of forms, and a wide range of functions. These vary from instructions on writing, to mechanisms that blur the boundaries between representation and reality, or perception and reality, even to political commentary. This course will examine how writers, playwrights, and filmmakers depict the creative process, how they conceptualize and dramatize the experience that they themselves go through in order to create their art. *F. Cioffi, M. Coburn.*

James Joyce's *Ulysses*: Literature and Censorship. James Joyce's *Ulysses*, the central text of modern and modernist literature, was banned from the U.S. on the grounds of its obscenity. Based on a detailed reading of the text, the course will explore the important issues raised by the prosecution and later successful defense of this novel. *N. Bekavac, T. Crowley.*

The Detective and the City. In the dark corners of our popular imagination, crime virtually defines the modern city. Every major metropolis has its representative sleuths and criminals, and its own distinctive crimes. This course will survey detective narratives from the late Enlightenment to the postmodern, including the classic closed-room scenarios of Poe and Doyle, the noir fiction (and film) of the early 20th century (Cain, Chandler), pulp fiction of the '50s, neo-noir of the European modernists (G. Perec) and, as the latest twist on the tradition, the so-called "sunshine noir" of contemporary suburban Los Angeles. *M. Katz, J. Peavoy.*

The Avant-Garde: Surrealism and Its Heritage in Painting, Cinema, and Photography. Surrealism is one of the most significant artistic movements of the 20th century. This movement, characterized by diverse activities in the plastic arts, visual arts, poetry, and literature, aimed to break with the notion of unitary self that dominated post-Enlightenment thinking. In their art, the Surrealists embraced fragmentation, disruption, incoherence, the unfamiliar, and the uncanny and intended to transgress social conventions and institutions such as the state, church, and family. During this semester we will first study the aesthetic and political origins of Surrealism and we will next explore its golden age by analyzing the disparities and disjunctions that characterize the Surrealist artists and their production. This movement crossed not only artistic borders but geographical, social, gender, and generational borders as well. *M. MacNaughton, M. Pérez de Mendiola, C. Walker.*

Beyond Good and Evil? Moral Ambiguity and the Question of Good and Evil. This course will

question the relevance of traditional categories and assumptions concerning moral judgments. To what degree are moral judgments universal?; to what degree culturally determined? And is moral relativism the only alternative to traditional moral belief? Issues examined include the nature of criminality, the effectiveness of transgression, and the importance of the individual moral choice. Material will be drawn from film, drama, prose, fiction, and philosophy. *R. Burwick, D. Krauss.*

Modernisms/Postmodernisms: Liberalism and Its Discontents. The American philosopher Richard Rorty writes: “Contemporary intellectuals have given up the Enlightenment assumption that religion, myth and tradition can be opposed to something ahistorical, something common to all human beings qua human.” Drawing on historical and contemporary sources in political theory, literature, and philosophy, we aim to evaluate carefully this broad claim, as well as other aspects of the postmodern critique of the Enlightenment paradigms of knowledge. Particular attention will be paid to postmodern challenges to liberalism and universalism as they arise in debates over feminism, multiculturalism, affirmative action, and identity politics. *D. Scott-Kakures, Staff.*

The Nature of Evil. How does an individual come to commit evil acts from the everyday cruelty of racism, sexism, and homophobia to the almost unimaginable evil of genocide? This course will examine the nature of evil from the perspective of psychology, literature, and film. Students will read works by various authors including Sade, Hoffman, Shelley, Capote, Jung, Foucault, Milgram, and Lifton. *R. Burwick, J. LeMaster.*

What is Postmodernism? This course picks up where Core I leaves off by examining in more depth the postmodern challenge to the Enlightenment project. Postmodern theorists, writers, and artists have argued that traditional modernist categories, concepts, and principles are no longer adequate to make sense of the changing structure of our contemporary world. We will examine how postmodern thinkers have deconstructed key modernist concepts (such as the self, truth, knowledge, history, or art) and how, rejecting the Enlightenment’s claims to universalism, they have revisited notions of cultural, national, race, and gender identities. Readings may include works by Venturi, Jencks, Foucault, Derrida, Lyotard, Habermas, Rorty, Baudrillard, Jameson, Appiah, Butler, Borges, Calvino, and Winterson. Some films may also be included in the syllabus. *N. Rachlin, C. Walker.*

Culture Clash: Encounters of the Traveler with the Other. Beginning with the notion that no voyage is completely innocent and that no voyager is merely an impartial observer, this course will examine the variety of experience of travelers including exiles as enforced travelers and their contacts with peoples and cultures other than their own. We will include such texts as the *Odyssey*, Herodotus’ *Histories*, Apuleus’ *Metamorphoses*, Ovid’s Exile poetry, *The Travels of Marco Polo*, Wolstonecraft’s *Letters written during a short residence in Sweden, Norway, and Denmark*, Conrad’s *Heart of Darkness*, Calvino’s *Invisible Cities*, and Naipaul’s *India*. *R. Burwick, E. Finkelparl.*

Enlightenment and the Arts. Enlightenment ideas significantly influenced the visual and performing arts of Europe. By examining changes in aesthetic values, artistic production, and cultural patronage during the late 17th to early 19th centuries, this course will explore how Enlightenment ideals affected music, theatre, dance, painting, sculpture, architecture, and garden design. To provide a fuller context for these developments, issues of colonialism, orientalism, and nascent nationalism will be investigated. *B. Coats, P. de Silva.*

Communities of Hate. The Holocaust, ethnic cleansing in the former Yugoslavia, the genocide in Rwanda as well as the politics of hate in the United State will be used as case studies in this exploration of the causes of mass hate. Questions raised in the course will include: How are collective identities formed? How can aberrations of collective identity formulation lead to mass hate? How are communities of hate constructed (role of ideology, religion, propaganda, the media, etc.)? What are the social, economic, and political factors that contribute to the emergence of mass hate? What are the underlying psychological principles of mass hate? By which processes do groups and societies create the “Other”? Are race, ethnicity, and gender purely ideological notions? Finally, how do we combat the politics of hate when we know that appeals to our common humanity have not worked? *A. Marcus-Newhall, N. Rachlin.*

The Culture of Capitalism: Race, Class, and American Liberalism. As the economic ideology of liberalism, capitalism suggests that success depends on manifesting into practice a set of hegemonic ideas concerning the prerequisites for capitalist success. This course interrogates the universalizing assumptions of capitalism, presenting it not as a free-floating set of abstract ideas, but rather, concretizing it into different cultural milieus. In particular, we are interested in whether and how capitalism impacts cultures differentiated by race and class, how capitalism shifts the understanding of the concepts of race and class, and how cultural practices—stratified along race and class lines—change society’s understanding of capitalism. Students will conduct both field and library research culminating in a class project. *T. Kim, N. Neiman-Auerbach.*

Women in Greek Myth: Psychological and Historical Perspectives. This course examines several

Greek myths about women both in their historical and social contexts and from the point of view of modern psychoanalytic theories. Readings include the *Odyssey*, *Antigone*, *Electra* and other Greek texts, as well as Freud, Kashack, Chodorow, and Gallop. Topics of discussion include a consideration of the ways that different disciplines examine the same material, the formation of psychoanalysis in part around Greek myths, and a historical examination of Western views of women. *E. Finkelpearl, J. LeMaster.*

Investigating Humor in Literature and Mass Media. Who are you when you laugh? How is what people find funny determined by their race, their class, their gender, their sexual orientation, their politics, their age? Is there a universal definition of humor that is not determined by these categories? Are there subjects that are inherently not funny? If we were social scientists, what sorts of questions would we ask about humor? We will look at plays, movies, TV shows, standup comics, comic strips, and other modes of humor in light of theoretical work by Aristotle, Freud, Bergson and others. *J. Peavoy, D. Krauss.*

The Multiple Self. We tend to think of conflict as an interpersonal affair—a matter of one person's will being thwarted by or in conflict with that of another. We tend, as well, to regard the self as unified and coherent, as a kind of "inner citadel." This conception may reflect the desire that my life and my decisions somehow depend only upon myself. It is clear, however, that too often our own wills are divided and that, if the metaphor is taken in earnest, we are in conflict with ourselves. Drawing on the work of psychologists, philosophers, novelists, and political theorists we aim during the semester to investigate various accounts of the structure, nature, and genesis of mental conflict and division, and the ways in which these competing accounts express competing conceptions of the self and its relation to the social. *C. Walker, D. Scott-Kakures.*

Chaos and Narrative. The recent scientific "discovery" of chaotic systems and the emergence of order from their seemingly random structure has influenced many areas of modern thought, and provided a new way of seeing that has crossed disciplinary boundaries. In this class we will explore the extensive intellectual history of the idea of "chaos," from the ancient Greeks to the present, and as interpreted within literature, the fine arts, religion, philosophy, and the social and physical sciences. *S. Naftilan, M. Coburn.*

Once Upon a Time: Literary and Psychological Approaches to the Fairy Tale. This course is an interdisciplinary approach to the fairy tale that utilizes both literature and psychology. We can look at fairy tales as representations of sociopolitical conditions, of the psyche, or as prescriptions for appropriate behavior. We will explore the relationship of the fairy tale to notions of folk and national culture and to 19th and 20th century psychology as outlined by Freud and Jung. We will also explore modern versions of fairy tales using contemporary psychological and feminist theories. *Burwick/LeMaster.*

Death. What is death? Why do we care about it? Is death bad? Why do we mourn the dead? What ought to be done with the dead? Has death changed? Can one be dead? Drawing upon philosophical, historical, psychological, religious, and pop-culture perspectives, we will investigate these deceptively simple questions. *Aisenberg/Weinberg.*

Core III: Culture, Knowledge, and Representation

Unlike I and II, Core III courses are small seminars designed to foster innovation and collaboration among students. The seminars involve considerable student participation and afford the opportunity to do more individualized, self-directed scholarship in association with a single faculty member teaching his or her specialty from an interdisciplinary perspective. The seminar will culminate in a significant, self-designed project, which includes a 15–20 page written component. Exceptional student work will be disseminated among the community. Depending on instructor and subject matter, the Core III seminars emphasize research, internships with fieldwork, exhibits, performances, conferences, and multimedia projects.

Race, Culture, and Habitat Protection. Increased concern about the ills of urban sprawl has prompted cities throughout the U.S. to use public funds to purchase privately held open space or impose strict restrictions on residential growth. However, due to the effects of past and current racial discrimination and ethnocentrism in land management, little attention has been given to the complex linkages between culture and values, natural resource use, social organization, and ecosystem characteristics. This course explores the effects of anti-sprawl policies from the perspective of a broader, more inclusive view of natural resource values, use, and management. *G. Moreno.*

The French Encyclopedia and the Spirit of the Enlightenment. The French Enlightenment developed new instruments for the dissemination of knowledge, and also created a new type of person, one for whom universal knowledge is possible and for whom work and thought are no longer separate. This course will examine the French Encyclopedia and the thinkers who contributed to it, as well as the influence of this monument of Enlightenment thought on the dissemination of knowledge in our own time via the internet and Google. *D. Krauss.*

Jazzlines: More Than Music. This course will explore the connection between music and poetry through examining jazz, a signal American contribution to world culture. American poetry has been vitally influenced by the example of jazz musicians' ideas of personal sound and spontaneous improvisation. The blurred boundaries between aural, oral, and written art will be investigated. *H. Huang.*

Race, Imperialism, and Colonialism in the U.S. This course considers the history and function of race in the United States from early colonization to the U.S. imperial expansion within the continent and into Asia. The course examines the persistence and importance of race in contemporary America and also approaches race and racialization from other perspectives through literary works, philosophy, social science, and films. *R. Roberts.*

Foreign Language and Culture Teaching Clinic. Description: This course will explore the notion of culture and its representation as a key element of foreign language acquisition. After two weeks of pedagogical training, students will team-teach a foreign language mini-course including cultural and linguistic components to elementary school students twice a week. We will focus particularly on the representation of culture, both in current textbooks and in the students' own classes. We will critique one another's teaching performance, and discuss, compare and contrast cultural content in the various linguistic domains examined in the course. Students may teach any of the following languages: Chinese, Dutch, French, German, Italian, Japanese, Korean, and Spanish, *or any other language proposed by at least two native speakers.* Prerequisite: native fluency, or completion of or enrollment in an upper-division course (numbered 100 or higher) in the chosen language. Instructor permission is required, and permission slips will be issued on a first-come, first-served basis. *T. Boucquey.*

Greeks and "others"/Greeks and us. This course asks two interrelated questions: how did the Greeks represent cultures, which they called "barbaroi" (non-Greek), and how do we construct the Greeks in relation to our own changing definitions of ourselves? We will examine Greek representations of the "other" in literature, history, myth, and the visual arts, as well as our representations of Greeks in scholarship, in the media, and especially on the stage. Readings include Herodotus, Aeschylus, and Bernal's *Black Athena*. The final project, in addition to written work, will be a student-generated production of a Greek play about non-Greeks. *E. Finkelpearl.*

The Making of History: Work and Race in Greater Los Angeles. This course is a practicum in critical thinking about larger social issues. It requires students to take independent initiative in carrying out research projects that analyze the histories of women, people of color, and working people in Greater Los Angeles. Each student chooses a topic and "mines" a vein of oral history and archival sources. The topics are paired to an internship in the community with hands-on organizing experience. As a class, we will sharpen various analytical tools drawn from ethnic and women's studies, history, sociology, anthropology, cultural studies, and political economy. The final project will be a paper that weaves together the archival and oral history. *C. Forster.*

The Second Wave: Post-War to Post-Feminism. The course looks at the changing roles of women in America since World War II, to make a point about the social construction of femininity. It combines literature, film, history, sociology, and psychology to investigate the relationship between woman's position in society and her representation in fiction, film, and fashion, and explore how cultural and aesthetic constructions of femininity vary with progress and reaction—or "backlash" as it is named by Faludi. The larger aim of the course is to teach students to be readers of their culture, to teach them to read the codes of the culture via fiction, film, media, and fashion images. Final projects require independent research on women in relation to one of the shaping influences of the culture—advertising, media, art, politics, music, television, film, fashion, etc.—and an autobiographical account, growing out of the readings of the course, of the student's own relation to the culture. *G. Greene.*

Enlightenment England: The Nature of Nature. This course will explore changing attitudes toward nature developed during the 18th century in England and its empire, by surveying representations of nature in novels, poetry, essays, music, and the visual arts (paintings, sculpture, gardens, furniture, and architecture). Concepts of reason, liberty, and social constraints will be examined. *B. Coats.*

Sites of Seduction: Aesthetic Contexts of the French Garden. Framed within the multiple contexts of art, architecture, literature, politics, and social history, this course will decode the French garden as a site of interdisciplinary inquiry. Our study will focus on the shift from order to chaos that occurred as Louis XIV's 17th-century brand of absolutism gave way to 18th-century notions of exoticism, intimacy, and individualism, which affected not only landscape design but also the entire aesthetic fabric of pre-revolutionary France. To what degree is aesthetic experience universally valid? To what extent is it culturally determined? These are the sorts of questions that are central to our inquiry. This course includes a research component that involves a final project. Students select a "site of seduction" outside of France, decode its meaning, and propose how its

essential configurations are linked to our course inquiry. *E. Haskell.*

Reel World. What is the difference between fiction films and nonfiction films? Do documentaries simply observe “the real” world? If not, how do they represent “reality” and to what purposes? What choices do documentarists make when they approach a topic? What narrative and stylistic strategies do they use and to what effects? What social, cultural, and political functions have films (from ethnographic films, *cinema vérité* to memory films, as well as propaganda, educational, or social activist documentaries), this course will introduce students to the history and the theory of documentary film practice. Note that this course is not a course of methods of documentary film production. The work done by students will involve analyses of different documentaries as opposed to actual film production. *N. Rachlin.*

Women and Development in Asia. This comparative course will investigate the ways in which gendered policies and constructions of gender have structured development in Asia over the last 50 years, with an emphasis on the experiences of women. We will discuss “development” in terms of its philosophical and ideological underpinnings and its link to the discourses of modernity. Issues will include narratives of development, feminization of labor and migration, sex tourism, and popular movements to redefine development. *A. Suh.*

Visual Coding in Contemporary Hollywood Films. In the context of Los Angeles as a cinematic city, this course will examine, critique, and question the ways in which the visual aspects of film making such as cinematography and art direction are used to represent gender, sexuality, ethnicity, race, and class. This course will have an innovative “hands-on” component in that students will be responsible for researching, developing, presenting, and discussing the Scripps Core III Hollywood Cinema Festival. *S. Rankaitis.*

Cyberculture. This course will explore how the internet is changing both our culture and ourselves as we inhabit a realm called cyberspace. Some topics examined include law and governance, politics, the virtual classroom, virtual communities, and the rethinking of identity, relationships, and gender issues in cyberspace. The hands-on component of the course will include the use and evaluation of websites and web authoring tools, and the creation of an informational website. *J. Wood.*

Cultural Visions Through the Arts. How does culture shape or influence form and content in the arts? How do the arts, both visual and performing, reflect, represent, or shape culture? Do they document, protest, respond to, influence, interpret, preserve, illuminate, or forecast culture? In this course we will explore major cultural, social, political, and technological themes in the 20th century as represented in existing works within the performing and visual arts. We will begin by analyzing cultural perspectives as represented in Modern Dance choreography, and branch out into other art forms as the semester progresses. Students will investigate aspects of their own cultures and develop creative projects that make concrete statements about their perspectives on culture. *G. Abrams.*

The Representation of Female Identity in Renaissance Italy. A great deal of ambiguity and contradiction characterizes the representation of women in Renaissance Italy. Sometimes women were viewed as ineffectual and morally weak, to be relegated to the domestic sphere; other views portray them more positively as equals of men and accomplished participants in male-dominated arenas. The aim of the course is to explore the complex nature of female representation in this period by examining the views conveyed through male-authored texts, as well as the views women themselves presented of their gender. The texts used will cover a number of areas including literature, politics, religion, art history, and philosophy. We will also sample recent insights on the part of historians and literary and feminist critics. Throughout the semester, students will work on a research project based on an individual female figure whose life and/or work relates to the course. They will share their findings during the final weeks of the class. *S. Adler.*

Creating and Recreating Genji. As an attendant to the empress of Japan, Murasaki Shikibu observed the public ceremonies and private intrigues of the Heian court and represented that elegant world in her literary masterpiece, *The Tale of Genji*. This monumental work of fiction significantly influenced Japanese literature, visual arts, and performing arts for the next 1,000 years, with characters and events of the novel being constantly represented and recreated. In this course we will investigate how Genji has evolved over the centuries, reading the original novel, 11th-century court diaries, 15th-century “noh” plays and 18th-century parodies, as well as viewing paintings, sculptures, films, and manga. Students have the option of performance, exhibition, or anthology formats for their final projects. *B. Coats.*

Seeds of Change: The Representation and Reality of the American Farmer, 1790–1990. In the two centuries since the Constitution outlined the boundaries of the American economy, we have moved from the Jeffersonian ideal of a nation of small, landed family farmers to a small, but productive, agricultural sector dominated by a few large corporate farms. And yet, in arenas as diverse as government and commercial advertising, we continue to represent ourselves as a nation of family farmers. What benefits do we gain from that image of ourselves? And what are the costs of trying to maintain that self-image in the face of a rapidly

changing society and economy? Is “culture” bound up in “agriculture?” This course will be a collaborative attempt to answer these questions using the modes of inquiry typical in history, political science, sociology, economics, philosophy, and literature. Particular focus will be placed on the very different patterns of agriculture seen in California. *K. Odell.*

Self and Society in the Renaissance. It is a commonplace of Renaissance studies that cultural life in Europe between 1300 and 1600, first in Italy and then throughout the rest of the continent, celebrated the rediscovery of antiquity which was itself part of that culture’s reevaluation of selfhood. Although Renaissance humanists came to relish the imperative of Socrates’ maxim, “Know Thyself,” they went beyond it to construct the self as a work of art, and to extend that self-construction to the social and political environment, making of the latter, too, a work of art—beautiful people in a beautiful society—Utopia. In this process, one of the paradoxes of the human situation was discovered: the construction of the individual self without the creation of anarchy and the construction of power of the state without annihilating the individual. Total conformity to society means the loss of individualism; total non-conformity shades off into eccentricity, and beyond that, madness. The course will explore these notions in works of fiction, poetry, drama, art, and political theory. This course will take up the issues of culture, knowledge, and representation as these emerge in the Renaissance and set the ground for the Enlightenment. *J. Geerken.*

Convergence: The Other Independents: Women, Work, and Alternative Media. This course will look at two ideas of convergence (technological and social); two kinds of independents in the media (quasi-industry and community-based models); and a variety of sources that cover women and labor issues in and through alternative media. Additionally, the course addresses the increasing recognition of immigrant issues as women’s issues. *T. Kim-Trang Tran.*

Reading Photography: Making Photography. This seminar course includes a studio element and is intended to prepare students for both the analysis and the production of photographic images. Readings will introduce students to structuralism and post-structuralism as they apply to reading and making of photography. All students will be required to engage in research and photographic projects. Laboratory fee: \$45. *K. Gonzales-Day.*

Science and Truth: Is Science Racist or Sexist? Although science emerged from the Enlightenment as an “objective” discipline that uncovered existing truths in nature, recent postmodern critics have accused science of being biased; in particular science is seen as being both sexist and racist. This course will investigate these charges. Readings will include works by Thomas Kuhn, Evelyn Fox Keller, Richard Feynman, Sandra Harding, Stephen Jay Gould, and Bruno Latour. The class project will be to observe some of the nearly 100 scientists at Claremont “doing” science, and interviewing these scientists. Based on this study, the students will write a paper that addresses the issues raised in the readings. *S. Naftilan.*

The Fifties High and Low. We will study the American fifties through its cultural products, including pulp fiction, Beat poetry, comic books, movies, and television shows. We will ask ourselves questions such as: What do we think we know about the fifties? How do we know that? What are we leaving out and why? *J. Peavoy.*

Making History: Culture and Politics in Ancient Greece. The course examines the representational practices (archaeological, visual, textual) associated with the symposium, theater, warfare, music, political institutions and prostitution from the 6th to the 4th century B.C.E. in ancient Greece. Particular attention is paid to Athens and to critiques of modern (re)constructions of ancient culture in relation to the available evidence. *D. Roselli.*

Mathematics in Our Culture. Mathematics is one of the most classic of the liberal arts. It is a subject to which every student is exposed. Yet not only do many individuals reject the subject, modern American society as a whole seems to apologize for it. So why do we study math? Is it an integral part of our culture? How is math portrayed in current popular culture? Students who are not planning on studying math or who may be math-phobic are encouraged to enroll. *C. Towse.*

Representations of Woman: The Virgin/Whore Dichotomy. One of the common attributes of patriarchal cultures the world over is the representation of Woman as virgin or whore. This seminar addresses the social construction of the Catholic Eve/Virgin Mary polarity through an in-depth analysis of Greater Mexico’s Virgen de Guadalupe and La Malinche. We will then examine the feminist deconstruction and redefinition of these two figures in the cultural production of contemporary Chicanas. *R. Cano Alcála.*

Woman/Body/Language: Class, Race, Gender and Sexuality in Our Time. This course looks at the construction of female bodies in language and the reading of women’s bodies as texts. Media representation, the lesbian postmodern, mail order brides, anorexia and bulimia, and woman warriors are some typical topics we consider. In addition to theory, we will read novels and memoirs (such as Toni Morrison’s *The Bluest Eye*,

Nella Larsen's *Quicksand*, Gloria Anzaldúa's *Borderlands/La Frontera*, and Maxine Hong Kingston's *Woman Warrior*). Each student will write a 20-page research paper during the semester. *C. Walker*.

Feminist Utopias in Women's Science Fiction. In a world where the future is envisioned through the lens of Katherine Hayle's post-humanity or Donna Haraway's cyborg, one finds solace and hope from the writers working within the genre often referred to as feminist utopia. These writers challenge basic assumptions about power between the genders and imagine women-centered worlds in which strong and powerful women live autonomously without fear of the restrictions and consequences placed upon them by today's society. *N. Macko*.

Human Dolls. This class examines representations of the human form from the 17th century to the present in Europe and the U.S. Through readings in several disciplines and film screenings, it explores the representation of women, the construction of gender, and the shifting relationships between modernism and mass culture, individual and group, and body and machine. *J. Koss*.

From Materiality to Immateriality: the Coming of the Artist Book. For more than 50 years, artists have increasingly turned to the medium of the book for artistic expression. In this course, we will examine historical sources, physical, visual and textual, from which they derive inspiration, utilizing the resources of Denison and Honnold libraries, the Scripps Art Collection, the Getty Museum, and UCLA's Grunewald Center for Graphic Arts. We will see how digital applications revolutionized modern printing practice akin to Gutenberg's contributions of the 15th century and led to the development of new forms of bookmaking, including the non-material, hyper-modern book. We will question and analyze the motivation of artists and writers such as Mallarmé, Manet, Sonia Delaunay, Iliasz, Matisse, Ed Ruscha, Raymond Pettibon, Susan King, Betsy Davids, and Claire Van Vliet in producing artists' books. Bolstered by this underpinning, students will create and exhibit their own bookworks by the end of the semester. *K. Maryatt*.

Independent Study Projects. For those students of demonstrated talents and motivation, Core III invites applications for either of two sorts of special student-designed independent studies. Both are described below; both involve small groups of students. One type is an ambitious intellectual inquiry, the other, preparation for a collaborative performance. Whichever type of project a group applies for, it must be placed within the context of Culture, Knowledge, and Representation.

Interested students may make a formal application to the Core Steering Committee, which will select a limited number of groups on the basis of the individual project's soundness, its significance, the feasibility of its realization, the abilities of the applicants, and the appropriate faculty supervision. Both the inquiry and the performance will culminate in a public presentation and in each student's producing a significant piece of written work. Normally a group must consist of no more than eight students. The students will first consult with the professor who agrees to supervise the project and then draw up as part of the application a schedule of meetings, rehearsals, bibliographies, readings, written work, and any other responsibilities. Please ask the Convener of the Core for the application.

I. An Inquiry. A group of students proposes an inquiry into a problem or issue that is related to some aspect of its work in Core I and/or Core II. The problem might be centered in an issue of morals and ethics, in law and government, in politics, in science or social science, in aesthetics, or in methodology. The inquiry must be interdisciplinary in scope. The group will present its findings at an event at the end of the first semester to which the community is invited.

II. A Performance. This might consist of a play written by a student, a short dramatic work by a professional author, a musical performance, an exhibit, etc. The students will be responsible for all aspects of the performance. The student's supporting written work, addressing issues of culture, knowledge, and representation, must be interdisciplinary in scope and may focus on the historical and aesthetic context of the performance, on matters of methodology, or on theory. *Staff*.

THE HUMANITIES MAJOR: INTERDISCIPLINARY STUDIES IN CULTURE

Professors Burwick, Crowley, Pérez de Mendiola, Walker
Associate Professors Aisenberg, Katz, Rachlin

The Humanities Major in Interdisciplinary Studies in Culture (HMSC) is designed to offer students a foundation in the Humanities, with particular reference to theories of culture and cultural practice. Its aim is to give students an interdisciplinary training across the breadth of the Humanities that will equip them to analyze and engage with the local, national and international aspects of our globalized world. The major is structured in such a way as to facilitate an introduction to theoretical and methodological approaches to the field; to

encourage familiarity with topics in the study of culture in different disciplines; to provide more specialized knowledge which will relate to the student's interdisciplinary thesis topic. The choice of courses in this major is left to the individual student; in consultation with her adviser, she will opt for those courses which will enable her to pursue her own interests within the general rubric of the degree.

The Major is designed to meet the following criteria:

1. To furnish students with an understanding of the history of the concept of culture and of the ways in which that concept has developed in various disciplines and from different philosophical and theoretical points of view.
2. To allow the combination of gradual specialization and a sustained interdisciplinary approach. As students progress through the major they will be required to consider cultural phenomena from a variety of intellectual perspectives; this will entail detailed study of specific topics in different disciplines.
3. To facilitate the choice of an interdisciplinary topic for the senior thesis in the fourth year. The breadth of the previous years' work is intended to allow a considered decision on the topic of the thesis as well as a wide scope within which to work.

Requirements for the major

Open only to Scripps students, except by permission of the chair.

Courses in Theory and Method (three courses chosen from):

- a. Humanities 123: Introduction to the History and Philosophy of Culture.
- b. Humanities 130: Schools of Cultural Criticism: Culture and Critique.
- c. Humanities 135: Language, Culture, and Society.
- d. One additional course in Theory and Method to be determined in consultation with the faculty adviser. Examples (for illustration purposes only):

Anthropology 2: Introduction to Sociocultural Anthropology (Pitzer/Scripps); Sociology 69: Sociology of Culture (Pitzer); English 100: Introduction to Literary Criticism (Scripps); Philosophy 154: Philosophy of the Social Sciences (Scripps).

Courses in Topics in the Study of Culture (four courses):

- a. At least three upper-level courses, normally from different disciplines, to be taken after consultation with faculty adviser.

Specialized Courses (four courses):

- a. Two additional upper-level courses relating to the thesis topic, normally from different disciplines, to be selected by the student after consultation with the faculty adviser.
- b. Senior Seminar
- c. Senior Thesis.

Honors Program in Humanities: Interdisciplinary Studies in Culture

In addition to completing all the requirements of the major, a student who wishes to pursue the Honors Program in Humanities: Interdisciplinary Studies in Culture must receive a GPA of 11.0/A- in the major and a grade of A or A- on the senior thesis. She must apply in writing to the program adviser by the end of the junior year, outlining the cluster of courses she will take, along with the Senior Seminar, to complete the major and indicating their relevance to the senior thesis project she intends to carry out. Honors will be awarded following a successful thesis defense before members of the HMSC faculty and/or the readers of the candidate's senior thesis.

Requirements for the Minor

The humanities minor requires a minimum of seven courses. Students must complete the three-course Theory and Method requirement, two courses in Topics in the Study of Culture, and two Specialized Courses (see above).

Courses for Majors

123. Introduction to the Philosophy and History of Culture. This course will focus on some of the major

work in post-Enlightenment (19th and 20th centuries) thinking about culture: Kant's *Third Critique*, Schiller's *Aesthetic Education*, Arnold's *Culture and Anarchy*. As well, it will examine later works on the historical development of the relationship between culture and society paying attention to the ways in which culture has shaped the social categories and experience of class, race, nation, and gender. *A. Aisenberg*.

130. Schools of Cultural Criticism: Culture and Critique. This team-taught course will examine the categories by which philosophers, social scientists, historians, and literary critics have understood culture. Topics may include historicism (the role of history in defining individual experience), the development of mass culture and new media, and post-colonialism. *A. Aisenberg and staff*.

135. Language, Culture and Society. This course will consider the roles of language in culture and society by considering its functions in the construction of the self, mind, sexuality, gender, class, "race," colonialism and postcolonialism. We will look at both literary and theoretical texts in order to explore the issues. *T. Crowley*.

145. Culture in Conflict: Ireland. The island of Ireland has witnessed both enormous social change and war over the past thirty years. The aim of the course is to explore Irish cultures through a study of a number of the major plays, novels, poems, and short stories of this period and to stimulate an understanding of these materials in relation to the contexts in which they were produced. Ireland is the focus, but the questions raised are both general and transferable. *T. Crowley*.

167. Metropolis: Imagining the City. For description, see German Studies 167. *M. Katz*.

185. Humanities Major Junior Seminar. Provides intensive instruction to majors in the study of culture, using both theoretical and archival materials in the investigation of a specific assigned topic. Students will develop skills in critical thinking and in archival and bibliographical research. In the second half of the semester, they will apply these skills by choosing and researching their own topic in the area of culture. Prerequisite: two of the following: HMSC 123, HMSC 130, or one introductory course related to discipline. Permission of instructor required. *Staff*.

190. Senior Seminar. This course will focus on the varieties of writing and the various techniques of writing that characterize contemporary scholarship in the humanities and interpretive social sciences. Through the reading of classic texts, students will investigate the purpose, construction and deployment of narrative, interpretation, analysis, evidence and reference/textual allusion. In doing so, students will become familiar with the work involved in writing as a prelude to the writing of their own thesis. Required of seniors in the Humanities Major. *A. Aisenberg, Staff*.

191. Senior Thesis. *A. Aisenberg, Staff*.

HUMANITIES INSTITUTE

The Humanities Institute was founded in 1986 to promote interdisciplinary research and public discussion of important issues in culture and society. Each semester the Institute sponsors a series of events on a significant theme in the humanities. The programs of the Institute include conferences, lectures, readings, exhibitions, and film series and bring to Scripps College scholars, scientists, and artists who are of special interest to the community. Students can apply to participate in the work of the Institute. Fellows, who are appointed for one term, take a research seminar (Humanities 195J) in addition to attending all the events of the Institute and creating a final project.

HUM 195J. Junior Fellowship in the Humanities Institute. Junior Fellows in the Scripps College Humanities Institute will work closely with the director on a project related to the theme of the Institute in a given semester. The one-credit Junior Fellowship in the Humanities Institute does not satisfy any requirement. For information on applying, see the director. Offered each semester.

INTERNATIONAL RELATIONS

Please refer to the Politics and International Relations section of this catalog.

ITALIAN

Professor Adler

Assistant Professor Coburn

Lecturers Magistro, Merhmand

One of the most important features of a liberal education is familiarity with the language of a culture other than one's own. Such familiarity not only clarifies a student's sense of her own cultural identity, but also enhances her articulateness and enlarges her view of the scope of thought and language. A major in a foreign language prepares students to enter graduate school in literary studies or in interpretation and translation, or provides basic liberal arts training for professional study in law, business, foreign service, or medicine.

Students are strongly encouraged to fulfill the language requirement in an uninterrupted sequence. In all cases, however, the language requirement must be completed by the end of the first semester of the senior year.

Requirements for the Major in Italian

Prerequisites for the major are: Italian 1, 2, and 33. Requirements for the major are: Italian 44 plus seven upper-division courses (numbered above 100) in Italian. A minimum of two upper-division courses must be taken at Scripps. A senior thesis, written in Italian, is also required.

Requirements for the Major in Italian Studies

Prerequisites for the major are Italian 1, 2, and 33. Requirements for the major are: Italian 44 plus seven courses related to Italy. Of these seven courses, a minimum of two must be upper-division courses (numbered above 100) in Italian. At least one of the upper-division courses must be taken at Scripps. A senior thesis, written in Italian, is also required.

Requirements for the Minor in Italian and the Minor in Italian Studies

Prerequisites for these minors are: Italian 1, 2, and 33. Requirements for the Italian minor are: Italian 44 plus five additional upper-division courses (numbered above 100) in Italian. A minimum of two upper-division courses must be taken at Scripps. Requirements for the Italian studies minor are: 44 plus five courses related to Italy. Of these, a minimum of two must be upper-division courses in Italian. At least one of these upper-division courses must to be taken at Scripps.

With the Italian studies major or minor, students are urged to take as many upper-division courses as possible. Students normally will find it necessary to fulfill some of these requirements at other accepted institutions or programs abroad. Students are required to consult with department faculty before studying abroad in order to better understand how course equivalencies will be determined.

Course Descriptions

The lower-division program in Italian is part of The Claremont Colleges' Modern Language Program. *Note: Courses marked with an asterisk may not be counted in the major.*

***1. Introductory Italian.** Instruction in Italian grammar supplemented by extensive readings and conversations concerning Italian life and culture. Emphasis on mastery of oral communication as well as use of the written language. Offered annually. *Staff.*

***2. Continued Introductory Italian.** Review of grammar, syntax, and vocabulary as covered in the preceding course. Intensive work on uses of the subjunctive. Continuation of emphasis on oral communication. Introduction to poetry and short stories. Prerequisite: Italian 1 or equivalent. Offered annually. *Staff.*

***33. Intermediate Italian.** Conversation, composition, and readings based on literary sources. Concentration on syntax, style, and idiomatic phrases. Prerequisite: Italian 2 or equivalent. Offered annually. *Staff.*

44. Advanced Italian: Readings in Literature and Civilization. Literary analysis and cultural perspectives, using as focal points a well-known prose work and the writings of an outstanding modern poet. Prerequisite: Italian 33 or equivalent. This course may be counted toward a self-designed major or minor in Italian. Offered annually. *Staff.*

123. Renaissance Italian Literature. Selections from the writings of Dante, Petrarch, Boccaccio, Machiavelli, and Ariosto. Analysis of these works as milestones in the evolution of Renaissance literature. Emphasis will be placed on the stylistic and intellectual contributions of these authors. The course is also designed to make the student aware of the interrelationships between literature and other aspects of life in Renaissance Italy, such as politics, religion, social trends, and culture in a general sense. Prerequisite: Italian 44 or equivalent. *S. Adler.*

131. Early Twentieth-Century Italian Literature. Italian literary production from the early 20th century in the context of contemporary historical conditions and events. Various literary genres will be covered in the course materials. Authors to be examined include Matilde Serao, Sibilla Aleramo, Aldo Palazzeschi, Luigi Pirandello, Eugenio Montale, and Grazia Deledda. Prerequisite: Italian 44 or equivalent. *M. Coburn.*

132. Modern Italian Literature. Literary perspectives of 20th-century Italy with a particular focus on World War II and its aftermath. Authors to be read include Elio Vittorini, Cesare Pavese, Italo Calvino, Natalia Ginzburg, Primo Levi, Carlo Levi, Ignazio Silone, Eugenio Montale, Giuseppe Ungaretti, and Umberto Saba. Prerequisite: Italian 44 or equivalent. *S. Adler.*

133. Contemporary Italian Literature. An exploration of recent trends in Italian literature. Authors studied will include Italo Calvino, Umberto Eco, Goffredo Parise, Andrea de Carlo, and Fulvio Tommizza. Prerequisite: Italian 44 or equivalent. *S. Adler.*

134. Twentieth-Century Italian Women's Literature. Works by some of the most well known authors of the 20th century. What do these authors have to say about issues of social justice, and especially gender? How were these works received by various audiences? Who decides what books qualify as "great art," and how? Authors to be read include: Sibilla Aleramo, Grazia Deledda, Natalia Ginzburg, Elsa Morante, and Dacia Maraini. Prerequisite: Italian 44 or equivalent. *M. Coburn.*

135. The Legacy of the Past: Appreciating History in Contemporary Italian Fiction. A current trend in Italian literature is the memoir or the family saga. In this course, students will read contemporary novels in which narrators recall their own past and revisit their parents' and ancestors' experiences. They will not only have the opportunity to learn about Italian history, but because the texts convey a contemporary point of view, they will also explore the past in ways that have been revised and re-appraised. The authors to be read include: Abate, De Carlo, Ginzburg, Loy, Maraini, and Tabucchi. Prerequisite: Italian 44 or equivalent. *S. Adler*

189. Italian Across the Curriculum. Italian Across the Curriculum integrates an Italian language component in non-foreign-language disciplines in the humanities and social sciences at The Claremont Colleges. These may include courses in economics, history, politics and international relations, music, philosophy, and religion. Prerequisite: Italian 44 or equivalent, or permission of the Italian instructor. One-half course credit. May be repeated for credit. *Staff.*

191. Senior Thesis. Offered annually. *Staff.*

199. Independent Study in Italian Literature: Reading and Research. Offered annually. *Staff.*

JEWISH STUDIES

Associate Professors Aisenberg, Katz, Marcus-Newhall, Neiman Auerbach

Jewish Studies is an intercollegiate, interdisciplinary program which offers the student the opportunity to explore the rich culture and the historical experience of the Jewish people, their unique traditions, their interactions with other cultures, and their impact on world civilization. The program draws on the academic expertise of faculty in such disciplines as literature, history, religious studies, philosophy, psychology, and politics. It provides significant preparation for students considering careers in education, social work, public policy, law, business, the rabbinate, Jewish education, and scholarly research.

A Scripps student may petition the Committee on Academic Review for a self-designed interdisciplinary major or minor in Jewish Studies. Courses should be chosen carefully in consultation with the student's academic adviser and with consideration for the existing resources within The Claremont Colleges.

Requirements for the Major

A self-designed interdisciplinary Jewish Studies major consists of eight courses plus a senior thesis. To complete the major, each student must take a minimum of six core courses chosen from the Intercollegiate Jewish Studies Program: two required courses (Religion 21, Introduction to Judaism, or Religion 310, Introduction to the History of Judaism and Jewish Thought; and the Internship in Jewish Studies); and four electives which should be carefully chosen, in consultation with her adviser. The remaining two electives may be selected from related courses that are concerned with issues pertaining to Jewish Studies. Students who choose to major in Jewish Studies are required to spend at minimum a full semester in a study abroad program in Israel.

Requirements for the Minor

A self-designed interdisciplinary Jewish Studies minor consists of six courses. To complete the minor, each student must take four core courses chosen from the Intercollegiate Jewish Studies Program, one of which must be Religion 21, Introduction to Judaism, or Religion 310, Introduction to the History of Judaism and Jewish Thought. The remaining two courses should be carefully chosen, in consultation the student's adviser, from courses that are concerned with issues pertaining to Jewish Studies (either core or related courses).

Core Courses

Classics 52a,b,c. Classical Hebrew. (Pomona) *I. Moyer.*

History 105. The Holocaust. (CMC) *J. Roth.*

History 131s. The Jewish Experience in America. (HMC) *H. Barron.*

History 168. The Destruction of European Jewry and German Society, 1933–1945. (Scripps) *A. Aisenberg.*

Modern Lang. and Lit. 182. Contemporary Israeli Fiction (in translation).

(Pomona) *J. Abecassis.*

Religion 20. The Biblical Heritage. (Pomona) *Staff.*

Religion 21. Introduction to Judaism. (CMC) *G. Gilbert.*

Religion 129. Jewish and Christian Origins. (CMC) *G. Gilbert.*

Religion 131. Building God's House. (CMC) *G. Gilbert.*

Religion 158. Jewish Mysticism. (Pomona) *O. Eisenstadt.*

Religion 159. Researching the Holocaust. (CMC) *J. Petropolous, J. Roth.*

Religion 162. Modern Jewish Thought. (Pomona) *O. Eisenstadt.*

Religion 163. Women and Gender in Jewish Tradition. (CMC) *G. Gilbert.*

Religion 178. The Modern Jewish Experience. (Pomona) *O. Eisenstadt.*

Religion 310. Introduction to the History of Judaism and Jewish Thought.

(CGU) *M. Sweeney.*

Religion 321. Biblical Theology. (CGU) *M. Sweeney.*

Religion 429. Peoples of the Hebrew Bible. (CGU) *T. Schneider.*

Religion 448. Archaeology of the Bible. (CGU) *T. Schneider.*

Religion 453. Sarah and Hagar. (CGU) *T. Schneider.*

Jewish Studies Internship. *McAlister Jewish Chaplain.*

Related Courses

English 124. Epic and Scripture. (Pitzer) *A. Wachtel.*

History 160a. History of Legal Thought: Ancient Law. (Scripps) Offered annually. *J. Geerken.*

IR 151. The United States, Israel, and the Arabs. (CMC) Offered annually. *E. Haley.*

Religion 22. Introduction to Western Religious Traditions. (CMC) *Staff.*

Religion 132. Messiahs and the Millennium. (CMC) *G. Gilbert.*

LATIN AMERICAN STUDIES

Latin American studies is an interdisciplinary major. Students interested in majoring in Latin American studies should first contact the program coordinator, Professor Cindy Forster, for assistance in choosing an academic adviser who will aid the students in carefully selecting a course of study. Study abroad is usually required for the major. See also Hispanic Studies and Chicana/o-Latina/o Studies.

Requirements for the Major

1. Prerequisite: Spanish 44, or the equivalent.

The student will build her courses around a disciplinary focus while maintaining interdisciplinary breadth.

2. Four courses from upper-division Latin American offerings in one of the following areas: literature, history, or politics.

3. Four elective courses outside the chosen focus, from such fields as anthropology, music, sociology, or the fields listed above.

4. Of the eight courses above, one must address the period before 1800 and four must be taught in Spanish.

5. Spanish 111a or b, or the equivalent, which can double as a literature course under item 2 or 3 above.

6. Senior Seminar or an equivalent course.

7. Senior Thesis.

Requirements for the Minor

Six courses including Spanish 44 or the equivalent in Portuguese, selected in consultation with the academic adviser. Three of the courses should focus in one of the following disciplinary tracks: literature, history, politics and international relations, or anthropology and sociology.

Honors Program in Latin American Studies

Students with a GPA of 9.0 or above, and a strong interest in Latin American studies, are encouraged to apply for an Honors Program as early as the first semester of the sophomore year. Students may also be invited to apply for the program by a faculty member of the department. The final selection will be made at a meeting of the faculty members actively teaching in the program, and students will be notified in writing. The Honors Program includes an honors thesis based on a year's research followed by a successful thesis defense before the faculty of Latin American Studies. Students intending to graduate with honors need a minimum general GPA of 9.0 and a GPA of 10.5 or above in Latin American Studies. There is a senior thesis grade requirement of A– (11.0).

LEGAL STUDIES

The intercollegiate, interdisciplinary Program in Legal Studies seeks to illuminate the discipline of law—that body of enacted or customary rules recognized by a community as binding—with ideas and methods from some of the other disciplines in the social sciences and humanities. It is also intended to help unify and increase the undergraduate student's appreciation of these other disciplines by using them to study law as a central social phenomenon and repository of values.

By contrast, American law schools are specialized graduate institutions with their own traditions and systems of values and have a largely professional orientation. They teach the doctrine of law brilliantly in their severely analytic style, but for this very reason they can give at best only secondary attention to the goal of exploring the relationships of law with other aspects of intellectual and social endeavor. A premise of the Program in Legal Studies is that law, when approached from a liberal arts perspective, reveals a collection of magnificent intellectual and social structures that are too important—and too interesting—to be left entirely to professionals.

A major in this program, of course, may pursue further professional training in the law or graduate education in her minor field with an emphasis on its legal dimensions—such as the history of law or the philosophy of law. Others may enter careers in government or in advocacy organizations.

Requirements for the Major

1. Prerequisites (1 course)

Government 95, An Interdisciplinary Introduction to Law (CMC) (preferred), or Politics 120, Introduction to American Politics (Scripps).

2. Core Program (6 courses)

Six upper-division courses selected in consultation with the student's adviser from law-related courses in Claremont. These will normally be distributed to cover at least three of the disciplines represented within the program. See department listings in the Scripps, Claremont McKenna, Pitzer, and Pomona Colleges' catalogs for descriptions. The following is a representative list:

Economics 160. Law and Economics. (Scripps).

Economics 167. Law and Economics. (CMC).

Government 119. Introduction to Environmental Law and Regulation. (CMC).

Government 179. Law and Social Change. (CMC).

History 126. American Constitution and Legal Development. (CMC).

History 157. Machiavelli and Machiavellianism: Power, Law, and Society. (Scripps).

History 158. Crime and Punishment in the Renaissance. (Scripps).

History 160a,b. History of Legal Thought. (Scripps).

History 162. Seminar in Legal Thought: The Problem of (In)Justice. (Scripps).

Philosophy 34. Philosophy of Law. (Pomona).

Politics 126. Civil Liberties. (Scripps).

3. Senior Seminar and Thesis (2 courses)

Government 189. Seminar in Legal Studies; or

History 162. Seminar in Legal Thought; or

History 190. Senior Seminar; or
Politics 190. Senior Seminar; and
Legal Studies 191. Senior Thesis.

Note: A course equivalent to Government 189 may be chosen in consultation with the Scripps legal studies adviser. Government 189 or its alternative may be taken in the junior or senior year after other program requirements are substantially completed. Government 189 may also be taken as independent study.

Dual and Double Majors

Dual and double programs combining legal studies with a wide range of other majors are possible, but require early planning and careful selection of courses. Requirements pertaining to dual and double majors are stated elsewhere in this catalog.

Requirements for the Minor

A minor in legal studies requires that the student complete Politics 120 or Government 95 plus six upper-division courses including Government 189 or History 162.

Each student's individual major or minor program of courses must be approved by the Scripps member of the supervisory committee on legal studies. The committee is composed of selected faculty in government, history, and economics at The Claremont Colleges.

Course Descriptions

Government 95. Legal Studies: An Interdisciplinary Introduction to Law. (CMC). This course is intended to illuminate law by studying it with ideas and methods from several of the other disciplines in the social sciences and humanities. It is also intended to help the student unify her grasp of these disciplines by using them in the study of law considered as a central social phenomenon. Faculty members from several disciplines may participate in the teaching of the course. Offered annually.

Government 189. Seminar in Legal Studies. (CMC) An interdisciplinary seminar focusing on selected contemporary problems in the law. Examples include (a) privacy, morals, and law in modern society; (b) insanity, intentionality, and criminal punishment; (c) product liability, corporate responsibility, and legal creativity. (The topics will vary from year to year. See instructor for current topics.) Each student writes and defends a seminar paper. The course is intended for students with substantial background in legal studies. Prerequisite: consent of the instructor. Faculty from several disciplines may participate. Offered annually.

LINGUISTICS

Pitzer and Pomona Colleges offer a coordinated program in linguistics, the scientific study of language in all its variety. Language is both extremely systematic and immensely varied. Fundamental to the study of language are the three divisions of linguistics: phonology, the study of the communicative function of speech sounds in a particular language; syntax, the study of the meaningful units of a language and how they combine into sentences; and semantics, the study of the meaning of the words of a language and the meaning of the combinations of words. Students majoring in linguistics may choose careers in linguistics, education, law, and government.

Students who wish to major in linguistics may do so by fulfilling the requirements of the major defined by Pitzer and Pomona Colleges, plus a senior thesis. Arrangements for pursuing this major must be made with an off-campus major adviser and may be facilitated by a Scripps adviser in a foreign language.

MATHEMATICS

Associate Professors Chaderjian, Towse
Assistant Professor Ou

Mathematics is a universal part of human culture. It is also the quantitative language of the social, biological, and physical sciences. For these reasons, mathematics is a valuable and essential component of a liberal arts education. All Scripps students are encouraged to enroll in math courses whether or not they are considering a major in mathematics. Students planning to enroll in math courses must take the placement exam given during fall orientation at Scripps.

A major or minor in mathematics can lead to a career in a variety of areas, including business, industry,

government, insurance (as an actuary), or teaching. Students who want to enroll in mathematics courses other than those offered at Scripps should consult the mathematics faculty. A catalog, *Mathematics Courses at Claremont*, lists all mathematics courses offered in The Claremont Colleges and is available in the Registrar's Office and from the mathematics faculty.

Requirements for the Major

1. Prerequisites

Mathematics 30. Calculus I.
Mathematics 31. Calculus II.
Mathematics 32. Calculus III.

2. Core Requirements

Linear Algebra.
Differential Equations.
Mathematical Analysis I or Abstract Algebra I.

3. Electives

The mathematics major requires five additional upper-division courses in mathematics, numbered above 100, to be planned in consultation with the mathematics faculty.

4. Senior Thesis

Mathematics 191. Senior Thesis.

Requirements for the Minor

A minor in mathematics consists of the prerequisites listed above, Linear Algebra, and five additional upper-division courses in mathematics, numbered above 100.

Course Descriptions

20. Elementary Functions. Review of geometry, algebra, polynomials, and algebraic functions. The Mathematics 20, 23 sequence is designed to prepare students for courses in calculus. Prerequisite: Three years of high school mathematics or placement examination. *Staff.*

23. Transcendental Functions. This course is intended as a preparation for the calculus sequence. We will study general notions associated with functions such as domain and range, rate of change, concavity, composition, and invertibility. We will concentrate on the standard transcendental functions: exponential, logarithmic, trigonometric, and inverse trigonometric. Applications will be introduced throughout the course. Prerequisite: Math 20 or placement examination. Offered annually. *Staff.*

30. Calculus I. Mathematics 30 is the first course of a standard three course sequence in calculus. The topics covered include differentiation, integration, mean value theorem, transcendental functions, and trigonometric functions. Prerequisite: Mathematics 23 or placement examination. Offered annually. *Staff.*

31. Calculus II. Topics covered include techniques and applications of integration, infinite series, and related material. Prerequisite: Mathematics 30 or placement examination. Offered annually. *Staff.*

32. Calculus III. This is the third course of a standard three-course sequence in calculus. The course covers calculus of multivariable and vector-valued functions. Topics include partial derivatives, the gradient, Lagrange multipliers, multiple integrals, change of variables, parameterized curves and surfaces, vector fields, line integrals, flux integrals, Green's Theorem, the Divergence Theorem, and Stokes' Theorem. Prerequisite: Math 31 or placement examination. Offered annually. *Staff.*

57. Social Statistics. An introduction to descriptive and inferential statistics. Although intended primarily for students in psychology, economics, and other social sciences, this course is appropriate for anyone interested in acquiring skill at applied statistical analysis, including use of statistical software. This course meets the Scripps mathematics requirement as well as the statistics requirement for the psychology, economics, or anthropology major. Prerequisite: High school algebra. *A. Hartley.*

60. Linear Algebra. This course emphasizes vector spaces and linear transformations. Topics include linear independence, bases, nullity and rank of a linear transformation, The Dimension Theorem, the representation of linear transformations as matrices, eigenvalues and eigenvectors, and determinants. Additional topics may include inner product spaces and Gram-Schmidt orthogonalization. Prerequisite: Math 32. Offered fall semesters. *Staff.*

102. Differential Equations. A rigorous introduction to the classical theory of ordinary differential equations. Topics will include the existence and uniqueness theorem (unrigorously) and various methods for solving specific classes of problems (integrating factors, Picard's method of iteration, variation of parameters, reduction of order, power series, Frobenius's method, etc.). Prerequisite: Math 32. Co-requisite: Math 60. Offered spring semesters. *W. Ou.*

103. Combinatorics. An introduction to the techniques and ideas of Combinatorics including counting methods, generating functions, design theory, Ramsey theory, graphs, and networks. Prerequisite: Linear Algebra. Spring 2007. *A. Chaderjian.*

131. Mathematical Analysis I. By looking carefully at the concept of distance and the notion of an abstract metric space, we will gain a deeper understanding of the real numbers and of what makes calculus work. Topics will include uncountability, connectedness, and compactness. We will look at continuity in terms of open and closed sets. Prerequisite: Linear Algebra. *W. Ou.*

133. Measure and Integral. The Riemann integral taught so blithely in calculus was actually superseded more than a century ago. We will introduce the theory of the Lebesgue integral, beginning with basic set theory and topology, covering Lebesgue measure and measurable functions, and finishing with the classical inequalities and Banach spaces used in an analyst's daily life. Prerequisites: Math 32, 60. Strongly recommended: a proof-based course (101, 131 etc.). *W. Ou.*

135. Complex Analysis. The beautiful and elegant theorems which are encountered in complex analysis form a cornerstone of mathematics. In this course we will apply familiar concepts such as line integrals and differentiability to complex-valued functions. We will investigate the Cauchy-Riemann equations, and study holomorphic and meromorphic functions via Taylor and Laurent series. Cauchy's theorem and integral formula along with the calculus of residues will be featured. We will also introduce conformal mappings and harmonic functions. Prerequisite: Math 60. Math 101 or 131 are recommended. *C. Towse.*

144. Classical and Modern Geometries. Do two lines always intersect in exactly one point? We begin with classic Euclidean geometry, but quickly move to hyperbolic and spherical geometry, where our intuition is challenged. Poincaré models are featured. Next, we use abstract algebra to study projective and finite geometries. Bezout's Theorem leads to elliptic curves and modern day research. Prerequisite: Linear Algebra. *C. Towse.*

171. Abstract Algebra I. We study some basic structures that appear throughout mathematics including groups, rings, and fields. Topics in group theory will include isomorphism theorems, orbits and stabilizers, and coset partitions. Topics in ring theory will include ideals, quotient rings, and prime and maximal ideals. Ring and field extensions will also be introduced. Prerequisite: Linear Algebra. Spring 2008. *A. Chaderjian.*

175. Number Theory. Number Theory is often considered one of the most beautiful and elegant topics in mathematics. We will study properties concerning the integers, such as divisibility, congruences, and prime numbers. More advanced topics include encryption, quadratic reciprocity, and diophantine approximation. Finally, we will introduce elliptic curves and see how these curves relate to the proof of Fermat's last theorem. Prerequisite: Linear Algebra. *C. Towse.*

191. Senior Thesis. Offered annually. *Staff.*

199. Independent Study in Mathematics: Reading and Research. Offered annually. *Staff.*

INTERCOLLEGIATE MEDIA STUDIES

Professors Juhasz (PZ), Macko (SC)

Associate Professors Fitzpatrick, Lerner (PZ), Morrison (CMC), Tran (SC)

Assistant Professors Friedlander (PO), Ma (PZ), Mayeri (HMC)

Visiting Assistant Professors Lamb (PZ), Mullens (PZ), MacLean (CMC)

Media studies is an intercollegiate major offered jointly by Claremont McKenna, Harvey Mudd, Pitzer, Pomona and Scripps colleges (Intercollegiate Media Studies [IMS]). 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 and activist media. Media studies also understands critical scholarship as a form of 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.

Faculty affiliated with the IMS Program include: Ken Gonzales-Day, John Peavoy, Nathalie Rachlin (Scripps); Mark Allen, Maria Donapetry, Leo Flynn, Phyllis Jackson, Sheila Pinkel, Frances Pohl, Arden Reed, Larissa Rudova, Monique Saigal, John Seery, Konstantine Klioutchkine, Lynn Thomas, Valorie Thomas (Pomona); William Alves, Isabel Balseiro, Marianne de Laet, Elizabeth Sweedyk (Harvey Mudd); Dipa Basu, Laura Harris, Ntongela Masilela, Susan Phillips (Pitzer); Minju Kim, Salvador Velazco (Claremont McKenna).

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 the approval of the IMS curriculum committee.

1. One introductory critical/theoretical course:
 - MS 49, Introduction to Media Studies
 - MS 50 PZ, MS 50 HM, or LIT 130 CM, Language of Film
 - MS 51 PO, Introduction to New Media
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 100 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
 - LIT 139 CM, Film Theory
 - MS 46 PZ, Feminist Documentary Production and Theory
 - MS 72 PZ, Women and Film
 - MS 74 PZ, Sound Theory, Sound Practice
 - MS 76 PZ, Gender and Genre

- MS 147 PO, Topics in Media Theory I
MS 149 PO, Topics in Media Theory II
5. A senior seminar:
MS 190 PO, MS 190 PZ, MS 190 SC

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.

Digital/Electronic Media

6. An intermediate or advanced digital production course.
7. One course in twentieth or twenty-first century art history:
ARHI 181 SC, Art Since 1945
ARHI 184 PO, Modernism, Antimodernism, Postmodernism: A Social History
ARHI 185 PO, History of Photography
ARHI 185T PO, Art and Time
8-11. Four appropriate electives, drawn from the list of all approved courses that follows.

Critical Studies

6. One additional media theory course, as listed above. One of the two required media theory courses must be MS 147 PO or MS 149 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.

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 PO, Topics in Media Theory I; or MS 149 PO, Topics in Media Theory II
4. One course in film theory such as: LIT 103 HMC, Third Cinema; LIT 138 CMC, Film and Mass Culture; LIT 139 CM, Film Theory; MS 46 PZ, Feminist Documentary Production and Theory; MS72 PZ, Women and Film; or MS 76 PZ, Gender and Genre; MS 48 PZ, Media Ethnography/Autobiography; MS 74 PZ, Sound Theory, Sound Practice; MS 110 PZ, Media and Sexuality; MS 197 PZ, Media Praxis in Ontario; 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 courses that follows.

Senior Exercise*

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 honors 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.

* This model for the senior exercise will be implemented in Fall 2007. In Fall 2006, senior majors will register for either MS 190 PO or MS 190A PI.

Requirements for the Minor

Students may obtain a minor in Media studies by completing the first four requirements listed above for the Media studies major, plus two additional approved Media studies courses (see list below). Study abroad or non-Claremont Colleges courses require prior approval.

Approved Media Studies Courses

49. Introduction to Media Studies. Presents a comprehensive view of the issues important to media studies, including the development of new technologies, visual literacy, ideological analysis, and the construction of content. Students read theory, history, and fiction; view films and television programs; and write research and opinion papers. Lab fee: \$75. *T. Tran.*

190. Senior Seminar in Media Studies. 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. Scripps students must complete a thesis—a media project, a written thesis, or a digital/electronic work—and must apply to do so in conjunction with the seminar. *T. Tran.*

191. Senior Thesis. *Staff.*

The following list of 5-college Media studies courses is not exhaustive. Consult the Schedule of Courses issued each semester for a complete and current listing.

ANTH 36 PZ, Malls, Movies, and Museums

ANTH 85 PZ, Anthropology and Film

ANTH 135 PO, Social Life of the Media

ARHI 141A BK, Seminar: (Re)presenting Africa: Art, History, and Film

ARHI 141B BK, Africana Cinema: Through the Documentary Lens

ARHI 181 SC, Art Since 1945

ARHI 184 PO, Modernism, Antimodernism, Postmodernism: A Social History

ARHI 185 PO, History of Photography

ARHI 185T PO, Art and Time

ART 20 PO, Photography I

ART 24 PO, Digital Art I

ART 120 PZ, Photography Studio

ART 122 PO, Photography II

ART 123 PO, Photography III

ART 125 PO, Photography and the Politics of Representation

ART 128 PO, Installation: Art and Context

ART 134 SC, Crossing Media

ART 141 SC, Introduction to Digital Imaging

ART 142 SC, Intermediate Web Design

ART 143 SC, Digital Color Photography

ART 144 SC, Advanced Web Projects

ART 145 SC, Beginning Photography

ART 146 SC, Intermediate Photography

ART 147 SC, Advanced Photography

ART 148 SC, Introduction to Video

ART 149 SC, Intermediate/Advanced Video

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

CSCI 10 PO, Introduction to Computing

CSCI 51 PO, Introduction to Computer Science

CSCI 52 PO, Fundamentals of Computer Science

CSCI 155 HM, Computer Graphics

CSCI 157 HM, Computer Animation
ENGL 3 PZ, Transatlantic Black/Asian Film
ENGL 14 PZ, Introduction to African Literature and Film
ENGL 30C PZ, Screenwriting
ENGL 44 PZ, Introduction to Latin American Literature and Film
ENGL 64C PO, Screenwriting
ENGL 92 PZ, Modern Brazilian Literature and Film
ENGL 93 PZ, Modern Polish Literature and Film
ENGL 101 PZ, Modern Cuban Literature and Film
ENGL 105 PZ, Indo-British Literature and Film
ENGL 118 PO, Nature of Narrative in Fiction and Film
ENGL 123 PZ, Satire in Literature and Film
ENGL 125D PO, Film and Literature of the African Diaspora
ENGL 189A SC, American Film: John Ford, Frank Capra, Alfred Hitchcock
ENGL 189B SC, American Film: Orson Welles, Preston Sturges, Fritz Lang
ENGL 189C SC, Fifties Film
ENGL 189D SC, Genre, The Art Film
FREN 110 PO, Contemporary French Film
GOV 115 PZ, Politics of Journalism
HIST 90 PO, Oral History and Multimedia Technology
HIST 122 PO, The Historical Film
LIT 36 CM, Screenwriting
LIT 103 HM, Third Cinema
LIT 131 CM, Film History I (1925-1965)
LIT 132 CM, Film History II (1965-Present)
LIT 133 CM, Film and Literature
LIT 134 CM, Special Studies in Film
LIT 136 CM, American Film Genres
LIT 138 CM, Film and Mass Culture
LIT 103 HMC, Third Cinema
MS 23 PZ, China and Japan Through Film
MS 43 PZ, Beyond Road Movies: Immigration, Exile and Displacement in Media
MS 45 PZ, Documentary Media
MS 46 PZ, Feminist Documentary Production and Theory
MS 47 PZ, Independent Film Cultures
MS 48 PZ, Media Ethnography/Autobiography
MS 49 PO or ART 179 SC, Introduction to Media Studies
MS 50 PZ, MS 50 HM, or LIT 130 CM, Language of Film
MS 60 HM, Documentary: Fact and Fiction
MS 60 PZ, Transnational Migrations & Circulations
MS 72 PZ, Women and Film
MS 74 PZ, Sound Theory, Sound Practice
MS 76 PZ, Gender and Genre
MS 78 PZ, Intermediate Media Projects
MS 79 PZ, Silent Film
MS 80 PZ, Video and Diversity
MS 82 PZ, Introduction to Video Production
MS 84 PZ, Handmade Film
MS 85 PZ, Underground Film
MS 86 PZ, History of Ethnographic Film
MS 87 PZ, Media Sketchbook
MS 88 PZ, Mexican Visual Cultures
MS 89 PZ, Mexican Film History
MS 91 PZ, History of American Broadcasting
MS 99 PZ, Advanced Video Editing
MS 100 PZ, Asian Americans in Media
MS 110 PZ, Media and Sexuality

MS 127S HM, Harmony of Sound and Light
MS 133 PZ, Media Arts Web Exchange
MS 147 PO, Topics in Media Theory I
MS 149 PO, Topics in Media Theory II
MS 170 HM, Digital Cinema
MS 173 HM, Exile in Cinema
MS 179 HM, A History of Special Effects
MS 182 PZ, Advanced Video Production
MS 182s HM, Introduction to Video Production
MS 191 PO, Senior Thesis
MS 191 PZ, Senior Project
MS 191 SC, Senior Thesis
MS 192 PZ, Advanced Media Projects
MS 193 PZ, Directed Reading or Study in Media
MS 194 PZ, Media Arts for Social Justice
MS 196 PZ, Media Internship
MS 197 PZ, Media Praxis in Ontario
MS 197 HM, Directed Reading/Research
MS 199 PO, Independent Study: Media Studies
MUS 88 HM, Introduction to Computer Music
MUS 96A/B PO, Electronic Music
MUS 117 HM, 20th-Century Music
POLI 134 PO, Politics in the Media Age
POLI 155 PZ, Anarchy and the Internet
RUST 111 PO, Russian History and Society through Film
SOC 69 PZ, Sociology of Popular Culture
SOC 70 PZ, Media and Society
SOC 71 PZ, Sociology of Popular Music
SOC 89B PO, Sociology of Documentary Film
SPAN 105 PO, Spanish and Latin American Film
THEA 1, Intro to Acting
THEA 2, Visual Arts of the Theatre
THEA 4, Theatre for Social Change
THEA 12, Intermediate Acting
THEA 100E, Acting Studio: Acting for Film and Television
THEA 130, Intro to Directing
THEA 140, Writing for the Stage

MUSIC

Professors Lamkin, H. Huang

Associate Professor Kang

Assistant Professors Goltz, Kamm, Jaquez

Lecturers Blankenburg, Haag, R. Huang, Simon, Kleinecke

The study of music at Scripps College explores music as a cultural expression of Europe, the Americas, and other parts of the world. It provides students with historical perspectives on various musical repertoires, socio-cultural understandings of contemporary and historical musical practices, skills in music theory and analysis, and techniques of musical performance and composition. The Music Department also offers qualified students opportunities to perform in solo and group recitals, as well as in chamber music groups, choral ensembles, and orchestra.

Graduates in music have successfully pursued graduate studies and professional careers in solo and ensemble performance, composition, conducting, musicology, ethnomusicology, arts management, sacred music, music therapy, journalism, and accompanying.

Requirements for the Major

1. Course Requirements (8.0 course credits)

Music 101. Music Theory I.

Music 102. Music Theory II (prerequisite: Music 101 or equivalent).

Music 103. Music Theory III (prerequisite: Music 102 or equivalent).

Music 104. Music Literature and Analysis since 1900 (prerequisite: Music 102 or equivalent).

Music 110a. Music in Western Civilization I.

Music 110b. Music in Western Civilization II.

Two music elective courses related to area of concentration (Music 118-131 or other courses chosen in consultation with academic adviser).

2. Performance Requirements (2.0 course credits)

Ensemble: Two semesters of ensemble (Music 172-177).

Keyboard: Two semesters of applied keyboard study (Music 85, 171-180).

Music 189. Junior Recital (performance concentration majors only) 0.5 course credit.

Prerequisite: approval of performance concentration status by full music faculty and teacher of performance area by the end of sophomore year.

3. Senior Requirements (1.5 course credits)

Music 190. Senior Music Colloquium (should be taken in the fall), 0.5 course credit.

Music 191. Senior Thesis (Students will register for senior thesis in spring of their senior year), 1.0 course credit.

Music 191H. Honors Senior Thesis (Students must be approved by the music faculty in spring of their junior year and register for MUS 191H in fall of their senior year.)

Requirements for the Minor

1. **Two courses in Music Theory** (Music 101 and Music 102).

2. **Two courses in Music History**

a. One semester of Music in Western Civilization (Music 110a or b).

b. One additional upper-level course in music (Music 110a or b, 118-131).

3. **Two course credits in Performance**

a. Vocal/instrumental performance: two semesters usually in the same performance area/ensemble (Music 89-99, 170-180).

b. Keyboard: two semesters of applied keyboard study (Music 85, 171-180).

Honors Program in Music

The Honors Program in Music provides outstanding students with an intensive experience in scholarly research/composition/performance preparation. It is designed to provide exceptional training for students planning graduate work in music or related areas. Students wishing to receive honors in music at graduation must maintain a 10.5 average in required music courses, and the senior thesis must be awarded a grade of at least A-. Normally, students are selected by the music faculty into the honors program at the beginning of their junior year; students may nominate themselves or be nominated by music faculty for consideration before the end of sophomore year. In addition to the requirements for the music major, honors students must complete one extra music elective as an honors thesis preparation course by the end of the junior year, which can include performance courses and/or independent study in the chosen area of concentration. Students in the honors program will help to organize and make presentations for the Senior Music Colloquium (Music 190), and will attend a fixed number of recitals/concerts at Scripps College, to be determined each year. Honors students must be approved for a two-semester senior thesis; the specific thesis topic should be proposed by the end of the junior year. Enrollment in Honors Senior Thesis (Music 191H) for the first semester of senior year will be followed by enrollment in Senior Thesis (Music 191) during the final semester.

Course Descriptions

Required courses in the major are marked with an asterisk.

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), and also will satisfy the fine arts requirement. Offered each semester. *Staff*.

66. Music Cultures of the World. This course offers an introductory survey of selected musical traditions from geographical areas such as Asia, Africa, the Middle East, Latin America, and Eastern Europe. It examines structure, content, materials, and performance contexts of local musics, and the broader role music plays in society as it relates to ethnicity, gender, religion, and politics. *C. Jaquez*.

71. Introduction to Ethnomusicology. This course introduces students to the central theories, methods, and approaches used in the study of ethnomusicology. Students will become familiar with key issues and points of debate, resources for research and teaching, as well as a brief survey of the history of the discipline. *C. Jaquez*.

81. Great Works of Western 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. This course satisfies the fine arts requirement. *C. Kamm/M. Lamkin*.

***101. Music Theory I.** The study of tonal harmony and counterpoint primarily based on 18th-century principles. Analyses of examples from literature and written exercises leading to the composition of short works based on models are combined with basic musicianship skills (ear training, sight-singing, and keyboard harmony). This course will satisfy the fine arts requirement. Prerequisite: Music 3 or permission of instructor. Offered annually in the fall. *Y. Kang/Staff*.

***102. Music Theory II.** The continuation of Theory I with more advanced topics and an emphasis on counterpoint. Prerequisite: Music 101 or its equivalent. Offered annually in the spring. *Y. Kang/Staff*.

***103. Music Theory III.** A study of chromatic harmony and forms (fugue, sonata, lied) as found in the music of the 18th and 19th centuries. Prerequisite: Music 102 or its equivalent. Offered annually in the fall. *Y. Kang*.

***104. Music Literature and Analysis Since 1900.** A historical and analytical study of music composed after 1900, focusing on harmonic and contrapuntal practices as well as advanced analytic techniques. Required lab. Prerequisite: Music 102 or by permission of the instructor. *J. Goltz*.

***110a,b. Music in Western Civilization. Description:** In the first semester, this course will be a study of music from the Ancient World through the Medieval, Renaissance, and Baroque periods. In the second semester, this course will be a study of music from the Classical, Romantic, and 20th-century periods. Interdisciplinary relationships to other arts will be examined in a historical context. Semesters may be taken in reverse order. Either semester will satisfy the fine arts requirement. Prerequisite: Music reading ability (Music 3 or equivalent). *H. Huang, C. Kamm, Staff*.

118. Music in the United States. A survey of the history and development of music in the United States, this course will examine the diverse musical cultures and traditions, including European, African, Latin American, Native American, Asian, and others that have come to this country and have influenced the works of musicians and composers in the United States. Musical examples from American popular culture (jazz, rock, country, and pop), from religious services and practices of various denominations and sects, from ethnic groups and folk cultures within the United States, and from art music in the United States will be studied as expressions of important concerns and values in our society, and as influences on music in other countries as well. This course will satisfy the fine arts requirement. *H. Huang, C. Jaquez*.

119. Women in Music. This class will study the roles of women in music as composers, performers, writers on music, and as patrons. This class will also investigate how women's active participation in music making and performance shapes the ways in which women are represented. *J. Goltz, Y. Kang, Staff*.

121. Music of the Spirits: Tewa Pueblo Indian, Hawaiian, and African American. This course will involve three case studies of religious musical cultures in the United States: Tewa Pueblo ritual dance ceremonies, Hawaiian hula *kahiko* and *auana*, and African American gospel music. Ethnomusicological research methods, musical analysis, social function, and ritual significance will be discussed. No previous musical experience is required. *H. Huang*.

122. The Color of Music: Race in Blues and Jazz. Jazz and blues are often represented as American musical traditions which transcend social barriers. Yet political divisions of race, class, and gender are manifest in disagreements as to whom the music belongs. This course focuses on how the concept of race has "colored" American popular music, and addresses the issue of expressive authenticity: are the kinds of understanding critical to authentic performance in a musical style accessible only to members of the community from which it originates? Relationships between race and gender in blues and jazz historical discourse will also be explored. Previous musical training is desirable but not required. *H. Huang*

123. Music and the Performance of Identities: Intersections of Race, Class, and Gender. This course explores the ways in which individuals and groups represent, transform, and create their identities through

musical performance and other performative acts. Several issues of “musical identity” are discussed: creation and expression of gender through music, musical expressions of ethnic and/or racial identity, musical creation of “official” identities (including U.S. nationalism), and the representation of the self through music. *Y. Kang.*

124. Analyzing Rock Music. This course explores how musical materials interact with text and performance to construct meaning in rock music. Engaging emerging scholarship and intersecting with feminist and queer music theory, this course addresses such topics as the influence of the Beatles, recent world music interactions, and the performance and subversion of gender in rock. *J. Goltz.*

126. Music in East Asian 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 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.*

131. Mariachi Performance and Culture. This course combines a musical ensemble with music history and the study of culture. Students will become familiar with the Mexican mariachi tradition through participation, lecture, readings, exams, multi-media materials and a final concert. Cultural representation and ethnicity help us explore the tradition’s rich history and its role in contemporary society. *C. Jaquez.*

151. Conducting. The study of the art of conducting, with emphasis on the five principal areas of expression within beat patterns, gestural vocabulary and communication, score study and phrase analysis, score reading at the keyboard, and repertoire studies. Over-arching consideration will be that of a philosophy of conducting. *M. Lamkin, C. Kamm.*

189. Junior Recital. This course is open only to performance concentration majors with a minimum of 30-minute repertoire representing several style periods. Prerequisite: approval of performance concentration status by full music faculty and teacher of performance area by the end of sophomore year. Prerequisites: Music 171 or Music 170, or music independent study. Half course. *H. Huang/Staff.*

190. Senior Music Colloquium. This course will give music majors practical experience in research methods in music through engaging in independent scholarly projects. The course will feature presentations by faculty on current music scholarship explaining the research process. Students will prepare a thesis/project proposal which includes a standard abstract, outline, and bibliography. Music honors program students will prepare individual presentations on an approved topic related to their senior thesis. Corequisite: Music 191. Half course. *H. Huang/Staff.*

191. Senior Thesis. Students will register for senior thesis in spring of their senior year. Full music faculty approval of performance or composition concentration required by spring of sophomore year. *Staff.*

- For general music majors: written thesis, 50 pages minimum.
- For performance concentration majors: Senior Recital (minimum 50 minutes of repertoire representing several style periods with comprehensive program notes).
- For composition concentration majors: Senior Recital of original compositions and portfolio of composition manuscripts (minimum 30 minutes with comprehensive program notes).

191H. Honors Senior Thesis. This course is open only to students in the music honors program who have been approved by the faculty for a two-semester senior thesis. Specific topic should be proposed by end of junior year. These students should enroll in Music 191H (Senior Thesis) for the first semester of their senior thesis, followed by Music 191 for the second semester of their senior thesis. *H. Huang/Staff.*

199. Independent Study in Music: Reading and Research. Offered annually. *Staff.*

Ensembles

Courses in ensembles may be repeated for credit. *Note: Courses in ensembles do not fulfill the fine arts requirement at Scripps.*

172a,b. Chamber Music 1800-Present. A chamber music performance course emphasizing works from the Romantic, Impressionist, and Contemporary periods. Composers include Beethoven, Schubert, Mendelssohn, Brahms, Stravinsky, Bartok, Martinu, and others. Occasionally, earlier works may be included as appropriate. Analysis of stylistic features and their relationship to performance; investigation of ensemble, phrasing, blend, and balance in duos, trios, quartets, and quintets. Weekly coaching by instructor as well as weekly rehearsal and independent practice lead to on-campus performance. Open to string players, pianists, wind, brass, and classical guitar players with permission of instructor. Half-course per semester. *R. Huang.*

173a,b. Concert Choir. (*Joint offering of CMC, HMC, Pitzer, and Scripps.*) A study through rehearsal and performance of choral music selected from the 16th-century to the present, with an emphasis on larger, major works. Half course per semester. Offered annually. *C. Kamm.*

174a,b. Chamber Choir. (*Joint offering of CMC, HMC, Pitzer, and Scripps.*) 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. Half course per semester. Offered annually. *C. Kamm.*

175a,b. The Claremont Concert Orchestra. (*Joint offering of CMC, HMC, Pitzer, and Scripps.*) The study, through lecture, discussion, rehearsal, and performance, of styles and techniques appropriate for the historically accurate performance of instrumental works intended for the orchestra. Repertoire will include works from mid-18th century to the present with special emphasis on the Classical and Romantic periods. Class enrollments permitted only after successful audition. Half course per semester. Offered annually. *M. Lamkin.*

177a,b. Chamber Music: 1600–1830. This course will emphasize works from 1600–1830 by Bach, Vivaldi, Couperin, Mozart, Beethoven, and others, and, when appropriate, include repertory from later periods. Open to intermediate and advanced players of strings, woodwinds, and keyboard instruments. Rehearsals will be devoted to the study and performance of duos, trios, and chamber concerti, using contemporary theoretical sources on ornamentation, rhythm, articulation figured bass, and ensemble playing. Half course per semester. Permission of instructor. *Staff.*

Performance

All registrants (including returning students) for performance classes must contact the Music Department before registration to make an appointment for an interview and/or audition. Work in performance may be repeated for credit. Individual or group instruction in either piano, voice, or harpsichord, \$75 per semester. See next page for instrumental instruction available at Pomona College. *Note: No courses in performance will meet the Scripps fine arts requirement.*

85a,b. Group Piano. Beginning and intermediate instruction in a digital piano lab setting. Emphasis on performing solo and duet repertoire as well as learning to sight read, transpose, and provide harmonic accompaniment. Class limited to nine. Half course per semester. Permission of instructor. Offered annually. *J. Simon.*

89a,b. Beginning/Intermediate Group Voice. Beginning and intermediate instruction classes consisting of no more than six students. A study of basic vocal techniques and literature with emphasis on the fundamentals of music necessary for the beginning singer. Half course per semester. Offered annually. *M. Haag, Staff.*

99a,b. Advanced Group Voice. Advanced instruction classes consisting of no more than four students. A study of singing technique and song literature. One hour weekly. Half course per semester. Offered annually. *M. Haag.*

160a,b. Singer's Diction. A course designed to provide singers with a basic approach to understanding and using correct diction in English, German, French, and Italian through a systematic study of the International Phonetic Alphabet and its use and application to the rules of pronunciation in each language. Half course per semester. Permission of the instructor. *J. Goltz.*

170a,b. Voice. This course is a study of techniques of singing and their application to vocal literature. Participation in scheduled class meetings is required. Half-hour lessons earn half-course credit per semester; hour lessons earn full-course credit. Permission of instructor and Music 3 (Fundamentals of Music) or equivalent required. May be taken concurrently first semester. *J. Goltz, M. Haag, U. Kleinecke.*

171a,b. Piano. Individual instruction at the intermediate and advanced levels. Participation in weekly class meetings is required. Half-hour weekly lessons earn half-course credit per semester. One-hour weekly lessons earn full-course credit per semester. Permission of instructor. Offered annually. *G. Blankenburg, H. Huang, J. Simon.*

178a,b. Harpsichord. Individual instruction at the intermediate and advanced levels. Participation in scheduled class meetings is required. Half-hour weekly lessons earn half-course credit per semester. One-hour weekly lessons earn full-course credit per semester. Permission of instructor. Offered annually. *Staff.*

Courses Available at Harvey Mudd College

63. Music and Peoples of the World. Offered annually. *B. Alves.*

88. Introduction to Computer Music. Offered annually. *B. Alves.*

Courses Available at Pomona College

For study of the following instruments at Pomona College, credit is earned according to Pomona College regulations. Fees for lessons and practice rooms at Pomona College are listed in the office of the Music Department.

Private instruction may be available in the following instruments: Bassoon, Saxophone, Clarinet, Flute,

Percussion, Guitar, Euphonium and Tuba, Trombone, Harp, Trumpet, Horn, Viola, Oboe, Violin, Organ, Cello, and Piano.

- 35. **Pomona College Band.** *G. Beeks, Mr. Burkhart.*
- 37. **Jazz Ensemble.** *B. Bradford.*
- 39. **Gospel Choir.** *K. Browne.*
- 41. **Balinese Gamelan Ensemble.** *N. Wenten.*
- 42D. **Hindustani Music Ensemble.** *D. Trasoff, A. Kaushai.*
- 52. **Music and Cultural Current in Paris, 1870–1930.** *W. Peterson.*
- 53. **The Symphony and Related Forms.** *E. Lindholm.*
- 54. **Nationalism and Music.** *W. Peterson.*
- 56. **Words and Music: Song.** *G. Lytle.*
- 58. **Beethoven.** *D. Di Grazia.*
- 59. **Brahms, Berlioz, and Wagner.** *D. Di Grazia.*
- 60. **History of Jazz.** *B. Bradford.*
- 61. **Musical Theatre in America.** *G. Beeks.*
- 62. **Survey of American Music.** *G. Lytle.*
- 64. **Johann Sebastian Bach.** *W. Peterson.*
- 65. **Introduction to World Music.** *K. Hagedorn.*
- 70. **Ethnomusicology in Theory, Method, and Practice.** *K. Hagedorn.*
- 72. **Gendering Performance.** *K. Hagedorn.*
- 73. **Music, Gender, and Ritual in Latin America.** *K. Hagedorn.*
- 74. **Music on the Margins: Roma Performance in Europe.** *K. Hagedorn.*
- 75. **Opera.** *E. Lindholm.*
- 77. **The Music and Performance of Africa.** *K. Hagedorn.*
- 78. **Performance Traditions of African Diaspora: Shango in the New World.** *K. Hagedorn.*
- 109. **Writing About Performance Through Ethnography.** *K. Hagedorn.*

Courses Available at The Claremont Graduate University

- 301a,b. **Music Literature and Historical Styles Analysis.**
- 302. **Research Methodology and Bibliography.**
- 303. **Interdisciplinary Music Criticism and Cross-Cultural Aesthetics.**
- 304. **History of Performance Practices.**
- 307. **History of Music Theory.**
- 308. **History and Literature of the Keyboard.**
- 309. **Words and Music in the Middle Ages.**
- 311a. **Applications of Music Technology 1.**
- 311b. **Applications of Music Technology 2.**
- 316. **American Film Music: Literature and Analysis.**
- 324. **Handel.**
- 326. **Monteverdi.**
- 328. **Verdi and His World.**
- 335. **American Titans: The Music of Copland and Bernstein.**
- 336. **The Music of Benjamin Britten.**
- 380a,b. **Seminar in Composition.** *P. Boyer.*
- 382. **Research Seminar.**
- 401. **Middle Ages.** (Era course).
- 402. **Renaissance.** (Era course).
- 403. **Baroque** (17th and early 18th centuries). (Era course).
- 404. **Classic** (18th and early 19th centuries). (Era course).
- 405. **Romantic** (19th century). (Era course).
- 406. **Twentieth-Century.** (Era course).

NEUROSCIENCE

The major program in neuroscience requires 16 courses including a core program and electives drawn from one of two tracks as listed below. Particular combinations of electives should be discussed with a faculty member in neuroscience. 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, although admission to particular advanced degree programs is likely to require some additional course work.

I. Common Core:

95. Foundations of Neuroscience.

Introductory Biology with Lab (two courses: Bio 43L/44L Joint Science, Bio 40/41M Pomona, Bio 52/54 HMC).

Introductory Chemistry with Lab (two courses: Chem 14L/15L Joint Science, Chem 1a/b Pomona, Chem 21/22 and 25/26 HMC).

(Note: Two semesters of AISS may substitute for introductory biology and introductory chemistry.)

II. Cellular and Molecular Track:

Required

Organic Chemistry with lab (Chem 116L Joint Science, Chem 110a Pomona, Chem 56/58 HMC).

Neurobiology (Bio 149 Joint Science, Bio 178 Pomona, Bio 115 HMC).

Molecular Biology (Bio 170L Joint Science, Bio 113 and 111 HMC) or Cell Biology (Bio 157L Joint Science, Bio 163 Pomona) or Biochemistry (Chem 177 Joint Science, Chem 182 HMC, Chem 115 Pomona).

Math (one course in calculus or statistics, e.g., Bio 175 Joint Science, Psych 103 or Math 57 Scripps, Psych 91 Pitzer, Psych 114 CMC, Math 57 Pomona).

Senior Thesis—two semesters (topic must be related to Neuroscience).

Electives

(five courses, no more than two from group B)

Group A

Dynamical Diseases: Introduction to Mathematical Physiology (Bio 133L Joint Science).

Analyses of Human Motor Skills (Bio 39L Joint Science).

Functional Human Anatomy and Biomechanics (Bio 150La,b Joint Science).

Topics in Neurobiology (Bio 186n HMC).

Neurobiology Laboratory (Bio 115L HMC).

Neuropharmacology (Psych 148 Pitzer).

Animal Behavior (Bio 125 Pomona, Bio 154 Joint Science).

Neuroethology (Neurosci 102 Pomona).

Comparative Endocrinology (Bio 144 Pomona).

Physiological Psychology or related courses (Psych 146L CMC, Psych 143 Pomona, Psych 171 Pomona).

Neural Networks (Computer Sci 152 HMC).

Group B

Cell Biology (if not in core).

Molecular Biology (if not in core).

Biochemistry (if not in core).

Genetics (Bio 143 Joint Science).

Developmental Biology (Bio 151L Joint Science, Bio 169 Pomona, Bio 122 HMC).

Animal Physiology (Bio 131 or 132 Joint Science, Bio 140 Pomona, Bio 101 HMC).

Organic Chemistry—second semester (Chem 117 Joint Science, Chem 110b Pomona, Chem 105/111 HMC).

Physical Chemistry (one semester of Chem 121/122 Joint Science, Chem 156 or 158a/b Pomona, Chem 51/52 HMC).

Physics (one semester of Physics 30/31 or 33/34 Joint Science, Physics 51a/b Pomona, Physics 23/24/51 HMC).

III. Cognitive and Behavioral Track:

Required

Introductory Psychology (Psych 30 CMC, Psych 10 Pitzer, Psych 52 Scripps, Psych 53 HMC, Psych 51 Pomona).

Cognitive Neuroscience and lab (Psych 123 and 123L Scripps, Psych 171 Pomona under some circumstances).

Physiological Psychology and lab (Psych 146L CMC, Psych 111 Pitzer).
Research methods and lab (Psych 100/101L or 110/111L CMC, Psych 104/104L Scripps, Psych 159 Pomona).
Math (one course in statistics, e.g. Psych 103 or Psych 143 Scripps, Psych 91 Pitzer, Psych 114 CMC, Biology 175 Joint Science).
Senior Thesis—two semesters (topic must be related to Neuroscience).

Electives

(four courses: no more than two from group B; one may be from the Cell/Molecular Track)

Group A

Dynamical Diseases: Introduction to Mathematical Physiology (Bio 133L Joint Science).
Analyses of Human Motor Skills (Bio 39L Joint Science).
Functional Human Anatomy and Biomechanics (Bio 150La,b Joint Science).
Human Neuropsychology (Psych 114 Pitzer).
Perception (Psych 106, Pitzer, Psych 160 Pomona).
Course in Neural and Behavioral Development.
Sensation and Perception (Psych 124 Scripps).
Memory and Learning (Psych 102 Pitzer, Psych 162 Pomona).
Behavioral Neuroscience (Psych 65 CMC).
Seminar in Physiological Psychology (Psych 188 Pitzer).
Seminar in Neuropsychology (Psych 192 Pitzer).
Biological Basis of Psychopathology (Psych 180W Pomona).

Group B

Abnormal Psychology (Psych 70 CMC, Psych 128 Scripps, Psych 181 Pitzer, Psych 131 Pomona; Psych 180W Pomona).
Developmental Cognitive Neuroscience (Psych 125 Pitzer).
Cognition (Psych 126 Pitzer, Psych 105 or 161 HMC).
Seminar in Cognition (Psych 180F or 180I or 180J Pomona).
Philosophy of Mind (Philo 185M Pomona, Philo 130 Scripps, Philo 135 CMC).
Child Development (Psych 110 Scripps, Psych 104 HMC, Psych 108 Pomona).
Seminar in Child Development (Psych 199 Pitzer).
Psychology of Women (Psych 102 Scripps, Psych 125 Pomona).
Adolescent Development (Psych 111 Scripps).
Cognitive Development (Psych 154 Pitzer, Psych 120 Scripps, Psych 120 HMC).
Child Psychopathology (Psych 150 CMC).
Culture and Psychobiology of Pain (Neuro 110/Psych 144 Pitzer).

IV. Recommended

Math 31, or any advanced statistics courses (e.g., Psych 143 Scripps, Math 154 or 158 at Pomona).

Course Description

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. Offered annually. *Staff.*

ORGANIZATIONAL STUDIES

Organizational Studies is an interdisciplinary major focusing on administrative, economic, political, psychological, and sociological factors that affect complex human systems. A major in Organizational Studies emphasizes an understanding of how organizations operate, how they affect society, and how they change.

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.

Interested students may complete an off-campus major in Organizational Studies at Pitzer College. Pitzer advisers: J. Lewis, K. Rogers. Affiliated faculty: H. Botwin, N. Boyle, M. Federman, J. Lehman, J. Sullivan, R. Volti.

PHILOSOPHY

Professor Scott-Kakures
Assistant Professor Weinberg
Lecturer Castagnetto

Scripps College offers cooperative programs in philosophy with The Claremont Graduate University, Harvey Mudd College, and Claremont McKenna College.

The American philosopher William James writes that philosophy is “nothing but an unusually obstinate effort to think clearly.” Indeed, philosophy can be understood as the exercise of one’s intellect in a rigorous way by raising questions that have occupied thinkers from antiquity to the present. Students of philosophy consider such questions as: What is the basis of our moral judgments? Is justice merely the rule of the stronger? Are human actions free? What is the nature of beauty? Are thoughts just events in the brain? Can a human being really know anything? As these questions indicate, philosophical concerns are central in the liberal arts.

Its emphasis on clear reasoning and its attention to language and logic makes philosophy a particularly good major for students who are thinking about careers in law, business, publishing, and teaching. The Philosophy Department also encourages interdisciplinary majors, for example, psychology and philosophy, philosophy and law, philosophy and the arts, history and philosophy.

Requirements for the Major:

A major in philosophy requires a minimum of 10 courses. The course requirements and examples of courses that satisfy those requirements are as follows:

1. Two courses in the history of philosophy, from two different time periods.
(104, 109, 112, 113, 115, 118, 179, 197, among others)
Note that 109, 113, 118, and 197 are from the same time period; and note that 112 and 179 are from the same time period.
2. One course in logic. (144, 145)
3. One course in ethical theory or the history of ethics. (151, 152, 160, 179, among others)
4. Two courses in two different core analytic areas of philosophy. Core analytic areas include philosophy of language, philosophy of science, metaphysics, and epistemology. (92, 121, 130, 137, 139, 146, 149, 154, 168, 180, 181N, 185N, among others).
If there is very significant subject area overlap between two classes, e.g. two classes both focus on topics in philosophy of mind, only one class can count towards this requirement.
5. Two additional courses.
6. Senior seminar.
7. Senior thesis.

Requirements for the Minor:

A minor in philosophy consists of six courses:

1. One course in the history of philosophy. (104, 109, 112, 113, 115, 118, 179, 197, among others)
2. One course in the history of ethics or ethical theory. (151, 152, 160, 179, among others)
3. Two courses in a core analytic area of philosophy. (92, 121, 130, 137, 139, 146, 149, 154, 168, 180, 181N, 185N, among others)
4. Two additional courses

A philosophy minor specializing in Philosophy and Law, Philosophy and Psychology, Philosophy and Politics can be arranged in consultation with a philosophy faculty adviser.

Honors Requirements

A student who wishes to pursue honors in philosophy must apply in writing to the department by the end of her junior year, specifying the courses she intends to use to fulfill the following requirements:

- Two additional philosophy classes.
- An oral defense of the senior thesis.
- A GPA of 10.5 or higher within the major.
- A grade of at least A- on the senior thesis.

B.A./M.A. Program

A B.A./M.A. program in philosophy with The Claremont Graduate University is available for Scripps philosophy majors.

Course Descriptions

90. Introduction to Philosophy. Introduction to the basic questions and investigations of modern Western philosophy, including: the nature of knowledge, truth, and reality; the existence of god; the possibility of free will; the nature of morality; the requirements of morality; the relative merit of various political theories; and the meaning of life. *R. Weinberg, D. Scott-Kakures.*

95. Foundations of Neuroscience. *For description, see Neuroscience major. Staff.*

102. Theories of History. (CMC) This course examines the nature of philosophy and history and their interrelations. Accounts of the past—including speculative philosophies of history—are considered critically in terms of the methodological problems they involve, the meaning of “explanation,” “causal connection,” “unit of interpretation,” “historical generalization,” and “objectivity” as distinguished from “subjectivity.” *M. Moss.*

104. Contemporary Period. (HMC) May include Moore, Russell, Frege, Wittgenstein, James, Dewey, Heidegger, and Sartre. *Staff.*

109. The New Science and New Social Order in Early Modern Philosophy. (CGU) This course is an introduction to early modern philosophy through the study of selected influential philosophical works of thinkers in the Western tradition such as Francis Bacon, Rene Descartes, Isaac Newton, John Locke, David Hume, and Jean-Jacques Rousseau. We will begin with an examination of the role of skepticism in the challenge to the authority of the Scholastic scientific model, and the importance of finding a rational method for the “New (mechanical) Science.” The theme of skepticism and the challenge to divine authority will reemerge in our study of the social-political writing of the period, which culminated in the American and French revolutions at the end of the 18th century. *P. Easton.*

112. History of Philosophy: Ancient. The following movements and figures in ancient philosophy are considered: the Pre-Socratics, Socrates, Plato, Aristotle, Stoicism, Epicureanism, and Skepticism. Offered annually. *Staff.*

113. Early Modern Philosophy: The Rationalists. (CGU) The basic aim in this course is to study the ideas, texts, and arguments of the “Rationalists” (Descartes, Spinoza, Malebranche and Leibniz) of the seventeenth century. Arguments concerning the nature of ideas, bodies, minds, laws and the proper method of philosophical and scientific enquiry will be examined. *P. Easton.*

115. History of Philosophy: The Nineteenth-Century Philosophies of Revolution and Evolution. (CMC) An examination of the origin and development of 19th-century philosophies of German idealism, existentialism, Marxism, positivism, utilitarianism, and evolution. *M. Moss.*

117. 20th-Century Philosophy. (CMC) An examination of the development of Western philosophical thought through the 20th century. Particular attention will be paid to the split between the analytic tradition prevalent in Anglo-American philosophy and the continental tradition prevalent in European philosophy. Philosophers to be studied include Husserl, Frege, Russell, Heidegger, Wittgenstein, Quine, Derrida, and Davidson. *M. Moss.*

118. History of Philosophy: Descartes to Kant. (CMC) An examination of the development of British and Continental philosophies from the 16th through the 18th centuries. Readings include the writings of Bacon, Hobbes, Locke, Berkeley, Hume, Descartes, Spinoza, Leibniz, and Kant. *Staff.*

121. Mind, Knowledge, and Existence. An introduction to some of the central concerns of 20th-century Anglo-American philosophy. Among the issues considered: the nature of mind, naturalism, freedom of the will, personal identity, knowledge. *D. Scott-Kakures.*

122. Perspectives on the American Dream: Philosophical, Literary, Religious, Political. (CMC) An interdisciplinary examination of American ideals, past and present, as they appear in theory and in practice. The

readings—fiction as well as nonfiction—are by a variety of important historical and contemporary writers. Also listed as Religious Studies 147. Offered annually. *Staff*.

123. Introduction to the Philosophy of Culture. We will study some of the major works in post-enlightenment thinking about culture: Kant's Third Critique, Schiller's Aesthetic Education, Arnold's Culture and Anarchy, etc., and later work on the relation of culture to modern society, including work by Adorno and Benjamin, Heidegger, and also look at foundational work on anthropology and sociology—Weber, Bourdieu, Levi-Strauss, etc. We will be especially concerned with culture and gender and race, and will read supplementary texts on these issues. *Staff*.

124. Schools of Cultural Criticism: Culture and Critique. *For description, see HMSC 130 (Humanities major).* A. Aisenberg, M. Katz, M. Pérez de Mendiola.

125h. Contemporary Social Theory. (HMC) Readings in a selection of works from Marx to Marcuse, focusing on the criticism of Western political and social institutions. *Staff*.

130. Philosophy of Mind. What is the nature of mind? In this course we investigate the traditional mind/body problem as well as the following issues: Individualism in psychology, self-knowledge, mental causation, and the philosophical significance of recent work in the cognitive sciences. *D. Scott-Kakures*.

131. Hegel and Marx. (CMC) A study of the thought of Karl Marx in relation to the philosophy of G.W.F. Hegel. *C. Kucheman*.

132. The Substance of the Soul. This course will survey a peculiar branch of modern philosophy, "Rational Psychology." Rational psychology postulated the existence of a simple, immaterial substance responsible for sensation, perception, judgment, and volition. This substance has variously been referred to as "thinking substance," or simply as "the soul." *P. Easton*.

133. Social and Political Philosophy. Survey of conceptual and normative problems in political and social theory, particularly issues involving freedom, equality, and rights. Readings from Locke, Marx, Rousseau, Mill, Rawls, Nozick, and others. *P. Hurley*.

134. Knowledge and Mind. This course is a philosophical investigation of knowledge and mind. What is rational belief? What is truth? What are sensory or perceptual states? When is a sensory or a perceptual state a rational warrant for belief? Readings from Plato, Aristotle, Descartes, Locke, Hume, Hegel, Lewis, Sellars, Wittgenstein, Rorty, Davidson, and others. *P. Graham*.

137. Skepticism. (CMC) How do you know that your whole life isn't just a dream? We will investigate this problem of skepticism about the external world, and examine some of the basic issues about knowledge, belief, and justification. Readings from both historical and contemporary sources. *A. Kind*.

138. Introduction to the Philosophy of Language and Mind. A philosophical investigation into thought and reference and the relations between language and mind. How are these abilities possible, and how are they best to be understood? Readings from Mill, Husserl, Frege, Russell, Wittgenstein, Kripke, Kaplan, Putnam, Dummett, Evans, Burge, Dretske, Fodor, Grice, Searle and Derrida. *D. Scott-Kakures*.

139. Language and Reality. (CMC) An exploration of issues in the philosophy of language and, in particular, the relation between language and the world. Topics to be discussed include: the nature of meaning, the nature of thought, and the reference of proper names and definite descriptions. Readings will be drawn primarily from late 19th-century and 20th-century sources. Prerequisite: at least one previous course in philosophy or permission of instructor. *A. Kind*.

144. Logic and Argumentation. (CGU) An introduction to the identification and formal evaluation of arguments as they naturally occur. We will, in addition, investigate scientific and probabilistic reasoning, though no prior technical competence is assumed. *C. Young*.

145. Fundamentals of Logic. (CMC) An introduction to formal techniques for evaluating arguments. These techniques include truth tables, natural deduction for propositional logic, natural deduction for predicate logic, and introductory and model theory. The goal of the course is not only for students to develop skills with these formal systems, but also for them to develop an understanding of what it means to reason logically. Offered annually. *A. Kind*.

146. Temptation and the Will. Since before Plato, philosophers have been puzzled by how it is that an individual can act freely and deliberately against her better judgment. Yet acting against our better judgment, and "giving in to temptation," would appear to be facts it makes little sense to dispute. In this course, we aim to investigate such patterns of self-defeating behavior-addictions, "bad habits," etc., with an eye towards a consideration of such questions as: What is self-control? What makes a "will" strong or weak? Is the self unified? Readings will be drawn from historical and contemporary philosophical sources as well as from the contemporary behavioral sciences. *D. Scott-Kakures*.

149. Philosophical Topics: Self-Deception. Are we ever self-deceived? If so, how and why do we become so? How is it that, as some theorists have it, we can lie to ourselves, persuade ourselves to believe what we also

believe to be false? As we shall see, there is more controversy than consensus concerning the nature of self-deception. There is good reason for this, since the explaining or the explaining away of self-deception takes us to a consideration of many fundamental issues in contemporary philosophical psychology. *D. Scott-Kakures.*

150. Philosophy of Feminism. Examines several different theories of feminism, their relation to traditional political theories, and their analyses of the causes and solutions to women's oppression. The course considers as well specific moral and political issues relevant to feminism: abortion, motherhood, reproductive technologies, and pornography. *S. Castagnetto.*

151. Feminist Ethics. This course will explore feminist approaches to ethics, including the ethics of care, maternal ethics, lesbian ethics, and other feminist ethics, how they contrast with traditional approaches to ethics, and the controversies they have generated. The application of feminist ethics to specific issues of importance to women, such as abortion, reproductive technologies and health care, will also be considered. *S. Castagnetto.*

152. Theories of the Good Life. (CMC) An examination of views of the good life and how it may be achieved. The emphasis is upon ideal personal values and styles of life. Readings from traditional and nontraditional sources. Students are asked to develop their own views as to what constitutes the good life. *S. Smith.*

153. Leaders and Followers: Social and Personal Ethics. (CMC) Focusing on historical examples from politics, economics, religion, and other fields, this course explores moral dilemmas—social and personal—that result from the interactions of leaders and followers. *J. Roth.*

154. Philosophy of Social Sciences. What are the methods appropriate to the study of human actions, institutions, and culture? Are the aims and methods of the social sciences different from those of the natural sciences? Ought they to be? We begin with an investigation of the dispute between “naturalists” and “anti-naturalists” in the social sciences and, then, turn to a consideration of such issues and areas of dispute as: explanation and prediction in the social sciences, methodological individualism versus holism, interpretivist social science, the appeal to rationality in the understanding of behavior, the challenge of relativism and the claims of objectivity. *D. Scott-Kakures.*

155. Ethics of the Beginning and End of Life. This course will focus on the unique moral dilemmas that arise at the beginning and end of life: procreative responsibility, surrogacy, cloning, abortion, suicide, euthanasia, and end of life care. These topics will be discussed from both the individual and the social ethical perspectives. *R. Weinberg.*

157. Environmental Ethics. This course is designed to encourage students to develop their own environmental ethic, based upon examination of major contemporary approaches, including moral, aesthetic, scientific, historical, economic, ecofeminist, and multicultural perspectives. *Staff.*

160. Ethical Theory. This course will focus on classic Western ethical theory and on contemporary metaethical critiques of these theories. The objectivity, possibility, and meaning of morality will be among the issues addressed. *R. Weinberg.*

162. Political Philosophy. What is the proper role of public social and political institutions? This course will survey the contemporary attempts to answer this question across the political spectrum. Readings will include libertarian, liberal, communitarian, Marxist, and feminist political theory. *R. Weinberg.*

163. Practical Ethics. In this course we investigate the normative dimensions of particular ethical problems. Among the issues to be discussed are abortion, reproductive rights and technologies, euthanasia, animal rights, and moral dilemma. *Staff.*

168. The Rational and the Irrational. The assumption of rationality plays a critical role both in our common sense understanding of ourselves and in the foundations of the behavioral and social sciences. This course is devoted to an examination of the nature and status of this assumption. Considerable attention will be paid to self-deception and to weakness of will. Readings drawn from contemporary philosophy and cognitive psychology. *D. Scott-Kakures.*

169. Responsibility, Guilt, and the Person. The course will examine concepts of responsibility and guilt and their relation to the notion of autonomous agency. Under what circumstance is a charge of responsibility justified? What sorts of considerations undermine such a charge? We will also investigate the following: the status of the insanity defense, competing theories of punishment, and the notion of desert. Readings will be drawn from contemporary sources. *D. Scott-Kakures.*

170. Philosophy of Religion. (CMC) An examination of questions such as: (1) Can God's existence be proved? (2) Is religious faith ever rationally warranted? (3) Are religious propositions cognitively meaningful? (4) Can one believe in a good, omnipotent God in a world containing evil? Readings from historical and contemporary sources. *S. Davis.*

175. Life, Death, and Survival of Death. (CMC) A study of philosophical and theological answers to questions about death and the meaning of life. Also listed as Religious Studies 144. *S. Davis.*

179. Greek Moral Philosophy. Discussion of the moral philosophies of Socrates, Plato, and Aristotle. Special attention will be paid to the Crito, Apology, Republic, and the Nichomachean Ethics. *C. Young.*

180. Metaphysics. (CMC) An investigation of some traditional problems in Western philosophy that have been labeled metaphysical, e.g. the existence of God, the relationship between mind and body, the determinism-free will debate, and the nature of space and time. This year the topics will be (1) personal identity, that is, what makes a person the same person through time, and (2) free will and determinism. Prerequisite: at least one previous course in philosophy or permission of instructor. *A. Kind.*

185N JT. Topics in Neurophilosophy. This course is an examination of selected issues at the intersection of contemporary philosophy and neuroscience. Topics may include the philosophical, theoretical, and empirical bases of social (cognitive) neuroscience; the neurobiology of belief attribution and “mind-reading”; the metaphysical relationship between the mind and the brain; the nature of sensory modalities; as well as the bearing of the neurosciences on issues in the theory of action. *B. Keeley (Pitzer)/D. Scott-Kakures.*

190. Senior Seminar. A seminar for students writing a thesis with a substantial component in philosophy. The seminar will introduce students to methods of philosophical research and analysis, focusing on using these methods in the development of their thesis. *R. Weinberg/D. Scott-Kakures.*

191. Senior Thesis. Offered annually. *Staff.*

197. Topics in Early Modern Philosophy. (CGU) Courses under this heading are devoted to the intensive investigation of a particular figure or to specific themes of Early Modern philosophy. *P. Easton.*

199. Independent Study in Philosophy: Reading and Research. Offered annually. *Staff.*

PHYSICS

Please refer to the Science section of this catalog.

POLITICS AND INTERNATIONAL RELATIONS

Professor Crone

Associate Professors Andrews, Neiman Auerbach, Kim

Assistant Professor Golub

The study of politics includes a broad range of subject matter, including American politics, political theory, comparative politics, international relations, and political economy. The Department of Politics and International Relations is committed to interdisciplinary approaches to the study of these subjects, and is prepared to accept, for example, courses in history, economics, and legal studies towards completion of the major.

Students are advised to consult with their major adviser in order to choose a set of courses that best serves their interests, academic goals, and career objectives. The politics and international relations major at Scripps College encourages students to take advantage of study abroad and internship opportunities that complement their major study.

Requirements for the Major

Majors should satisfy their mathematics requirement with statistics.

1. **Principles of Macroeconomics** (Econ 51) or **Principles of Microeconomics** (Econ 52).
2. **Breadth of study:** all students must take four of the following five survey courses: International Relations (Pol 100), Comparative Politics (Pol 110), American Politics (Pol 120), Political Economy (Pol 130) and Political Theory (Pol 140). Students should take these courses as early as possible in their academic program.
3. **Concentration:** In consultation with the student’s adviser, students will select four additional courses that build a specific competence in depth. Examples of such concentrations include American public policy, European politics, international political economy, legal studies, or Third World development.
4. **Elective:** one elective within the major.
5. **Senior Seminar and Senior Thesis** (2 courses).
Pol 190 (senior seminar).
Pol 191 (senior thesis).

Note: Normally, a maximum of two off-campus courses will be accepted towards the completion of the major.

Honors Program in Politics and International Relations

The Department of Politics and International Relations awards honors within the major to exceptional students who meet the following requirements:

1. A grade point average in the major of at least 10.5.
2. A grade of A– or better on the senior thesis.

Dual and Double Majors

Dual and double programs combining politics and international relations with a wide range of other majors are possible, but require early planning and careful selection of courses. A double major requires that the student complete all requirements for each program, including Senior Seminar and Senior Thesis, but she may have two courses that overlap. A dual major allows the student to combine her majors in completing one senior seminar and one senior thesis.

Requirements for the Minor

A minor in politics and international relations requires that the student complete six courses: including at least three of the five survey courses (Pol 100, Pol 110, Pol 120, Pol 130, Pol 140). A minor does not require a senior seminar or thesis.

Course Descriptions

International Relations

100. Introduction to International Relations. This course provides a broad survey of issues in and approaches to the study of relations between states. Thematically, we will examine such enduring topics as deterrence and the balance of power, as well as the more recent rise of international law and international organizations to prominence in the late 20th century. At the level of theory, we consider the dominant mode of reasoning in the field—political realism—and several of its leading challengers, including moral, liberal, and postmodern critiques. Offered annually. Open to first-year students. *D. Andrews.*

101. Politics in a Globalized Economy. The central problematic in the international economy is “globalization”—pressures for integration and uniformity across national boundaries. This course examines the dynamics of the main forces for globalization—trade, finance, and investment, the major supporting institutions—WTO, IMF, IBRD, and a central consequence—concerns about national “competitiveness.” Offered annually. *D. Crone.*

102. Cooperation and Rivalry in the European Union. The European Union is a unique instance of extensive cooperation among sovereign states. This course provides an introduction to European politics by examining the historical development of the European Union, the distinctive characteristics of its member states, and nature of their interactions. Offered annually. *D. Andrews.*

103. U.S. Foreign Policy (formerly 121). How should the United States approach the post-Cold War world? This course examines these questions from three perspectives: U.S. foreign policy history; current foreign policy problems; and competing theoretically-informed frameworks for guiding U.S. foreign policy into the 21st century. *D. Andrews.*

104. Political Economy of the Pacific Rim. Examination of major topics in the politics and economic development of the Pacific Basin, with emphasis on the course of development of East and Southeast Asian states, relationships with the United States, and the international organizations channeling Pacific relations. *D. Crone.*

Comparative Politics

110. Introduction to Comparative Politics. This survey course introduces students to the field of comparative politics by investigating several illuminating empirical case studies drawn from both the developed and developing world. It focuses on cross-national similarities and differences in politics, economies, and societies, and examines the strengths and weaknesses of comparative analysis as a methodological tool. Topics may include: political development and culture; political systems; policymaking; and social movements. Open to

first-year students. Offered annually. *D. Crone.*

111. Politics and Markets in Latin America. This course is designed to introduce students to the political economy of Latin America. The course will be organized thematically with readings that draw on several country examples. Some of the central themes of the course include: democracy and growth, structural reform, trade, debt, and inequality. *N. Neiman Auerbach.*

112. Ethnic Conflict. The problem of domestic and international conflict among racial, religious, linguistic, and clan-based groups, with a major emphasis on Third World cases. Topics include theories of the causation of ethno-conflict, as well as model of its management. Case studies such as those of Malaysia and Burma are used to provide depth. Offered annually. *D. Crone.*

113. Social Change in Third World Societies. A first course in the study of the Third World. Topics include imperialism and the emergence of new nations; social, economic, and environmental changes in recent decades; political forms and processes; and theories of development. Offered annually. *D. Crone.*

114. Politics of Southeast Asia. A survey of the governments and societies of Indonesia, Malaysia, Thailand, the Philippines, Singapore, Vietnam, and Cambodia. Topics include major regional conflicts, the Association of Southeast Asian Nations, and relations with the major external actors of the U.S., Japan, and China. *D. Crone.*

118. Politics, Economics and Culture of Korea. This course will be both an intensive introduction to the history, politics, economics and cultures of the two states on the Korean peninsula, with their interlocking histories and greatly divergent economic, political, and social realities; and a sustained theoretical and methodological inquiry into the relationship between the state, economic development, and civil society. *T. Kim, S. Suh.*

American Politics

120. Introduction to American Politics. This survey course introduces students to the major institutions and processes of American politics. Topics may include Congress, the Supreme Court, the Presidency, groups and movements, federalism, the role of the media, voter turnout, macroeconomic policy, and public discontent with government. Open to first-year students. Offered annually. *T. Kim.*

122. The Power Elite. This course explores the relationship between business and government domestically and internationally. Topics include: business influence over public policy; relative power of financiers within the business community; role of financial structure in development and growth; and growing tension between capital mobility and national monetary sovereignty. *N. Neiman Auerbach.*

124. Race in American Politics. This course examines the centrality of race in American politics. The course examines how racial and ethnic interest groups pursue political power and the relative success of their efforts. Thematically, the course will focus on how these groups interact with strategic political actors working within established political institutions. *T. Kim.*

125. Voting, Campaigning, and Elections. This course is designed to provide a strong theoretical background in understanding voting behavior, elite campaign strategies, and electoral systems. It also connects theory to the “real world” of elections. *T. Kim.*

127. Politics and Public Policy of Asian Communities in the United States. This course examines the intersection between Asians and the politics of race and ethnicity. Central to the course is the claim that understanding race is critical to understanding American politics and that any sophisticated analysis of race must include the role of Asians in America. *T. Kim.*

128. Race and American Capitalism. The ideology of capitalism rests on the concepts of equality of opportunity, division of labor, and social mobility. This course interrogates these concepts through sustained and historically grounded analyses of specific sites such as education, work, and transportation. Prerequisite: Politics 124 or Politics 127 or permission from instructor. *N. Neiman Auerbach, T. Kim.*

Political Economy

130. Introduction to Political Economy. This course explores the ways in which the study of politics and economics are interrelated, and introduces students to several models that attempt to explain and analyze the ways in which politics and economics affect each other. These include public choice theory, game theory, new institutionalism, and neo-Marxism. Open to first-year students. *N. Neiman Auerbach.*

132. Economic Development. This course provides an introduction to mainstream neoclassical economic models of development as well as a survey of central debates within the economic development literature. Alternative approaches to development will be discussed within the context of several underdeveloped country cases. Prerequisite: Econ 51 and 52, or permission from instructor. Also listed as Economics 144. *N. Neiman Auerbach.*

133. Emerging Economies of Europe and Asia. This course examines theories of growth by comparing the recent growth paths of rapidly developing Asian economies (e.g., China, South Korea, Thailand) to those of

emerging market economies in Europe (e.g., the Czech Republic, Estonia, Russia). How are economic reforms, democracy, and growth related? Prerequisites: Econ 51 and 52. Also listed as Economics 142. *P. Dillon.*

134. Infrastructures of Justice. This research seminar focuses on the question, “Do markets result in just outcomes?” Most answers to this question seem to be virtually predetermined, but focus little attention on the question, “*Under what conditions* do markets result in just or unjust outcomes?” The premise here, to be explored through the students’ original case study research projects, is that markets as deeply embedded societal structures simply perpetuate underlying social conditions, be they just or unjust. Examples include white supremacy, patriarchy, land and asset distribution derived from colonial and slave plantation systems. However, markets can also reinforce social justice whether through, for example, community-based development projects or marketable permits for industrial pollution. *N. Neiman Auerbach.*

Political Theory and Legal Studies

140. Introduction to Political Theory. This survey course examines the evolution of central political concepts in the western tradition through close readings of major texts in political theory. Students will be introduced to the political thought of authors such as Plato, Machiavelli, Locke, Rousseau, Marx, and Mill, as well as contemporary writings. Special attention will be given to changing understandings of liberty and authority, equality and rights, legitimacy, and democracy. Open to first-year students. *Staff.*

141. Politics of Race and American Popular Film. This seminar investigates the social, political, and ethical issues surrounding representations of race in American popular film. Premised upon the insight that “race” is a social rather than a biological category, it examines racial identities as products of political relationships as well as sources of powerful political claims. The seminar uses film texts to gain a sharper understanding of the role of race in American politics as well as exploring the significance of popular film in constructing and defining racialized public memory. *M. Golub.*

142. Radical Political Theory. In American public discourse, new media, and academic institutions, political discussion is almost always circumscribed by the limits of liberal ideology. The language of political liberalism is so ubiquitous that many students will be unaware of how their own moral sensibilities and political intuitions are products of liberal thought. In contrast, this course draws upon Marxist, Post-Modern, and Post-Colonial theory to explore radical perspectives on politics, economics, culture, and power. A basic familiarity with liberal political philosophy, while helpful, is not required. *M. Golub.*

143. Civil Liberties and Fundamental Rights (formerly 126). While civil liberties protect the individual from coercive power by outlining what the government must not do, civil rights protect the individual from coercive power by obligating the government to take positive action. This course examines civil liberties and civil rights in American public law and jurisprudence. *T. Kim.*

Advanced Topics

187. Special Topics in Politics and International Relations. An undergraduate course designed to cover various aspects of politics. Possible topics are drawn from political theory, public law, and jurisprudence, American politics, comparative politics, political economy, and international relations. Repeatable for credit with different topics. *Staff.*

187A. Urban Politics: Political Power in American Cities. The study of cities and urban politics is integral to understanding the nature of political power in the United States. The course will introduce theories of urban politics and power, examine urban issues and problems such as gentrification and urban sprawl, and explore the politics of race and ethnicity in American cities. *J. McDaniel.*

190. Senior Seminar. This seminar will introduce majors to a variety of research methods in preparation for writing the senior thesis. By the end of senior seminar, students will have given an oral presentation of their thesis topic and research design, chosen first and second readers, written a prospectus and a revised first chapter draft. Offered annually. *Staff.*

191. Senior Thesis. Offered annually. *Staff.*

195. European Union Student Scholars Seminar. Selected students from The Claremont Colleges can be designated as Student Scholars of the European Union Center of California. Student Scholars attend the public events of the Center, read work pertaining to the theme of the Center’s events, and meet in a seminar format with guest speakers and visiting officials sponsored by the Center. Repeatable for credit. *Staff.*

199. Independent Study. Offered annually. *Staff.*

PSYCHOLOGY

Professor Hartley

Associate Professors LeMaster, Marcus-Newhall, S. Walker, S. Wood
Assistant Professor Spezio

A major in psychology provides training in the scientific analysis of human thought and behavior, their expression and their development. The Scripps program emphasizes understanding human actions and reactions—mental or psychological processes—through experiences such as observation, participation, and experimental investigation. Students are afforded opportunities to gain experience through field placement at nearby institutions and through collaboration with ongoing faculty research projects. Such projects include studies of human development over the life span from childhood through adolescence to old age; the role of culture in psychological development; and the influence of others on one's thoughts, feelings, and/or behaviors.

An undergraduate psychology major at Scripps provides a solid foundation for advanced graduate training in clinical and research psychology. In addition, the major can be tailored to fit a variety of other career goals. These include careers in business and management, computer science, cognitive science, education, law, social work, and the health and medical fields.

Requirements for the Major

The major in psychology consists of nine upper-division courses, including a senior thesis. Upper-division psychology courses are those at Scripps above the 100 level and all those on other campuses requiring Introduction to Psychology as a prerequisite. Psychology 52 is prerequisite to all upper-division psychology courses. Students may petition the psychology faculty to fulfill this requirement by taking a suitable course elsewhere, by completion of a high school AP Psychology course and receiving a score of 4 or 5, or by special examination. Psychology majors will:

1. Demonstrate knowledge in research methods and statistics. This requirement is normally met by taking Psychology 103 and Psychology 104 and 104L at Scripps. Students may petition the psychology faculty to fulfill either requirement by taking a suitable course elsewhere or by special examination.
2. Take at least one upper-division course in each of the following two areas:
 - a. Human function in a social context including courses such as: human development, personality, abnormal, cultural, or social psychology.
 - b. Basic processes including courses such as: cognitive neuroscience, perception, learning, motivation, emotion, or physiological psychology.
3. Complete one laboratory course in psychology in addition to 104L (e.g. 123L or 168L).
4. Complete a senior thesis.
5. Take as many upper-division elective courses in psychology as are necessary to meet the nine-course requirement. Ideally, electives will constitute a sequence carefully planned with the student's adviser.

Students intending to pursue graduate studies in psychology are advised to select courses in mathematics, history and systems in psychology, and laboratory courses in psychology, biology, and physiology.

Honors Program in Psychology

The Honors Program in Psychology provides an opportunity for outstanding students to receive mentored training in scientific psychology. The program encourages breadth by requiring course work in other areas of science relevant to psychology, and it provides intensive experience in scientific research. Honors students are assisted in developing and pursuing independent research investigations. The honors program is designed to provide exceptional training for students planning graduate work in social science or professional careers involving behavioral science research such as public policy, market research, or legal research. In addition to the normal requirements for the psychology major, students in the honors program must complete one additional course concerned with biological processes (e.g., Foundations of Neuroscience, Cognitive Neuroscience) beyond 2B above, one course in mathematics (Psychology 143 recommended), and two semesters of directed research. (See any psychology faculty member for a list of specific courses meeting these requirements.) Students must also complete a two-semester, honors senior thesis. In order to receive honors at graduation, the student must maintain a 10.5 average in the required psychology and honors courses, and the spring semester senior thesis must be awarded a grade of at least A-. Students in the honors program are expected to attend lunch discussions of student research and recent developments in psychology. Normally, students are selected into the honors program at the end of their sophomore year; students may nominate themselves or be nominated by the psychology faculty.

Requirements for the Minor

A minor in psychology consists of Psychology 52 and six other upper-division courses including Psychology 103 and Psychology 104 and 104L.

Course Descriptions

52. Introduction to Psychology. A consideration of critical issues in psychology and methods of studying human behavior. Analysis of evidence and theory from a variety of approaches to psychology, including experimental and clinical approaches. Required as prerequisite for all psychology courses. Offered every semester. *Staff.*

95. Foundations of Neuroscience. *For description, see Neuroscience 95.*

102. Psychology of Women. A critical examination of current psychological approaches to the study of women's behavior and experience. The course will emphasize empirical ways of knowing and will address psychological questions of central concern to women. The nature and development of gender differences also will be explored. Students will conduct group and individual projects. Prerequisite: Psychology 52. Offered annually. *J. LeMaster.*

103. Psychological Statistics. Introduction to the logic of hypothesis testing. Emphasis will be on basic statistical terms, gaining familiarity with computational procedures of both parametric and nonparametric techniques, and utilizing available computer programs for the analysis of data in the behavioral sciences. Prerequisite: none. Permission of instructor required for cross-registration. Offered annually. *A. Hartley.*

104. Research Design in Psychology. Design and analysis of scientific research in psychology including both experimental and nonexperimental methods. The student will gain experience at generating and testing hypotheses about human behavior and preparing scientific reports of findings. Recommended in the sophomore or junior year as preparation for the senior thesis and further research participation. Prerequisites: Psychology 52, 103. Offered every semester. *A. Marcus-Newhall, S. Wood.*

104L. Research Design in Psychology Laboratory (half course). Must be taken concurrently with Psychology 104. Offered annually. *A. Marcus-Newhall, S. Wood.*

105. Personality. A comprehensive summary of the major contemporary theories of personality and their application to research, assessment, and treatment. Prerequisite: Psychology 52. Offered annually. *J. LeMaster.*

110. Child Development. A description and analysis of human development during infancy and childhood, including such topics as the development of motor behaviors, the acquisition of language, and cognitive development. Prerequisite: Psychology 52. Offered annually. *S. Walker.*

111. Adolescent Development. A description and analysis of human development during the second decade of life. Discussion topics include pubertal development, identity processes, and sexuality. Prerequisites: Psychology 52; Psychology 110 or equivalent. Offered annually. *S. Walker.*

116. Identity Development in Minority Children and Adolescent. This course will examine identity development among children and adolescents from the following populations: African Americans, Latinos, Native Americans, and Asian Americans. Readings will include the major theoretical writings on identity development in general, papers presenting models for identity development specifically in minority populations, and various empirical studies. *S. Walker.*

120. Cognitive Development. An examination of cognitive development from infancy to adolescence. Topics include conceptual development, memory, and developing theories of mind. Prerequisites: Psychology 52 and junior or senior standing. *S. Walker.*

123. Cognitive Neuroscience. Cognitive neuroscience is the multidisciplinary study of brain and behavior encompassing aspects of cognitive psychology, behavioral neurology, and clinical psychology. This course covers brain structures and systems, theories of cognition, and the implication of brain systems for healthy individuals and individuals with brain dysfunction. Prerequisite: Psychology 52. *S. Wood.*

123L. Cognitive Neuroscience Laboratory. Exercises and class-designed experiments on cognitive function and its neural substrates. Co-requisite: Psychology 123. Offered annually. *S. Wood.*

127. Neuroscience of Decision-Making. This seminar will examine decision-making behavior from a neuroscience perspective. Topics will include intuitive judgments, analytical reasoning, emotion and decision-making, heuristics and biases, neuroeconomics, and estimates of risk. The course will cover basic research as well as practical applications of decision theory. Prerequisites: Any neuroscience or cognitive psychology course. *S. Wood.*

128. Abnormal Psychology. This course will focus on the description of abnormal behavior in human beings and the various theoretically based explanations for it, both past and present. Intervention strategies relevant to the prevention or reduction of psychological suffering due to different disorders will also be explored. Prerequisite: Psychology 52. Offered annually. *J. LeMaster.*

129. Social Neuroscience. Social neuroscience investigates how the brain helps make decisions about other people. We will learn how the human brain is involved in social gaze: drawing social inferences from bodily cues; empathy, attachment, and cooperation; imitation; social reward and punishment; stereotyping and prejudice; economic and political decision-making; moral decision-making; and autism. *M. Spezio.*

143. Advanced Statistics I: Analysis of Variance and Regression. A second course in applied statistics emphasizing analysis of variance and covariance for analyzing complex experiments as well as correlational methods such as multiple regression, factor analysis, and structural equation modeling. Students will develop an intuition for the logic of each statistic and will become skilled at selecting the appropriate tests, using the computer to carry out the calculations, and interpreting the results. Recommended for students planning graduate work in the social and natural sciences or for those involved in research projects that go beyond topics covered in the first course in statistics. Prerequisite: Psychology 103 or an equivalent course. *A. Hartley.*

144. Advanced Statistics II: Structural Equation Modeling. Intensive experience in techniques for fitting complex quantitative models to behavioral and social data. Principal focus on structural equation modeling. Prerequisite: Psychology 143 or Economics 125. *A. Hartley.*

152. Cultural Psychology. An examination of the dialectical relationship between human behavior and its social, historical, and cultural contexts. Topics of discussion include language socialization, cultural construals of the self, and cognitive and moral development. Prerequisite: Psychology 52. *S. Walker.*

168. Social Psychology. An examination of major topics in social psychology including social cognition, social influence (conformity and persuasion), aggression, prejudice, attraction, and interpersonal and intergroup conflict. Some topics in applied psychology (e.g., psychology and the law) will be discussed. Prerequisite: Psychology 52. Offered annually. *A. Marcus-Newhall.*

168L. Social Psychology Laboratory (half course). Advanced methods in social psychological research involving the observation and categorization of behavior. Students will be introduced to unobtrusive measures, survey results, field research, and some applied social psychological methods. In addition, students will be introduced to a variety of advanced statistical tools for evaluating psychological research. There will be opportunities for designing and conducting studies and analyzing the data collected using advanced statistical tools. Prerequisites: Psychology 52, 103, 168 (104 and 104L may be taken concurrently). Satisfies the laboratory course requirement for the psychology major. Offered annually. *A. Marcus-Newhall.*

169. Topics in Personality and Social Psychology. Repeatable for credit with different topics. Prerequisites: Psychology 52, 168, or permission of instructor. *A. Marcus-Newhall.*

169. When Good People Do Bad Things: A Social Psychology Seminar. This course will address the fundamental question of how it is possible for “good” people to become perpetrators of evil acts such as genocide, terrorism, racism, aggression, and sexual violence. Social psychological principles will be used to explain how all of us are susceptible to becoming “bad.” *A. Marcus-Newhall.*

175. Survey of Clinical Psychology. An examination of the major topics in clinical psychology, including the history of clinical psychology, major theoretical approaches to clinical psychology, assessment, testing, observation, and interviewing. Also included are approaches to clinical intervention, ethics, and a brief overview of clinical neuropsychology, forensic psychology, and health psychology. Prerequisite: Psychology 52. *Staff.*

178. Drugs and Behavior. This course is designed to provide students with an overview of psychopharmacology. Topics will include the use of psychotropic medications to treat mental disorders, drug abuse and the development and regulation of psychoactive substances. The impact of race, class and gender on the use, prescription, proscription and regulation of drugs will be addressed. Prerequisite: Psychology 52. *J. LeMaster.*

181. Topics in Clinical Psychology. Prerequisites: Psychology 52, 128, or permission of instructor.

191. Senior Thesis. Prerequisites: Psychology 103, 104, 104L. Offered annually. *Staff.*

191H. Honors Senior Thesis. Open to students in the Psychology Honors Program and to those who have been approved by the faculty for a two-semester senior thesis. These students should enroll in Psychology 191 (Senior Thesis) for the first semester of their senior thesis. Offered annually. *Staff.*

192H. Honors Directed Research. Open to students who have been admitted to the Psychology Honors Program. May be completed twice for credit. Offered annually. *Staff.*

195. Internship in Psychology. This course will provide the student with supervised experience in psychology via placement in clinical or educational settings in the community. Enrollment by application only. Prerequisites: Psychology 52. Offered annually. *J. LeMaster.*

197C. Developmental Psychology Practicum. The study of human development has become increasingly central to a wide range of important issues affecting infants, young children and adolescents, as well as the changing structure of the American family and public policy on children and education. This combined lecture

and laboratory course will examine the role of language, culture, technology, and education in development. Students will participate in a supervised after-school setting at a field site involving children in the local community. *Staff.*

199. Independent Study in Psychology: Reading and Research. Offered annually.

Chicano Psychology

For complete course descriptions, see Chicana/o-Latina/o Studies.

84CH. Psychology of the Chicano. *R. Buriel.*

151CH. Issues in the Psychology of Multicultural Education. *R. Buriel.*

180MCH. Seminar in Cultural Psychology. *R. Buriel.*

PUBLIC POLICY ANALYSIS

The Program in Public Policy Analysis is not a separate major but a program intended to complement existing majors in the social sciences at Scripps College: economics, politics and international relations, and psychology. This interdisciplinary focus is designed to provide the student with both a theoretical foundation in the principles and procedures of public management and practical experience as an intern. Students choosing to follow this complementary program may wish to pursue careers in state and federal government, or they may continue their education in law school or graduate departments of political science and urban planning. Students interested in following this course of study should contact Pomona College faculty. See guidelines concerning off-campus majors and cross-registration. Also refer to the Politics and International Relations section of this catalog.

RELIGIOUS STUDIES

**Intercollegiate Coordinating Committee: Professors Parker, Gilbert, Ng, Spencer-Miller, Tirres
Professors Davis (CMC), Irish (Pomona), Kucheman (CMC), Roth (CMC)**

Associate Professors Gilbert (CMC), Humes (CMC), Kassam (Pomona), Ng (Pomona), Parker (Pitzer)

Assistant Professors Eisenstadt (Pomona), Espinosa (CMC), Runions (Pomona), Tirres (HMC)

Visiting Assistant Professor Shimkhada (CMC)

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, whether in academe or the ministry. 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.

The Religious Studies major consists of 10 courses, including one introductory course, four courses in a specialized field, two integrative courses, two 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.

Requirements for the Major

The major in Religious Studies encompasses both breadth and depth of study and consists of at least 10 courses to include:

1. Prerequisites

One introductory course selected from 10 through 99.

2. Core Requirements

- a. Four courses in a specialized field at intermediate and advanced levels.
The following fields of specialized study are offered to Religious Studies students. (Abbreviations used in the course listings are indicated in parentheses.)
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).
- b. RLST 180. It is recommended that 180 be completed prior to the senior year.

3. Electives

Two elective courses in Religious Studies outside the specialized field.

4. Senior Seminar and Thesis

- a. RLST 190 Senior Seminar in Religious Studies
- b. RLST 191, Senior Thesis.

Requirements for a Minor

Students minoring in religious studies take seven courses:

1. One of the introductory courses.
2. Six upper-division courses including one course each in the four areas of specialization detailed above.

Honors Program in Religious Studies

Students intending to graduate with honors need a minimum general GPA of 9.0 and a GPA of 10.5 or above in Religious Studies. There is a two-semester thesis, and a thesis grade requirement of A- (11.0) on both the oral defense and the written thesis. A student who wishes to be considered as a candidate for honors should so notify the department chair, who will assist the student in the formation of a three-person faculty honors committee.

Course Descriptions

10. Introduction to Asian Religious Traditions. Historical study of major Eastern religious traditions in India, China, and Japan. Comparative methodology used to examine significant themes in each of these religious traditions. Each semester. *D. Shimkhada.* (HRT I)

16. The Life Story of the Buddha. Studies the making of religious biography through the example of the historical Buddha Sakyamuni. Critically examines an array of textual and visual genres consisting of canonical and non-canonical Buddhist texts, visual manifestations, ritual enactments, and film representations. These multiple perspectives will reveal the significance of the life/lives of the Buddha in the daily religious life of Buddhist communities. *Z. Ng.* (HRT I)

20. The Biblical Heritage. Critical introduction to the Bible, emphasizing comparative interpretation of the literature in its historical and religious context. Biblical text supplemented by secondary readings designed to illustrate different modes of interpretation. *E. Runions.* (HRT II)

21. Introduction to Judaism: God, Torah and Israel. A critical survey of Jewish thought and culture. Through readings from classical Jewish texts, the course explores the variety of Jewish beliefs and practices, including views about God, the covenant with Israel, forms of worship, scripture and its interpretation, Jewish law, sacred festivals and rituals, ethics, the land of Israel, the Diaspora and relations between Jews and non-Jews. *G. Gilbert.* (HRT II)

22. Introduction to Western Religious Traditions. Drawing on historical and contemporary sources, this course is a study of major Western traditions, including Judaism, Christianity, and Islam. Comparative methodology used to examine significant themes and issues in each religious tradition. *Staff.*

37. History of World Christianity. This course explores the history of Christianity from Jesus to the present, with particular attention to key debates and conflicts over the origins of Christian doctrine, the canon of

Scripture, orthodoxy vs. heresy, the rise of the papacy, monasticism, scholasticism, mysticism, the Crusades, church-state debates, Catholic-Orthodox conflicts, Christian-Muslim conflicts, Christian-Jewish conflicts, the Reformation, missions and colonialism, Protestant denominationalism, Christian liberalism, fundamentalism, Pentecostalism, liberation theology, and key struggles over indigenization, autonomy and colonialism in Africa, Asia and Latin America. *G. Espinosa*. (HRT II)

40. Religious Ethics. How do various world religions accommodate moral reasoning to their fundamental understanding of the universe? What experiential factors and models of decision making are at work in prescribing personal and social conduct? In asking such questions, what do we discover about our own ethical orientation, religious or secular? *O. Eisenstadt*. (PRT)

41. Morality and Religion. Introduction to moral theory, e.g., reasoning about moral obligation and the possibility of its justification. Arguments of selected Jewish and Christian religious ethicists are emphasized. Attention to the questions of whether and how moral obligation is religious. *C. Kucheman*. (PRT)

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. *D. Smith*. (PRT)

43. Introduction to Religious Thought. A study of contemporary Judaism and Christianity in nontheistic as well as theistic interpretations. *C. Kucheman*.

60. Feminist Interpretations of the Bible. Sampling from various literary families of the Bible, this course will carry out feminist analysis of biblical texts and explore their feminist interpretations and their political motivations. Through the exploration of different feminist perspectives, methods, contexts and social locations, the course will underline how these various factors shape feminist interpretations of the Bible. (CWS, HRT II)

80. Congregations and Community. Through months of hands-on participation in and involvement with several congregations in Ontario, California, students will experience and critically examine the ways in which religious congregations function as community centers and sites of social activism. *P. Zuckerman*. (CWS)

81. Approaches to the Study of Religion. This introductory level course broaches three questions basic to the study of religion: What is the essence of religion? What is its origin? What is its social function? Various theories and traditions will be considered. *C. Tirres*. (CWS)

88. China: Gender, Cosmology, and the State. This course examines historical and ethnographic sources on Chinese society dating from the late imperial era to the present. Particular attention will be paid to kinship, gender, ritual, ethnicity, popular practice, and state discourse since the 1949 revolution. Same course as PZ ANTH 88. *E. Chao*. (HRT I, CWS)

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 issues, soulcraft, statecraft, and the construction of sacred geography. *Z. Ng*. (HRT I)

102. Hinduism and South Asian Culture. Explores the main ideas, practices and cultural facets of Hinduism and Indian culture. Emphasis on the development of the major strands of Hinduism, the caste system, yoga, and Hindu relations with Sikhs, Muslims, and the West. *D. Shimkhada*. (HRT I)

103. Religious Traditions of China. Surveys vast range of religious beliefs and practices in Chinese historical context. Examines the myriad worlds of Buddhism, Daoism, and Confucianism, and meets with ghosts, ancestors, ancient oracle bones, gods, demons, Buddhas, imperial politics, social customs, and more, all entwined in what became the traditions of China. *Z. Ng*. (HRT I)

104. Religious Traditions of Japan. Surveys the vast range of religious beliefs and practices in the Japanese historical context. Examines the myriad worlds of Buddhism, Confucianism, Shinto, and the so-called New Age Japanese religions, and meets with kami, demons, amulets, charms, mountain worship, the tea ceremony, imperial politics, the social customs, and more, all entwined in what became the traditions of Japan. *Z. Ng*. (HRT I)

106. Zen Buddhism. An examination of Zen Buddhism, not as a mystical cult, but as a mainstream intellectual and cultural movement in China, Japan, and in the modern West. *J. Parker*. (HRT I)

117. The World of Mahayana Scriptures: Art, Doctrine and Practice. Examines Mahayana Buddhist scriptures in written texts and through their visual representations and the spiritual practices (e.g., ritual, meditation, pilgrimage) they inspired. Doctrinal implications will be discussed, but emphasis will be on the material culture surrounding Mahayana scriptures. Prerequisite: RLST 10. Advanced seminar course. *Z. Ng*. (HRT I)

119. Religion in Medieval East Asia. Survey of shamanism, Buddhism, Taoism, and Neo-Confucianism of China, Japan, Korea, and Vietnam during the 10th to 15th centuries. Examines religious texts and institutions in context of socio-historical transformations and also emphasizes religious dimensions of medieval East Asian

culture, including landscape painting and poetry, theatre, and artistic and literary theory. Prerequisites: 10, 100, 103, 104 or 117. *J. Parker.* (HRT I)

120. The Life of Jesus. A survey of the issues surrounding scholarly study of the life of Jesus. Readings from the gospels and from ancient, modern, and contemporary constructions of the life of Jesus. The gospels will be studied with emphasis on their dating, sources, relationships to each other, literary structure, and theological meaning. *G. Gilbert.* (HRT II)

121. The Pauline Tradition. Examination of letters of Paul in social, cultural, and religious settings and later writings, both biblical and non-biblical, from early Christian literature claiming to represent the thought of Paul. Special attention given to women's role in Pauline communities and impact of Pauline theology on women's lives and spiritual experiences. (HRT II)

122. Biblical Interpretation. The first section of the course surveys various forms of Jewish and Christian biblical interpretation, examining reading strategies and hermeneutical theories employed by ancient and medieval Jewish and Christian writers. In the second section, students will engage in a focused study of the book of Genesis and how interpretations of this fundamental text have shaped Jewish thought and practice. *Staff.* (HRT II)

123. Christianity in Africa. Inculturation of Christianity in Africa will be examined through selected studies on the history of Christianity in Africa, including the independent church movement and the roles of women in the churches. African Christian theologies and biblical interpretations will also be studied. *Staff.* (HRT II)

124. Myth in Classical and Contemporary Religious Traditions. This course is a comparative analysis of mythological texts drawn principally from ancient Near Eastern and Mediterranean cultures. It will also examine mythological texts from other ancient cultures (Native American, African, and Islamic) and their use in contemporary religious experience. *Staff.*

127. Saints and Society. A history of the idea of Christian sanctity in late antiquity and the Middle Ages and its relationship to the institutional development of the Roman church, as well as to the evolution of the Christian society. Same course as History 105. *K. Wolf.* (HRT II)

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. *Z. Kassam.* (HRT II)

129. Jewish and Christian Origins. An examination of the religious, historical, and social factors that led to the formation of classical Judaism and Christianity. Trace the development of post-biblical texts and traditions which, through divergent interpretations, produced the distinctive characteristics of Judaism and Christianity. *Staff.* (HRT II)

130. Christian, Muslim and Jew in Medieval Spain. A history of the Iberian peninsula and the Maghrib from the third through the 15th century. The principal theme of the course—the interrelationships between Christians, Muslims, Jews, and other peoples encountered at home and abroad—will be presented within a framework of political history. *K. Wolf.*

131. Building God's House. Survey early synagogues and churches, along with related examples of Greco-Roman temples and shrines, through their architecture and artwork. The course will explore the contributions archaeological data make to the understanding of Judaism and Christianity and how each religious tradition physically and ideologically constructs sacred space. *G. Gilbert.* (HRT I)

132. Messiahs and the Millennium. Course traces the origins and development of apocalyptic thought, examines those who have espoused apocalyptic ideas and lead millennial communities, and surveys contemporary responses to the "end of time." *E. Runions.* (HRT II)

133. Native Americans and Their Environments. Investigation of traditional interrelationships of Native American ethnic groups with their environments. Effects of the physical environment on social systems, politics, art and religion. *S. Miller.*

136. Religion in Contemporary America. Examines themes and controversies in religion in American culture since the 1950s. Topics include the changing religious landscape of America; the civil rights movement; the peace movement; feminism and religion; separation of church and state; religion and politics, particularly fundamentalism and passionate conservatism; and religious terrorism. *G. Espinosa.* (HRT II, CWS)

137. Jewish-Christian Relations. Examines relations between Jews and Christians from antiquity to the present; the origins of Christian anti-Judaism; and ways in which Jews and Christians have thought about the other. We shall attempt to understand what issues divided the two communities; how theological, social, political, and racial concepts contributed to the development of anti-Semitism; how Jews have understood Christians and responded to Christian religious and social claims about Jews; and what attempts have been

made throughout history, but particularly since the Holocaust, to establish more constructive relations. *G. Gilbert.* (HRT II)

138. American Religious History. Examines the role that religion has played in the history of the United States and asks students to explore critically how peoples and communities in various places and times have drawn upon religion to give meaning to self, group, and nation. Covers a wide range of religious traditions, as well as regional, denominational, and racial-ethnic dimensions within these groups. *Staff.* (CWS)

139. Benjamin, Blanchot, Levinas, Derrida: Contemporary Continental Jewish Philosophy. These philosophers all object to the totalizing nature of the philosophy of history, which, as they see it, has dominated modern thought. We examine the way they critique or replace it with a philosophy of language-translation, dialogue, writing in which theorizing arises from the relation of same and other. *O. Eisenstadt.* (PRT, CWS)

140. The Idea of God: Modern Theologies of Belief. An exploration and assessment of 20th-century European and North American theologians. How do they describe the human condition? Are their descriptions convincing? Do their ideas of God, religion, and morality match our own? Are they asking questions we would ask, and do their responses give expression to our beliefs, religious or secular? *J. Irish.* (PRT)

141. The Experience of God: Contemporary Theologies of Transformation. An exploration and assessment of African American, Asian, ecological, feminist, liberation, and process theologies. What do these theologies have in common? How do they differ? Do they speak from our experience? What insights do they have for our pluralistic, multicultural society? *J. Irish.* (PRT)

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 theodicies and ethical concerns. *D. Smith.* (CWS, 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. *S. Davis.* (PRT)

144. Life, Death and Survival of Death. A study of philosophical and theological answers to questions about death, the meaning of life, and survival of death. *S. Davis.* (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. *G. Henry.* (PRT)

146. The Holocaust. An interdisciplinary examination of the antecedents, realities, and implications of the Nazi attempt to exterminate the Jews. Same course as CM PHIL 105. *J. Roth.* (HRT II)

147. Perspectives on the American Dream: Philosophical, Literary, Religious, and Historical. Interdisciplinary examination of American ideals, past and present, as they appear in theory and practice. Fiction and nonfiction readings by a variety of important historical and contemporary writers. *J. Roth.* (PRT)

149. Islamic Thought. Examines various facets of Islamic thought with respect to religious authority, political theory, ethics, spirituality, and modernity. Addresses these issues within the discussions prevalent in Islamic philosophy, theology, and mysticism, and, where available, their modern representatives. *Z. Kassam.* (PRT)

151. Spirit Matters: In Search of a Personal Ecology. An exploration of religious and scientific ways of knowing. How do they diverge and/or converge? How do their characteristic assumptions, metaphors, hypotheses, and practices mirror and shape our experience? How do we imagine and exercise personal agency in a world understood at once spiritually and scientifically? *J. Irish.* (PRT)

153. Religion and American Politics. Explore 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. *G. Espinosa.* (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). *E. Runions.* (CWS)

155. Religion, Ethics and Social Practice. How do our beliefs, models of moral reasoning, and communities of social interaction relate to one another? To what extent do factors such as class, culture, and ethnicity

determine our assumptions about the human condition and the development of our own human sensibilities? Discussion and a three-hour-per-week placement with poor or otherwise marginalized persons in the Pomona Valley. *J. Irish*. (PRT)

156. The Bible in Two-Thirds World. The demography of Christianity, hence Bible readers, has largely shifted to Two-Thirds World geographical spaces and populations. This course will study how the Bible is read and how it functions in Two-Thirds World cultures and struggles. It will explore the lives and interpretations of the Bible in the Two-Thirds Worlds politics and within the economy of the spirituality of resistance, reconciliation, transformation and healing. *Staff*. (CWS)

159. Researching the Holocaust: Historical and Philosophical Perspectives. Interdisciplinary, team-taught exploration of research and reflection on current issues and debates of Nazi Germany's attempt to annihilate the Jews. In a seminar-style inquiry designed for students who want to take their previous Holocaust studies to a more advanced level, attention focuses on film and Internet resources, as well as on recent books and articles. *J. Petropoulos, J. Roth*. (CWS)

160. Feminist Interpretations of the Gospels. This course will explore various feminist interpretations of canonical and non-canonical gospels. It will analyze the gospel text and feminist readers of the gospels and their methods of reading, analyzing how these interact to produce various feminist interpretations. It will also pay attention to feminist characterization and interpretations of Jesus Christ (Christology) in the gospels. (CWS, HRT II)

162. Modern Jewish Thought. Introduces Jewish philosophy in the modern period, beginning with early modern attempts to define Judaism against secular society, and its evolution into 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. Other authors, literary and philosophical, will be read for context. *O. Eisenstadt*. (CWS, PRT)

163. Women and Gender in the Jewish Tradition. Examines representation of women and gender in Jewish tradition and how women from biblical period to 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 opportunities and questions raised by developments in contemporary Judaism including liturgical revisions and ordination of women as rabbis. *G. Gilbert*. (CWS)

164. Engendering and Experience: Women in Islamic Traditions. 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. *Z. Kassam*. (CWS)

165. Sex and Religion. Sex and religion are two of the most powerful and passionate aspects of human existence. How are they related? How are they in conflict? This seminar will focus primarily on sexuality in Christianity, Judaism, and Islam. *P. Zuckerman*. (CWS)

166A. The Divine Body. Examination of the topic in philosophical and mystical texts from five different religious traditions. For juniors and seniors. Presentations and discussion. *Z. Kassam*. (CWS, PRT)

166B. Religion, Politics, and Global Violence. Examines the critical intersection of religious ideology, rhetoric, and values to justify acts of violence and calls for peace and reconciliation in the name of God. Explores case studies that include attention to conflicts in Europe-Northern Ireland and Bosnia/Serbia; the Middle East-Israel-Palestine and Iraq; Southeast Asia-Indonesia; the Indian Subcontinent-India-Pakistan; Africa-the Sudan and Rwanda. *G. Espinosa*. (CWS, PRT)

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. *J. Parker*. (CWS)

168. Culture and Power. Introduces different theories of the relation of culture to power within and between societies, as well as to such processes as cultural nationalism, cultural imperialism, and cultural appropriation. Attention given to the interaction of gender, race, class, sexual orientation, religion, nation, and other factors in the distribution and circulation of power. Prerequisite: International/Intercultural PZ 10, or GWS 26, or an introductory course in one of the ethnic studies programs. *J. Parker*. (CWS)

169. The Church of the Poor in Latin America. Since the advent of liberation theology, the church in Latin America has become a deeply fractured institution. A look at the powerful currents that have swept Catholicism and nourished social movements for justice "on earth as well as in heaven." Also listed as History 137. *C. Forster*. (CWS)

170. Warriors, Wives, and Wenches: Women in Antiquity. Who were the ancient women? This course presents a sampling of diverse women's stories, experiences, and institutions as portrayed in ancient sacred,

historical, classical, and novelistic writing. Through feminist explorations of various ancient discourses, attempts will be made to reconstruct gender relations in various relationships and roles in antiquity. *Staff*.

171. Religion and Film. This course employs social, race, gender, and post-colonial theories to analyze the role of religious symbols, rhetoric, values, and world-views in American film. After briefly examining film genre, 3-Act structure, and screenwriting, the course will explore religious sensibilities in six genres such as historical epic, action/adventure, science fiction, comedy, drama, and politics. *G. Espinosa*. (CWS)

172. Celluloid Bible: Biblical Traces in Hollywood. Examines biblical narratives, allusions, subtexts and in film for their complicity with, or resistance to, hegemonic norms with U.S. American society. Readings in critical theory will provide a theoretical framework in which to understand the interplay between the production of ideology, Hollywood, the Bible, and society. *E. Runions*. (CWS, HRT II)

173. U.S. Latino Religions and Politics. Examines the critical impact of religious symbols, language, values and world-views on Latino politics and civic activism in the United States over the past 150 years. Special attention will be paid to political struggles. Analyses of how Latino Catholic, Mainline Protestant, Evangelical and Pentecostal religious affiliation has shaped trends in Latino political party affiliation, presidential voting patterns, views on church-state debates, and attitudes on controversial social and moral issues. *G. Espinosa*. (CWS)

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. Attention given to the controversies over civil religion, church-state debates, and religious pluralism. *G. Espinosa*. (CWS)

175. Visions of the Divine Feminine in Hinduism and Buddhism. Explores the concept of the divine feminine in Hindu and Buddhist religious traditions through various artistic, cultural, social, even political aspects of the feminine which have come to play a major role in shaping Hindu and Buddhist societies. We will examine the history of the divine feminine from Vedic times to the present while examining roles such as mother, wife, lover, prostitute, and warrior along with texts in which the divine feminine is glorified. *D. Shimkhada*. (CWS)

176. Feminist New Testament Studies in Contemporary Contexts. Current contexts of globalization, violence, HIV/AIDS, human rights and multi-religiosity will be studied in conjunction with Feminist New Testament hermeneutics. Only one or two of these thematic contexts will be studied each semester. *Staff*. (CWS, HRT II)

177. Gender and Religion. 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. *E. Runions*. (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, and Judaism in postmodern philosophy. Texts read will be drawn from a wide range of genres. *O. Eisenstadt*. (CWS, HRT II)

179. Life Before Death/Life After Death: Aztec, Christian, and Islamic Views of Eschatology. Examines various conceptions of “life after death” and “life before death” in the Aztec, Christian, and Islamic traditions. Asks: 1) What are the traditional conceptions of life after death in each tradition? 2) What are some of the competing, non-traditional conceptions of life after death in each tradition? 3) In what ways do these conceptions of life after death—both traditional and revisionist—give meaning to life in the present? *C. Tirres*. (PRT)

179S. Liberation Theology. Looks at one of the most important movements of the 20th century. Drawing most immediately on German political theology and the great reforms of Vatican II, Latin American liberation theology stresses that Christianity is not exempt from political questions—it approaches faith from the perspective of the poor, and it holds that the Kingdom of God should be made present here and now. Special attention will be given to the spiritual and aesthetic dimensions of liberation. *C. Tirres*. (CWS, PRT)

181. Rationalizing Religion: Social Scientific Approaches to Religion. Explores a wide range of modern European and American efforts to explain religion by conceiving of it as a product of human society rather than the result of divine revelation. *K. Wolf*.

182. Methods of Biblical Interpretation. This course seeks to introduce students to biblical methods of interpretation. It will cover historical, literary, sociological and Two-Thirds World methods and theories of

biblical studies. The course will be ideal for students who wish to pursue a religious studies major. *Staff.* (CWS, HRT II)

183. Pragmatism. Pragmatism is a method of philosophizing that looks at beliefs and ideas in terms of their practical, social effects rather than in terms of timeless or inherent truths. Explores both classical and contemporary interpretations of pragmatism, with special emphasis on questions of religion, race and gender. *C. Tirres.* (PRT)

187. Interpreting Jesus: Global and Gendered Perspectives. This course focuses on emerging interpretations of the Jesus story as presented in canonical and non-canonical literature from countries in Africa, Asia, the Caribbean, and North and South America. These interpretations will include feminist, masculinist, Native American, Islamic, Jewish, and liberation theology perspectives.

Integrative Courses, Independent Study and the Senior Thesis

180. Interpreting Religious Worlds. 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. *D. Smith.*

190. Senior Seminar in Religious Studies. Advanced readings, discussion and seminar presentations on selected areas and topics in the study of religion. *Z. Ng.*

191. Senior Thesis. Required of all senior majors in Religious Studies.

199. Independent Study in Religious Studies.

RUSSIAN

One of the most important features of a liberal education is familiarity with the language of a culture other than one’s own. Such familiarity not only clarifies a student’s sense of her own cultural identity, but also enhances her articulateness and enlarges her view of the scope of thought and language. A major in a foreign language prepares students to enter graduate school in literary studies or in interpretation and translation, or provides basic liberal arts training for professional study in law, business, foreign service, or medicine. See guidelines concerning off-campus majors and cross-registration.

Courses Available at Pomona College

The following courses are taught at Pomona College. For courses in translation, please see the Pomona College catalog.

1. Elementary Russian. *S. Larsen.*

2. Elementary Russian. *S. Larsen.*

11. Conversation: Contemporary Russian Language and Culture. *Russian Language Resident.*

33. Intermediate Russian. *K. Klioutchkine.*

44. Advanced Russian. *L. Rudova.*

180. Readings in 19th Century Russian Literature. *K. Klioutchkine.*

181. Readings in Modern Russian Literature. *L. Rudova.*

182. Special Topics in Contemporary Russian Culture and Society. *L. Rudova.*

183. Russian Comedy in Film and Fiction. *S. Larsen.*

184. Russian Cinema from Stalin to Putin. *L. Rudova.*

191. Senior Thesis. *Staff.*

193. Comprehensive Examination. *Staff.*

199. Reading and Research in Russian. *Staff.*

SCIENCE

Professors Black, Copp, Fucaloro, Gould, Guthrie, Higdon, Milton, McFarlane, Morhardt, Naftilan, Sadava, Zanella

Associate Professors Edwalds-Gilbert, Hatcher-Skeers, Justice, Landsberg, Poon, Preest, Purvis-Roberts, Tang

Assistant Professors Armstrong, Coleman, Thomson, Wenzel, Wiley, Williams

Laboratory Lecturers Davis, Dershem, Schenk

Scripps College participates with Claremont McKenna and Pitzer Colleges in a Joint Science Program that allows students to fulfill the college requirements in science and to pursue advanced studies as majors or as supplementary studies to related fields. Because of the significant role of science and technology today, a knowledge of the methods and concepts of science is considered an essential part of a Scripps College education. The Joint Science Program curriculum, taught by a broadly trained science faculty, offers general and advanced courses and the opportunity for individual research projects. The Joint Science program is housed in the W.M. Keck Science Center adjacent to the Scripps campus. Students are encouraged to take advantage of the Joint Science Program's in-service training opportunities, such as laboratory, research and teaching assistantships.

The Joint Science Program offers courses of study for the student interested in enlarging her understanding of natural phenomena and courses for students desiring a major in biology, chemistry, physics, or some combination of these areas. An interdisciplinary major in biology/chemistry is available to those students whose interests overlap both fields. Contact Prof. Sadava or Prof. Zanella for specific details of the program. A major in neuroscience is available for Scripps students who wish to pursue a multidisciplinary study of the biological bases of behavior. Interested students should contact Prof. Copp. Premedical and environmental emphases made possible by the above majors are two particular strengths of the Joint Science Program. Additional courses in science are offered at Harvey Mudd College and at Pomona College.

Requirements for majors in biology, chemistry, or physics include the successful completion of a certain minimal number of courses and of an individual research project that culminates in the writing of the senior research thesis.

A combined degree program in engineering with a number of engineering institutions, including USC, Washington University in St. Louis, Columbia, Rensselaer, and Boston University, is also available. Course sequences are arranged in consultation with Mr. Higdon and other members of the Joint Science Department.

The Science and Management Program is designed for students who wish to enter business organizations with a scientific-technical emphasis. Interested students should consult with Prof. Zanella.

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 spectograph.

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 or in the burgeoning genetic engineering industry. And, of course, the areas of academic and industrial research are open to those who pursue a Ph.D. in the discipline.

Requirements for the Major in Biology

The major in biology requires a minimum of 16 courses distributed according to the outline presented below. 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. Joint Science faculty should be consulted for advice at the earliest possible opportunity. Suggested programs are available. Requirements for the biology major include:

1. Biology 43L–44L, Introductory Biology, or both semesters of the AISS course.

2. Chemistry 14L–15L, Basic Principles of Chemistry, or Chemistry 29, Accelerated General Chemistry, or both semesters of the AISS course.
3. Chemistry 116L–117L, Organic Chemistry.
4. Calculus I (Math 30) (should be taken before Physics).
5. Physics 30L–31L (or 33L–34L) General Physics (or Principles of Physics), or both semesters of the AISS course.
6. Six advanced courses in biology, i.e. numbered 100 and above, including at least three laboratory courses. Biology 188L may not be counted as one of the six biology electives. These courses should be selected in consultation with a Joint Science faculty member and may be chosen so as to obtain depth in one area of biology (e.g. cellular/molecular, organismal, or population-level) or breadth across all areas.
7. Biology 190L, Senior Experimental Thesis in Biology. Students completing a two-semester thesis normally take Biology 188L, Senior Research in Biology, during the first semester of their project. 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.

Requirements for the Minor in Biology

One year general biology (usually Biology 43L, 44L), or both semesters of the AISS course; one year general chemistry (usually 14L, 15L) or Chemistry 29L, or both semesters of the AISS course; four advanced courses in biology chosen in consultation with a member of the biology faculty to provide a coherent overall program. Must include at least two courses with laboratory.

Requirements for the Major in Organismal Biology

1. Biology 43L-44L. Introductory Biology, or both semesters of the AISS course.
2. Chemistry 14L-15L, Basic Principles of Chemistry or Chemistry 29L, Accelerated General Chemistry with lab, or both semesters of the AISS course.
3. Math 30. Calculus I (taken before Physics).
4. Physics 30L-31L. General Physics, or both semesters of the AISS course.
5. Biology 120. Research Tools in Organismal Biology.
6. Six upper-division biology courses, including three 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)
 Animal 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, Diseases and Aging (158)
Biochemistry (177)

Group 3

Evolution (145)
Ecology (146L)
Animal Behavior (154)
Marine Ecology (169L)
Tropical Ecology (176)
Special Topics in Biology (187)

7. Biostatistics (175) (or equivalent).

8. Senior Thesis. One- or two-semester.

Off-Campus Study courses may substitute for courses in Groups 1, 2, and 3; approved summer research experience may substitute for Off-Campus Study by prior arrangement.

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.

Requirements for the Major in Chemistry

The major in chemistry requires a minimum of 13-15 courses:

1. Chemistry 14L-15L, Basic Principles of Chemistry, or Chemistry 29L, Accelerated General Chemistry, or both semesters of the AISS course.
2. Chemistry 116L-117L, Organic Chemistry.
3. Chemistry 121-122, Principles of Physical Chemistry.
4. Physics 33-34, Principles of Physics, or both semesters of the AISS course.
5. Chemistry 126L-127L, Advanced Laboratory in Chemistry.
6. Chemistry 128, Inorganic Chemistry.
7. Chemistry 177, Biochemistry.
8. Electives: one advanced elective (or two half courses) in chemistry, biochemistry, molecular biology, or interdisciplinary electives involving chemical concepts or techniques, chosen in consultation with the chemistry faculty.
9. 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 for 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 the Minor in Chemistry

A minor in chemistry consists of Introductory Chemistry 14L and 15L (or Chemistry 29L), or both semesters of the AISS course, and four upper-division courses (Chemistry 116L or higher). The four courses should be chosen in consultation with a member of the chemistry faculty to provide a coherent overall program.

Biology-Chemistry

This is a combined major at the interface of biology and chemistry that 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.

Requirements for the Major in Biology-Chemistry

1. Biology 43L and 44L, or both semesters of the AISS course, 157L, 170L, and 177L;
2. Chemistry 14L, 15L (or 29L), or both semesters of the AISS course, 116L, 117L, 121L, 122L, 126L, and 127L;
3. Physics 30L, 31L (or 33L, 34L), or both semesters of the AISS course;
4. Mathematics 30L, 31L, and
5. Senior Thesis 190L or 191 or both 188L and 190L.

Engineering

Engineering is a 3-2 program in which the student spends three years at Scripps and two years at the engineering school to which she transfers, completing a bachelor's degree at Scripps and a second one at the engineering school. Both degrees are awarded at the end of five years upon completion of all requirements. An engineering major planning a 3-2 program must petition for participation in the program to the Committee on Academic Review during the fall semester of her junior year. Please refer to Combined Degree Programs section of this catalog.

Requirements for the Major in Engineering

While she attends Scripps, the student satisfies all requirements for the Scripps degree including the first portion of her engineering major:

1. Mathematics 30, 31, 32 and Differential Equations (SC Math 102, CMC Math 111, HMC Math 82, or PO Math 102);
2. Physics 33L, 34L, or both semesters of the AISS course, and 35;
3. Chemistry 14L;
4. One advanced physics course (normally 101, 106 or 107); and
5. Computer Science 50 or Physics 108.

Environmental Science

Environmental Science entails the study of the natural environment and can lead to career opportunities with governmental agencies, environmental monitoring and consulting organizations, and wildlife conservation groups. Students should consult with advisers concerning their specific educational and professional goals.

Requirements for the Major in Environmental Science

The Environmental Science major requires 12 courses. These 12 courses should be considered a minimum program. Students wishing to continue their education in biology-related graduate programs or to enter the job market should consult the faculty for advice at the earliest possible opportunity.

1. One year introductory biology (Biology 43L, 44L), or both semesters of the AISS course.
2. One year introductory chemistry (Chemistry 14L and 15L, or Chemistry 29L), or both semesters of the AISS course.
3. Statistics (biostatistics preferred).
4. Five advanced courses in biology. These must include: ecology (normally Biology 146L), natural resource management, a course in field biology, and two additional electives in biology, chosen in consultation with the faculty adviser (one of the two electives may be substituted by organic chemistry).
5. Geology 50 or Geology 130 (available at Pomona College).
6. A one or two semester science thesis.

A semester abroad or a summer program in field ecology is strongly recommended.

Requirements for the Minor in Environmental Science

1. One year of introductory biology (Biology 43L, 44L), or both semesters of the AISS course.
2. One semester of chemistry (Chemistry 14L or Environmental Chemistry).
3. Four advanced courses in biology, including ecology (normally Biology 146L), natural resource management, and a field ecology course.

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.

Requirements for the Major in Molecular Biology

1. Biology 43L, 143, 157L, 170L, 173L and 177;
2. Chemistry 14L and 15L or 29L, or both semesters of the AISS course, and 116L and 117L, and 121L;
3. Physics 33L and 34L (recommended) or 30L/31L, or both semesters of the AISS course;
4. Math 31, Calculus II;
5. One additional lab course selected from Biology 151L, 132L 131L 146L or 169L (or an approved selection from Pomona or Harvey Mudd);
6. Biology 188L-190L, two-semester thesis with lab

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.

Requirements for the Major in Organismal Biology

1. Biology 43L, 44L, or both semesters of the AISS course, 120, and 175;
2. Chemistry 14L, 15L or 29L, or both semesters of the AISS course;

3. Physics 30L and 31L, or both semesters of the AISS course;
4. Math 30, Calculus I;
5. 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:

Biology 131L, 132L, 141L, 149, 166

Group 2:

Biology 143, 151L, 157L, 158, 170L, 171, 177

Group 3:

Biology 145, 146L, 154, 169L, 176, 187

6. One- or two-semester thesis (Biology 190L or 191; or Biology 188L and 190L).

Off-Campus Study courses at an advanced level may substitute for courses in Groups 1, 2, and 3; approved summer research experience may substitute for Off-Campus Study by prior arrangement. NOTE: Study Abroad is strongly recommended but not required.

Physics

The physics major places a strong emphasis on computational and numerical techniques while still retaining the core material common to all physics majors. Many problems which are not readily solvable using traditional 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.

Requirements for the Major in Physics

1. Physics 33L, 34L, or both semesters of the AISS course, 35, 100, 102, 114, 115,
2. One computer science course chosen in consultation with the faculty adviser.
3. Senior Thesis 190L or 191 or 188L and 190L;
4. Chemistry 14L is recommended.

Requirements for the Minor in Physics

One year general physics (usually Physics 33L, 34L), or both semesters of the AISS course; one year math (usually 32L, 111L); four advanced courses in physics chosen in consultation with a member of the physics faculty to provide a coherent overall program.

Science and Management

The science and management major is designed to train students in science and to provide a grounding in managerial skills and the liberal arts, in addition to Scripps' core requirements.

Requirements for the Major in Science and Management

Math 30; Computer Science 50; Economics 51 and 52, 86, 101, 102, 151 (CMC); Chemistry 14L and 15L, or Chemistry 29L, or both semesters of the AISS course; Physics 33L, 34L (for physics or chemistry tracks, or 30L, 31L for other tracks), or both semesters of the AISS course; Psychology 37 (CMC); Internship or Clinic; senior thesis 190L or 191 or 188L and 190L, and seven additional courses in one of four tracks: chemistry,

physics, biotechnology, environmental. Some courses (e.g., Math 30) may also fulfill general requirements. For more details about this major, contact the Joint Science Department.

Honors Program in Science (ALL TRACKS)

To be eligible for departmental honors in one of the science majors, students must do the following:

1. Achieve a minimum GPA of 10.5 in courses in the major.
2. Write a two-semester thesis considered of honors quality by the department. The department will base its decision on such issues as: original contribution by the student, written presentation, data interpretation, effort, and initiative.
3. Attain an average GPA of 10.5 or better in Science 188L and 190L, including a grade of 11.0 on the written thesis, and satisfactory participation in the two semesters of Senior Honors Seminar (Science 188L, 190L). This includes attendance, the poster, and oral presentations.

Course Descriptions

Note: Courses specifically designed to meet the Scripps Science requirement for nonscience majors are numbered in the 50s, 60s, and 70s.

Accelerated Integrated Science Sequence (Biology, Chemistry and Physics)

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 biology, chemistry, and physics. 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 (Biology 43L-44L, Chemistry 14L-15L, Physics 33L-34L). 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. Laboratory fee: \$50 per course. *G. Edwalds-Gilbert/A. Landsberg/K. Purvis-Roberts.*

Astronomy

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. Includes a laboratory component with telescopic observational exercises and computer simulations of various astronomical situations. No prerequisite. Offered in 2007-2008. *P. Choi, B. Penprase.*

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.

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. *B. Penprase.*

62. Introduction to Astrophysics. (Offered jointly with HMC and Joint Sciences.) 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. Prerequisite: Physics 51 a,b or equivalent. *A. Esin.*

66. Elementary Astronomy. A survey of modern astronomy, emphasizing the interrelationships among

phenomena. The subject matter includes the solar system, stars and stellar systems, galaxies and cosmology. Enrollment limited to 45. Laboratory fee: \$30. Offered in 2007-2008. *T. Dershem, S. Naftilan.*

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. Prerequisites: Astronomy 1 or 62, and Physics 51a,b or equivalent. Offered in 2007-2008. *P. Choi.*

120. Star Formation and the Interstellar Medium. (Offered jointly with HMC and Joint Sciences.) 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 101, Astronomy 1 or 62, and Mathematics 60. *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 1po, 62po, or 66, Mathematics 111, and Physics 101po (or equivalent). Offered jointly with HMC and Pomona College. *Staff.*

123. High-Energy Astrophysics. (Offered jointly with HMC and Joint Sciences.) 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. Half-course. Prerequisites: Physics 101, Astronomy 1 or 62, and Mathematics 60. *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, systems. One-half course credit. Prerequisites: Astronomy 1po, 62po, or 66, Mathematics 90, and Physics 101po (or equivalent). Offered jointly with HMC and Pomona College. *Staff.*

Biology

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 towards the biology major. Permission of instructor required. Enrollment limited. Laboratory fee: \$50. Offered in 2007-2008. *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. Offered every semester. *J. Armstrong, R. Justice, D. Sadava, Z. Tang.*

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. Offered annually. *D. Guthrie, M. Preest, 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 to 45. Laboratory fee: \$30. *G. Edwalds-Gilbert.*

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-led 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. Enrollment limited to 45. Laboratory fee: \$30. Offered in 2007-2008. *M. Preest.*

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 to 45. Laboratory fee \$30. *D. Guthrie.*

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 at any other time in human history. This course will explore the unique habitats of 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 look at human interaction with these habitats: fisheries management, pollution, aquaculture, and whaling policies will be among the topics covered. Enrollment limited to 45. Laboratory fee: \$30. Offered in 2007-2008. *Staff.*

67L. Conservation Ecology and Management. Basic ecological principles are considered in order to understand how the ecosystem is structured to accomplish its life-supporting functions. Such background allows discussion of how living, natural resources (e.g., agriculture, grasslands, forests, lakes) can be impacted and manipulated or restored (management) on a sustained yield basis (conservation). Several field trips allow observation of ecosystem problems and practices. Enrollment limited to 45. Laboratory fee: \$30. *Staff.*

68L. Discovery, Innovation, and Risk: Structures. An exploration of the relationships between structure and function in nature. Topics address general principles of biology, chemistry, and physics and include vaccines, airplanes, molecules, and bridges. Technological consequences of understanding structure/function interactions are emphasized. A design project is included. Enrollment limited to 50. Laboratory fee: \$30. *N. Copp, A. Zanella.*

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 limited to 45. Laboratory fee: \$30. Offered in 2007-2008. *N. Copp, A. Zanella.*

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. Offered in 2007-2008. *D. Sadava.*

75L. Environment of Southern California. An introduction to the physical and biological aspects of this area's environment, their interrelationships, and human impact. Topics include geology, earthquakes, weather and climate, biological communities of the deserts, mountains, and coast, and land management issues. Mandatory weekend field trip. Enrollment limited to 45. Laboratory fee: \$30. *D. McFarlane.*

80L. Behavioral Neurobiology: How Nervous Systems Produce Behavior. 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. Laboratory fee: \$30. *M. Coleman.*

95. Foundations of Neuroscience. *For description, see Neuroscience major. T. Borwoski, M. Coleman, N. Copp, B. Keeley, J. Milton, D. Scott-Kakures, S. Wood.*

120. Research Tools in Organismal Biology. This half 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 43 and 44, or both semesters of the AISS course. Offered in 2007-2008. *D. McFarlane.*

131L. Vertebrate Physiology. Lectures and laboratory exercises focus on mechanisms of physiological regulation with a major emphasis on humans. Topics to be covered include circulation, respiration, regulation of extracellular water and electrolytes, the senses, and neural and hormonal communication. Enrollment limited to 36. Prerequisites: Biology 43L, 44L; Chemistry 14L, 15L or Chemistry 29L, or both semesters of the AISS course. Laboratory fee: \$50. Offered in 2007-2008. *T. Panhuis.*

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; Chemistry 14L and 15L; or Chemistry 29L, or both semesters of the AISS course. Laboratory fee: \$50. Offered in 2007-2008. *M. Preest.*

133L. Dynamical Diseases: Introduction to Mathematical Physiology. This course concerns the mathematical analysis of biological oscillators, excitable media, and feedback control. Predictions from models will be compared to observations. Information developed in the course will be used to design dynamic therapeutic strategies. Computer skills sufficient to explore dynamical systems will be developed in the laboratory. Prerequisites: calculus and linear algebra or permission of the instructor. Students will need a laptop computer with Internet access. Students who do not have a laptop computer should see the instructor for other options. Offered in 2007-2008. *J. Milton.*

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. Offered in 2007–2008. *E. Morhardt.*

138L. Quantitative Conservation Biology. 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. *D. Thomson.*

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 to 36. Laboratory fee: \$50. Offered in 2007-2008. *D. Guthrie.*

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. Offered every semester. *J. Armstrong, E. Kwok.*

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 and 44L, or both semesters of the AISS course, or permission of instructor. Enrollment limited to 24. Offered in 2007-2008. *D. McFarlane.*

146L. Ecology. An exploration of the factors and interrelationships 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, or both semesters of the AISS course. Enrollment limited to 18. Laboratory fee: \$50. Offered in 2007-2008. *D. McFarlane.*

149. Neurobiology. 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, 15L or Chemistry 29L, or both semesters of the AISS course. Enrollment limited to 24. Offered in 2007-2008. *M. Coleman.*

150La,b. Functional Human Anatomy and Biomechanics (a: Limbs and Movement; b: Back and Core Stabilization). **150a. Limbs and Movement.** Developmental and evolutionary principles of limb design and function; mechanical properties of bone, soft tissues, muscle, nerve; interrelationships 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 43 or 44, or equivalent); a course in classical mechanics (Physics 30 or 33, or equivalent), or both semesters of the AISS course, and permission of instructor. Enrollment limited to 15. Laboratory fee: \$100. *J. Milton, Joint Science; E. Rega, Western University.*

150b. 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 43 or 44, or equivalent); a course in classical mechanics (Physics 30 or 33, or equivalent), or both semesters of the AISS course, and permission of instructor. Enrollment limited to 15. Laboratory fee: \$100. Offered in 2007-2008. *J. Milton, Joint Science; E. Rega, Western University.*

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 in embryos at the organismal, cellular, and molecular levels, as well as the scientific basis of animal cloning and stem cell research. Prerequisites: Biology 43L and 44L, 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. Offered every year. *R. Justice.*

154. Animal Behavior. Lectures, discussion, and videos covering the biological approach to behavior. Topics covered include the physiological, neurological, genetic, evolutionary, and ecological approaches to behavior,

with an emphasis on behavioral ecology. Prerequisite: 43L, 44L, or both semesters of the AISS course, or permission of instructor. Enrollment limited to 50. Offered in 2007-2008. *D. Thomson.*

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. Offered every semester. *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. Prerequisites: Biology 43L, 44L and Chemistry 14L, 15L or 29L, or both semesters of the AISS course. Enrollment limited to 18. Offered in 2007-2008. *Z. Tang.*

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 impact of human activities on these resources. Appropriate for biology or environmental studies majors with upper-division standing. Prerequisites: Biology 43L, 44L, or both semesters of the AISS course. Enrollment limited to 24. Offered in 2007-2008. *E. Morhardt.*

160. Immunology. A course dealing with topics of current research in immunology, such as antigen-antibody interactions, antibody synthesis, hypersensitivity, and auto immunity. Students will prepare papers and participate in discussions based on the current literature. Outside speakers may supplement the material. Prerequisites: Biology 43L, 44L; Chemistry 14L, 15L or Chemistry 29L; or both semesters of the AISS course; some advanced work in biology. Enrollment limited to 36. *G. Edwalds-Gilbert.*

161L. Cellular and Molecular Neurobiology. 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, 44L; Chemistry 14L, 15L, or Chemistry 29L; or both semesters of the AISS course. Enrollment limited to 18. Offered in 2007-2008. *M. Coleman.*

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 equivalent, or both semesters of the AISS course. Enrollment limited to 18. Offered in 2007-2008. *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. *M. Preest.*

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 43L, 44L. Enrollment limited to 18. Laboratory fee: \$50. Offered in 2007-2008. *Staff.*

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 43L, Chemistry 14L and 15L (or 29L), or both semesters of the AISS course, and Chemistry 116L. Biology 143 is strongly suggested. Laboratory fee: \$50. Enrollment limited to 18. Offered every semester. *E. Wiley.*

171. Biology of Cancer. Examination of cellular and molecular phenomena, using cancer cells as the focus. Topics include patterns of cancer in populations, 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, and Chemistry 15L, or both semesters of the AISS course. Offered in 2007-2008. *D. Sadava*.

173L. Molecular Biology Seminar/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 Chemistry 29L), or both semesters of the AISS course. Priority will be given to Molecular Biology majors. Laboratory fee: \$30. Offered in 2007-2008. *E. Wiley*.

175. Applied Biostatistics. A hands-on introduction to choosing, applying, and interpreting the results of statistical methods for life scientists. This course will include traditional parametric statistics, such as t-tests, analysis for variance, correlation and regression analysis, together with powerful non-parametric randomization tests. Data presentation and experimental design will be addressed, together with miscellanea of less-common statistical techniques that find use outside of the laboratory setting. The course includes both lectures and a weekly tutorial section in which students analyze data sets and learn to use statistical software. Offered in 2007-2008. *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 to 24. Offered in 2007-2008. *D. McFarlane*.

177. Biochemistry. See course description in Chemistry section.

178. Biophysics. See course description in Physics section.

179. Introduction to Modeling for the Biological Sciences. This course will provide a broad, hands-on introduction to mathematical and computer modeling for the biological sciences. Students will learn how to create computer models in order to analyze the behavior of a variety of biological systems. Topics will include population biology, genetics, ecological systems, biological disposition of drugs and toxins, cell physiology, and the spread of diseases and epidemics. No prior experience with computer programming is assumed. Prerequisites: one semester of calculus, one semester of introductory biology. This course may be taken for upper-division credit towards the biology or physics major. Enrollment limited to 15.

187. Special Topics in Biology. Through critical analysis of classic and current research papers, students will learn hypothesis generation, experimental design, and data analysis. Topics will vary from year to year, depending on instructor.

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. *Staff*.

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. *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, Chemistry 15L, or Chemistry 29L, or both semesters of the AISS course, or permission of instructor. Enrollment limited to 24. Offered in 2007-2008. *J. Smith*.

188L. Senior Research in Biology. Seniors may apply to do laboratory or field investigation with a faculty member. The topic should be chosen by the end of the junior year. In this course, library and lab materials are developed, research begun, and seminar discussions held with faculty and students in the field of concentration. (This is the first course for students doing a two-semester senior project.) Laboratory fee: \$50. *Staff*.

190L. Senior Experimental Thesis in Biology. 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. *Staff*.

191. Senior Library Thesis in Biology. 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 field work component. Students doing a one-semester library thesis register for this course during the semester in which the thesis is written and due. *Staff*.

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. Offered annually. *Staff*.

The faculty and the areas in which they are particularly willing to direct independent study are as follows:

J. Armstrong: Genetics, cell and molecular biology; chromatin dynamics and gene regulation in the fruit fly.

K. Black: Organic chemistry; reaction mechanisms studied by computational techniques.

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.

A. Fucaloro: Physical chemistry, especially emission and absorption; molecular spectroscopy; electron impact.

S. Gould: Scanning probe microscopy; physics of sports.

D. Guthrie: Evolutionary studies; field ecology; ornithology; zooarcheology.

M. Hatcher-Skeers: Applications of nuclear resonance spectroscopy in determining the structure of DNA and other biological macromolecules.

J. Higdon: Astrophysics; fluid dynamics; biophysics.

A. Hurshman: Enzyme reaction mechanisms, characterization of novel bacterial proteins, biological reduction-oxidation reactions.

R. Justice: Developmental molecular, and cell biology; molecular genetics of fruit flies; tumor suppressor genes.

A. Landsberg: Non-linear systems: pattern formation, bifurcation theory, chaos, Josephson Junctions.

D. McFarlane: Evolutionary ecology; biogeography; late Quaternary paleoecology and extinctions.

E. Morhardt: Vertebrate ecology and physiology; environmental management.

S. Naftilan: Binary stars; stellar atmospheres; cool stars.

T. Poon: Synthesis and characterization of natural products.

M. Preest: Physiology and ecology of animal energetics; thermal biology of terrestrial ectotherms; osmoregulatory physiology; herpetology; muscle physiology.

K. Purvis-Roberts: Chemistry of urban air pollution, primarily aerosol; public policy aspects of air pollution.

D. Sadava: Cell biology; cancer mechanisms.

D. Thomson: Conservation biology, population modeling, ecology of biological invasions, plant ecology and plant/pollinator interactions.

A. Wenzel: Catalysis, asymmetric synthetic methodology.

B.S. Williams: Fundamental late-metal organometallic chemistry, mechanisms of basic organometallic reactions.

Z. Tang: Cell and molecular biology, biochemistry; cell cycle control in yeast.

E. Wiley: Molecular biology; genetics; chromatin structure in the ciliate *Tetrahymena*.

A. Zanella: Metal-ion promoted reactions; electron-transfer; heavy metal pollutants; and environmental chemistry.

Chemistry

AISS 1A, 1B, 2A, 2B. 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 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. (14 is a prerequisite to 15.) Laboratory fee: \$50 per semester. Offered annually. *K. Black, M. Hatcher-Skeers, A. Hurshman, G. Leskowitz, K. Purvis-Roberts, A. Fucaloro, A. Zanella, Staff.*

29L. Accelerated General Chemistry with Lab. A one-semester accelerated general chemistry course as an alternative to the year-long Chemistry 14L and 15L 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 fall semester pre-registration to be eligible. Laboratory Fee \$50. Offered annually. *B.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 to 36. Laboratory fee: \$50. Offered in 2007-2008. *T. Poon.*

68. Discovery, Innovation, and Risk: Structures. *For description, see Biology 68L. N. Copp, A. Zanella.*

69. Discovery, Innovation, and Risk: Energy. *For description, see Biology 69L. N. Copp, A. Zanella.*

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 to 45. Laboratory fee: \$30. *K. Purvis-Roberts.*

81L. Molecular Gastronomy: The Chemistry of Food and Cooking. This course will explore the chemical and physical changes in food and cooking. The biology and cultural history of food will also be examined. Topics in the lecture and lab include: the physiology of taste, antioxidants, phases of matter, enology, genetically modified food, preservatives, PCR and chocolate. Laboratory fee: \$30.00. *J. Goto.*

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 equivalent; or both semesters of the AISS course. Chemistry 116 is the prerequisite for 117. Enrollment limited to 50. Laboratory fee: \$50 per semester. Offered annually. *K. Black, T. Poon, A. Wenzel, B.S. Williams.*

121, 122. Principles of Physical Chemistry. A course designed to investigate physico-chemical 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 Math 31. 121 is the prerequisite to 122. Enrollment limited to 20. Offered annually. *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 on stereoelectronic effects in organic reaction mechanisms. Prerequisites: Chemistry 117, or permission of instructor. Offered in 2007-2008. *A. Wenzel.*

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, 117L, Physics 34 (or 31), or both semesters of the AISS course, and Math 31. 126L is prerequisite for 127L except with permission of instructor. Science 121, 122 recommended as co-requisite. Enrollment limited to 18. Laboratory fee: \$50. Offered annually. *K. Black, M. Hatcher-Skeers, A. Hurshman, A. Wenzel, A. Zanella.*

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 121L (or concurrent). Enrollment limited to 20. *B.S. Williams.*

130L. Inorganic Synthesis (half course; meets for entire semester). This laboratory course will include a variety of synthetic techniques for 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 121L (or concurrent). Enrollment limited to 12. Lab fee: \$50. *B.S. Williams, A. Zanella.*

134. Introduction to Molecular Modeling (half course; meets for entire semester). 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, MacroModel, and Gaussian software. Prerequisites: Chemistry 117L, 121. Enrollment limited to 12. *K. Black.*

136. Modern Molecular Photochemistry (half course). 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. Enrollment limited to 20. *T. Poon.*

139. Environmental Chemistry (half course). The 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. Prerequisite: Chemistry 116L or concurrent. Enrollment limited to 20. *K. Purvis-Roberts.*

172. NMR Spectroscopy (half course; meets for entire semester). Examines fundamental concepts in nuclear magnetic resonance spectroscopy including the physical basis of magnetic resonance and one- and two-dimensional techniques for the elucidation of structure and dynamics. The course includes hands-on experience with data collection and analysis. Lecture. Prerequisites: completion of or concurrent enrollment in Chemistry 117L and Chemistry 122L. Offered in 2007-2008. *M. Hatcher-Skeers.*

175. Introduction to Medicinal Chemistry (half course). This course will emphasize the chemistry and biochemistry vital to drug design and drug action. Clinically important compounds will be used as examples throughout the course, with special emphasis on neurochemical aspects. Structural activity and rational drug design concepts will also be discussed. Prerequisite: Chemistry 117L. *Staff.*

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 to 24. Offered annually. *M. Hatcher-Skeers, A. Hurshman, Z. Tang.*

188L. Senior Research in Chemistry. For description, see Biology 188L.

190L. Senior Experimental Thesis in Chemistry. For description, see Biology 190L.

191. Senior Library Thesis in Chemistry. For description, see Biology 191.

199. Independent Study in Chemistry. For description, see Biology 199. Offered annually.

Physics

AISS 1A, 1B, 2A, 2B. 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. Prerequisite: previous calculus experience or Math 30 taken concurrently, or permission of the instructor. (Physics 30L is a prerequisite for 31L.) Laboratory fee: \$50 per semester. Offered annually and during summer session. *S. Benzahra, S. Gould, S. Jensen.*

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. (33L is a prerequisite to 34L.) Laboratory fee: \$50 per semester. Offered annually and during summer session. *S. Gould, J. Higdon.*

35. Modern Physics. An introductory modern physics course designed as a continuation of Physics 33, 34. Topics include thermodynamics, relativity, atomic physics, elementary quantum mechanics, chemical bonding, solid state physics, band theory, and appropriate applications. Prerequisites: Physics 34L, or both semesters of the AISS course, and Math 32. Mathematics may be taken concurrently. Offered in 2007-2008. *S. Benzahra.*

74. Distinguishing Sense from Nonsense: Innumeracy and Pseudoscience in Society. This course will provide students with a critical framework for identifying both the proper uses and the abuses of the "scientific method" and statistical analyses. The distinction between science and pseudoscience, common statistical paradoxes, and the fallibility of human thought processes will be discussed, along with some of their related social and legal ramifications. Applications will include such topics as astrology, the nature of coincidence, medical testing issues, psychic phenomena, near-death experiences, statistical issues relating to race and gender, etc. Enrollment limited to 45. *A. Landsberg.*

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. Underlying scientific principles as well associated public policy issues will be described. The course is co-taught by faculty from various scientific disciplines. Enrollment limited to 24. Laboratory fee: \$30. *D.*

Thomson, S. Gould.

79L. Energy and the Environment. (See ENGR79LHM) 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. Offered in 2007-2008. *S. Tanenbaum.*

100. Computational Physics and 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; and Mathematics 30, 31. Enrollment limited to 12. Offered in 2007-2008. *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 nonlinear approximation techniques will be used. Prerequisites: Physics 33L, 34L, or both semesters of the AISS course, and Differential Equations. Enrollment limited to 20. Offered in 2007-2008. *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 33L, 34L, or both semesters of the AISS course, Physics 100 or equivalent, Math 32 or permission of instructor. Offered in 2006-2007. *S. Jensen.*

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. Offered in 2007-2008. *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, Physics 34L, or both semesters of the AISS course. Enrollment limited to 20. *S. Naftilan.*

107. Materials Science. An introductory examination of materials and their properties. Topics covered include atomic packaging and crystal structure, elastic and plastic deformation of metals, strengths of materials; ceramics, polymers, electric properties of semiconductors, piezoelectricity, paramagnetism, and ferromagnetism. Prerequisites: Physics 33L, 34L, or both semesters of the AISS course. Enrollment limited to 20. *S. Gould.*

108. Programming for Science and Engineering. A comprehensive introduction to programming using Matlab, the primary language of 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 to 24. Offered in 2007-2008. *J. Higdon.*

114. Quantum Mechanics: A Numerical Methods Approach. Introductory upper-level quantum mechanics using analytical, but emphasizing numerical methods to solve problems. Both Shrodinger'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.

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 33L, 34L, or both semesters of the AISS course; 100 or equivalent; Mathematics 111. Enrollment limited to 20. *S. Naftilan.*

178. Biophysics. A study of the action of various living systems such as the eye, ear, muscle, nerve, etc., from

the point of view of mechanics, thermodynamics, and electrical theory. Prerequisites: Biology 43L, 44L; Chemistry 14L; Physics 30L, 31L; or both semesters of the AISS course; or permission of instructor. Math 30 recommended. Enrollment limited to 24. *J. Higdon.*

179. Introduction to Modeling for the Biological Sciences. *For description, see Biology 179.*

188L. Senior Research in Physics. *For description, see Biology 188L.*

190L. Senior Experimental Thesis in Physics. *For description, see Biology 190L.*

191. Senior Library Thesis in Physics. *For description, see Biology 191.*

199. Independent Study in Physics. *For description, see Biology 199.*

SCIENCE, TECHNOLOGY, AND SOCIETY

Associate Professor Aisenberg, Adviser

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 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 fields 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.

Requirements for the Major

1. Core Requirements

Four courses in three general areas:

- a. **History of Science and Technology** (two courses), from STS 80, 81, 82.
- b. **Philosophy of Science** (one course), normally met by Pitzer Philosophy 103.
- c. **Political, Cultural, and Social Perspectives on Science and Technology** (one course), normally met by choosing from: STS1 (Introduction to STS); Pitzer Sociology 25 (Technology and People); HMC Anthropology 111 (Introduction to Anthropology of Science and Technology); Pomona Politics 139 (Politics of Community Design).

2. Corequisite Courses in Science

Majors must complete, as a corequisite element of the program, five courses in the sciences, of which at least one must be a mathematics course at the level of first-semester calculus or higher (or an appropriate course in statistics or principles of computer programming). Three of the remaining four courses must be taken in one field of the natural sciences or in psychology (physiological and/or experimental), and at least one must have a laboratory requirement.

Note: (a) No more than two Joint Science courses designated as “natural science” may be used to fulfill this requirement; (b) in exceptional cases, sufficiently advanced mathematics courses may be substituted, with the STS adviser’s approval, for any but the laboratory course.

3. Electives

At least five additional STS courses. Three of these must be chosen, in consultation with the STS adviser, from one of the three areas of STS course groupings:

- a. Philosophy of Science.
- b. History of Science and Technology.
- c. Science, Technology, and Society or Computers and Society.

4. Senior Seminar

A senior seminar in STS, to be taught by designated STS faculty each fall semester and which cannot be taken unless four "core" courses have been completed.

5. Senior Thesis

191. One course to be completed in either semester of the senior year.

Administrative Procedures for the Major

1. The student should seek an on-campus STS adviser from among Scripps faculty who are so designated. (Lists are available in the Office of the Dean of Faculty.) This adviser will be in contact with the intercollegiate STS Faculty Director and/or Steering Committee; the adviser will have lists of STS courses offered throughout The Claremont Colleges on a regular basis and those available for the student's current registration needs.
2. In addition to advising the student on the establishment of a meaningful focus within her STS major and in choosing courses appropriate thereto, the adviser will help the student not only to secure the necessary readers for her senior thesis, but also to ensure that she has the required courses and general preparation for her place in the senior seminar.

SOCIOLOGY

Sociology examines the ways people influence each other through societal institutions, organizations and groups. Sociology often combines scientific and humanistic perspectives in the study of such varied topics as urban life, family relations, ethnic relations, social class, social and religious movements, aging and gender roles. The sociology major at Pomona College emphasizes social theory and research, culminating in the senior exercise, which allows each student to carry out an original research project under the direction of one or two faculty members. The department also offers a minor. The sociology major at Pitzer College is organized in two broad categories: foundation courses that are fundamental to the discipline; and courses that address social issues and social policies.

Students who wish to major in sociology may arrange to do so by fulfilling the requirements of the major at Pitzer College or Pomona College. Arrangements for pursuing this major must be made with an off-campus major adviser in the appropriate program. See guidelines concerning off-campus majors and cross-registration.

SPANISH

Please refer to the Hispanic Studies section of this catalog.

THEATRE

Professors Bernhard, Pronko, Taylor
Resident Artist and Professor Leabhart
Resident Designer and Professor Linnell
Assistant Professor Martinez
Lecturers Bastow, Blumenfeld, Bowles, Lamoureux, O'Brien
Lecturer and Kabuki Artist Tomono

The Department of Theatre and Dance embodies the liberal arts education. Through a synthesis of body, mind and spirit, theatre and dance celebrate the community of world cultures. In an atmosphere of freedom, discipline and passion, students, faculty and staff approach intellectually and artistically great creations of the human spirit both in the classroom and in production.

Pomona College provides the theatre program for the five undergraduate Claremont Colleges. The curriculum includes the study of performance, design and technology, dance, directing, theatre history 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 broad development in all its students, the department also prepares its students for further study on either the graduate or professional level. Many department graduates have become successful members of the professional theatre community as actors, dancers, designers and technicians, writers, teachers and administrators.

The department presents several major productions each year. Student performers and production personnel are drawn from majors and non-majors alike at all five colleges. There is also a season of student productions.

The Philbrick Fund, a bequest of distinguished theatre historian Norman Philbrick '35, supports the department's Distinguished Visiting Lecture Series. Past participants have included theatre scholar Martin Esslin, designers William and Jean Eckart, director/ playwright George C. Wolfe '76, actress/playwright Anna Deavere Smith, actor Karl Malden, director-writer Eugenio Barba, The Shanghai Beijing and Shanghai Kun Chinese Opera companies, performance artist Rachel Rosenthal and one-week residencies of Actors From the London Stage.

Requirements for the Major in Theatre

Theatre majors may choose a General Theatre Emphasis, Performance Emphasis, Design Emphasis, Dramaturgy/Playwrighting Emphasis (history, criticism, theory and dramatic literature) or Directing Emphasis.

1. Core Courses:

- a. 1, Introduction to Acting; or 4, Theatre for Social Change; or 5, Introduction to Chicano Theatre and Performance;
- b. 2, Visual Arts of the Theatre;
- c. DANC 10A,B, Introduction to Modern Dance Technique and Theory, or equivalent course;
- d. 13, Corporeal Mime (half-course); or 19, Fundamentals of Kabuki (half-course); or DANC 151, Exploration of Cultural Styles (half-course);
- e. 20A or 20B, Theatre Crafts;
- f. Two of 110, 111, 112 and 113 series and one of the 115 series (Theatre History and Dramatic Literature);
- g. 190, Senior Seminar;
- h. 191, Senior Thesis (half-course);
- i. All majors must complete four production crew assignments; 52C or 52H.

2. Additional Required Courses

- a. General Theatre Emphasis: Completion of all core courses listed above. 191, Senior Thesis, must be taken as full credit.
- b. Performance Emphasis: 12, Intermediate Acting; 17, Make-up (half-course); any three courses in the Studio Acting 100 series; and 192, Senior Project in Performance.
- c. Design Emphasis: 17, Make-up (half-course); 20A,B, Theatre Crafts (whichever course not taken as part of core requirements above); 80, Scene Design; 81, Costume Design; 82, Lighting Design; 193, Senior Project in Design; and 199, Special Projects in Theatre or 52, Theatre Production (half-course), as an assistant designer.
- d. Dramaturgy/Playwrighting Emphasis: Any two of the 110-113 or 115 history series not already taken as part of core requirements; 130, Introduction to Directing; 140, Writing for the Stage; 141, Dramaturgy; and 194, Senior Project in Dramaturgy.
- e. Directing Emphasis: 130, Introduction to Directing; 12, Intermediate Acting; one of the following design courses: 80, Scene Design, 81, Costume Design, or 82, Lighting Design; 140, Writing for the Stage, or 141, Dramaturgy; 195, Senior Project in Directing; and 199, Special Projects in Theatre (half-course), as an assistant director. Stage manage a major production. In spring semester of junior year, student must present a portfolio for approval.

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).

Students majoring in theatre are expected to participate actively in the departmental 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 the workshops, lectures and other events sponsored from time to time by the department as part of their extra-curricular enrichment. Alexander Technique is offered as an important aid in actor voice and movement training.

Declared theatre majors and minors must take all required courses within the major for letter grade.

Requirements for a Minor in Theatre

A minor in Theatre consists of:

1. 1, Introduction to Acting; or 4, Theatre for Social Change; or 5, Introduction to Chicano Theatre and Performance;
2. 2, Visual Arts of the Theatre;
3. 20A or 20B, Theatre Crafts;
4. 110 or 111 or 112, or one of the 115 series (history);
5. Two additional theatre courses, one of which may be the equivalent of one full course from half or cumulative credit courses in theatre; and
6. All minors must complete two production crew assignments; 52C or 52H.

The approval of the minor is determined by the permanent faculty as a whole.

Courses of Study

1. Introduction to Acting. Introduction to basic acting techniques. The fundamentals of voice, movement, relaxation, text analysis, characterization, and sensory and emotional-awareness exercises. Detailed analysis, preparation and performance of scenes. Required for majors, prerequisite for advanced theatre courses. Each semester. *B. Bernhard, T. Leabhart, Staff.*

2. Visual Arts of the Theatre. The visual principles underlying the design of theatre productions: theatre architecture, staging conventions, historic and contemporary design, and environmental theatre.
Attendance

at professional theatre productions in the L.A. area, films, slides, readings, projects in three-dimensional design. Each semester. *S. Linnell, J. P. Taylor.*

4. Theatre for Social Change. Creating activist theatre from a feminist point of view to explore current theoretical positions, problems and practice in conjunction with local community groups working for social justice. Participatory internship. Fall 2007. *N. Bowles.*

5. Introduction to Chicano Theatre and Performance. Fundamentals of acting and performance using Chicano Theatre as the historical, aesthetic, and theoretical source. Taught in a workshop-style seminar format. Looks at the "realistic" acting methodology of Konstantin Stanislavsky to examine its influence and

application in Chicano dramatic texts and performance. Each semester. *A. Martinez.*

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 of character analysis through the use of objectives, inner monologues and character research. Prerequisite: 1 or 4, or 5. Includes Alexander Technique with lab and voice. Each semester. *A. Martinez.*

13. Corporeal Mime. The basic vocabulary of mime: counterweights, figures of style, walks, triple designs.

Developing mastery of the technique and improvisation with the form. May be repeated for credit. Half-credit. Each semester. *T. Leabhart.*

14. Corporeal Mime and Pedagogy. Same course as 13, but with reading of critical texts, discussion and written assignments. Each semester. *T. Leabhart.*

17. Make-up. Intensive workshop in design and application techniques of stage make-up. Course taught from the actor's and designer's point of view. Half-credit. Each semester. *S. Linnell, Staff.*

19. Fundamentals of Kabuki: Studio. A study of the basic patterns of Kabuki dance, utilizing the Kihon Renshu or fundamental exercises of Hanayagi Chiyo. Half-course. Spring 2008. *L. Pronko, T. Tomono.*

20A. Theatre Crafts: Costumes, Scenery and Properties. An introduction to the technical production areas of the theatre, with emphasis on the theories, materials and techniques of creating costumes, scenery and properties. Scene painting instruction included. Fall 2007. *J. O'Brien, S. Schultz-Reed, 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 2008. *J. Bastow, D. Ruzika.*

40. 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 in musicals 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 5. Next offered 2008-2009. *Staff.*

41. Stage and Theatre Management. Exploration of the materials, theories and techniques of management. Stage management section focuses on the critical role of the stage manager. Theatre management section examines 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 Pomona College productions. Offered in 2008-2009. *D. Ruzika.*

51C. Theatre Performance. Rehearsal and public performance in Pomona College faculty-directed theatre productions. Enrollment dependent upon casting each semester. One-quarter cumulative credit. May be repeated for credit. Each semester. *B. Bernhard, Ms. Martinez, T. Leabhart, L. Pronko.*

51H. Theatre Performance and Pedagogy. Same course as 51C with additional assignments. Enrollment dependent upon casting. Half-credit May be repeated for credit. Each semester. *B. Bernhard, A. Martinez, T. Leabhart, L. Pronko.*

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. Each semester. *S. Linnell, J. P. Taylor.*

52H. Theatre Production Practicum and Pedagogy. Same course as 52C with additional assignments. Half-course. Each semester. *S. Linnell, J. P. Taylor.*

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 essential as an integral part of the course. Cumulative credit. Each semester. *S. Robbins.*

53H. Alexander Technique and Pedagogy. Same course as 53C with additional assignments. Half-credit. Each semester. *S. Robbins.*

54C. Texts in Performance. An exploration of dramatic texts through the medium of performance involving script analysis and rehearsal of texts. Culminates in the public performance of rehearsed readings and/or low budget productions of selected plays. The emphasis is on the texts themselves without the trappings of production: scenery, lighting, costumes, etc. No acting experience necessary. One-quarter cumulative credit. Offered in 2008-09. *Staff.*

54H. Texts in Performance and Analysis. Same course as 54C with additional assignments. Half-course. Offered in 2008-09. *Staff.*

80. Scene Design. An introduction to set design for the theatre. The course explores and develops the necessary conceptual, graphic, and three-dimensional skills involved in the set design process. Play going, project work and exposure to computer graphics serve to significantly broaden the course experience. Spring 2008. *J. P. Taylor.*

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. Spring 2008. *S. Linnell.*

82. Lighting Design. An introduction to lighting design for the theatre. Once mastery of lighting equipment

is achieved, the course explores and develops the necessary conceptual and graphic skills involved in the lighting design process. Play going, project work and exposure to computer graphics serve to significantly broaden the course experience. Fall 2007. *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. Offered in 2008-09. *Staff.*

100A. Acting Studio: Acting for the Realistic Theatre. Intensive work on rehearsal and studio performance of selected scenes from dramatic literature. Primary focus on representational drama. Continued work on vocal, physical and imaginative skill. Prerequisites: 1, 4 or 5; and 12. Offered in 2008-

2009. *Staff.*

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 Moliere. Prerequisites: 1 or 4 or 5; and 12. Spring 2008. *A. Blumenfeld.*

100C. Acting Studio: The Mask in Theatre. Involves equal parts theatrical and practical work. Read Greek plays, Commedia dell arte and modern plays conceived for masks, and use them in performance of scenes from these three 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: 1,4, or 5; and 12. Offered in 2008-2009. *T. Leabhart.*

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 work of classmates and

established actors. Prerequisites: 1 or 4 or 5; and 12. Fall 2007. *A. Blumenfeld.*

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, Webster, Lope de Vega, Calderon and others. Offered in 2008-09. *A. Horowitz.*

111. World Theatre and Drama from Kabuki to Ibsen. The development of new traditions East and West reading in Moliere, Racine, Congreve, Goldoni, Schiller, Opera, Kabuki, Bunraku, Peking Opera, Gogol, Ibsen and others. Fall 2007. *Staff.*

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, Sarte, Beckett and Ionesco. Spring 2008. *L. Pronko.*

113. Contemporary Western Theatre: From the Absurd to the Present. Charts the trajectory of Western theatre from the absurdist movement of the 1960s to the present. Stoppard, Soyinka, Fo Fugard, Friel, Churchill, Parks, Albee, Wilson and Shepard, as well the stage work of such important artistic practitioners as Peter Brook, Ariane Mnouchline, Robert Wilson, Giorgio Strehler, Robert LePage and Elizabeth LeCompte. Offered in 2008-09. *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. Offered in 2008-09. *L. Pronko.*

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, social climates. Offered in 2008-09. *A. Horowitz.*

130. Introduction to Directing. Introduction to basic skills and responsibilities of directing for the stage. Emphasis on detailed text analysis, directorial concept, play selection, auditioning and casting, design concept, blocking, actor coaching, rehearsal strategies and production management. Workshop scenes are presented and evaluated. Prerequisite: 1 or 4 or 5; 2; and 12. Spring 2008. *B. Bernhard.*

140. Writing for the Stage. Introduction to the techniques of creative writing for theatre, structuring the basic idea, development of character and situation, and rewriting. Offered in 2008-09. *A. Horowitz.*

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. Offered in 2008-09. *A. Horowitz.*

190. Senior Seminar. A comparative analysis of dramatic and performance theories on play texts and performances including the Natyashastra, Zeami, Aristotle, Artaud, Craig, Boal, Radical Street Theatre and feminist theatre, among others. Synthesis of student’s prior theatre work in the perspective of theoretical writings. Seniors only, or by permission of instructor. Fall 2007. *B. Bernhard.*

191. Senior Thesis. Individually planned reading and writing project leading to the completion of a critical,

analytical or historical thesis. Full course or half-course. Each semester. *Staff.*

192. Senior Project in Performance. Individually planned reading, writing and rehearsal leading to the production of a work for public performance. Each semester. *B. Bernhard, T. Leabhart, A. Martinez, L. Pronko.*

193. Senior Project in Design. Individually planned reading, creative activity and writing centered around the design of a work for public performance. Each semester. *S. Linnell, J. P. Taylor.*

194. Senior Project in Dramaturgy. Individually planned reading, research, writing and creative activity in the area of dramaturgy leading to the production of a work for public performance. Offered on a rotating basis. Each semester. *A. Horowitz.*

195. Senior Project in Directing. Individually planned reading, creative activity and writing centered around the direction of a work for public performance. Each semester. *Staff.*

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. Course or half-course. May be repeated. Each semester. (Summer Reading and Research taken as 98/198.) *Staff.*

WOMEN'S STUDIES

Please refer to the Gender and Women's Studies section of this catalog.

THE WRITING PROGRAM

The Writing Program seeks to establish and support a strong culture of writing at The Claremont Colleges. Through public readings, student and faculty workshops, writing awards, the student-edited literary magazine, *The Scripps Journal*, and through its various course offerings, the Writing Program has an inevitable and profound impact on all Scripps students. Its course offerings aim to teach each student to express herself with clarity, grace, and forcefulness. These courses emphasize writing as a process that involves creative imagining, drafting, revision, public sharing—and then more revision. Using models of professional writing from a variety of disciplines, Writing 50 and Writing 100 explore the conventions, limits, and possibilities of several genres of writing. Writing 197, which is taught by the Mary Routt Chair of Writing, a position awarded to a different nationally recognized writer every spring, seeks to expand on the skills taught in Writing 50 and Writing 100.

Course Descriptions

50. Critical Analysis. Writing 50 is required of all first-year students. Each Writing 50 section emphasizes writing as process; hence the class requires pre-draft work as well as drafts of all papers. Each student writes and revises short essays as well as a research paper that demonstrate her formulation of a persuasive and logical argument, her skillful analysis of evidence to support her ideas, and her understanding of an audience. Writing 50 sections are small—a maximum of 15 students in each—and thus create an environment fostering discussion and preparing students for serious oral and written discourse. Minimum passing grade for this course is C (not including C-). Offered annually. *Staff.*

100. Advanced Writing. Advanced writing is an intensive seminar designed to further enhance students' rhetorical skills. Exposing students to a wide variety of writing strategies and forms and requiring sequential assignments, this course encourages students to develop a greater sensitivity to language as they become more competent and confident thinkers and writers. Using the written argument as a starting point, students have the opportunity to write in several genres. The revision process, peer collaboration, and class discussion contribute to the students' success in writing about complex issues and ideas clearly, convincingly, and imaginatively. *Staff.*

120. Writing for Non-profit Institutions. This is an advanced writing course focused on written argument in the context of how to write grants, proposals, fellowship applications, and other documents for non-profits. Each student will write a series of grant proposals and will also peer-review her classmates' proposals. Open to Scripps students only. Prerequisite: Writing 50. *Staff.*

197. Special Topics in Writing. Courses under this number will vary from year to year, and will focus on a close analysis of a given genre (the essay, the short story, the poem, the newspaper article, the screenplay, the review) by an established practitioner of the form. May be repeated for credit. Offered one semester per year. *Mary Routt Chair of Writing.*

197L. Special Topics in Writing: Defining the Self Through Narrative. Focusing on narrative, this course will examine self-writing as a genre. Delineating its conventions and using several major practitioners for models, students will themselves complete similar writing.

COMBINED DEGREE PROGRAMS

Career preparation and planning are natural extensions of the Scripps commitment to the long-term needs of women. One of the challenges open to a select group of highly qualified women is the opportunity to combine the Scripps Bachelor of Arts degree on an accelerated basis with one of seven master's degree programs offered by The Claremont Graduate University: American politics, business administration, economics, international studies, philosophy, public policy, and religion. Scripps also offers to qualified students the opportunity to combine a B.A. degree with the B.S. degree in engineering at a large number of institutions. All eight programs provide the Scripps student with a superior foundation for specialization after college in professional training.

Because the eight joint degree programs are accelerated, the student must fulfill the general requirements for her Scripps degree early in her career. In the case of The Claremont Graduate University program, she should plan to fulfill at least half of her major courses by the end of her third year; in her fourth year she normally both completes her requirements for the Scripps degree, including the senior thesis, and begins her graduate study.

Guidelines for Selected Programs in Engineering

Students interested in the a B.A./B.S. Program in Engineering should consult with the appropriate Scripps adviser at the earliest possible opportunity. A petition to the Scripps Committee on Academic Review for entry to the program is necessary no later than mid-fall semester of the junior year.

This combined degree program between Scripps and a large number of engineering institutions (including HMC, USC, Washington University in St. Louis, Columbia, Rensselaer, and Boston University) allows highly qualified women the opportunity to pursue a dual bachelor's degree. On this 3-2 program, the student spends three years at Scripps and transfers to the second college or university for two years, receiving two degrees in five years. Students in the program must satisfy the normal core requirements, competencies in writing and language, and general education. In addition, as a prerequisite for transfer, the student must complete up to four mathematics and six science courses as well as a course in computer science. This program allows students to pursue an engineering career while obtaining the breadth and exposure of a liberal arts education.

The Scripps/Harvey Mudd program guarantees Scripps students admission to the HMC engineering program contingent on a 9.5 or higher overall GPA (B/B+) with no grade lower than a B-minus in mathematics and science courses, and no grade lower than C in other subjects. Other students not meeting these requirements for guaranteed admission may also be considered. Upon successful completion of the five-year program, students would receive a B.A. from Scripps and a B.S. from HMC.

Careful planning and advising are necessary to structure this program successfully. Professor James Higdon is the Scripps adviser who should be seen for specific course planning, prerequisites, admissions procedures, tuition, and financial aid. Any student who, having entered a 3/2 program, decides for any reason to withdraw from it should return to her Scripps adviser for counsel and plan to complete all requirements for the Scripps B.A., typically with a mathematics, physics or other science major.

Guidelines for Programs with The Claremont Graduate University

Students interested in joint Scripps/The Claremont Graduate University programs should consult with the appropriate Scripps adviser at the earliest possible opportunity. A petition to the Scripps Committee on Academic Review for entry to the program is necessary no later than mid-fall semester of the junior year for B.A./M.B.A. and no later than early in the spring semester of the junior year for B.A./M.A. in American politics, economics, philosophy, public policy, international studies, or religion candidates.

Students apply to The Claremont Graduate University according to CGU's normal procedure during the pre-registration period in May of their junior year at Scripps. Students admitted to the Graduate University will have demonstrated a level of achievement indicative of success in graduate work, particularly in their majors, as shown by supportive letters of recommendation and, as necessary, personal interviews and submission of written work. Admission depends upon approval of the chairperson and faculty of the given master's program with concurrence of the Graduate University's dean.

Candidates for the M.A. in American politics, economics, philosophy, and religion, the M.P.P., and the M.S. degrees are required to take the Graduate School Record Examination (GRE) no later than November of their fourth (or senior) year. Candidates for the combined B.A./M.B.A. program are required to take the GMAT. Career Planning & Resources has application forms and full information about both GRE and GMAT tests.

Scripps does not penalize the student who, having entered a joint program, decides for any reason to withdraw from it. Such a student should return to her Scripps adviser for counsel and, in consultation with the dean of the faculty if necessary, plan to complete all requirements for the Scripps B.A.

While officially in residence at Scripps through the fourth year, a student participating in joint programs with CGU may wish to petition to the dean of students to live off campus. It is assumed that she will not live in the College's residence halls after the fourth year.

Program in Business Administration

The Drucker M.B.A. program at The Claremont Graduate University is a strategy and leadership program designed so that students can earn an M.B.A. with one additional year of course work beyond the B.A. A student in any major may participate in the Drucker M.B.A. program with The Claremont Graduate University. A total of 15 courses (60) units is required for the M.B.A. degree. Application to this joint accelerated program should be made by November 1 in the student's junior year. For more information, contact the Drucker M.B.A. program at (909) 621-8073 and the Scripps adviser for this program, Professor Patricia Dillon.

Programs with the Center for Politics and Economics

Politics and Public Policy

Students may apply for admission to one of three joint B.A./M.A. programs in public policy (M.A.P.P.), international studies (M.A.I.S.), and politics (M.A.P.). Requirements for the program include:

1. Three graduate courses (four units each) in the senior year:
 - a. CPP 480 The Nature of Political Science Inquiry.
 - b. A core course in the student's chosen track.
 - c. An elective course selected in consultation with the student's undergraduate and graduate advisers.
2. After graduating with their senior classmates, joint B.A./M.A. students spend their fifth year completing 24 units of graduate course work and directed study.
3. During their final semester, students prepare and defend a master's research paper, using a three-member faculty committee.

Contact Professor Donald Crone at Scripps for information about the programs detailed below.

American Politics: The Program in American Politics is designed to provide a stimulating intellectual environment in the fields of American political institutions and processes, political philosophy, public administration, and constitutional law. This provides background for careers in government, public affairs, and law. Scripps students of any major can apply. Undergraduate preparation in politics and economics should be undertaken.

International Studies: The Program in International Studies may focus on international political economy, on problems of North-South relations and development, and on defense and security issues. The emphasis is on a blend of analytical skills and substantive expertise in particular areas of international relations. The opportunities for careers and public service in foreign policy, administration, international organizations and international business activities are broad because the master's degree is being increasingly recognized as specialized professional training for careers connected with world affairs. While the program is particularly appropriate for politics and international relations majors, students of any major can apply. Undergraduate preparatory courses in government and economics should be completed.

Public Policy: The Program in Public Policy prepares students for careers in government, community and public organizations, and the private sector. It focuses on the analysis of public policy problems and their relationship to theoretical and methodological constructs of the disciplines of administration, economics, education, government, public law, and psychology. A policy clinic, internship, or workshop is required at the graduate level to provide practical experience in public policy analysis. A student in any major can participate. Although the student need not take an undergraduate major in a social science, she is advised to take preparatory courses in politics, statistics, and economics.

Economics

The Program in Economics at The Claremont Graduate University offers qualified undergraduate

students at The Claremont Colleges the opportunity to obtain an accelerated M.A. in one year instead of the usual three semesters. Undergraduates who have completed economics courses that would otherwise qualify them for admission may begin their graduate study in economics at CGU in their senior year where four CGU graduate courses will receive joint undergraduate and graduate credits. The fifth year is spent entirely in residence in CGU Economics completing the M.A. requirements. Requirements for the accelerated M.A. are the same as for other students enrolled for the economics master's degree (see the CGU catalog).

Undergraduates interested in the accelerated M.A. in economics should see the graduate student adviser of CGU Economics as early in their junior year as possible, since students normally begin the program in fall semester of their senior year. Applicants must complete admissions forms for CGU and submit recommendations from their professors, at least one of whom should be an economist at The Claremont Colleges. Professor Patricia Dillon is the Scripps adviser for this program.

Program in Philosophy

The program offers Scripps undergraduates the opportunity to obtain an accelerated M.A. in philosophy at The Claremont Graduate University. Applicants must be recommended by the department and usually enter the joint program in their senior year. The M.A. requires a year of study beyond the B.A. For details concerning course requirements, see the catalog of The Claremont Graduate University. Professor Dion Scott-Kakures is the Scripps adviser for this program.

Program in Religious Studies

This joint program with The Claremont Graduate University allows students to continue their academic study of religion in Old Testament, New Testament, Philosophy of Religion and Theology, Ethics and Society, Theology and Culture, and Women's Studies in Religion.

Students may complete a terminal M.A., which will prepare them for careers with a religious focus in not-for-profit or church-related agencies and for teaching positions at the high school and community college levels. They may also organize an M.A. program which is preparatory to the Ph.D. if they are interested in specialized research or in teaching at the college or university level.

Before entering the program, students must complete 28 courses, including all general requirements and six courses toward the religious studies major at Scripps. It is recommended that students have reading competency in either French or German and be familiar with any other language needed for their special area of concentration in religious studies.

Application for admission to the program should be made at least one semester in advance of the semester in which the student intends to enroll in the program.

Students must complete a minimum of 30 units of graduate work in religious studies or in an area of specialization offered by the graduate religion department. The B.A. and M.A. are awarded separately when the respective requirements are met.

SPECIAL PROGRAMS

OFF-CAMPUS STUDY

More than 50 percent of Scripps students in all majors incorporate off-campus study into their four-year academic plan. Opportunities to study off campus provide academic stimulation, unique perspectives, and personally enriching experiences. The importance of global competence prompts students to consider studying and living in a foreign environment. Scripps offers both traditional and experiential learning options in over 100 study sites throughout the world, including internships in Washington, D.C. The College administers its own program in Heidelberg, Germany and has exchange agreements with Spelman College and Quebec universities. More information is available at the Office of Off-Campus Study in Balch Hall, Room 136.

Scripps College Program in Heidelberg, Germany

Established in 1970, the Scripps Program in Heidelberg provides students with two years of college-level German language an opportunity to enroll directly at the University of Heidelberg for either a spring semester or for a full academic year.

Approved Programs

The Committee on Study Abroad (COSA), a faculty advisory committee, evaluates and approves Scripps Off-Campus Study programs. Participation in off-campus study requires the approval of major and/or minor departmental academic adviser(s) and the College, then acceptance by the program sponsor and/or host institution. Approved programs are available in the following study sites:

Argentina: Buenos Aires

Australia: Brisbane, Cairns, Melbourne, Sydney

Austria: Vienna

Brazil: Fortaleza

Canada: Quebec Province

Chile: Santiago, Valparaiso

China: Beijing, Shanghai

Costa Rica: Heredia, Monte Verde, San Jose

Czech Republic: Prague

Denmark: Copenhagen

Ecuador: Quito

Egypt: Cairo

England: Brighton, Bristol, Lancaster, London, Norwich, Oxford, York

France: Aix-en-Provence, Nantes, Paris

Germany: Berlin, Heidelberg

Ghana: Accra, Cape Coast

Greece: Athens

Hungary: Budapest

India: Madurai, New Delhi

Ireland: Cork, Dublin, Galway

Israel: Jerusalem

Italy: Florence, Milan, Parma, Rome, Siena

Madagascar: Antananarivo, Fort Dauphin

Mexico: Merida, Oaxaca

The Netherlands: Amsterdam

New Zealand: Christchurch, Dunedin, Wellington

Scotland: Edinburgh, Glasgow, St. Andrews

Singapore

South Africa: Cape Town

Spain: Granada, Madrid, Seville

Sweden: Stockholm

U.S.: Atlanta, Washington, D.C.

With compelling academic justification, other study destinations have been approved 'by petition' on a case-by-case basis.

The Committee On Study Abroad (COSA)

COSA has oversight for academic policies related to off-campus study. As part of the application process, students must obtain approval from their major and minor faculty advisers to determine how requirements will be met for graduation. Applications for off-campus study must be approved through the Office of Off-Campus Study. Students must meet or exceed the eligibility requirements; submit a written application; obtain letters of recommendation from faculty; and demonstrate that they have the academic preparation, motivation, and personal maturity to successfully study off campus.

Eligibility Requirements for Off-Campus Study

- 1) Eligibility Requirements
 - a) Students must be enrolled at Scripps College;
 - b) Students must be in good academic standing (not on academic probation);
 - c) Students must not be involved in student misconduct or disciplinary action; and
 - d) Students must be current with their financial obligations to the College.

There are no exceptions to the terms listed in (1).

- 2) Students will participate in Scripps-approved programs;
- 3) Students will have completed CORE I, II, III, and Writing 50;
- 4) Students will be in their third year at Scripps College (not based on credits for junior class standing)—exception: transfer students.
- 5) Students will have a minimum 9.0 cumulative grade point average (GPA) or meet the program/host institution GPA requirement whichever is higher at the time of application;
- 6) Students will have earned a 9.0 GPA in the prerequisite foreign language for the study site, and
- 7) Students will have completed the pre-departure language requirement:
4 semesters of college-level language: French, German, Spanish
2 semesters of college-level language: Chinese, German (Vienna only), Italian, Japanese, Korean, Russian
All students must meet the Scripps prescribed language prerequisites in order to study off campus with the exception of classics majors studying in Italy, who will have studied two semesters of college-level Latin or Greek.

Foreign Language Requirement while Abroad

Students in non-English-speaking countries must enroll in at least one course taught in the host country language, either a content course or a language class, during each semester spent abroad.

Period of Study

Normally, students study off campus for one semester during their third year at Scripps College. Students who want to study off-campus for more than one semester must provide compelling academic justification. Exceptions: Students applying to programs designated as yearlong by COSA (e.g., London School of Economics, Oxford University, Hamilton College Paris Program).

Credits

Students participating in off-campus study programs are expected to enroll in 16 U.S. semester units per semester, the equivalent of a full-time program of study at Scripps College (four U.S. semester units equals one Scripps course). Grades and credits for courses taken while participating in off-campus study are posted on the student's official Scripps transcript. All grades will be calculated in the Scripps grade point average. Departmental faculty review then determine which courses fulfill major and/or minor department requirements for graduation.

Students who do not obtain prior approval from the Office of Off-Campus Study to study off campus will not receive academic credit. Students will not be allowed to transfer credit from a college or university abroad or one with which Scripps has a formal exchange unless enrolled through Scripps College.

Pass/Fail Policy

A maximum of one course per semester may be taken Pass/Fail if the course is not needed to meet any major, minor, or general education requirement for graduation. The grade must be C or better (not including C-) to

receive a Pass. Students must submit a request in writing to both the academic adviser and the Office of Off-Campus Study for approval.

Internships

Students participating in program-sponsored internships abroad may earn academic credit. An internship is for the purpose of integrating relevant work experience into the student's academic program. The internship must provide a full academic component including papers, readings, and research, in order to receive credit. Students will be able to receive a maximum of one course credit for an approved internship.

Independent Study

Scripps College faculty do not supervise independent study for credit during the period a student is enrolled in off-campus study.

Fee Policy

As fully matriculated Scripps students, off-campus study participants continue to pay Scripps tuition, room and board, regardless of the cost of the program. A contribution toward round-trip airfare between Los Angeles and the program site is provided. Students are responsible for their own transportation costs when participating in the Spelman exchange.

Financial Aid

Scripps students retain their financial aid eligibility with the exception of college work-study funds during their participation in off-campus study through Scripps.

Withdrawal

Students withdrawing from off-campus study must immediately notify the Office of Off-Campus Study in writing. Students who withdraw after officially confirming their participation are charged a \$350 cancellation fee and will be responsible for all unrecoverable costs incurred on their behalf (i.e., deposits, program fees). *A student withdrawing after the start of the program may not be eligible for any refund.*

Petitions

Students may petition any exception to COSA policies not included in Eligibility Requirements (1).

Appeal Process

A student may appeal any COSA decision, especially if new information is available which may alter the original decision. If unsatisfied with the outcome of the appeal, the student has the right to appeal to the Faculty Executive Committee.

THE EUROPEAN UNION CENTER OF CALIFORNIA

Based at Scripps College, the European Union Center of California conducts its programs cooperatively with the other members of The Claremont Colleges. The European Union Center of California has a three-fold mission: to promote education, scholarly research, and public understanding of European integration and its consequences.

The Center publishes a Research Brief and a Working Paper series; sponsors internships; supports research and curriculum development; and organizes speaker series and conferences.

MONEY WISE WOMEN: THE SCRIPPS COLLEGE FINANCIAL EDUCATION PROGRAM

This program is designed to instill in students the determination to achieve lifetime financial independence, and to provide them with the knowledge, skills and confidence to take control of their finances. The program includes professional presentations on financial issues and entrepreneurship; asset management workshops; support for the Scripps College Economic Society, Student Investment Fund, The Motley, Scripps Store, and Scripps Summer Academy; alumnae events off and on campus; and Economics 40, Personal Finance, a credit course without prerequisites. Money Wise Women promotes alumnae participation and their interaction with students. For more information, contact Professor Patricia Dillon.

PHYSICAL EDUCATION

Physical Education activities for which students register and receive a grade of Pass will receive .25 course credit. A total of one course of Physical Education credit may be counted toward graduation. The following list is a representative sample of activities offered in cooperation with Claremont McKenna and Harvey Mudd colleges:

- Step Aerobics
- Aqua Fitness
- Archery
- Badminton
- Basketball
- Dance
- First Aid/CPR
- Fitness
- Floor Hockey
- Fly Fishing
- Golf
- Horseback Riding
- Jogging
- Kickboxing
- Riflery
- Rock Climbing
- Scuba Diving
- Self-Defense/Martial Arts
- Softball
- Swim Conditioning
- Tennis
- Ultimate Frisbee
- Volleyball
- Weights
- Yoga

In addition to physical education classes, intercollegiate sports, club sports, and intramural sports are offered. See Athletics in the Student Life section of this catalog.

MILITARY SCIENCE—ROTC

Air Force—Students interested in earning a commission in the United States Air Force concurrently with obtaining a degree may do so by enrolling in AFROTC. Harvey Mudd College (through an agreement with the University of Southern California) has been designated as the host college for the Air Force for The Claremont Colleges. Further information may be obtained by writing to the Professor of Aerospace Studies, AFROTC, Harvey Mudd College, 301 East Twelfth Street, Claremont, CA 91711-5990.

Army—Students interested in earning a commission in the United States Army concurrently with obtaining a degree may do so by enrolling in either the two- or four-year program offered through the Military Science Department at Claremont McKenna College. Information may be obtained by writing to the Professor of Military Science, Claremont McKenna College, Bauer Center, 500 East Ninth Street, Claremont, CA 91711-6400.

Scholarships—High school students interested in four-year ROTC scholarships, which may cover tuition, books and some personal expenses, must apply to the ROTC branch(es) of their choice by December 15 of their senior year. Details about the scholarship program may be obtained by contacting the ROTC unit directly or a high school counseling office.

College students should contact their local ROTC detachments for information on the one-, two-, and three-year scholarship programs.

POST-BACCALAUREATE PREMEDICAL PROGRAM

The Scripps College Post-Baccalaureate Premedical Certificate Program provides individuals with the opportunity to change the direction of their professional lives in order to pursue a career in medicine. By offering an intensive 12 to 15-month curriculum of prerequisite science and mathematics courses, the program enables returning students to prepare for admission to medical school. The women and men in the Post-Baccalaureate Program comprise a diverse and interesting group of people who are characterized by their intelligence, motivation, maturity, and commitment to increasing their own knowledge and life possibilities. The program is not intended for students seeking to enhance an existing premedical record, nor is it designed for students who wish to retake the prerequisite science courses to strengthen their grade point average or MCAT (Medical College Admission Test) performance.

Curriculum and Schedule

Students may begin the program in May or September, and can choose from several sequences to complete their necessary course work: the 15-month program, the 12-month program, and the two-year part-time program. Instruction for the 15-month program begins in late May, continues throughout the following academic year, and ends with an additional summer session. Instruction for the 12-month program also begins in late May and terminates at the end of the first academic year. For students who need to work while attending the Post-Baccalaureate Program, a part-time program is available that begins in September and continues through two academic years with a normal summer break. Students in the part-time sequence are required to work at least 20 hours per week. For both the 12-month and two-year part-time programs, students must have completed their math requirements before entering the program. The program a student follows is determined on a case-by-case basis, and an applicant is encouraged to discuss the choice of sequence in the personal statement and/or at the time of his or her interview.

Timely completion of the core science courses is important to ensure proper preparation for the MCAT. Additional courses in calculus, statistics, upper division sciences, and humanities or social science electives will be chosen in consultation with the faculty adviser according to each student's background and interests. All courses are taken with the undergraduate students of Scripps, Pitzer, and Claremont McKenna Colleges. Completion of the Post-Baccalaureate Program is recognized by a certificate.

Certificate Requirements

The Scripps Post-Baccalaureate Premedical Certificate Program is earned by satisfactory completion of a minimum of eight courses to include eight of the nine following courses: two semesters of Basic Principles of Chemistry (14 and 15), two semesters of Organic Chemistry (116 and 117), one semester of Introductory Biology (43), one semester of Vertebrate Physiology (131), two semesters of General Physics (30 and 31), and Math (usually through Math 30, Calculus). Satisfactory completion for the certificate will be evidenced by passing grades in all required courses and at least a 9.0 (B) program grade point average. A student may transfer the equivalent of one or two of the above courses, as approved by the appropriate academic department, prior to matriculation in the certificate program, but the student must complete all remaining courses and at least seven total courses at Scripps College to receive the certificate.

Early Admission Agreements

Post-Baccalaureate students can enter the general applicant pool for medical school following completion of the program, or they may apply for early, provisional admission to one of the following schools: University of Pittsburgh, School of Medicine in Pittsburgh, Pennsylvania; Drexel University School of Medicine and Temple University School of Medicine, in Philadelphia, Pennsylvania; and Western University of Health Sciences, College of Osteopathic Medicine in Pomona, California. The early decision programs allow currently enrolled Post-Baccalaureate students to directly enter medical school in the fall following the completion of their Post-Baccalaureate curriculum.

The early decision programs are limited, and are only made available to students with superior qualifications. Selection is based upon a student's qualifications before entering the program and a student's academic and extracurricular record while enrolled in the Post-Baccalaureate Program. Acceptance at both institutions is contingent upon continued high academic achievement and performance on the Medical College Admission Test (MCAT).

Advising and Support

The academic environment of the Joint Science Department, while rigorous and challenging, is also positive and supportive. Communication and curricular cooperation among faculty members in biology, chemistry, and physics are facilitated by the interdisciplinary nature of the department. The small size of the Post-Baccalaureate Program, no more than 12 to 14 students per class, allows for personalized guidance for students throughout the transition back to school and the selection and completion of course work. Faculty members in the Joint Science Department, as well as the program administrator and director, work with Post-Baccalaureate students individually in advising and assessing performance and progress. Optional help sessions and tutoring are available, and Post-Baccalaureate and undergraduate students are encouraged to work together in small study groups.

The Post-Baccalaureate Program Administrator's Office provides personalized assistance to students for all administrative needs, such as registration, course changes, financial aid counseling, loan applications, and housing information. The office also sponsors occasional social events to facilitate interaction among Post-Baccalaureate students. Visiting speakers and medical school admissions representatives provide additional opportunities for students. Post-Baccalaureate students receive assistance with medical school applications, including information about application procedures, advice concerning individual medical schools, and a composite faculty committee letter of recommendation. Because of the small size of the program, these letters are highly personalized and detailed. Additionally, MCAT review courses are available on campus.

Eligibility and Application Process

The Scripps Post-Baccalaureate Premedical Program is open to both women and men who have received a bachelor's degree from an accredited four-year institution in a field other than science. A minimum undergraduate grade point average of 3.0 is required. Additional evidence of high achievement, such as appropriate standardized test scores (SAT, ACT, or GRE), is desirable. The ideal candidate will be strongly motivated and will have had sufficient experience in the medical field, either through volunteer work or previous employment, to serve as a basis for an informed, mature, and committed decision to enter the field of medicine.

Individuals interested in applying to this program should submit their applications, including supporting materials, no later than March 1 to be considered for admission to the program beginning at the end of May. Further information about the program may be obtained by contacting the Scripps College Post-Baccalaureate Premedical Program in the W.M. Keck Science Center, 925 North Mills Avenue, Claremont, California 91711-5916. The telephone number is (909) 621-8764, and the website is <http://www.scrippscollege.edu/postbac/index.php>.

Post-Baccalaureate Premedical Program Academic Dismissal Policy

The Committee on Academic Review will monitor the academic progress of all Scripps Post-Baccalaureate students. If in any semester a student receives two or more grades of below B, he or she will be dismissed from the program, regardless of cumulative GPA and whether or not the student has completed all courses required for the certificate. In addition, if the Committee on Academic Review judges that the student is making slower than normal progress toward completion of his/her certificate courses, the student may be dismissed from the program. Examples of this situation include a full-time student dropping to a two-course load without taking on the required 20 hours per week of volunteer or paid work; or a part-time student dropping down to a one course load when two courses are the minimum that the program allows. Following summer sessions, in the absence of the Committee on Academic Review, the Scripps College Registrar, the Post Baccalaureate Pre-Medical Program Academic Director and Administrative Director may jointly take similar action.

Any request for an exception to the above policy will be handled by petition to the Committee on Academic Review. If a student is dismissed from the program a notation of the dismissal will be made to his/her transcript.

STUDENT LIFE

Residence Halls

Since Scripps is a residential college, the nine residence halls are among the college's most important buildings, for it is within them that our students live, study, and form the friendships that are important now, during their college years, and that will be significant later, after they complete their education. Unique in decor, floor plan, and architectural design, all the residences are comfortably furnished and have their own living, recreation, and browsing rooms. Included in the cost of a room are a direct dial telephone number, voice mail, and the capability to connect to the campus computer network and the Internet. The halls also vary with regard to size—housing from 69 to 110 students. Each residence is a microcosm of the College population, drawing as it does from all four class levels. Generally, students share rooms and suites while upperclass students, typically seniors, reside in single rooms. The college maintains four on-campus apartments in which upperclass students can do their own cooking and housekeeping.

For those who wish to live with students who share the same language interests, there are four language corridors in the residence halls. Students must apply during the housing process to live in one of these corridors and are selected.

Each hall is self-governing. Residents elect their own officers and uphold their own policies. The College does not stand *in loco parentis*—in the place of the parent—but is confident in the maturity of its students, delegating the right of self-governance to them. There is an understanding that the dual principles of individual responsibility and consideration toward others will guide hall governance as well as individual behavior.

This way of life is both a privilege and a responsibility, so students who consider attending Scripps should be prepared to live in this kind of community and strive to foster its effectiveness. Students are required to abide by the law, all Scripps College policies and codes of conduct, as delineated in this *Scripps College Catalog*, the *Guide to Student Life*, and residence hall constitutions. Those who fail to do so may be subject to discipline, up to and including dismissal, as reason dictates.

Each year, junior or senior women are selected on the basis of their leadership to work as resident advisers to each hall. The residential life staff also includes four professional staff members who live in the residence halls and provide for the overall management of the residence halls.

Policies

Because of the residential nature of the College, students are required to live on campus. Exceptions may be made to this policy upon petition to the Dean of Students' Office in cases where individual circumstances make it impossible or inadvisable for the student to live on campus. After the first-year residency requirement has been fulfilled, a student may apply to move off campus. The selection of students for off-campus living is done upon petition in the spring semester for the following year, with priority ordinarily determined by seniority.

Students who live on campus sign an agreement for the entire year. Students in attendance are expected to honor this agreement. Reentry Scholars are not required to do so, but may live on campus if space is available. Residence halls are closed during summer and winter vacations. It is the student's responsibility to make other arrangements during these periods. All students living in a residence hall must subscribe to a Scripps meal plan.

All returning students participate in a housing draw during the spring semester for the following year. The allocation of housing is done by random lottery and students are expected to accept the room and hall they draw. The Claremont Colleges do not condone discrimination in housing.

Co-Curricular Opportunities

College Governance

One of the most important aspects of life at Scripps is its system of college governance. A serious commitment to the concept of shared responsibility is reflected in a plan that enables faculty, students, and administrators to work together for the continued development of the College.

The small size of the College makes this mutual participation important and also gives students the opportunity to participate in the curricular and policy-making functions of the College. Student representatives have the chance to manage practical affairs, to learn how to weigh issues in arriving at a decision, and to discover the worth of their opinions and judgments.

The internal student governance of the College is conducted by the **Scripps Associated Students (SAS)**, comprised of elected student body officers, designated administrators, and one faculty member. **SAS** is primarily responsible for student matters relating to residential life and other co-curricular College policies. Meetings are open to members of the Scripps community. **SAS** is chaired by the president of the student body.

Women's Issues

Wanawake Weusi ("women of color" in Swahili) and **Café Con Leche**, both located at 1030 Dartmouth; and **AASU** (Asian-American Student Union), located in Kimberly Hall with space at 1030 Dartmouth as well, are organizations of Scripps women whose purpose is to bring awareness of African-American, Latin-American, and Asian-American political, social, and cultural events to The Claremont Colleges and to provide sisterhood to the women of color at Scripps.

First Year Program

The Dean of Students Office administers a program specifically designed for the development of first year students. The program includes an annual leadership conference, speakers in leadership roles, workshops for skills development, and opportunities for practical experience.

Peer Mentor Program

The Peer Mentor Program is a year-long program designed to help new students in their adjustment to college. Every new student at Scripps College is assigned a peer mentor who is trained to be a resource for first-year and transfer students. These women are chosen each year through an application process.

Art

Scripps and The Claremont Colleges are well served with art events. The Ruth Chandler Williamson Gallery at Scripps presents a program of exhibitions each year in historical and contemporary art as well as student and senior project exhibitions. The Graduate University's Gallery presents a new contemporary show by a student or professional artist each week of the academic year, and the Clark Humanities Museum at Scripps allows students direct participation in the planning and installing of exhibitions. Several programs by Scripps College, Pomona College, and The Claremont Graduate University bring professional artists to the campuses for workshops, demonstrations, talks, or discussions several times monthly. Field trips are frequently organized to the museums and galleries in and around Los Angeles.

Music

Collegium Musicum is open to qualified students from all The Claremont Colleges for performance of choral and instrumental music from the Medieval, Renaissance, and Baroque periods. Ensembles are normally small chamber groups, performing madrigals and trio sonatas. The **Baroque Chamber Music Ensemble** is offered to students interested in performing instrumental music, specifically of that period. A **Chamber Music** class is offered for players of the piano or string and wind instruments, who wish to gain a knowledge of chamber music literature and experience in playing in small ensemble groups. Students may also participate in the **Claremont Chamber Orchestra**, with membership by audition only. This select ensemble specializes in the performance of music from the late 18th and early 19th centuries, especially that of the Viennese classicists.

The **Concert Choir** is a large choral ensemble that performs music from the 16th-century to the present, on and off campus. The members, selected from Claremont McKenna, Harvey Mudd, Pitzer, and Scripps Colleges, also tour parts of the United States every year. The choir is a member of the Pacific Southwest Intercollegiate Choral Association. Advanced singers may also participate in the **Chamber Choir**, which presents programs throughout the year.

Dance

The Scripps Dancers present several concerts annually. Dances are cast at open auditions and anyone with a desire to choreograph, dance, or work on production is invited to participate. There are frequent special dance events including master classes, films, lecture-demonstrations, and field trips.

Drama

The drama organization of Scripps, Claremont McKenna, Harvey Mudd, Pitzer, and Pomona Colleges presents four major productions each year. Plays are cast at open auditions and everyone with a desire to act or to work backstage is invited to participate.

International Groups

Foreign language extracurricular activities are designed to offer students an opportunity to speak and hear French, German, Spanish, and Italian outside the classroom and to deepen their understanding of other cultures and people. Film programs, public lectures by guest speakers, weekly foreign language tables, informal discussion groups, and various social events are organized by students with the assistance of the French, German, Spanish, and Italian faculty. Recent major events have included a colloquium on French poetry, a week-long French Film Festival, a German symposium on Thomas Mann, and a Baroque Survival and Revival Symposium sponsored by the Spanish faculty.

Among the many activities offered are the “Quartier Français” (French Quarter), the “Deutsche Viertel” (German Quarter), the Spanish Corridor, and the Italian Corridor. These corridors allow students who share a love for that particular language and culture to live within a subcommunity. Each quarter is directed by a native speaker of the language. Students speak French, German, Italian, or Spanish on a daily basis as they participate in every organizational aspect of the language quarters’ activities. These activities include the Scripps French Film Program or German Film Program; a weekly French, German, Italian, or Spanish Table; study breaks, and various other cultural endeavors. Students who enjoy these languages and wish to improve their linguistic skills are welcome to apply for admission.

Students from The Claremont Colleges put on plays in French and Spanish. Past productions have included *Rhinoceros* by Ionesco, *No Exit* by Sartre, *Antigone* by Anouilh, and *El Juego* by Romero. Students may participate in the annual French Cabaret.

The International Intercultural Association and groups representing students from all over the world also provide activities fostering international communication and understanding.

Athletics

Scripps participates in a three-college, co-educational athletic program with Claremont McKenna and Harvey Mudd Colleges. Women’s intercollegiate teams are fielded in cross country, soccer, and volleyball in the fall; basketball and swimming/diving in the winter; and coed golf, softball, lacrosse, tennis, track, and water polo in the spring.

To meet the eligibility requirements established by the colleges and the National Collegiate Athletic Association (NCAA), a student who intends to participate in intercollegiate athletics must be enrolled in a minimum full-time program of study, maintain good academic standing, and sustain satisfactory progress toward a degree. Any Scripps student enrolled in three or more courses (12 semester units) and not on academic probation meets these “full-time program,” “good academic standing,” and “satisfactory progress” requirements.

A student who has been placed on academic probation must petition and obtain approval from the Committee on Academic Review in order to continue participation in intercollegiate athletics. As part of the petition, the student’s coach and her faculty adviser must submit to the committee written statements concerning the student’s request.

In addition, other sports are available on a club or intramural level or through physical education classes. Club sports offered include skiing, sailing, cycling, rock climbing, and fencing. Intramural sports include flag football, inner-tube water polo, basketball, volleyball, soccer, and softball.

Athletes who register for team and intramural sport activities may receive physical education credit. (See “Physical Education” and “Quarter Credit Course Limits” in this catalog.)

Because the desert, ocean, and mountains are within an hour’s drive from Claremont, there are exceptional opportunities for all sports. Of particular interest to many Scripps students is the Scripps Outdoor Adventure Program (“SOAP—for good, clean fun”), as well as The Claremont Colleges Ski Club, the Harvey Mudd Sailing Club, and “On the Loose,” a five-college outing club.

Other Clubs and Activities

The **Student Investment Fund**, established in 1973 with a gift of \$50,000 from a Scripps alumna, has more than doubled over the last decade and a half to more than \$100,000. It is managed entirely by a student board of directors responsible to the student body at large. Nine students are elected each year by the student body to

serve on the board of directors. The board selects an adviser from the faculty or administration of The Claremont Colleges and may also engage private investment counselors. While the primary purpose of the fund is to provide a learning experience for students in the management and investment of money, income from the fund provides support for student activities and programs.

The **Economic Society** provides Scripps economics students with a regular opportunity for an exchange of information and mutual support through dinner meetings on campus. Special guests join the group for discussions of topics of particular interest to members, including public policy and private sector issues, graduate school and professional pursuits, academic concerns, personal finances, and current events. The group sponsors activities such as members' participation in scholarly conferences, a senior party, visits to the Pacific Stock Exchange, and an annual off-campus dinner meeting.

Scripps students may participate in the Claremont McKenna College **Forensic Society**, a joint activity of CMC, Scripps, and Pitzer students. Members engage in public debates, extemporaneous speaking, round-table discussions, and practice of parliamentary procedure. The society has been notably successful in national and regional intercollegiate debate and speaking competition.

The **Motley Coffeehouse**, the popular, student-managed coffeehouse at Scripps, is open daily. The Motley is frequented by students from all the campuses and features entertainment in the evenings, as well as a menu of coffees, teas, and pastries.

Students of The Claremont Colleges participate in a variety of political groups that sponsor speakers and activities related to political issues. Such groups include **Democrats of The Claremont Colleges**, **The Claremont Colleges Republicans**, **Greenpeace**, **NOW**, and the **James Madison Society**.

Concerts and Lectures

Scripps College sponsors a wide range of special campus events, including lectures, art exhibits, concerts, and dance performances. The Bessie Bartlett Frankel Chamber Music Festival presents concerts by visiting chamber music ensembles, and "Friday at Noon" concerts are offered by members of the music faculty. The Clark Lectureship brings to campus distinguished women scholars to give public lectures and special seminars for students, and the Philip Merlan Memorial Lectureship in Philosophy and Comparative Literature sponsors a lecture or series of lectures by a noted scholar. The Sojourner Truth Lecture brings to campus prominent African American women who, in addition to giving public lectures, are available to students for group discussions and individual conferences. The Mary Patterson Routt Lecture in Professional Writing sponsors talks by professional writers. In addition, The Claremont Colleges Center for the Performing Arts offers a full array of programming featuring artists from both classical and popular fields.

Publications

The Collage is a weekly newspaper published by the students of Claremont McKenna, Harvey Mudd, Pitzer, Pomona, and Scripps colleges. *VOICE* is the monthly newspaper published entirely by Scripps students. *La Semeuse* is the yearbook issued each spring produced by Scripps students. *The Scripps Journal* is an annual publication of interdisciplinary academic writing by Scripps students, selected and edited by the Writing Program faculty.

The *Guide to Student Life* is the official student handbook, and Scripps students are held responsible for all policies and information it contains as well as the policies and procedures contained in the *Scripps College Catalog* and *Addendum*.

Rules and Guidelines

Student Rights and Privacy

The Family Educational Rights and Privacy Act of 1974 as amended provides Scripps College students with protection of the privacy of their records maintained as permanent files by the College and with the right to access those files. A student's permanent records are confidential and access to them is restricted to the student who is the subject of the file and others as defined in *The Guide to Student Life* including individuals employed by Scripps or another of The Claremont Colleges with legitimate educational interests and need to know, to individuals or organizations with which the College contracts for specific services related to the legitimate educational interest of students, and to designated governmental officials. A student may request that access be allowed to other specified individuals, and she may waive her rights by written notice to the College. The Act allows the College to publish certain factual information about students (known as "directory information") in directories and announcements unless the student specifically requests the College not do so. For further

information and definition of terms, students should consult the registrar and *The Guide to Student Life*, Section 3.00.

The following categories of information about students are “directory information” at Scripps College under the Family Education Rights and Privacy Act and may be released:

Name

Campus Address: Scripps mailbox will be released as the mailing address.

Campus Email Address: Scripps College email address

Dates of Attendance and Enrollment Status (full-time or part-time)

Classification (first-year, sophomore, and so forth)

Majors and/or Minors

Degrees, Certificates, Honors and Awards received

Date of Birth

Photo

Previous Academic Institutions Attended

Activities and Sports including height and weight of athletic team members

Permanent address and telephone numbers are not included in “directory information.” The College, normally through the Dean of Students, reserves the right to disclose non-directory information if it determines that the information is necessary to protect the health or safety of the student or of other individuals.

Students contemplating restricting the above directory information are cautioned to consider very carefully the consequences of such a decision. Information requested by prospective employers, off-campus friends, and similar inquirers would become inaccessible if restricted.

Indicating Plans for the Following Semester

Returning to Campus in Continuous Enrollment

You must confirm your intent to enroll for the following semester by returning the Confirmation of Enrollment Form to the Registrar’s Office by November 15 for the following spring semester or by the deadline to drop spring classes (before spring break) for the following fall semester. Failure to do so by the date stated will result in the forfeiture of your commitment fee (if you signed a waiver, your security deposit). In addition, students who do not return this form to the Registrar’s Office will not be permitted to draw for campus housing or preregister for classes.

Taking a Leave of Absence from Scripps

If you plan to take a leave of absence from the College, you should indicate this on the Confirmation of Enrollment Form by the November 15 deadline for the following spring semester or by the deadline to drop spring classes (before spring break) for the following fall semester. Failure to do so by the date stated will result in the forfeiture of your commitment fee (if you signed a waiver, your security deposit). You must make an appointment with the dean of students for an exit interview; additional exit interviews will be required in the financial aid office and with the registrar.

In addition to the Confirmation of Enrollment Form, you must complete an official Intent to Take a Leave of Absence form (including signatures from the above offices and your adviser) and return it to the Registrar’s Office before the leave is authorized. Financial aid students should also consult with the director of financial aid to determine the impact of a leave on their aid.

Students normally take a leave of absence for one or two semesters. Students wishing to extend a leave of absence for one or two additional semesters must petition to the Committee on Academic Review to do so. Students wishing to extend their leaves of absence beyond four semesters may be withdrawn from the College and requested to apply for readmission when they wish to return.

Students will not receive transfer credit from a study abroad program completed outside the purview of the Scripps Office of Off-Campus Study. Please see “Transfer Credit” within the Academic Policies and Procedures section of this catalog for additional information.

Returning to Scripps from a Leave of Absence or Off-Campus Study Program

You must complete the Confirmation of Enrollment Form sent to you during your absence from Scripps and return it to the Registrar's Office by the November 15 deadline for the following spring semester or by the deadline for enrolled students to drop spring classes (before spring break) for the following fall semester. Failure to do so by these deadlines (indicated on the Confirmation of Enrollment form mailed to you) will result in forfeiture of your commitment fee (if you signed a waiver, your security deposit), and you may not be guaranteed housing based on available space or participate in preregistration for the following semester. Financial aid students should also consult with the director of financial aid of their planned return.

Students who attended a college or university while on a leave must have an official transcript mailed to the registrar upon completion of the work and must be in good academic standing at all institutions attended while on leave to be eligible to return to Scripps. Students not meeting this requirement should contact the registrar to discuss the petition process for an exception.

Withdrawing from Scripps

If you plan to withdraw from the College, you should indicate this on the Confirmation of Enrollment Form by the November 15 deadline for the following spring semester or the deadline to drop spring classes (before spring break) for the following fall semester. Failure to do so by these deadlines (indicated on the Confirmation of Enrollment form sent to you) will result in the forfeiture of your commitment fee (if you signed a waiver, your security deposit). You must make an appointment with the dean of students for an exit interview; additional exit interviews will be required in the financial aid office and with the registrar.

An official Notice of Withdrawal form must be completed (including signatures from the above offices as well as your adviser and Denison Library). The completed form must be returned to the Registrar's Office and all books returned to the libraries before any refunds will be authorized. In addition, students withdrawing from the College are requested to complete and return an anonymous Withdrawing Student Survey to the Office of Planning and Research.

Readmission Following Withdrawal

A former Scripps student wishing to return to complete degree requirements must provide the following documents to the registrar:

1. An application for readmission, available from the registrar;
2. A short essay describing her activities and experiences since leaving the College;
3. Official transcripts from any college or university attended since she left Scripps.

These items must be submitted to the registrar by August 1 for possible readmission for the fall semester or by January 1 for possible readmission for spring. Students must be in good academic standing at Scripps and at all colleges or universities attended since withdrawal. Readmission will be judged primarily on the basis of the student's standing at the time of her withdrawal and all academic work completed since withdrawal. Students not meeting readmission requirements should contact the registrar to discuss petitioning for readmission. Once readmitted, she must pay the \$350 commitment fee before registering and arranging for housing.

Students applying for financial aid and readmission must meet earlier financial aid deadlines, limitations, and requirements; they should also be aware that aid may be severely limited or unavailable.

Medical Regulations

The College does not assume responsibility for the complete medical care of its students. The Claremont Colleges have a medical center, counseling center, and Health Education Outreach Program to assist students.

An accident and hospital reimbursement plan is available to all full-time students to protect against major costs. Students, particularly those whose homes are overseas or who are not covered under some other policy, are strongly urged to subscribe. The College plan is designed to supplement the care provided by the Health Service. It includes benefits for accidental injuries, hospitalization, surgery, doctor's visits in the hospital, emergency care and ambulance. Detailed information is available from the Health Service.

All international students attending Scripps on a student or other visa are required to carry health insurance. Evidence of current health insurance will be necessary, and registration privileges may be withheld or

preregistration cancelled if a student's health insurance coverage is not current. Please contact the Dean of Students' Office for information about health insurance available to international students.

Upon entering the College, a student is required to complete and return the entrance physical form, which includes a requirement for a tuberculin skin test. If that test is positive, the student is required to have a chest X-ray. New students are also required to provide documentation of current immunizations for measles and rubella. Failure to meet these requirements will result in suspension of registration and class attendance until the requirements have been met.

Possession of Automobiles

Parking facilities on campus are limited. On-campus students will be charged a fee of \$30 per semester for parking near the residence halls; off-campus students will be charged \$20 per semester for parking on campus during class hours. All cars must be registered with Campus Safety.

Insurance

The College does not assume responsibility for loss or damage of personal property or personal injury. This includes damage that may be incurred by fire, flood, etc., in College facilities, including residence halls. It also includes the incidence of theft in such facilities. Families and students should inspect their own insurance policies and determine whether the limits are sufficient to cover the student's belongings in Claremont. Students not covered by a family policy are encouraged to secure renter's insurance, particularly if they plan to bring expensive equipment to campus. Students are also urged to carry medical insurance (see Medical Regulations).

Services

Communication with Students

The Scripps College community encourages each student to develop a sense of personal responsibility and an ability to make decisions affecting her life. To further this development, community members communicate directly with the student whenever possible in matters involving the student's education. They try to help each student reach informed decisions about educational and personal matters by providing her with information and personal counseling. At a student's request, the College will communicate directly with her family or with other individuals outside the College. In addition, at the student's request, grades will be sent to family members. The College is happy to discuss matters of concern with families, while respecting the wishes of the students. In the case of a medical emergency, the College will consult the student if possible, but reserves the right to contact the immediate family or the person(s) listed on the Emergency Information Form.

The Claremont Colleges also maintain a counseling center, Monsour Counseling and Psychological Services, staffed with eight psychologists or professional counselors. Students are encouraged to use the center, described under "Health and Counseling," whenever such services seem appropriate or necessary.

Centers for Ethnic Studies

The two centers devoted to the development of educational programs designed to meet the needs and goals of ethnic minorities are the Office of Black Student Affairs and the Office of Chicano/Latino Student Affairs. The centers serve students from all The Claremont Colleges through the establishment of special courses, counseling, development of research projects, and involvement in community relations.

International Students

International students must maintain full-time enrollment status to maintain their F-1 visa status. They also must report all changes in address (including residence hall room changes) to the Department of Homeland Security. Current health insurance (either through the College plan or independently) is also required. The Scripps **Designated School Official** for communication with the Department of Homeland Security is the **registrar**. She signs student I-20 forms for them to leave and reenter the United States; maintains communication such as address changes with DHS through the SEVIS system; assists students to apply for both curricular and post-completion practical training; maintains copies of health insurance verification; and other required services for international students.

In addition, an intercollegiate international student center, **International Place**, provides programs and services to international students including a homestay prior to fall classes, information and referrals, and programs such as a weekly lunch discussion on global issues.

Career Planning & Resources

Career Planning & Resources helps Scripps women integrate elements of their college experience and assists them in preparing for life after college. Students are encouraged to use the services of Career Planning & Resources throughout their four years at Scripps.

Scripps students are offered individual career counseling and assistance in choosing a major, finding jobs and internships, and applying to graduate/professional schools. Other opportunities include the Internship Seminar, career workshops, videotaped mock interviews, and the joint Five-College Recruiting Program and career/job fair through which students have access to more than 150 employers. In addition to full- and part-time job listings and a library of more than 350 career planning books and directories, Scripps students have access to more than 1,000 alumnae who provide information on careers, graduate programs, professional affiliations, community involvements, and personal interests through the Life Connections program. Students have the opportunity to shadow alumnae through the Day-in-the-Life program. Scripps students can also take advantage of Life After Scripps, an annual two-day career program offered in February. With information readily available on the Internet, many of the resources are now online on the Scripps College Career Planning & Resources webpage.

Office of the Chaplains

Scripps College is served by the Chaplaincy of The Claremont Colleges, which represents the three major religious traditions on the campuses. An ecumenical staff—including a rabbi, a minister, and a priest—serves the campus on a full-time basis and directs the operation of **McAlister Center for Religious Activities**.

A full schedule of weekday and Sabbath worship for the three traditions is located at McAlister Center. This includes a wide range of program events under the sponsorship of the Jewish, Roman Catholic, and Protestant communities. The center houses a 24-hour meditation chapel, a library, lounge, and the offices of the Chaplains. The Chaplains also sponsor the Volunteer Service Center, which links students with local community agencies. Scripps students are encouraged to take action on issues of concern to them through the **Community Service Program**. Information about volunteering with local and national agencies on such issues as homelessness, education, health care, and domestic violence is readily available. Sixty local agencies attend The Claremont Colleges Community Service Fair each fall offering volunteer opportunities to students. Students pick up handouts on topics such as how to write a legislator, help feed the hungry, or start a recycling program.

Liaison with local churches, synagogues, and social agencies is maintained by the Chaplains. McAlister is also available for use by other religious groups on the campus for regular worship and study. The Office of the Chaplains stands ready to assist students wishing to make contact with members of their community of belief as well as to offer pastoral assistance and counsel to the campus community.

Health and Counseling Services

The Claremont Colleges maintain a health service for students while the colleges are in session. Three full-time physicians and a staff of nurses provide office care at Student Services located at 757 College Way. Consultation and treatment in the **Health Service** are available to students without charge, but bed and emergency care are not provided. There is a charge for medicines, laboratory tests, missed appointments, non-emergency walk-in appointments, and special supplies. Consultation and treatment by specialists in all fields can be arranged when needed. Excellent hospital facilities are available in the community. Outside consultation, emergency care, hospitalization, and surgery are arranged by the Health Service, but are not financed by the College, and payment for them is the responsibility of the individual student. For this reason, medical insurance is strongly recommended. Health Service care is available throughout the school year except for winter, spring, and summer vacations.

Monsour Counseling Center and Psychological Services (MCAPS) is also located at 757 College Way. The center has a staff of eight Ph.D. psychologists and professional counselors who provide therapeutic, preventive, and educational services to help students develop emotionally and cope with the stresses of college and life. Individual and group therapy is offered and is provided confidentially. Referrals are made to mental health resources in the community when necessary. Workshops and structured groups are offered on topics such as stress management, assertiveness, procrastination, myths and facts about alcohol, eating disorders, and intimate relationships. Students with personal concerns or those simply wishing to talk with someone are welcome. There is no charge for the services of the Counseling Center; fees for services provided off campus within the community are the responsibility of the student.

Advising and Counseling

Personal advising is a primary responsibility of the Dean of Students' Office, which includes the dean, two associate deans, and the residential life staff. This staff works in coordination with the Counseling Center, the Health Service, the Chaplains of The Claremont Colleges, the Office of Black Student Affairs, the Chicano/Latino Student Affairs Center, and International Place.

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE

Students are held to the requirements of the catalog and any associated addenda in effect at the time they first enroll as a degree- or certificate-seeking student.

Effective Fall 2006

General Requirements

The Bachelor of Arts degree at Scripps is earned by satisfactory completion of a minimum of 32 courses to include the following:

The Core Curriculum in Interdisciplinary Humanities (3 courses)

- Core I to be taken fall semester of the first year;
- Core II to be taken spring semester of the first year;
- Core III to be taken fall semester of the second year.

Writing (1 course)

- Writing 50, Critical Analysis, to be taken fall semester of the first year.

Breadth of Study

Fine Arts (1 course from among the following):

- Any art course;
- Dance (full course only which includes dance history and theory);
- Music 3, 81, or any other music theory or music history course;
- Theatre 1, 2, 3, 20A, 20B, 115A, 115B, 115C, 115D, 115E, 115F, or 115G;
- An equivalent course.

Letters (1 course from among the following):

- Any art history course
- Any literature course completed in English or a foreign language, but not writing;
- Any philosophy course except logic;
- Any classics course except Greek, Hebrew, and Latin language through the intermediate level;
- Any religious studies course;
- An equivalent course.

Natural Sciences (1 course from among the following):

- Any Joint Science course numbered 50–79 for nonscience majors; or
- Engineering 79L at Harvey Mudd College for nonscience majors; or
- Any introductory science course for majors in biology, chemistry, neuroscience, or physics; or
- An equivalent course with a lab.

Social Sciences (1 course from among the following):

- Anthropology below 100;
- Economics 51 or 52;
- History (any full course);
- Politics 100, 110, 118, 120, 130 or 140;
- Psychology 52; or
- An equivalent course.

Race and Ethnic Studies (1 course)

- (A list of approved courses is provided each semester in the Registration Handbook.)

Gender and Women's Studies (1 course)

- Students must complete one course in gender and women's studies. The requirement may be met by passing any course in the Scripps Gender and Women's Studies program or any other course approved by Intercollegiate Women's Studies. Courses that fulfill this requirement will be identified in the biannual registration materials.

Foreign Language (3 courses should be completed in an uninterrupted sequence)

- 3 semesters of one language (through intermediate level);

- Equivalent courses or competency

Students are strongly encouraged to fulfill their language requirement in an uninterrupted sequence. In all cases, however, the language requirement must be completed by the end of the first semester of the senior year.

Mathematics (1 course from among the following):

- Math 23 (precalculus);
- Biology 175, Economics 120, Mathematics 57, or Psychology 103 (Statistics);
- Logic (in philosophy); or
- An equivalent course.

All of the above General Requirements *must be completed by the end of the first semester of the senior year.*

Major (9 or more courses {minimum of 8 courses plus senior thesis} as defined in this catalog).

Additional elective courses, to bring total to 32 minimum.

Double Counting Courses:

1. The Core may not double count to meet any other General Requirement.
2. No course may fulfill more than two requirements. Examples: Social Science plus Race and Ethnic Studies; Social Science plus major. A course may meet only one of the four Breadth of Study requirements (i.e., Fine Arts, Letters, Natural Sciences, or Social Sciences).
3. A course used to demonstrate minimum language or mathematics competency may be double counted toward major(s) and/or minor(s) under the conditions outlined below.
4. Up to two courses (including prerequisite courses) may double count towards each of two majors (but not also a General Requirement). Students may exceed this double counting limit **if** the total number of unduplicated courses on the approved Senior Major Form for each major (excluding senior seminar and thesis) is at least six courses.
5. Up to one course (including prerequisites) may double count toward each of two minors (but not also a General Requirement). Students may exceed this double counting limit **if** the total number of unduplicated courses on the approved declaration form for each minor is at least four courses.
6. Up to one course (including prerequisite courses) may double count between a major and a minor (but not also a General Requirement). Students may exceed the above double counting limits **if** the total number of unduplicated courses on the approved Senior Major Form is at least six courses and the total number of unduplicated courses on the approved minor declaration form is at least four courses.

The Discussion of Requirements sections detail the above areas. Upon entering Scripps College, a student is assigned a faculty adviser who will aid in arranging a program of studies suitable to the student's interests, previous training, and academic objectives. She is expected to consult with her adviser throughout each year regarding her academic plans.

Residence Requirement for Graduation: A minimum of 16 courses, evidenced by a minimum of two years in regular, full-time attendance, must be completed in residence at Scripps, including the final eight courses. Affiliated off-campus study programs meet residence requirements. Normally, students may enroll in an affiliated off-campus program for a maximum of two semesters; transfer students usually are allowed only one semester in an affiliated off-campus program. A petition for an exception to residence requirements will be considered by the Committee on Academic Review.

Degree Completion and Commencement Participation: Students may participate in commencement exercises upon satisfactory completion of **all** degree requirements as verified by the registrar. Satisfactory completion is demonstrated by a minimum grade point average of 6.0 (C) in the major(s), minor(s), and cumulatively and at least a C in Writing 50. The cumulative grade point average is calculated only on courses taken at The Claremont Colleges or on an affiliated off-campus study program (study abroad) as a Scripps student. The grade point average in the major(s) and minor(s) excludes grades received in courses prerequisite to the major(s) or minor(s). Students are normally expected to complete degree requirements published in the catalog and/or addendum of their first semester of enrollment.

Enrollment

The College believes in the educational validity of the four-course program for each semester. The rate of progress toward the degree may be accelerated or diminished, and individual students are advised to consider their own powers and preparation in determining the rate at which they move forward. A student may register for a maximum of five and one-half courses in one semester; three courses are the minimum for a full-time

program. Certain degree-seeking students may, after consultation with their academic adviser and the registrar, enroll on a part-time basis for a short period of time. Full-time residential students will be expected to complete degree work in no more than 10 semesters.

Permanent Part-Time Student Status: Students wishing to complete a Scripps B.A. degree on a part-time basis must request permanent part-time status and may enroll in no more than two and one-half courses per semester for their entire program at Scripps. The student will pay the current per-course fee plus student body fees. Permanent part-time students enrolled half time (a minimum of one and one-half courses) may be eligible for financial aid, as funds permit. Students requesting permanent part-time status must see the registrar.

Students must see the registrar to request permanent part-time status. Students must also see the registrar to request temporary part-time status for one semester.

Second Major After the B.A.: A student who has received a Scripps B.A. degree may return and fulfill the requirements for another major. Upon completion, this major will be recorded on her transcript according to the following provisions:

1. The student must be in residence at Scripps for at least two semesters.
2. The student must fulfill the course requirements for her major at Scripps and/or the other Claremont Colleges.

A student who has completed such a second major will not take part in a second graduation ceremony nor receive a second degree from the College.

Second Degree After the B.A.: A student who has completed a bachelor's degree at another college or university may apply for admission to Scripps College with the intention of completing a second bachelor's degree. She must meet normal admission requirements and will be allowed a maximum of 16 equivalent transfer courses toward completion of the second degree. She must meet all degree requirements outlined in this catalog.

Post-Baccalaureate Premedical Program: Women and men who have chosen late in their academic lives to pursue a career in medicine are invited to apply for admission to the Scripps Post-Baccalaureate Premedical Program.

Non-degree-seeking students should contact the Registrar's Office for enrollment information. In general, these students include:

1. Part-time, nonmatriculating students paying the current per-course fee, earning credit and grades for courses completed. Core, studio art, music lessons, and similar high-demand courses are not available for enrollment by nonmatriculating students. Instructor permission is required for enrollment in other courses and only on a space-available basis.
2. Auditors pay a \$100 per-course fee and earn no credit or grade. Core, studio art, music lessons, and similar high-demand courses are not available for audit enrollment. Auditors enroll with instructor permission on a space-available basis. See "Audit of Courses" for additional information.
3. Visitors (See "Visiting Students").
4. High School guests pay \$100 per course. Contact the Registrar's Office for specific enrollment restrictions that apply to high school students.

Discussion of Requirements

Degree requirements at Scripps (a minimum of 32 courses) include: (1) the three-semester Core Curriculum; (2) Writing 50, Critical Analysis; (3) the breadth of study requirement; (4) a race and ethnic studies requirement; (5) a gender and women's studies requirement; (6) foreign language competency; (7) mathematics competency; and (8) a major. Each requirement addresses important elements in the building of a student's educational foundation. They are designed to introduce each student to a variety of formal ways of thinking, to provide a reasonable base of understanding of, and participation in, the world of the 21st century, and to encourage a commitment to lifelong learning.

Language Requirement Statement

Students are strongly encouraged to fulfill their language requirement in an uninterrupted sequence. In all cases, however, the language requirement must be completed by the end of the first semester of the senior year.

General Education Statement

All general education requirements must be completed by the end of the first semester of the senior year.

The Core Curriculum in Interdisciplinary Humanities

The Core Curriculum offered at Scripps gives students the opportunity to investigate important issues of human existence in an interdisciplinary context. Each first-year student is required to complete the three-course Core beginning in her first fall semester. The courses are described on page 98 under “Core Curriculum in Interdisciplinary Humanities: Culture, Knowledge, and Representation.”

Students who transfer to Scripps will be placed into the Core Curriculum sequence based upon their class standing at entrance. Students who transfer with the equivalent of four or fewer Scripps courses will be required to begin with Core I and complete the three-course sequence. Students who transfer with the equivalent of five to eight courses will complete Core II and Core III. Students who transfer as first-semester sophomores (eight to twelve courses) must complete Core III. Transfer students entering Scripps with the equivalent of 12 or more Scripps courses will be waived from the Core Curriculum requirement.

Writing: Critical Analysis

Scripps College believes that its students should be able to read well and to express themselves with precision, logic, and subtlety. Writing 50 must be passed with a grade of C or higher during the first semester of Scripps enrollment. Students earning less than C will be required to enroll in Writing 50 the subsequent semester and until passed with a C or higher; all grades will be computed in the grade point averages.

Transfer students who have completed a clearly identifiable and equivalent college writing course with a grade of C or higher will have met this requirement. Transfer first-year and sophomore students who have not completed an equivalent course will be required to enroll in Writing 50 during their first semester. Students who transfer to Scripps as juniors are waived from this requirement.

Breadth of Study

Scripps College believes that it is important for all students to understand that there are different ways of thinking about knowledge and of defining and examining problems. The goal of the breadth of study requirement is to introduce students to different ways of knowing and different ways of thinking. All students are required to complete one course in each of the following areas:

1. Fine Arts

One course selected from the following:

- a. Studio art;
- b. Dance as one full course, which includes history and theory;
- c. Music 3, 81, or any music history or theory course;
- d. Theatre 1, 2, 3, 20A, 20B, 115A, 115B, 115C, 115D, 115E, 115F, or 115G; or
- e. An equivalent course.

2. Letters

One course chosen from the following areas:

- a. Art history
- b. Classics (except Latin, Greek and Hebrew courses meeting the language requirement);
- c. Literature (taught in English or as an upper-division modern language course);
- d. Philosophy (except formal logic);
- e. Religious studies; or
- f. An equivalent course.

3. Natural Sciences

One laboratory science course from:

- a. Any Joint Science course numbered 50–89 for nonscience majors;
- b. Engineering 79L at Harvey Mudd College for nonscience majors;
- c. Any introductory science course for majors in biology, chemistry, neuroscience, or physics; or
- d. An equivalent course, which includes laboratory.

4. Social Sciences

One social science course from:

- a. Anthropology 1 or 2;
- b. Economics 51 or 52;
- c. Any history course;
- d. Politics 100, 110, 120, 130, or 140;

- e. Psychology 52; or
- f. An equivalent course.

General Education Statement

All general education requirements must be completed by the end of the first semester of the senior year.

Double Counting Courses

1. The Core may not double count to meet any other General Requirement.
2. No course may fulfill more than two requirements. Examples: Social Science plus Race and Ethnic Studies; Social Science plus major. A course may meet only one of the four Breadth of Study requirements (i.e., Fine Arts, Letters, Natural Sciences, or Social Sciences).
3. A course used to demonstrate minimum language or mathematics competency may be double counted toward major(s) and/or minor(s) under the conditions outlined below.
4. Up to two courses (including prerequisite courses) may double count towards each of two majors (but not also a General Requirement). Students may exceed this double counting limit **if** the total number of unduplicated courses on the approved Senior Major Form for each major (excluding senior seminar and thesis) is at least six courses.
5. Up to one course (including prerequisites) may double count toward each of two minors (but not also a General Requirement). Students may exceed this double counting limit **if** the total number of unduplicated courses on the approved declaration form for each minor is at least four courses.
6. Up to one course (including prerequisite courses) may double count between a major and a minor (but not also a General Requirement). Students may exceed the above double counting limits **if** the total number of unduplicated courses on the approved Senior Major Form is at least six courses and the total number of unduplicated courses on the approved minor declaration form is at least four courses.

Quarter Credit (.25) Course Limits

Scripps students may earn .25 course credits for registering and participating in physical education activities, including intercollegiate athletic team sports, but official enrollment is not required for participation. Students may earn up to a total of 1.0 Scripps course credit (four .25-credit enrollments with Passing grades) exclusively for physical education, including intercollegiate and intramural athletic team sports. Some physical education activities have additional fees and registration requirements; see the current schedule of courses for current fee information. (See Physical Education in the Special Programs section and Athletics in the Student Life section of this catalog for additional information.)

A number of quarter-credit courses are offered for which Scripps students may cross-register including dance, foreign languages, music and theatre. Scripps students may earn up to a total of 1.0 Scripps course credit (four .25-credit enrollments with Passing grades) exclusively for quarter-credit enrollments other than physical education.

Scripps students may not earn more than 2.0 credits total for quarter-credit enrollments at The Claremont Colleges. Transfer credit will not be accepted for any similar activity enrollments at other colleges and universities.

Race and Ethnic Studies Requirement

The race and ethnic studies requirement assesses the systematic discrimination and exploitation of African Americans, Latino Americans, Native Americans, and Asian Americans that have figured so critically in the history of this country. This requirement is met by taking one course that focuses primarily on one or more of these four groups in the United States.

To request that a course be added to the pre-approved list of courses, students must submit courses (including a syllabus) by petition to the Committee on Academic Review. Seniors may only take pre-approved courses.

Gender and Women's Studies Requirement

Students must complete one course in gender and women's studies. The requirement may be met by passing any course in the Scripps Gender and Women's Studies program or any other course approved by Intercollegiate Women's Studies. Courses that fulfill this requirement will be identified in the biannual registration materials.

Foreign Language

One of the most important features of a liberal education is familiarity with the language of a culture other than one's own. Such familiarity not only clarifies a student's sense of her own cultural identity, but also enhances her articulateness and enlarges her view of the scope of thought and language. Languages currently available for study in Claremont include Chinese, French, German, Italian, Japanese, Korean, Russian, and Spanish. Classical Greek and Latin are also available.

The Scripps language requirement is met by demonstrating competency and proficiency in one foreign language, ancient or modern, by:

- a. The achievement of a thorough knowledge of basic grammatical structure;
- b. The ability to write a composition correctly; and
- c. In the case of a modern language, the ability to understand a native speaker at a moderate speed and to respond intelligently. The required level of language competency must be demonstrated in one of the following ways:

1. By passing the third-semester level course in one language through The Claremont Colleges Modern Languages Program, the cooperative Classics Department, or full-course American Sign Language credit. Students are strongly encouraged to fulfill the language requirement in an uninterrupted sequence. In all cases, however, the language requirement must be completed by the end of the first semester of the senior year.

2. By passing a departmental competency examination. Language placement tests in French, German, Italian, Latin, and Spanish are held at Scripps during fall Orientation, or by arrangement, to demonstrate competency for full or partial waiver of the courses required using one of those languages. Placement exams in Chinese, Japanese, Korean, and Russian are administered by other Claremont Colleges during Orientation.

3. By scoring at or above the (recentered) scores indicated below on a SAT II Foreign Language Achievement Test:

Chinese	630	Italian	630
French	640	Japanese	620
German	630	Latin	630
Modern Hebrew	540	Spanish	630

The foreign language requirement will be waived for international students who graduated from a non-English high school program. Other students may petition for a waiver of the requirement based upon written verification of non-English language proficiency by an interview with a Claremont faculty member who is fluent in the language. Students may also petition to waive the language requirement by successful completion of an off-campus examination at another college, verified by a letter bearing that college's seal, and forwarded in a sealed envelope to the registrar. (Any examination fees will be paid directly to the other college by the student.)

Because of the importance of language to the study of the humanities, to work in most majors, and to many future careers, students who have met the basic language requirement in any one of these ways are strongly urged to continue their study of foreign language and literature beyond the required competency level.

Language Requirement Statement: Students are strongly encouraged to fulfill their language requirement in an uninterrupted sequence. In all cases, however, the language requirement must be completed by the end of the first semester of the senior year.

Mathematics

The extensive use of mathematics in our lives as individuals and as a society indicates that a knowledge of mathematics is essential for practical living and for professional development. The math requirement may be met in either theoretical or applied mathematics. Theoretical mathematics involves methods of inquiry based on rigorous deduction and formal proof that are different from those in other areas. Applied mathematics is a fundamental tool in the social and natural sciences and in many other areas. The math requirement may be satisfied in any one of the following ways:

1. By passing Math 23, Precalculus, or a higher-level math course.
2. By placing into Math 30 or a higher-level math course on the placement exam. (The Math Placement Exam is administered during fall Orientation.)
3. By passing a course in the applications of mathematics, i.e., Biology 175, Applied Biostatistics; Economics 120, Economic Statistics; Math 57, Social Statistics; or Psychology 103, Psychological Statistics.

4. By passing a course in formal logic (through the Philosophy Department).

Because of the importance of mathematics to the study of the social and natural sciences and to work in many careers, students are strongly encouraged to continue their study of mathematics beyond the required level.

Requirements for the Major

Before preregistration in spring of the sophomore year, each student must declare her major by filing an approved junior major form in the registrar's office. At the same time, she will select a faculty adviser within her major field who will assist her in planning her future program. Students who plan to complete two majors must also declare the second major by filing a second approved junior major form assisted by a faculty member in the second field. Students planning to complete a minor are encouraged to formally declare the minor at the end of the sophomore year.

A major is an integrated program of study composed of courses and independent work within a discipline or interdisciplinary program. It should have an inner rationale and coherence of structure. The basic educational policy of Scripps is to enable students to think independently and critically. In planning her major, a student should implement this policy by seeking to fulfill the following goals:

1. Mastery of (a) skills and methods, (b) principles and theory, and (c) essential materials in the field. This mastery will usually be accomplished by successfully completing certain courses or a combination of courses and supervised independent study as determined by the department faculty. Passing the required courses for the major, a minimum of eight semester courses or their equivalent, with at least a 6.0 (C) grade point average is the basis for this standard.

2. Demonstration of competence in the field. In the areas of music, dance, and theater, a senior performance or a thesis is required as a demonstration of competence. In studio arts, a senior project is required. In all other fields, competence must be demonstrated by writing a senior thesis. Senior theses are supervised by two members of the Scripps College faculty: the director of the thesis and a second reader chosen in the relevant field. Options consistent with the basic educational policy of the College may be considered equivalent to the thesis upon approval by two faculty members and petition to the Committee on Academic Review. Due dates for senior theses are determined by the faculty of each discipline. A minimum grade of D is required for the senior thesis/project for graduation.

During September of the senior year, in consultation with her major adviser, the student files an approved senior major form in the Registrar's Office for each major she anticipates completing, indicating those courses which she plans to use to complete her major requirements. Seniors will be held to the specific courses indicated on the senior major form. Written requests on a course substitution form to change these intended courses must be approved by the major adviser and forwarded to the registrar.

Choices for Majors

1. Requirements for majors at Scripps College are defined by departments and are listed in the catalog under the descriptions of the departmental programs. All majors consist of a minimum of eight semester courses or their equivalent, and a senior thesis (or senior seminar or project). At least half of these courses must be taken at Scripps, except where this regulation is specifically waived. Courses that fulfill major requirements will be chosen by the student in consultation with her adviser and listed on her approved senior major form.

2. A dual major must fulfill all of the major requirements for each of the two disciplines (unless an exception is specified in the catalog) and complete a senior thesis that integrates the skills and knowledge of both fields. The two thesis readers are from the faculty of the two fields represented by the dual major. Normally, students who undertake a dual major would be required to complete only one senior seminar, but two may be taken for credit if the thesis readers recommend it. In the case of a dual major where each department requires participation in a senior seminar, and in the event these seminars meet at the same time, the student, with the assistance of advisers from each department, will determine the senior seminar in which she will enroll. Courses that fulfill each major requirement will be listed on each of the two senior major forms as approved by her adviser in each

field. Courses that fulfill each major requirement will be listed on each of the two senior major forms as approved by her adviser in each field.

3. A double major must fulfill all of the major requirements for each of two disciplines and complete two theses, one in each of the two subject areas. Courses that fulfill each major requirement will be listed on each of two senior major forms as approved by the student's adviser in each field.

4. A self-designed major may be created by a student from among many fields offered at the colleges, provided that this major consists of a minimum of eight semester courses or their equivalent plus a thesis which will allow the student to demonstrate competency in the proposed major. The student will work closely with an academic adviser in at least one of the fields she chooses for this special major in order to plan her course of study. This course of study is to be approved by a faculty member in each relevant field and by the Committee on Academic Review. The thesis will be read by two faculty members in the appropriate fields.

Up to two courses (including prerequisite courses) may double count towards each of two majors (but not also a General Requirement). Students may exceed this double counting limit **if** the total number of unduplicated courses on the approved Senior Major Form for each major (excluding senior seminar and thesis) is at least six courses. (See Double Counting Courses in this catalog.)

Majors are offered in fields in which the senior thesis can be supervised by a member of the Scripps faculty, and, if the major is offered at Scripps, the Scripps major requirements must be met. If a student wishes to major in a field for which no provision is made at Scripps (for example, sociology), she may complete her work in part or entirely at one or more of the other Claremont Colleges. In this case the student must meet the specific requirements of the other colleges for the major, to include at least eight courses, and also write a senior thesis. A Scripps faculty member will oversee the thesis plan and the writing of it. Off-campus majors require the on-campus adviser's signature of approval plus the signature of the off-campus adviser in the major field on the senior major form. All majors are subject to review by the dean of the faculty and the Committee on Academic Review.

Minors

Students planning to complete a minor are encouraged to declare the minor formally at the end of the sophomore year. A completed form for declaring a minor, including the approval of the student's adviser and a professor in the designated minor area of study, must be submitted to the registrar no later than the deadline to add classes in her last semester of enrollment. Satisfactory completion of a minor will be measured by passing grades in all required courses with a minimum grade point average of 6.0 (C) or higher.

Requirements for minors at Scripps College are defined by departments and are listed in the catalog under the descriptions of the departmental programs. All minors consist of a minimum of six semester courses or their equivalent. Up to one course may double count between a major and a minor or between two minors (but not also a major or General Requirement). Students may exceed this double counting limit **if** the total number of unduplicated courses on the approved declaration form for each minor is at least five courses. At least half of the minor courses must be taken at Scripps, except where this regulation is specifically waived.

Honors

If an honors program in the major is offered at Scripps, the Scripps honors requirements must be met. When the Scripps major does not offer honors, a student may discuss with the department/program chair the possibility of creating an honors program.

Scripps students may petition for honors in off-campus majors if that major offers honors and the student meets both the off-campus honors requirements and the Scripps minimum requirements for honors: GPA requirement of 10.5 within the major (consisting of at least 8 major courses plus thesis, excluding prerequisites) and an honors quality senior thesis with a grade of A or A- with a successful oral defense to include at least one Scripps reader. When the off-campus major has honors at one college and not at another, the student should follow the program of the college that offers honors, but in unusual circumstances may petition the Committee on Academic Review for an exception. In both instances, the petition must include the minimum criteria

required by the readers (for example, additional or specific courses or minimum thesis length) and must be acceptable both to the off-campus major adviser and reader(s) as well as the Scripps adviser and reader(s).

For intercollegiate programs where no honors major program has been defined in the Scripps or another catalog, Scripps students may petition for honors in the major. The minimum honors requirements will be: GPA requirement of 10.5 within the major (consisting of at least 8 major courses plus thesis, excluding prerequisites) and an honors quality thesis with a grade of A or A- and a successful oral defense to include at least one Scripps reader.

In a self-designed major, it would be the decision of all faculty members involved in that self-designed major to agree to an honors program and to determine the criteria for honors provided the student meets the Scripps minimum requirements for honors: GPA requirement of 10.5 within the major (consisting of at least 8 major courses plus thesis, excluding prerequisites) and an honors quality thesis with a grade of A or A- and a successful oral defense to include at least one Scripps reader.

ACADEMIC POLICIES AND PROCEDURES

Class Level

Class level is determined by the number of Scripps courses or course equivalents that have been completed as follows:

Freshman	0-7.9	Junior	16.0-23.9
Sophomore	8.0-15.9	Senior	24.0-Up

Course Numbering and Credit

Scripps courses numbered 1-99 are lower division; those numbered 100–199 are upper division. One Scripps course is equivalent to four semester units or six quarter units. Transfer credit will be equated to Scripps courses according to a standard mathematical conversion table available in the Registrar's Office. Courses considered for transfer from a community college are lower division.

Grading Policy

Academic evaluation at Scripps College is a system of letter grades with grade points assigned according to the following scale:

12.0	11.0	10.0	9.0	8.0	7.0	6.0	5.0	4.0	3.0	0
A	A–	B+	B	B–	C+	C	C–	D+	D	F

A minimum grade point average of 6.0 (C) is required in the major(s), minor(s), and cumulatively for graduation. Dual, double, and area studies majors require a grade point average of 6.0 (C) in each academic area. Cumulative grade point averages are calculated only on courses taken as a Scripps student. Letter grades on file with the registrar at the end of the semester are final unless an error in calculating the grade is discovered. Errors must be corrected within one year of the time the grade was recorded. The following additional symbols are used to evaluate student performance.

P/F (Pass/Fail). A maximum of one course per semester may be taken Pass/Fail with a maximum of four Pass courses counting toward the 32-course degree requirement. Work must be C (not including C–) or above in quality to receive a P. Pass/Fail grades are not calculated into the cumulative grade point average. The decision by the student to take a course Pass/Fail must be made and recorded in the Registrar's Office by the last day to drop classes without academic penalty. Courses used to meet any general requirement or courses in the major(s) or minor(s) may not be taken Pass/Fail. A Fail grade for a physical education activity does not appear on the student's official transcript.

I (Incomplete). An Incomplete **may** be given at the instructor's discretion, **except for senior thesis**, under the following circumstances:

1. At least 75 percent of all course requirements to date has been completed; and
2. The student's work to date is passing; and
3. Attendance has been satisfactory; and
4. An illness or other extenuating circumstance legitimately prevents completion of required work by the due date (written verification by the dean of students or medical practitioner is required); and
5. The incomplete is not based solely on a student's failure to complete work or as a means of raising her grade by doing additional work after the grade report time; and
6. The instructor completes and submits the appropriate form with the course grade sheet, including the final grade to be assigned if the work is not completed on time.

Students must complete all remaining work no later than the deadline to add classes (10th instructional day) of the following semester, and the grade must be submitted no later than two weeks following completion

of the work (end of the fourth week). Students must petition to the Committee on Academic Review to request an extension of the deadline. If the work is not completed by the established or petitioned deadline, the final grade submitted by the faculty member on the basis of work previously completed will be recorded. The senior thesis deadline may only be extended by petition to the Committee on Academic Review on or before the published thesis deadline.

IP or N (In Progress). For courses designed to extend beyond one semester such as some senior theses.

NG or NR (No Grade Received). This space holder will be used when no grade can be recorded before grades become available to students through their academic portal accounts at the end of a semester, e.g., grades for the course were not yet submitted; a grade was omitted from the grade sheet; or the grade submitted was not an approved Scripps grade. As soon as the Registrar's Office has obtained the appropriate final course grade, the student will be notified of the final grade and the corrected semester and cumulative grade point averages, and her transcript will be updated.

W (Withdrawal). Withdrew from the course after the deadline to drop classes.

Changes in Registration

All registration changes must be submitted to the Registrar's Office on an approved change in registration form by the deadline indicated in the current academic calendar. Students must petition to the Committee on Academic Review for exceptions to published registration deadlines; repeated petitions for exceptions to published deadlines are not likely to be approved. Change in registration and petition forms are available in the Registrar's Office.

Adding Courses. Students may add courses by submitting an approved form during the first 10 instructional days of a semester.

Dropping Courses/Withdrawal. A student may drop a course, except Writing 50 or Core, by submitting an approved form during the first seven weeks of the semester and no record of that course is made on her transcript. Students must petition to the Committee on Academic Review to drop Writing 50 or any of the three Core courses. After the last day to drop courses, a withdrawal will appear on the transcript indicated as a grade of **W**; no course withdrawal forms will be accepted after the last day of classes before reading days and final examinations begin except in cases of emergency by petition to the Committee on Academic Review.

Mid-Semester Leave or Withdrawal. If for unanticipated reasons a student needs to request a leave of absence or to withdraw from the College before the end of the semester, she must contact the Dean of Students Office. Any student who initiates a leave or withdrawal after the last day to drop courses will be assigned a grade of **W** for each current course enrollment.

Auditors may not change their enrollment status to receive credit after the last day to add classes; credit enrollments may not be changed to audits after the last day to drop classes.

Academic Advisers

There are numerous resources available to assist students in educational planning. At the center of the academic advising program is the student's faculty adviser who is available to assist in defining her educational interests and goals and in developing her course of study.

A faculty adviser is assigned to each entering student for her freshman and sophomore years. Students are free to change advisers at any time and are encouraged to do so once a major has been decided upon. (A change-of-adviser slip is available in the Registrar's Office.) Faculty advisers are not always assigned to new students on the basis of expressed academic interests. Because no one person can provide all the information about courses and curriculum that a new student is likely to need, students are encouraged to ask questions of other faculty members and resource persons. (Students interested in medical school and those interested in a major in music or engineering are especially encouraged to see the faculty in these areas, because early planning is particularly important.) A student, in consultation with her adviser, should compile information from many sources in planning her program.

A Scripps student is expected to assume responsibility for initiating all contact with her adviser for

information and advice about requirements, classes, low grade notices, potential graduate programs, and other academic matters. Specifically, a student accepts the following advising responsibilities:

1. Read catalog, the current course listings publication, and the Guide to Student Life before meeting with adviser.
2. Initiate meeting with her adviser during posted office hours at pre-registration/registration time to discuss requirements, classes and plan of study.
3. Contact her adviser for signatures on registration forms, declaration of major and minor forms, any academic petition form, and add/drop slips in a timely fashion.
4. Know the office hours of her adviser and adhere to them. If another time is necessary, contact adviser for a mutually agreeable appointment time.
5. Initiate and assume responsibility for any contact with the adviser for information about requirements, classes, graduate schools, etc.
6. Initiate contact with professor and/or adviser upon receipt of a low-grade notice.
7. If she so wishes, the student may waive her rights to advising by signing a waiver with the Registrar no sooner than the beginning of her sophomore year. A transfer student would not be able to waive this right until she had been at the College two semesters. If a student signs a waiver and later decides to retract the waiver, she is required to use an adviser through graduation. Students opting for a waiver must schedule a meeting with the Registrar at the end of their junior year.

Preprofessional Advisers

A liberal arts education provides one of the best possible preparations for many careers. However, preparation for future professions requires planning and forethought while at Scripps. In addition to the roles played by Career Planning and Resources and the student's academic adviser, the role of the preprofessional adviser can be especially important.

Specific advisers are available in those fields listed below that warrant special attention because of their general appeal. These advisers can provide information about additional training needed, relevant curriculum planning while at Scripps, and opportunities in the given profession. The premed adviser is a particularly important person with whom to talk at an early point. While the preprofessional advisers are not likely to have all the information a student needs, they should be able to suggest where the information might be obtained. In addition, Career Planning and Resources has an extensive library of resources and information about alumnae now working in many of these fields.

Area	Adviser	Office/Extension
Architecture and Urban Planning Arts Management	B. Coats R. Brosterman M. MacNaughton	Humanities 230/x73600 Dance/x72934 WilliamsonGallery/x73517
Computer Science Economics	A. Chaderjian P. Dillon K. Odell	Balch 217/x73533 Humanities 222/x73398 Humanities 221/x73255
Education Health Languages	J. Zachary N. Copp R. Burwick D. Krauss	CGU/x73692 Keck Science 37/x72932 Balch 215/x72502 Balch 312/x73534
Law Librarianship Natural History/ Environment Premedicine/Preveterinary	J. Geerken J. Harvey Sahak D. McFarlane N. Copp M. Nilsson	Humanities 212/x73047 Denison/x73951 Keck Science 43/x72564 Keck Science 37/x72932 Keck Science 115/x18764

Writing Haven

The Writing Haven is operated under the supervision of the director of the Writing Program and the Office of the Dean of the Faculty. The Writing Haven offers students from all disciplines the opportunity to work on their writing by engaging in discussions with a knowledgeable peer tutor. While tutors do not edit or revise assignments, the tutors do formulate appropriate questions to prompt students to reconsider ideas,

reconstruct the organization of their texts, and reformulate the presentation and language of a paper. Although the Writing Haven is not intended for remediation, proofreading, or editing, tutors do provide instruction in usage and punctuation. Students at all stages of the writing process, from first-year students working on a draft to seniors working on a thesis, can gain confidence and competence by utilizing the services offered at the Writing Haven.

Academic Freedom

Scripps College affirms the American Association of University Professors' "Statement on Academic Freedom," a portion of which follows:

The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to assure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

A copy of the complete statement is available for perusal in the Dean of the Faculty's Office and any questions may be directed there.

Criteria for Student-Designed Courses

1. Student-designed courses can be held only in the spring semester.
2. Student-designed courses require a sponsor from the College's continuing faculty to advise the students in preparing the course proposal. The sponsor will propose the course to the department or program.
3. Course proposals must be submitted to a department or program by the faculty sponsor for approval at the beginning of the fall semester and must include:
 - a title of topic
 - a description and justification for the course
 - a working bibliography
 - a list of students (minimum number six) who have designed the course and are committed to taking it.
4. The department will judge course proposals on the basis of their merit as well as the department's ability to staff the course with the allotted departmental faculty.
5. Course proposals must be presented by the department to the Academic Policy Subcommittee by the standard deadline.
6. At the beginning of the spring semester, students will determine the formula for grading in consultation with the faculty member teaching the course. Peer evaluation will constitute no more than one-third of the final course grade.

Minimum requirements for the class must include:

 - three meeting hours per week, of which at least one hour must be with the professor
 - Additional requirements might include:
 - extensive work culminating in a final project
 - a writing requirement
 - classroom presentations
 - individual written evaluations of the course
7. Students may take only two student-designed courses while at Scripps.

Independent Study: Reading and Research

Independent study exists to provide opportunities for students to study in areas where a formal course is not offered. Enrollments in independent study may be petitioned by seniors, juniors, and second-semester sophomores who request supervision from regular faculty within the discipline/department under which credit is being requested. The student is responsible for developing with the faculty supervisor a plan for the study, similar in scope and depth to a course syllabus, including methods of investigation, readings to be covered, and

appropriate papers or presentations upon which the grade will be based. Although independent study permits the student maximum freedom and independence in pursuing a subject of interest, frequent consultation with the faculty supervisor is encouraged.

Special petition forms to enroll in these courses are available in the Registrar's Office and must be submitted by the deadline to add courses. Students may petition to enroll for half-course or full-course credit. A maximum of the equivalent to four course credits in independent study and/or internship will count toward degree requirements. Students thinking of integrating knowledge gained through an off-campus experience into an independent study should consult with the registrar.

Internships

Internships are for the purpose of integrating relevant work experience into the students' academic program. Students may register without petitioning for the following internships.

1. Psychology Department internship
2. Off-campus study programs arranged through the Office of Off-Campus Study
3. Internships fulfilled as part of an academic program at another Claremont College, e.g., the Public Policy Program at Pomona
4. Summer internships taken as part of a total program through another academic institution, subject to the same approval process accorded to off-campus courses.

In addition to the above, students may petition to the Committee on Academic Review to enroll for other internship opportunities on a pass/fail basis. All petitions must be submitted in advance of the beginning of the internship. The internship must be supervised by a Scripps faculty member. In order to earn academic credit, at the end of the internship the students must submit a report or journal to the supervising faculty. This report will reflect how the internship experience is related to the student's academic program. A maximum of the equivalent to four courses in internship and/or independent studies will count toward degree requirements.

Transfer Credit

Liberal arts courses satisfactorily completed at colleges and universities external to The Claremont Colleges will be considered for transfer credit toward the Scripps bachelor's degree upon receipt of an official transcript if they meet the conditions listed below. Grades earned will not be calculated in the Scripps cumulative grade point average, and individual courses and grades will not be listed on the official Scripps transcript.

1. Courses will be considered for transfer credit only if they were completed through a comparable liberal arts college or university program and are also comparable to courses offered by, and within disciplines at, the undergraduate Claremont Colleges. Activity courses such as physical education, music ensembles, and theater workshops will not be considered for transfer credit. Students may be required to provide college catalogs, course syllabuses, and other documentation as evidence of comparability.
2. Courses completed at a community college will transfer only as lower-division credit and must be identified in the community college catalog as transferable to, and articulated with, the University of California or comparable out-of-state university toward a liberal arts degree at the baccalaureate level.
3. A maximum of the equivalent to 16 Scripps courses, including a maximum of four Advanced Placement or International Baccalaureate credits, may be transferred to meet degree requirements. A maximum of the equivalent to four Scripps courses may be transferred from summer sessions and university extension programs toward degree requirements.
4. Only courses graded C or above (not including C-) will be considered for transfer credit. Pass/fail or credit/no credit grades must be equated to C by the sending institution and will be elective credit only, not meeting any general education, major, or minor degree requirements at Scripps.
5. All transfer credit will be translated into equivalent Scripps course credits. One Scripps course is equivalent to four semester units or six quarter credits. To calculate approximate transfer credit, divide the total number of transferable semester units or quarter credits by four or six, respectively.

6. Courses approved as transfer credit may be applied toward general degree requirements and as elective credit upon initial evaluation at admission. They may only be used toward major or minor requirements when approved by faculty in the department of the major or minor as listed on an approval form. Work completed in a summer session or through a university extension program does not normally count toward the major or minor.

7. No transfer credit will be granted for courses challenged by examination at another college or university, even if that institution has given credit for courses so challenged. No transfer credit will be granted for experiential learning, although department faculty may allow registration into upper level courses based upon portfolios, auditions, or other department criteria. Such placement will not, however, constitute credit toward the minimum number of courses required for the degree, major, or minor.

8. International students requesting credit for college or university work completed outside the United States prior to admission may be required to pay for an official evaluation of the official foreign transcript through a service recommended by Scripps College.

9. Credit for courses taken in affiliated programs through the Scripps Office of Off-Campus Study will be determined by the Scripps registrar in accordance with established guidelines and procedures. Courses and grades completed through Scripps Off-Campus Study programs are considered to be resident credit, will be itemized on the Scripps official transcript, and will be computed in Scripps grade point averages. More information is available in the Office of Off-Campus Study and the Office of the Registrar.

10. Following initial entrance to the College, Scripps students will not be allowed to transfer credit from a college or university abroad or one with which Scripps has a formal exchange program unless enrolled through Scripps. Summer coursework abroad, as indicated on an official institutional transcript, will be considered for transfer credit only when offered through a comparable United States college or university liberal arts program or through a program with which Scripps is affiliated during the fall and spring semesters.

Exceptions to the above guidelines will be considered on an individual basis by petition to the appropriate committee—the Committee on Academic Review or the Committee on Study Abroad—with applicable department faculty review and recommendation. Questions regarding credit and transferability of courses should be directed to the registrar.

Advanced Placement and International Baccalaureate

Students who have taken Advanced Placement or International Baccalaureate high school courses followed by matching examinations will receive one elective course credit for achieving exemplary scores; no additional credit will be granted for subscores. (For example, a Calculus AB subscore of 4 or 5 on a Calculus BC exam will not earn credit, regardless as to whether or not the student earned a 4 or 5 on the Calculus BC exam to which the subscore is attached.) For Advanced Placement courses and examinations, scores of four or five on the examination will be considered for credit. For International Baccalaureate courses and examinations, scores of five, six or seven on higher-level examinations will be considered for credit. A maximum of four such elective course credits will count toward the degree, but may not be used toward the 16-course residence requirement. Advanced Placement and International Baccalaureate examinations in the same subject with only one matching high school course will be considered as one.

The appropriate Scripps academic department will determine waiver of major requirements or placement into advanced courses based upon Advanced Placement or International Baccalaureate courses and scores. Elective credit granted for Advanced Placement and International Baccalaureate credit will not meet general education requirements.

College-Level Examination Program

Scripps College will consider granting transfer credit for College-Level Examination Program (CLEP) Subject Examinations for which students have also completed the Optional Free-Response Section. Students must petition to the Committee on Academic Review to receive credit and must provide the committee complete documentation:

1. CLEP Subject Examination scores and a copy of their free-response essay(s).
2. A recommendation (based on the above-referenced score and essay) from a Scripps faculty member representing the appropriate department.

The following limitations apply:

- a. No more than the equivalent to a total of eight Scripps courses will be granted for CLEP or CLEP in combination with the Advanced Placement or International Baccalaureate programs.
- b. No credit will be granted for CLEP scores for examinations of like content to a transfer course from another college or university.
- c. No credit will be granted for CLEP General Examinations or for Subject Examinations submitted without the Optional Free-Response Section.
- d. Students must take appropriate on-campus examinations for placement in Scripps College language or mathematics courses. CLEP credit will not be granted for an equal or higher level than Scripps placement examination results.

Class Attendance

Students are expected to attend all classes and not to absent themselves without adequate reason. The regulation of class attendance is ultimately the responsibility of the faculty. It is particularly important that students attend those classes immediately preceding and following vacation periods.

Reading Days

The Wednesday prior to finals week is designated the last day of classes. Thursday and Friday of the last week of classes each semester are designated as Reading Days. Classes are suspended, but professors may hold study sessions, critique sessions, or reviews during normal class times. No new material may be introduced at these sessions and no exams given except to second semester seniors.

Examinations

Each semester closes with a period of final examinations. The final examination schedule is standardized for the five undergraduate colleges.

1. Examination times for "arranged" classes, as well as for classes which meet at times different from the Standard Class Times must be scheduled by mutual agreement of the instructor and the students; classroom space must also be specially arranged.
2. Final examinations will be in the same rooms assigned for regular class work unless other arrangements are made with the Registrar's Office. In the event that another room is used, the instructor will announce the change.
3. To be counted as work completed in the course, all papers, reports, drawings, and other assigned material must be submitted to instructors before the scheduled date of the final examination, unless an earlier deadline is given.
4. In the spring semester, seniors completing requirements for graduation must take final examinations during the last week of regularly scheduled classes.

In addition, the following applies to Scripps:

- a. Students must petition to the Committee on Academic Review to request a change in her examination from the scheduled time.
- b. In order to protect students from the excessive academic pressure of being examined during the last week of classes, faculty are urged to give their final examinations within the published final examination period. If, for emergency reasons, the final examination has to be given earlier, the examination must be confined to the hours during which the class is scheduled to meet.
- c. Because grades in the spring semester for graduating seniors must be reported to the Registrar on the last Reading Day, seniors completing requirements for graduation may not take final examinations during the regular examination period.

Cross-Registration at The Claremont Colleges

Students may cross-register without the express permission of the adviser if off-campus courses fall within the guidelines below. Students are normally expected to enroll on the home campus for courses offered at more than one of The Claremont Colleges. Cross-registration may be limited or prohibited in certain courses. Priority in course registrations generally is granted to home-campus students.

1. First-year students usually register for their entire first-semester program at Scripps. Second-semester, they may register for one course at one of the other Claremont Colleges.
2. Sophomores may register for one course per semester at one of the other Claremont Colleges.

3. Juniors and seniors may register for up to one half of their courses in each semester at another of The Claremont Colleges.
4. Cross-registration for courses in excess of those outlined above must have the signed permission of the student's adviser. There is no additional tuition for enrolling in courses at the other Claremont Colleges.
5. Joint Science courses, courses in joint or cooperative programs in which Scripps participates, and courses listed as "G" (Intercollegiate) or "CC" (Claremont Colleges) are considered as courses offered by the home campus.

By agreement of the presidents of The Claremont Colleges, a student from another Claremont College may be banned from the Scripps campus for just cause. Determination of just cause may be made by the president in consultation with the dean of students and/or dean of the faculty. Banishment implies that the student may not enter the Scripps College campus for any reason, including class attendance. Generally a student would only be banned from the campus for egregious violation of appropriate student conduct. Banishment may be lifted when appropriate, by order of the president, upon resolution of the conduct charge against the student in question. Scripps students may likewise be banned from the campuses of the other Claremont Colleges.

Audit of Courses

Regularly enrolled students and members of the Claremont community may register as auditors only on a space-available basis and only with written permission of the instructor. Core, writing, studio art, and music performance courses may not be audited. Forms to request to audit courses are available in the Registrar's Office.

Audited courses do not earn credit and may not be used to meet any degree requirement. Instructors have the option of dropping auditors who attend fewer than half of the class meetings, and such dropped courses will not appear on student transcripts. Auditors may not change their enrollment status to receive credit after the last day to add classes; credit enrollments may not be changed to audits after the last day to drop classes.

Regularly enrolled students pay no additional fees to audit courses. Applicable fees for members of the Claremont community to audit courses are indicated in the "Expenses" section of this catalog under "Fees."

Petitioning Process

Filing curricular petitions with the registrar for the Committee on Academic Review is normal procedure at Scripps for the following requests:

1. To petition exceptions to any published deadline including change in registration or intent to withdraw.
2. To enroll for independent study or independent internship credit.
3. For waiver of, or exception to, any stated academic regulation.
4. To enroll in six or more courses.
5. For a self-designed major.
6. To participate in a Scripps/Claremont Graduate University or other accelerated program. (See Combined Degree Programs.)
7. To postpone required first-year courses, including Writing 50, Core I, and Core II, as well as Core III in fall of the second year.
8. To change a scheduled examination.
9. To receive transfer credit for College-Level Examination Program (CLEP) Subject Examinations.

Petition forms may be obtained at the Registrar's Office or printed from the registrar's home page on the Web, and must carry the signature of the student's adviser and, where relevant, of the supervising instructor. Adviser and instructor comments are encouraged.

Repeating Courses

A student may only repeat a course in which she received a grade of F, exceptions being designated courses that have a minimum passing grade (e.g., Writing 50) and courses specifically identified in the catalog that may be repeated for credit. All grades will be included in the cumulative grade point average and will appear on the student's transcript.

Leaves of Absence

Students wishing to take a personal leave of absence from the College normally follow the procedures previously outlined in the “Student Life—Rules and Guidelines” section of this catalog using the Confirmation of Enrollment form. In any case, students must notify the Registrar’s Office and file an Intent to Take a Leave of Absence form.

Leaves are commonly taken for one or two semesters; students wishing to extend a leave of absence must petition to the Committee on Academic Review. Students may choose to take a leave of absence for personal reasons or to attend another college or university program for a specific period of time. Students planning to attend and transfer credit from another college or university should refer to the earlier Transfer Credit policy in the Academic Policies and Procedures” section of this catalog. Students are ineligible to transfer credit from a study abroad program completed outside the purview of the Scripps Office of Off-Campus Study.

Withdrawal from the College

Students wishing to withdraw from the College must contact the Registrar’s Office. Refer to “Withdrawing from Scripps” in the “Student Life” section of this catalog.

Policies on Disputed Grades

The presumption in the administration of grades at Scripps is that the professor alone is qualified to evaluate the quality of the academic work of the student in her or his course.

When a student has grounds for believing that, apart from questions of academic quality of an individual piece of work, a particular final grade was assigned by the professor in a manner that was arbitrary or discriminatory, or that crucial evidence was not taken into account, the following procedure is available:

1. The student must first discuss the matter with the professor.
2. If the outcome of that discussion is not satisfactory, the student should consult with the dean of students.
3. If there appear to be grounds for further investigation of the situation, the dean of students will consult with the dean of the faculty, who will then contact the professor involved in an effort to bring the issue to a satisfactory solution.
4. If, following these discussions, the claims of the student and professor are still unreconciled, the dean of the faculty will arrange for a group meeting including himself, the dean of students, the professor, and the student.
5. If no satisfactory solution results from this informal meeting, the student will be advised to petition the Committee on Academic Review, which will meet with the student and the professor individually.
6. Should the Committee on Academic Review wish to consider the case further, it will determine its own procedures according to each case. If the committee decides that a grade change is warranted, it will establish procedures for determining the new grade. Procedures could include working with the faculty member on an appropriate change or reassessing the student’s work overall through the semester. In no case will the committee be involved in reevaluating individual papers or examinations. Any issue on disputed grades will usually be settled in the following semester, but in no case later than a year from the time the disputed grade was given. The committee decision is final, and the student and professor will be notified by mail. The committee, at its own discretion, may accede to a faculty member’s wish that it consult colleagues in the discipline.

By action of the Academic Dean’s Committee, the policies governing grade disputes in cross-registration situations are as follows:

1. A student charged with academic dishonesty in a course taken outside the home college shall be tried according to the procedures for handling such cases in the home institution. Faculty members are obliged to accept the decision of the student’s college and may not impose a penalty should the appropriate hearing panel fail to find guilt. Any student grievance concerning a grade given by an instructor as a result of such a hearing decision will also be handled according to the rules of the student’s home college.
2. All other grievances concerning grades are handled by procedure of the college sponsoring the course.

Academic Dishonesty

Cheating and/or plagiarism seriously violate the principles of academic integrity that Scripps College expects its students to uphold. Academic dishonesty is not tolerated at Scripps and may result in suspension or expulsion from the College. (See the current *Guide to Student Life*.)

Probation/Dismissal

The Committee on Academic Review will monitor the academic progress of all Scripps students. At the end of each semester, the Committee will discuss any student whose semester or cumulative grade point average falls below 6.0 (C) or who, in the judgment of the Committee, jeopardizes her progress toward the degree.

Academic Probation: A student will be placed on academic probation the first time her semester grade point average falls below 6.0 (C). Typically, to meet the terms of probation, a student must achieve a semester grade point average of 6.0 (C) and a passing grade in each of four, full letter-graded courses in the first subsequent semester of enrollment. The Committee on Academic Review may choose to set additional or course-specific probationary terms. If the student meets all of the terms of her probation, but her cumulative grade point average remains below 6.0, she will normally be continued on academic probation until her cumulative grade point average also reaches 6.0 or higher.

The Committee on Academic Review may establish specific probationary terms for any student who, in the judgment of the Committee, may be jeopardizing normal progress toward her degree.

Failure to meet all of the terms of academic probation will normally lead to suspension or dismissal from the College (see below). At the discretion of the Committee on Academic Review, a student under exceptional circumstances may be continued on a second and final probationary period.

Academic Suspension: If a student fails to meet the terms of academic probation or completes a second semester with a grade point average below 6.0 (C), she will usually be suspended from the College. After at least one semester away from the College, a student who has been suspended may petition the Committee on Academic Review for readmission on probation. The Committee will evaluate the petition for readmission based upon evidence that the student will perform successfully if readmitted. Such evidence may include one or more full-time terms of successful academic performance in an equivalent academic environment, her academic history, positive changes in her health or personal circumstances, and/or recommendations from Scripps or off-campus faculty or other professionals. Such evidence, however, will not guarantee readmission by the Committee. If readmitted, the Committee will define the probationary terms under which the student may continue enrollment. Students who fail to meet the terms of academic probation following readmission will normally be dismissed from the College.

Academic Dismissal: If a student fails to meet the terms of academic probation or is otherwise not making satisfactory progress toward the degree, the student will be subject to dismissal from the College by the Committee on Academic Review. Students who have been suspended from the College and unsuccessfully petition for readmission will be subject to dismissal from the College. Only under extraordinary circumstances and after an extended period of more than one year away from the College may a student reapply to the College.

ADMISSION

Scripps College seeks to build a community of curious, intellectually ambitious, energetic, and broadly diverse students who are interested in a challenging liberal arts education in a residential environment. The Office of Admission actively seeks students from a wide range of socioeconomic, racial, cultural, religious, geographic, and international backgrounds to create a vibrant, stimulating environment in which to live and learn.

Each year, the College enrolls approximately 220 new first-year students. Because the Office of Admission receives many more applications than the number of spaces available, the Admission Committee has the difficult task of selecting those students who will most benefit from, and contribute to, the distinctive learning environment at Scripps. The review process is individualized, flexible, and holistic, and it provides ample opportunity for students to demonstrate unique skills and perspectives they might offer the community.

The Admission Committee gives careful consideration to every aspect of a student's application. Particular attention is given to the quality of an applicant's academic preparation. A recommended course of study consists of five academic subjects in each year of high school including four years of English, four years of mathematics, three years of social studies, three years of laboratory science (biology, chemistry, or physics), and either three years of a foreign language or two years each of two different languages. Applicants are encouraged to select Honors, Advanced Placement, or International Baccalaureate courses whenever available.

While standardized test scores are important, they are considered in conjunction with the student's academic record. Greater weight is given to an applicant's high school record which demonstrates academic success over an extended period of time.

Recommendations from counselors and teachers provide additional information about an applicant including outstanding talents, leadership ability, learning style, and extent of class participation. Applicants are encouraged to seek recommendations from teachers of academic subjects who know them well and who are best able to provide an accurate assessment of their academic progress.

An essay and a graded writing assignment are also required parts of the application. The Admission Committee reviews them for content, writing style, and the effectiveness with which the applicant expresses herself.

First-Year Applicants

The deadline for Regular Decision applications is January 1. The Office of Admission will notify applicants of an admission decision by April 1; admitted students must respond by May 1 regarding their intent to enroll at Scripps. Offers of admission are contingent upon receipt of final transcripts showing satisfactory completion of courses in progress.

Application Requirements

1. Students should apply to Scripps by submitting the Common Application, the Scripps College Supplement, and essay along with the \$50 nonrefundable application fee.
2. Counselor recommendation form, to be completed by the student's school counselor or college placement adviser.
3. Two teacher recommendation forms to be completed by teachers in two different academic subject areas (e.g., English, math, science, social studies, or foreign languages). Recommendations from junior or senior year teachers, who will have a better sense of the student's intellectual development, are suggested.
4. Official transcript of applicant's high school record through the junior year and, as soon as grades are available, a transcript complete through the first semester of the senior year. The transcript should include an interpretation of the grading system and a clear designation of Honors, Advanced Placement, or International Baccalaureate courses. A transcript of any college work taken while in high school must also be filed.
5. Official results of scores from the SAT Reasoning Test of the College Board or the American College Test (ACT). The College Board SAT code for Scripps College is #4693; the ACT code is #0426. Please allow a minimum of six weeks for delivery.
6. A graded, analytical writing assignment from an academic class taken in the junior or senior year, preferably no longer than three pages.

Optional Credentials

1. Interviews are not required but are strongly recommended. They provide an excellent opportunity for an

applicant to learn more about Scripps. They also allow a member of the Admission staff to get to know an applicant better. In addition to an interview, applicants are encouraged to take a student-led campus tour, meet with Scripps faculty, attend classes, and spend a night in the residence halls with a Scripps student. These activities enable students to get a sense of the college both academically and socially. Please contact the Office of Admission at least two weeks in advance of a visit to schedule an appointment. Students unable to visit campus are encouraged to call the Office of Admission to arrange an off-site or alumnae interview.

2. SAT Subject Tests, administered by the College Board, are recommended but not required. Scores from SAT Subject Tests in foreign languages may be used for placement in or exemption from Scripps' foreign language classes. (Please contact the Registrar's Office for specific information.) Students should take SAT Subject Tests no later than January of their senior year. Scores on these tests will be used in academic counseling and placement.

3. Art slides, music tapes, videos, and writing samples will be considered as additional evidence of special talents and interests.

Early Entrance

High school students considering early entrance to college should follow the same steps outlined for application as a first-year student. In order to be considered for Early Entrance, a student must supply evidence of her readiness for college life and academic work, including letters from her high school counselor and her parents supporting her early entrance to college.

Early Decision

Students for whom Scripps College is clearly their first choice are encouraged to apply under the Early Decision option. Scripps offers both an Early Decision I deadline, November 1, and an Early Decision II deadline, January 1. Early Decision I candidates are notified of an admission decision by December 15 and must respond by January 1. Early Decision II candidates are notified of an admission decision by February 15 and must respond by March 1. Students applying Early Decision can learn of an admission decision early and possibly reduce the additional effort and cost involved in applying to other colleges.

Applicants who are admitted Early Decision are expected to withdraw their applications to other colleges and enroll at Scripps provided that, where applicable, they receive adequate financial assistance.

Since Early Decision is a "binding" agreement, applicants are urged to consider very carefully whether Scripps College is clearly their first choice before applying Early Decision.

Early Decision applicants who wish to apply for financial aid must complete the PROFILE form and file it with the College Scholarship Service by November 1 for Early Decision I and by January 1 for Early Decision II. Early Decision applicants seeking financial aid will also be required to submit the Free Application for Federal Student Aid (FAFSA) by February 1.

Deferred Entrance

Admitted students who wish to delay their matriculation to the College for one semester or one year must submit a written request along with the \$350 commitment fee by May 1. Requests for a deferment are considered on an individual basis. Students sometimes choose to defer entrance in order to travel or work. Students who wish to enroll in another degree- or diploma-granting institution in the interim will not be granted deferments and must reapply as transfer applicants. Students must not apply to other colleges or universities during the deferment year.

Transfer Applicants

A student is considered a transfer applicant if she has completed at least one semester's full-time work at the college level at the time of enrollment at Scripps. Students who have completed less than one semester, or fewer than 16 semester units or 24 quarter units, at another college should apply for first-year standing. Transfer applicants must have no other academic commitments and be able to register at the beginning of the semester.

All transfer students must spend the equivalent of four full-time semesters at Scripps, evidenced by the completion of at least 16 course credits, in order to receive the B.A. degree. Of the course credits accepted for transfer from another institution, only 16 will be counted toward the Scripps degree.

The Admission Committee places considerable weight on the content and quality of the college transcript the student presents. Course credit is generally transferable if the prior college is accredited, the course carries a

grade of C or better, and the course is comparable to a course offered by one of The Claremont Colleges. Where the college transcript does not clearly indicate the quality of work (as is the case with Pass/Fail marks), it is the applicant's responsibility to provide supplementary information on which the Admission Committee can base its decision.

Transfer applicants applying for entrance in September must have their applications on file by April 1. They will be notified of an admission decision by May 1, and must respond by June 1. Offers of admission are contingent upon receipt of final transcripts showing satisfactory completion of courses in progress.

Transfer Application Requirements

1. Application, Scripps College Transfer Supplement, and essay along with \$50 nonrefundable application fee.
2. Two college faculty recommendations to be completed by professors in two different academic subject areas.
3. Official transcript of applicant's high school record. The transcript should include an interpretation of the grading system and a clear designation of Honors, Advanced Placement, or International Baccalaureate courses.
4. SAT or ACT scores. These are acceptable either as recorded on the official secondary school transcript or on the official form provided by the testing agency.
5. Official transcript of work to date from each college or university previously attended. Applicants should also supply the Office of Admission with a final transcript for official credit evaluation by the registrar.
6. A graded, analytical writing assignment from an academic class, preferably no longer than three pages.
7. A statement of good standing from the college or university in which the applicant is currently enrolled.

Optional Credentials

Please see listing of optional credentials under Application Requirements for First-Year Students.

Reentry Scholars

Reentry scholars are students beyond traditional college age who wish to begin or resume their college education. Scripps College welcomes the experience and maturity that reentry scholars bring to the college community. A reentry scholar should follow the admission requirements for either a first-year applicant or a transfer applicant depending upon previous education. Motivation is a key factor to the success of reentry scholars. Classroom work for the bachelor's degree may be completed on either a full- or part-time basis.

Reentry scholars who do not seek a bachelor's degree may audit or enroll in individual classes for credit on a part-time basis as space permits. Such students may at any time apply for admission to the degree program. Students who would like to audit or enroll in courses at Scripps College on a part-time, non-degree-seeking basis should contact the registrar at (909) 621-8273. Students interested in pursuing a bachelor's degree at Scripps College, either on a full- or part-time basis, should contact the Office of Admission at (909) 621-8149.

International Students

Scripps welcomes the richness and cultural diversity that international students bring to the Scripps College community. In addition to submitting the required credentials as a first-year or transfer applicant, international students for whom English is not the first language must also submit scores from the Test of English as a Foreign Language (TOEFL). A score of at least 600 on the paper TOEFL, 250 on the computer TOEFL, or 100 on the internet TOEFL is required to be considered for admission. Information on registering for the TOEFL is available from TOEFL, Box 899, Princeton, New Jersey 08541, U.S.A.

Mid-Year Admission

Although most students apply for entrance in the fall semester, Scripps College also accepts applications of students who wish to apply for entrance in the spring semester. The deadline to submit all materials for both first-year and transfer applicants is November 15. Applicants will be notified of an admission decision by December 15, and must respond by January 5.

Credit by Examination

Scripps College may award credit or exemption to students who have taken Advanced Placement, International Baccalaureate courses and examinations, or have participated in the College Level Examination Program. For details, see the applicable catalog sections in Academic Procedures and Policies.

Readmission

A former Scripps student wishing to return to complete degree requirements must provide the following documents to the registrar:

1. An application for readmission, available from the registrar;
2. A short essay describing her activities and experiences since leaving the College;
3. Official transcripts from any college or university attended since she left Scripps.

These items must be submitted to the registrar by August 1 for possible readmission for the fall semester or by January 1 for possible readmission for spring. Students must be in good academic standing at Scripps and at all colleges or universities attended since withdrawal. Readmission will be judged primarily on the basis of the student's standing at the time of her withdrawal and all academic work completed since withdrawal. Students not meeting readmission requirements should contact the registrar to discuss petitioning for readmission. Once readmitted, she must pay the \$350 commitment fee before registering and arranging for housing.

Students applying for financial aid and readmission must meet earlier financial aid deadlines, limitations, and requirements; they should also be aware that aid may be severely limited or unavailable.

Visiting Students

College students who wish to enroll at Scripps for one semester or one year, but who do not intend to seek a Scripps degree, may apply as Visiting Students. An Application for Visiting Students is available from and must be returned to the registrar by April 1 for the following fall semester and by November 15 for the following spring semester along with the following credentials:

1. An application, available from the registrar;
2. \$50 nonrefundable application fee;
3. Two faculty recommendations for visiting students; and
4. Official transcripts from all colleges or universities attended.

Attendance at Scripps as a Visiting Student does not obligate the College in any way to accept a Visiting Student as a regular student should she choose to apply. On-campus housing for Visiting Students is on a space-available basis. Financial aid is unavailable to Visiting Students.

Visiting the College/Directions

Students and their parents are encouraged to visit Scripps College. Tours, class visits, interviews, and overnight visits are available. Please contact the Office of Admission at least two weeks in advance of a visit to schedule an appointment. For directions to Scripps, please see "General Information" at the end of this catalog.

Contact Information

Please contact the Office of Admission, 1030 Columbia Avenue, Scripps College, Claremont, California 91711-3948. The telephone number is (909) 621-8149 or (800) 770-1333; the fax number is (909) 607-7508. In addition, Scripps can be found on the Internet at www.scrippscollege.edu; the Office of Admission e-mail address is admission@scrippscollege.edu.

Geographical Distribution Report for Scripps Students 2006-2007

United States Residents

Alabama	3
Alaska	4
Arizona	34
California	353
Colorado	23
Connecticut	8
Delaware	2
District of Columbia	7
Florida	4
Georgia	3
Guam	2
Hawaii	31
Idaho	5
Illinois	19
Indiana	1
Iowa	3
Kansas	2
Louisiana	2
Maine	3
Maryland	12
Massachusetts	25
Michigan	2
Minnesota	16
Missouri	4
Montana	3
Nevada	4
New Hampshire	4
New Jersey	11
New Mexico	10
New York	18
Ohio	5
Oregon	59
Pennsylvania	6
Rhode Island	2
South Carolina	1
Tennessee	3
Texas	25
Utah	5
Vermont	5
Virginia	5
Washington	106
Wisconsin	1
Wyoming	1

U.S. Citizens Outside U.S.

Antigua	1
Canada	1
Ghana	1
Hong Kong	1
Indonesia	1
Italy	1
Japan	1

Norway	1	2
Singapore		
Taiwan	1	

International Students

Bangladesh	1
China	1
India	1
Iran	1
Singapore	1
Thailand	1

Summary

International Students	6
California	353
Out of State	500

TOTAL 859

Post-Bac Pre-Med Program

California	20
New Mexico	1

EXPENSES

Expenses at Scripps College include all student comprehensive charges, as well as miscellaneous charges and fees for additional services. A student's account must be current and up-to-date at all times. Payments are due the first of each month. A student may become ineligible to continue studies or have access to residence and dining halls should her student account become delinquent.

Comprehensive Fees

The annual comprehensive fee for resident students for the 2007–2008 academic year is \$46,650. This fee covers tuition, room, board, and student body fee for the year, as well as the use of the swimming pool, libraries, and attendance at certain lectures and concerts provided by the College. It does not include dues and assessments for student organizations, the diploma fee, transcript fees, educational and miscellaneous supplies, fieldtrips, and/or other items listed under Miscellaneous Expenses and Fees.

The annual comprehensive fee is composed of the following charges:

Tuition \$35,636

Room \$5,800

Board (16 meals/week, \$160 Board plus dollars) **\$5,000**

Student Body Fee \$214

One alternative meal plan is available. Selection of this plan will reduce the comprehensive fee accordingly.

The alternative meal plan is:

Board (12 meals/week, \$120 Board plus dollars) **\$4,400**

Total fees for resident students: \$46,650 (annual) **\$ 23,325** (semester)

Total fees for non-resident students: \$35,850 (annual) **\$17,925** (semester)

Non-resident status only applies when permission has been granted for off-campus living. Permission is not normally granted to new students unless they are married.

For the 2008-2009 academic year, it is projected that overall expenses will increase. The College reserves the right to change these, or any of its fees, any time it deems such action is necessary.

Miscellaneous Expenses and Fees

Expenses

The incidental expenses involved in a college education vary with the individual. They generally range, however, from \$1,700 to \$2,000 for the year and cover the following items:

1. Books and supplies, approximately \$400 a semester. In the case of students who are taking courses in applied art, this figure may be somewhat higher.
2. Incidental personal expenses for laundry, cleaning, recreation, and minor clothing replacements, approximately \$500 per semester.
3. Premium for an accident and health insurance plan, recommended by the College, approximately \$700 a year. Forms are available at Baxter Medical Center or the Dean of Students' Office.
4. Scripps College does not separately fund course costs, such as materials or travel costs, associated with courses at other Claremont Colleges.

Fees

On certain occasions and for certain services, there are special fees. These include:

1. Individual or group instruction in piano, voice, or harpsichord, \$75 per semester. This fee is nonrefundable if the student drops the class later than two school days prior to the last day to add classes.
2. Fee for a laboratory science course at the Joint Science Center, \$50 (except natural science laboratory course, \$30).
3. Fee for studio arts: \$75 per course.
4. Fee for auditing a course: regularly enrolled student, no charge; all others, \$100.
5. Fee for high school students, for noncollege credit, per course, \$100.

6. Fee for registration of an automobile (per semester): \$30.
7. Fee for graduating seniors, \$70. Diplomas will not be released to graduates who have a delinquent student account or other outstanding financial obligation to the College and its offices. Fee for duplicate alumna diploma is \$75.
8. Students are encouraged to pay charges of Baxter Medical Center and Honnold Library directly. In the event that these charges are added to the student's bill, there will be a processing charge of 10% of the amount of the transaction, or no less than one dollar per transaction.
9. Fee for part-time study, \$4,455 per course for students carrying fewer than three courses in a semester. Fee per half course, \$2,228.
10. The part-time fee of \$4,455 per course will apply for study in absentia for which the student has been granted permission, up to two courses. The charge for more than half her program in absentia will be full tuition. This fee also applies to non-matriculating students earning college credit.
11. An administrative fee of \$100 for all off-campus programs through Scripps. In cases where the total costs paid by Scripps, including the College's own direct expenses, exceed the comprehensive fee, the student will be asked to pay the difference. In addition, there may be a non-refundable fee payable to the program(s) to which the student applies.
12. Students will be fined \$100 for each library book not returned. The student will receive a credit of \$90 if the book is later returned.
13. Should your student account become delinquent and it is necessary for the College to assign it to a collection agency, the responsible party agrees to pay all collection fees, court costs, and attorney fees incurred by the College.
14. Student accounts that are not paid on or before the due date will be charged a late charge of 1% of the past due amount per month. NSF fee per check, \$30.

The transcript fee for enrolled students is \$1.00 per transcript. There is currently no transcript fee for alumnae. By law, both students and alumnae must make a written request to release their transcripts to third parties. Costs for delivery other than first-class mail must be prepaid to the College. Transcripts will not be released if a student or alumna has a delinquent student account or other outstanding financial obligation to the College and its offices.

Payment Schedules

Scripps College student bills are payable in advance and are due according to the schedules that follow. All checks should be made payable to Scripps College.

Satisfactory arrangements for all financial obligations to the College and its offices must be made with the Treasurer's Office before a student or alumna transcript or diploma will be released. Graduating seniors must settle all financial obligations by April 1.

Fees for the Entering Student

All new students are subject to an application fee and a commitment fee. Entering students should send checks for these fees to the Office of Admission, 1030 Columbia Avenue, Scripps College, Claremont, California 91711-3948.

1. **Application fee.** An application fee of \$50 should accompany the application form sent to the Office of Admission. This fee is nonrefundable and does not apply to any other items of expense.
2. **Commitment fee.** A commitment fee of \$350 reserves a place for the new enrolling student and should be sent to the Office of Admission by May 1 for freshmen, and by June 15 for transferring students. Should the new student withdraw before her first registration, the commitment fee is nonrefundable. For the continuing student, the commitment fee reserves a place at the College each semester.

Refund of commitment fee. The Commitment fee is used to cover any charges or fees not paid at the time of graduation or withdrawal from the College. Any charges for damage to College property or unpaid student account balances will be withheld from the commitment fee.

If the student notifies the College of her intention to withdraw for the following fall semester by March 31 or by November 15 for the following spring semester, then the remaining commitment fee will be credited to the student's account. If the student withdraws after these deadlines, the fee will be forfeited.

Student Billing Payment Schedule

All student billing payments are due in advance. The due date is August 1 for the fall semester and January 1 for the spring semester. Families and students may apply for a payment plan; please see Installment Payment Plan section. All payments made by check should be made payable to Scripps College and sent to Pendleton Business Building, Attn: Cashier, 150 E. 8th Street, Claremont, California, 91711-3978.

Installment Payment Plan

Students wishing to pay their annual comprehensive fee on the Installment Payment Plan should submit the application for the payment plan to the Student Accounts Manager, 1030 Columbia Avenue, Scripps College, Claremont, California 91711-3948, by July 1. A service charge of \$50.00 per semester is added to the comprehensive fee. Under this plan, the annual fees, minus financial aid, are paid in eight equal installments. Payments are due on the first day of each month. Fall semester payments are due August 1 through November 1 and spring semester payments are due January 1 through April 1. Miscellaneous charges such as parking fees and Baxter Medical charges are due and payable in the month billed. Failure to make installment payments in a timely manner may result in the privilege being revoked.

Prepayment Plan

Students and families who wish to prepay the total four-year comprehensive fee for full-time study at the College may elect to enter into a Prepayment Plan Agreement. For additional information concerning the terms and conditions of the agreement, please contact the Treasurer's Office at (909) 621-8211.

Refunds

If a student withdraws or goes on leave during the first 10 class days of a semester, all but \$300 of tuition and student association fees will be refunded.

If a student withdraws before mid-semester (the last day to drop classes), one half of her tuition will be refunded. If she withdraws after mid-semester, there will be no tuition refunded. Students who change from full-time to part-time status during the first 10 class days of the semester will be refunded the full difference between the two costs. Students will be refunded one half the difference until halfway through the semester.

For any of the above-mentioned withdrawal situations, there will be no refund for room. Board will be prorated, and a refund will be given for the number of days remaining in the semester (after the withdrawal date).

Refunds to financial aid students will be prorated according to the type of financial aid received as stated in the *Financial Aid Policy and Procedure Manual*.

Delinquent Accounts

Students must pay in full the charges for the semester before they will be allowed to preregister or register for the subsequent semester or move into the residence hall for the subsequent semester. A student account not meeting this requirement is considered delinquent on the 1st day of the month and is subject to a late charge of 1% of the past due amount per month.

A student whose account is delinquent may be disenrolled from her courses if payment arrangements have not been made prior to the last day of classes, or if the agreed-upon payment schedule is not met and no special arrangements have been made.

Satisfactory arrangements for all financial obligations to the College and its offices must be made with the Treasurer's Office before a student or alumna transcript or diploma will be released. Graduating seniors must settle all financial obligations by April 1.

Off-Campus Study

For information on fees for off-campus study, please refer to the Special Programs section of this catalog.

FINANCIAL AID

Scripps College has made a substantial commitment to providing financial assistance to students who demonstrate financial need. Approximately 60 percent of Scripps students receive some form of financial assistance.

Financial need is the difference between the total cost of attending Scripps and the amount the student and her family are expected to contribute toward her education. Since the College is a participant in the federal student aid programs, many of the College's financial aid policies and procedures are required by federal regulation. Individual guidance is provided by the Office of Financial Aid to ensure that students and their families understand these policies.

Family Contribution

The College determines a family's contribution toward educational costs by using two separate methods, one based on federal eligibility and the other using an institutional methodology. Because the College must find an equitable way to disburse its own aid funds, Scripps' calculation takes into consideration factors (such as home equity and non-custodial parent income) not considered by the federal government. Other factors taken into account include family income and assets, family size, number of dependent family members in college, and medical expenses. The family contribution is the College's calculation of contribution expected from the family—both student and parents.

Included in the student's contribution is the expectation that she will provide at least \$1,200 per year from summer earnings throughout her Scripps College career. If the student earns in excess of \$1,200, we will assume that 50 percent of those funds over \$1,200 are available to meet her contribution toward the cost of education. In addition, her contribution will include a percentage of whatever savings or other assets she may have.

2007–2008 Expenses for Residential Students

Tuition and Student Body Fees \$35,850

Room \$5,800

Board \$5,000

Books and Supplies (est.) \$800

Miscellaneous (est.) \$1,000

Total \$48,450 (est.)

The "Miscellaneous" category of \$1,000 covers average personal expenses incurred during an academic year.

Students who intend to live off campus or at home must petition the dean of students during each spring preceding the next academic year. The financial aid award will be changed according to the approved living arrangements.

The Financial Aid Package

The Scripps College financial aid policy assumes that each student will borrow funds and work to meet the cost of her education. A financial aid package typically consists of a combination of grants and scholarships, loans, and student employment.

Grants/Scholarships

With the exception of the James E. Scripps Scholarship, all scholarships offered by Scripps College are awarded on the basis of financial need. Scripps alumnae and parents, as well as foundations and corporations, provide grant funds to assist in meeting financial need. No special forms are required to apply for need-based scholarships; students are considered for all grants and scholarships during the financial aid application process.

Grants and scholarships do not need to be repaid. Institutional funds are limited to eight full-time semesters, as long as a student meets the financial and academic eligibility requirements. Transfer students are eligible to receive institutional grant funds based on their academic standing at the time they are admitted to Scripps. For example, if a student enters Scripps as a second semester sophomore, she is eligible for five semesters of institutional grant assistance.

For less than full-time students, the financial aid award of institutional grant and scholarship funds will be

adjusted according to the reduced cost of tuition and fees as long as the student is enrolled three-quarter time (2.5 courses) or more. Institutional grant funds are not available for students enrolled half time or less.

Federal and State Grants: These funds include the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, and Cal Grant (and other state) funds which do not need to be repaid. Residents of California who plan to apply for financial aid from Scripps College are required to apply for Cal Grants. To do this, students must complete the FAFSA form by March 2 preceding the academic year. Additionally, students must submit a G.P.A. Verification Form to the California Student Aid Commission. Cal Grant awards range in value up to approximately \$9,700 per year, based on the student's financial need.

James E. Scripps Scholarship: The James E. Scripps Scholarship, established in 1988 by Ellen Clark Revelle '31 and the late Roger Revelle, is awarded based on scholastic achievements, independent of any financial need. It was established to recognize distinguished young women whose intellectual and personal promise can be developed with a Scripps education. In awarding this scholarship, the Admission Committee considers academic performance, personal achievement, standardized test scores, recommendations, and involvement in school or community activities. Financial aid is available for James E. Scripps Scholars with financial need that exceeds the scholarship award. For further details, please contact the Office of Admission.

Private (Outside) Scholarships: These awards include funds from sources such as local civic and philanthropic organizations, National Merit awards, and similar sources.

Students are responsible for communicating with the Office of Financial Aid when they are notified of scholarship awards. Loans are reduced by the amount received from outside sources. If the amount received from outside sources exceeds the loan amount, then the work-study amount will be reduced by the remaining funds available from outside scholarships.

Loans

These funds come from state, federal, or private sources that must be repaid. The Scripps College financial aid policy assumes that students will share in the cost of their education.

Various types of loans are available: (1) Stafford Loans are arranged between the student and a private, eligible lender such as a local bank, with certification by a financial aid officer of the College. (2) Perkins Loans are arranged between the student and the federal government with the assistance of the Office of Financial Aid. (3) Scripps private loan funds are made available through donations from several foundations, including the Joseph Drown Foundation and the Ralph N. Parsons Foundation. Most loan principal payments plus interest begin six or nine months after leaving college. Sample repayment schedules are available in the Office of Financial Aid.

Student Employment

This award consists of wages earned by working part time on campus during the academic year in the Federal Work-Study Program (FWS). Each student who is eligible for FWS is expected to earn funds to help cover the cost of her education.

In addition, students may participate in the Scripps College Student Employment program. Students do not need to demonstrate financial need to secure student employment and there is no limit to the amount of wages which can be earned. Students should contact individual campus departments to inquire about student employment.

Work-study funds are not applied to student billing, but can be used to meet out-of-pocket expenses such as books, supplies, and personal expenses.

Scripps College strongly urges students to use good judgment about the amount of time spent on employment, both on and off campus. A job should not interfere with the demands of academic course work.

Other Forms of Assistance

Scripps College is pleased to be able to offer institutional loan programs to our students to assist in meeting their educational goals. These no-interest or low-interest loans include the Scripps Revolving Loan Program (available only to California high school graduates) and other funds which must be repaid. Information on these funds is available from the Office of Financial Aid.

Scripps College offers parents the opportunity to apply for PLUS (Parent Loan for Undergraduate Students) Loans. These loans are available to assist in funding the family contribution and are available for amounts up to the cost of education minus other aid received by the student. Similar to the Stafford Loans,

PLUS Loans are arranged between the parent and a private, eligible lender such as a local bank, with certification by a financial aid officer of the College. The interest rate is fixed at 8.5%.

Interest on PLUS Loan funds begins accruing from the date the funds are disbursed, with repayment beginning within sixty days of the second disbursement. Parents have up to ten years to repay the loan.

In addition, there are several private loan programs available to students and parents which offer low cost, flexible ways to meet educational costs. Credit-worthy borrowers may choose the best private program to suit their individual needs. Contact the Office of Financial Aid for more information.

International Students

Financial assistance for international applicants is extremely limited. Scholarships are awarded on the basis of merit to support students demonstrating exceptional academic and personal achievements. Admission for international students is very competitive.

Scholarships range up to a maximum of half the amount of tuition for the academic year. Scholarships are renewable annually based upon continued satisfactory academic performance.

In addition to submitting all required credentials for admission, international students who wish to apply for a scholarship must also complete and return the Foreign Student Financial Aid Application (FSFAA) by February 1. A completed FSFAA must include a bank seal or other official certification of validity.

Off-Campus Study

Scripps College will make every effort to assist Scripps students who are pursuing an off-campus program of study, provided they are fully enrolled at Scripps College and their plans have been approved by the Office of Off-Campus Study.

How to Apply for Financial Aid

To apply for financial aid, entering Scripps students must file both the Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service (CSS) PROFILE. These forms are available at high school guidance offices and at the Scripps College Office of Financial Aid. Returning students need not complete the PROFILE and should complete a FAFSA Renewal Application. In lieu of the PROFILE, returning students must complete a Scripps College Financial Aid Data Sheet. All students should submit a copy of the tax forms and W-2 statements filed by themselves and their parents for the calendar year immediately preceding the award year along with the appropriate (dependent or independent) Verification Worksheet.

Financial Aid Regulations

The financial need of all aid recipients is reviewed and all forms must be submitted annually. If the applicant fails to meet the satisfactory progress standards that have been set by the College, or if the need for financial aid ceases, Scripps College reserves the right to discontinue financial aid in any form. The College also reserves the right to correct any award at any time.

Financial information provided by the family to the Office of Financial Aid will be kept confidential.

Satisfactory Academic Progress for Financial Aid

In order to be eligible for financial aid at Scripps College, a student must be making satisfactory academic progress toward a degree. Generally, students meeting the requirements of Scripps College for continued enrollment are eligible to receive financial aid. The policy at Scripps pertaining to those standards is as follows:

A. Measurable satisfactory academic progress for the full-time student:

1. The student is expected to complete her work for the degree in no more than five years. During the five-year time frame, the student may complete no fewer than six courses each in her first, second, and third years, and seven courses in her fourth and fifth years of attendance.
2. The student is expected to maintain a cumulative GPA of at least 6.0 (C) or the standards equivalent to qualify for graduation from Scripps.
3. Please note that Scripps' institutional funds, i.e., grants, are available to students for up to eight semesters.

B. Measurable satisfactory academic progress for the part-time student:

1. The student is expected to complete her work for the degree in no more than 10 years. During the 10-year time frame, the student may complete no fewer than three courses each in her first, second, third, fourth, fifth, and sixth years and three and one-half courses in her seventh, eighth, ninth, and tenth years of attendance.

2. The student is expected to maintain a cumulative GPA of at least 6.0 (C) or the standards equivalent to qualify for graduation from Scripps.

C. Review policies:

Any student who, in the judgment of the Committee on Academic Review, jeopardizes her progress toward the degree may be placed on academic probation for a semester or be suspended or dismissed from the College. Students who are on academic probation may need to submit a written appeal to continue to receive financial aid. If required, notice of this requirement will be provided in writing to the student.

D. Mitigating circumstances:

In the event that mitigating circumstances, such as physical, emotional, or financial matters prevent the student from meeting institutional standards, the student may be considered as making satisfactory academic progress if the institution deems the circumstances acceptable. Students are encouraged to submit a letter to the Office of Financial Aid to explain their special circumstances.

Students who become academically ineligible to enroll in courses at Scripps College can petition to re-enroll after some period of time. Financial aid awards will be reinstated for re-enrollment within one year of departure from Scripps College. After one year, the student returning from an academic dismissal will be awarded as a transfer student, subject to limited funds committed to continuing students.

Financial Aid Awards

A preliminary financial aid offer is used for planning purposes prior to each student's first year at Scripps College. Students returning for their second, third, and fourth years will receive only the final award after it has been determined. Award offers must be considered preliminary until all necessary documentation has been received by the Office of Financial Aid and verification of information is complete.

Verification

Scripps College verifies information for all financial aid applicants. To facilitate this process, the Office of Financial Aid must receive the following:

1. The appropriate (dependent or independent) Scripps College Verification Worksheet.
2. Signed copies of the family's federal tax return including W-2 forms and schedules.
 - a. Dependent students are required to send a signed copy of their own and their parents' previous year's tax return.
 - b. Independent students are required to send signed copies of their own federal tax return.

Once the College has completed its analysis, a final award letter will be issued. If the data provided on the original forms is accurate, the award should not change significantly. The Office of Financial Aid will contact the student if further information is needed. At that time, the appropriate promissory notes for loans included within the financial aid package will also be sent. These promissory notes must be completed and returned to the Office of Financial Aid within 14 days, along with the signed award letter.

If a family's financial situation changes during the year, it is possible to request a review of aid eligibility by writing to the Office of Financial Aid, describing the circumstances and the impact on the family's ability to pay. If circumstances are not satisfactorily resolved, a financial aid appeal may be forwarded to the dean of admission and financial aid.

Financial Aid Disbursement

Financial aid funds will not be applied to student accounts until the award has been finalized.

The Scripps College Student Billing Office sends out statements for the fall semester during the summer preceding the first day of class. If the award has been finalized, financial aid funds will be included as a credit toward tuition and fees. Each of these funds will be annotated as "expected" until either the tenth day of class or until loan proceeds are received by the College. At that time, "actual" funds are applied to the account.

Federal regulations require that Scripps inform students of their right to cancel federal loans which are disbursed through electronic fund transfer (EFT) up to 14 days after funds have been applied to student accounts.

If a credit balance is created due to the application of financial aid funds, a refund will be paid within 14 days of when the credit occurred. These checks are normally made payable to the responsible billing party and are either sent to the billing address or the student's on-campus mailbox, as appropriate.

Installment Payment Plan

For families that require financing of remaining institutional charges, the Scripps College Installment Payment Plan may be a good alternative. This plan allows families to spread their annual tuition payments into eight installments for each academic year. The first payment is due in August and the last in April. There is a non-refundable service fee of \$50 each semester to participate in the plan. An application packet with more detailed information will be sent to families during the summer preceding the term of entry. Contact the Student Accounts Manager at (909) 621-8259 for more information.

Revision of Award

Scripps College reserves the right to revise an award due to changes in federal, state, or Scripps College regulations or funding levels, and/or due to any changes relevant to eligibility determination as proven by documented information.

If a student receives financial aid from any other source after the FAFSA and CSS PROFILE have been filed, or after Scripps College has made a financial aid offer, she must notify the Office of Financial Aid. An adjustment will be made in the College's financial aid offer so that it will not exceed the financial need of the student (as required by federal regulations). The self-help portion (e.g., loan and part-time employment) may be reduced when a student brings in outside (non-state, federal, or institutional) grants or scholarships.

If financial changes arise after an award has been made, the student may file an amendment to the FAFSA and CSS PROFILE to explain the nature and extent of the change. Each case will be reviewed on an individual basis. Where a greater financial need is determined, the Office of Financial Aid will try to make the necessary adjustments to the student's award as long as there are funds available.

Refunds and Repayments

A student who withdraws from Scripps College during an academic semester may need to return some portion of her financial aid to the federal government based on the percentage of the academic semester that has been completed. This may, in some circumstances, require her to repay funds to Scripps College, the federal government, the state grant agency, and/or the lender that provided federal loan funds.

When a student reduces her courses from full time to less than full time, Scripps College reserves the right to reduce institutional and federal financial aid based on the number of courses enrolled.

Further details on the calculation of refunds and repayments are provided to students at the time of withdrawal.

Appeals

Students are invited to discuss any problems with the staff in the Office of Financial Aid. Should a student have a grievance that cannot be resolved in this manner, she is encouraged to submit a letter to the dean of admission and financial aid.

Renewal of Financial Aid Awards

Each student is responsible for obtaining and completing the applications required to renew financial aid for the following academic year. Financial aid is not renewed automatically. Financial aid application materials will be mailed to the student. These forms must be completed and received by the Federal processor no later than March 15 in order to receive priority awarding for the next year. Students who are participating in study abroad programs, living off campus, or taking a leave of absence must take special care to stay informed of the financial aid application deadlines and application requirements.

Scholarships

All Scripps students with demonstrated financial need are identified and matched with the scholarships listed below by the Stewardship Office. In addition to the listings that follow, all eligible students will be considered for general scholarship funds.

In order to be considered for a need-based scholarship, students must complete and return the annual Scholarship Recipient Profile Form, found in the student's Financial Aid packet, to the Stewardship Office before the beginning of the school year.

The Ahmanson Foundation Scholarship was established at Scripps College in 1979. The scholarship is awarded to students who are in need of financial assistance to meet the costs of tuition.

The Alumnae General Scholarship Award, sponsored by the Scripps College Alumnae Association, is awarded to deserving students with financial need.

The Denise Elizabeth Anderson '63 Memorial Scholarship established in 2005 by David Anderson of the Lennox Foundation in memory of his sister. The scholarship is awarded to a student with financial need.

The Hollis Norris Anderson '31 Memorial Scholarship established in 2005 by David Anderson of the Lennox Foundation in memory of his mother. The scholarship is awarded to a student with financial need.

The Tracy (Wood '84) and John Anderson 2006-2007 Annual Fund Scholarship established by Tracy Anderson, a member of the class of 1984, and her husband, John, to assist a student with financial need.

The Yuki Aoki Scholarship in Music was established in 1994 by the Aoki family. The scholarship is named after Mr. Aoki's mother and honors their daughter, Yoshiko, a member of the class of '94. It is awarded to a student with financial need, preferably a music major.

The Asian Student Fund Scholarship was established in 1981 by the Ishiyama Foundation. The fund supports scholarships for students from Japan and other Asian countries.

The Bekavac Family Scholarship was established in 1999 by Scripps College President Nancy Y. Bekavac and is available to students of promise, with a preference for those who are the first in their family to attend college.

The Nancy Y. Bekavac Scholarship was established by alumnae, family, and friends in honor of Nancy Y. Bekavac's 10th anniversary as the president of Scripps. Consistent with her focus on access to education for all motivated students, the scholarship is awarded to students who are the first in their family to attend college and who have financial need.

The Catharine Reynolds Berger Memorial Scholarship was established in 1991 to commemorate Mrs. Berger, by her husband Donelson L. Berger, her daughter Catharine Berger Gilson '71, and other family and friends. This scholarship is awarded to reentry students (age 24 or older) who are U.S. citizens and who need financial assistance to complete their college education. Preference is given to juniors or seniors.

The Barbara Bice 2006–2007 Annual Fund Scholarship was established by Barbara Bice, a current trustee of the College, to assist a student with financial need.

The Betty Lewis Bixby '33 Memorial Scholarship was established in 1995 in memory of this member of the class of '33. Betty Bixby, who was awarded the Ellen Browning Scripps Award in 1982 for outstanding service to Scripps College, served on the Board of Trustees from 1968 until her death in 1995.

The Mr. and Mrs. Fred H. Bixby Scholarship was established in 1931 by Mr. and Mrs. Bixby and is one of the first endowed scholarships of the College. Mrs. Bixby, an early member of the Board of Trustees, designated this scholarship for the general use of the College.

The Brad and Mary Anne Blaine 2006-2007 Annual Fund Scholarship was established by Bradford Blaine, Professor of History emeritus, and his wife Mary Anne, to assist a student with financial need.

The Brad and Mary Anne Blaine Scholarship in Early European History and Culture established in 2006 by Bradford Blaine, Professor of History emeritus, and his wife Mary Anne, to assist a student with financial

need who is pursuing a major or minor in aspects of early European history and culture, or showing academic interest in these areas by pursuing courses pertaining to this period. The courses may include, but not be limited to, art, history, culture, economics, political or other intellectual studies focused on the fourth through the fourteenth century in Europe. Qualifying courses may be taken at Scripps College and at the other colleges in the Claremont consortium.

The Sharon (Walther '64) and Michael Blasgen Scholarship established by Sharon Blasgen, a member of the class of 1964, and her husband, Michael, to assist a student with financial need.

The Jean Presley Bowles '44 Memorial Scholarship was established in 1998 by Newton Bowles in honor of his late wife, a member of the class of '44. The scholarship award is based on academic merit and financial need. It is preferred that the recipients show an interest in the universal civil, political, economic, and personal rights of children.

The Lois Love Brown '34 Scholarship was established in 2006 in memory of this Scripps alumna, a member of the class of 1934. The scholarship is awarded to a student studying art or music who has financial need.

The Margaret Norris Brown '35 Memorial Scholarship, originally named the Lennox Foundation Scholarship, was established in 1989 through the generosity of Margaret Norris Brown and the Lennox Foundation. The scholarship was renamed in 2005. It is awarded to students with financial need.

The Evan Hartley Burke and Lucille Housel Burke '70 2006-2007 Annual Fund Scholarship established by Merrilee Howard and funded by friends of Lucille, this scholarship honors Lucille Burke, a member of the class of 1970, and the memory of her son, Evan. The scholarship is awarded to students with financial need.

The Nancy Ann Busch-Rossnagel '72 Scholarship was established in 1987 by Nancy Busch-Rossnagel '72 and Stephen Rossnagel. The scholarship is to be awarded to an academically meritorious student majoring in child or general psychology.

The Edna Van Wart Castera Memorial Scholarship was established in 1969 with a bequest from the estate of Mrs. Castera. The scholarship is awarded to academically talented students with financial need.

The Elise and Merrick Chaffee Memorial Scholarship was established in 1998 by Mr. and Mrs. A.C. Helmholtz and their daughter Chalan Helmholtz Colby '61 in memory of Chalan's children. The scholarship is awarded to a student with a strong academic record and financial need.

The Mr. and Mrs. Oliver P. Clark Scholarship and Lecture Fund was established in 1943 with a bequest from Mrs. Clark, to be administered under the direction and supervision of the Board of Trustees of Scripps College.

The Class of '31 Scholarship, established by this class in honor of its 55th reunion, is awarded to a student showing financial need and academic excellence.

The Class of '33 Scholarship, established by this class in honor of its 50th reunion, is awarded for general scholarship purposes to a student who demonstrates financial need.

The Class of '36 Scholarship, established by this class in honor of its 50th reunion, is a four-year scholarship awarded to an incoming freshman who demonstrates financial need.

The Class of '37 Scholarship, established by this class in honor of its 50th reunion, gives preference to a junior or senior who attended Scripps her previous two years, maintained a meritorious academic record, and has financial need. Secondly, a transfer student may be considered. If a junior or senior does not qualify for this scholarship, the Office of Financial Aid may, at its discretion, award it to a qualified student.

The (Class of) '39 Fund, established by this class in honor of its 50th reunion, is awarded to a student demonstrating financial need and maintaining a B average or higher.

The Class of '40 Scholarship, established by this class in honor of its 50th reunion, is awarded to juniors or seniors who have exhibited outstanding achievement through their first two years at the College. Secondly, a deserving transfer student may be considered.

The Class of '41 Scholarship, established by this class in honor of its 50th reunion, is awarded to a student showing financial need and academic excellence.

The Class of '42 Scholarship, established by this class in honor of its 55th reunion, is awarded to a student with an outstanding academic record and financial need.

The Class of '45 Scholarship, established by members of this class in honor of the 50th anniversary of their graduation, is awarded to a student with an outstanding academic record.

The Class of '47 Scholarship was established in 1997 by the members and friends of this Scripps graduating class to commemorate their 50th class reunion. The scholarship is awarded to a student who has financial need.

The Class of '57 Scholarship, established by this class in honor of its 25th reunion, is awarded to children or grandchildren of graduates of the class of '57. In the event no applicants meet these criteria, the scholarship is awarded to other eligible students.

The Class of '58 Scholarship, established by this class in honor of its 25th reunion, is awarded to a deserving student.

The Class of '71 Scholarship, established by this class in honor of its 25th reunion, is awarded to a student with an outstanding academic record and financial need.

The Class of 1976 2006-2007 Annual Fund Scholarship was established by members of the class of 1976 to be awarded to a student with financial need.

The Hillary Rodham Clinton Scholarship was established in 1994 on the occasion of her selection as the first recipient of the Ellen Browning Scripps Medal, which is awarded to women whose pioneering accomplishments, like those of Miss Scripps, have made a significant and positive difference in the life possibilities available to women. The Ellen Browning Scripps Medal was awarded to the nation's First Lady in recognition of the many contributions she has made to provide opportunities for women to improve their own lives. This scholarship provides support to a financially deserving student who is chosen by the College for both her accomplishments and potential.

The Coca-Cola First Generation Scholarship is a four-year scholarship awarded to a student who is first in her family to attend college and has financial need.

The Colorado Scholarship was established in 1968 by Miss Marjorie S. Crouch in memory of her father, James A.M. Crouch of Fort Morgan, Colorado. The scholarship is awarded to a student from Colorado. If there are, in any year, no eligible candidates from Colorado, the funds are awarded to eligible candidates from any of the 11 western states except California.

The Columbia House Scholarship was established in 1995 by the family of an alumna for general educational purposes. Any Scripps student who demonstrates financial need and is a citizen of the United States is eligible.

The Elizabeth Cundiff '84 Scholarship was established in 2003 by this Scripps alumna to assist a student with financial need.

The Madelaine Thackston Currie '36 Scholarship was established in 1945 by the Scripps College Alumnae Association in memory of Madelaine Thackston Currie '36. The scholarship is awarded to a student who qualifies for financial aid and who is the sister or the daughter of a Scripps graduate or former student.

The Phil Dike Scholarship was established in 1986 by friends and alumnae of the College to honor the 80th birthday of this distinguished former professor of art at Scripps. Preference is given to a student in the studio arts; however, qualified students in other allied fields are also considered.

The Dorothy Drake Memorial Scholarship was established in 1984 by alumnae and friends of the College to recognize Miss Drake's longtime dedication and loyalty to Scripps. The funds are used to enable students of all social, economic, and cultural backgrounds to attend Scripps. Scholarship recipients are selected on the basis of their intellectual abilities and academic achievements.

The Marian Orr Duffy '75 Memorial Scholarship was established in 1988 by family and friends in memory of Marian Orr Duffy '75. Matching gifts were provided by the George H. Mayr Educational Foundation. The scholarship provides support for an intellectually and financially deserving student, with strong preference for one who has chosen to pursue her studies in connection with a Scripps year abroad or other affiliated program.

The Mary Margaret "Molly" Murphy Elliott '90 Memorial Scholarship was established in 1997 in memory of this member of the class of '90. The scholarship was created as a tribute to Molly by her classmates, family, and friends. It is awarded to a student from Arizona, who has financial need.

The Ruth Epstein Memorial Scholarship was established in 1992 by the Epstein family to honor the memory of Ruth Epstein, a talented pianist and entertainer. The scholarship is awarded on the basis of financial need to a deserving music major, preferably a pianist. Mrs. Epstein's son, Daniel Epstein, is a former Scripps trustee; her granddaughter is Julie Epstein '90.

The Jackie Espiau Scholarship Fund was established in 1993. This scholarship is awarded to a student who is enrolled in either the College's five-year Combined Degree Program in business administration or who, prior to applying for a scholarship, has expressed an interest in business administration as an area of concentration. Recipients must exhibit academic excellence and financial need.

The Esterly International Scholarship was established in 1947 by Miss Josephine G. Seaman of La Jolla, California, in memory of her friend, Virginia Judy Esterly. It is awarded to a deserving student from either Asia or Europe who meets the academic requirements of Scripps College and needs financial assistance.

The Juliet King Esterly '34 Scholarship Fund was established in 1954, and greatly enhanced in 1979 by an alumna, as an expression of admiration for the ability and accomplishments of Juliet King Esterly '34. The scholarship is awarded to students with financial need, with strong preference given to those who are visually impaired or blind. The recipient must demonstrate scholastic achievement, possess character and personal qualities that indicate future success in her chosen field. An applicant who is not blind or visually handicapped may be considered if she has chosen a field of interest related to the service of those with physical challenges.

The Florence and Mary B. Eyre Scholarship was established in 1986 to honor this esteemed former professor of psychology at Scripps, Mary B. Eyre, and her sister, Florence. The scholarship is awarded to a student who is interested in psychology, particularly child psychology, and who has financial need.

The Thomas and Margaret Fleming Memorial Scholarship was established and endowed in 1986 by members of their family, Mr. and Mrs. Kenneth Rhodes (Betty Fleming '37) and Mr. and Mrs. John Fleming (Zemula Pierce '47). The scholarship is awarded to a junior or senior who has demonstrated outstanding leadership and a concern for socioeconomic problems and issues that reach beyond the confines of the campus. The recipient must also display academic achievement of the highest order combined with financial need. An exceptional sophomore may be awarded the scholarship if she meets the other criteria.

The Zemula Pierce Fleming '47 Scholarship was established in 2001 by this member of the class of 1947 and her husband, John Fleming, a trustee of Scripps College. The scholarship is awarded to students with financial need, with a preference given to those majoring in art history, music, English, studio art, or classics.

The Forest Lawn Scholarship was established in 1996 by the Forest Lawn Foundation and awarded to a student with financial need.

The Sarah Stauffer Francoeur '38 Memorial Scholarship was established in 1989 by members of the Francoeur and Stauffer families. The scholarship is awarded to academically meritorious students participating in the advanced study of romance languages, either as a major, or included within the course of study of another area of concentration.

The Nancy (Freeman '58) and Norman Townsend Ellett Memorial Scholarship was established in 1977 by friends and family members. The scholarship is awarded to a student "whose spirit and abilities have not yet been reflected in her academic record." Nancy Freeman Ellett '58 was a trustee of the College.

The Nellie G. Fryer Memorial Scholarship in Art was established in 1974 by members of her family. Recipients are selected on the basis of financial need, talent in art, and an expressed interest in art as a profession, preferably in painting or sculpture.

The Christine Galitzi Memorial Scholarship was established in 1969 in memory of Christine Galitzi Bratescu, a former member of the Scripps faculty, by her many friends. The selection criteria for the award gives preference to a foreign student.

The Augusta E. Galster Memorial Scholarship was established in 1969 by Emil Galster in memory of his sister who was a distinguished teacher and scholar in economics. The scholarship is for general purposes to be determined by the College.

The Robert H. Garrison Scholarship was established in 1984 to recognize Mr. Garrison's distinguished service to Scripps College as a member of its Board of Trustees. The scholarship is awarded to meritorious students from the Pomona and San Gabriel Valleys who have financial need.

The General Scholarship Fund is supported by numerous friends of Scripps College and is awarded to students with financial need.

The Katharine H. Glass Scholarship was established in 2000. The name of this scholarship was changed in 2005 by Joanne Glass Keith '63, a trustee of the College, to honor the memory of her mother. It is awarded to a first-year student with financial need.

The James W. Gould Scholarship in International Relations was established in 1989 by family, friends, and alumnae in honor of this outstanding professor of history and international relations' long tenure at Scripps. The scholarship is awarded to students of outstanding achievement with a particular interest in the promotion of human rights and a peaceful resolution to international conflicts and global concerns.

The Harold Graham Memorial Scholarship in Art was established in 1965 by the family and friends of Mr.

Graham in memory of this distinguished designer who was a member of the original art faculty at Scripps College. The scholarship is awarded to a student majoring in art.

The Margaret Gray Memorial Scholarship was established in 1965 by an anonymous donor in memory of Mrs. Philip Gray, wife of a Scripps College faculty member. The scholarship is awarded to academically deserving students who have financial need.

The Martha Jane Griffin '68 Scholarship was established in 1974 with a bequest from Virginia Heinrich Griffin, the mother of Martha Jane Griffin '68. The recipient of this scholarship must show financial need and a possible interest in becoming a professional librarian. She must be recommended by the College librarian.

The Eleanor J. Ham '37 Scholarship was established to commemorate Eleanor J. Ham, a member of the class of '37. The scholarship is awarded to a deserving student with financial need.

The Martha Wehmeier Hammer '66 Scholarship was established in 1996 to honor Ms. Hammer upon the completion of her term of office as president of the Board of Trustees and in recognition of her service to Scripps College. The award is given to an outstanding sophomore at the end of the third semester of the Core Curriculum in Interdisciplinary Humanities. The recipient receives the scholarship for her junior year.

The Alexa Fullerton Hampton '42 Scholarship was established in 2000 with a bequest from the estate of Mrs. Hampton, a member of the class of 1942. The scholarship is awarded to a student with financial need.

The Alice E. Harper Scholarship was established in 1936 by Mr. and Mrs. Jacob Chandler Harper of La Jolla, California, and gives preference to graduates of either the Bishop's School in La Jolla or the La Jolla High School. If there are no scholarship candidates from these schools, it is open to graduates of secondary schools in the San Diego area.

The Margaret C. Hawkins Memorial Scholarship was established in 1977 by family members to honor Mrs. Hawkins, a member of the Scripps family, who served Scripps College as a trustee from 1935 until her death in 1977. The scholarship is awarded to deserving students who need financial assistance.

The William Randolph Hearst Foundation Scholarship was established in 1983 by the William Randolph Hearst Foundation. The purpose of the scholarship is to assist deserving students financially.

The Susan Lautmann Hertel '52 Memorial Scholarship in Art was established in 1993 by family and friends in memory of this distinguished artist and alumna of Scripps College. The scholarship is awarded to a student majoring in studio art.

The Carolyn Andrews Higgs '42 Memorial Scholarship was established in 1988 by her husband, Donald V. Higgs. The scholarship provides tuition assistance to promising students with financial need who are majoring in studio arts or music.

The Gloria McClintock Holden Scholarship was established in 2005 by Glen Holden in honor of his wife, an emerita trustee of the College. The scholarship is awarded to a student with financial need.

The Randall Clyde Revelle Hufbauer 2006-2007 Annual Fund Scholarship established by Carolyn Revelle in memory of her son. The scholarship is awarded to a student with financial need.

The Maria Tuttle Hummer '65 Scholarship was established in 2004 by this member of the class of 1965 and former trustee of the College. The scholarship is awarded to a student with financial need.

The Debra Marsh Hunt '70 2006-2007 Annual Fund Scholarship was established by this Scripps alumna to be awarded to a student with financial need.

The Betty Pickering James '33 Scholarship was established in 1974 with a bequest from Amelia Vera Pickering in honor of her daughter, a Scripps alumna. Awards are made to promising students on the basis of financial need. Each award from this fund is considered morally repayable by the recipient as her circumstances in the future may permit.

The Ernest Jaqua Scholarship was established in 2005 by friends and family to honor the memory of Ernest Jaqua, the youngest child of the first president of Scripps College. The scholarship is awarded to a student with financial need.

The Jaqua/Hardin Memorial Scholarship in Music was established in 1990 through the generosity of the Lluella Morey Murphey Foundation and the families and relatives of Gwen Evans Jaqua and her sister, Alice Evans Hardin. Mrs. Jaqua was the wife of the College's founding president. Mrs. Hardin was the mother of Marky Hardin Allen '47. Awardees are deserving students majoring in music, with preference given, but not limited to, pianists. Selections are made by the music faculty.

The Jeanne Jaquith Scholarship was established by Rosemary Jaquith Barrett '36 and Donald Barrett in memory of Rosemary's sister, who died in 1923 at the age of 18. In establishing this scholarship, Mr. and Mrs. Barrett hoped to make up in a small way for the contributions Jeanne Jaquith would have made for a better world had she not been denied a longer life. Scholarships are awarded to academically deserving students who have financial need.

The Nancy Hart Glanville Jewell '49 2006–2007 Annual Fund Scholarship was established by Nancy Hart Glanville Jewell, a member of the class of 1949 and emeritus trustee of the College, to assist a student with financial need.

The Fletcher Jones Scholarship was established in 1982 to supplement the College Work-Study Program or, alternatively, to meet other needs of the Financial Aid Program at Scripps College.

The W.M. Keek Foundation Science Scholarship was established in 1983. Scholarships are awarded to students majoring in science who demonstrate financial need.

The Joanne (Glass '63) and Dennis Keith 2006-2007 Annual Fund Scholarship was established by Joanne Glass Keith, a member of the class of 1963 and current trustee of the College, and her husband, Dennis, to assist a student with financial need.

The Helen Cheney Kimberly Scholarship was established in 1946 by Mrs. Elbert W. Shirk in memory of her mother, Helen Cheney Kimberly. The scholarship is awarded to academically deserving students who have financial need.

The Martin Luther King, Jr. Scholarship was established in 1968 by faculty, students, and friends of Scripps as a memorial to the late Dr. King. This scholarship was created to enable qualified students from minority groups to attend Scripps College.

The Nancy (Mayer '54) and David Knapp Memorial Scholarship was established in 2000 by friends and family members. The scholarship is awarded to a student who has financial need, with a preference given to students of art or psychology. This reflects Nancy Knapp's long-standing career in and dedication to the field of art therapy.

The Gerry Lahanas Scholarship was established in 1989 by alumnae and friends of the former Scripps

athletic director. The recipient must demonstrate leadership ability along with a meritorious scholastic record. Preference is given to a student with a genuine, active interest in athletic participation.

The Ruth Lamb Scholarship, established in 2003 by Stephanie Rasines, a member of the class of 1971, in memory of her Spanish professor who was influential in inspiring her to complete her Scripps education. The scholarship is awarded to a re-entry student with financial need.

The Lassiter Family Scholarship, established in 2004 by Leslie Lassiter, a member of the class of 1977. The scholarship is awarded to an African American student who has financial need.

The Leslie Lassiter '77 2006-2007 Annual Fund Scholarship was established by this member of the class of 1970 to be awarded to a student with financial need.

The Kathleen Sherwood Latimer Memorial Scholarship was established in 1989 in memory of Mrs. Latimer by members of the Latimer family. Her daughter, Margaret Latimer, is a Scripps alumna from the class of 1982. The award is given to a deserving student who shows exceptional promise and demonstrates financial need.

The Samella Lewis Scholarship is named in honor of Professor Emerita Samella Lewis. This scholarship was established in 2002 and is awarded to an African American student on the basis of scholastic achievement, excellence in character, leadership, and responsibility.

The J. M. Long Foundation Endowed Scholarship in Science was established in 1994 and is awarded to science majors who demonstrate financial need and are judged to be outstanding among their peers by members of the science faculty.

The Macerich Company Scholarship is a competitive four-year scholarship that assists students who have financial need.

The Little and Stuart Mackeown Memorial Scholarship was established in 1983 by their daughter, Little Mackeown Hicks '40. This scholarship assists qualified students in meeting the cost of education.

The Alfreda Ward Maloof Memorial Scholarship was established in 1999 by Samuel Maloof and friends to commemorate his beloved wife of 50 years. The scholarship honors Alfreda's life, including her early career as a teacher and her lifetime love of Native American folk art. The scholarship is awarded to a student who has financial need, with preference given to an individual who represents the first generation of her family to attend college.

The Montana Scholarship was established in 1935 by Mrs. H.W. Child of Helena, Montana, and is awarded to graduates of accredited secondary schools in Montana. If there are no scholarship candidates from Montana, it is awarded to graduates of secondary schools in the Northwest or other sections of the United States outside California.

The Moser Trust Science Scholarship was established in 2000 by the B. Paul Moser Charitable Trust. A large portion of matching funds came from Scripps alumnae who had majored in the sciences. The scholarships are awarded to science students with financial need and a strong academic record.

The Suzanne Ely Muchnic '62 2006-2007 Annual Fund Scholarship was established by Suzanne Ely Muchnic, a member of the class of 1962, to assist a student with financial need.

The Maud Barker Neff Scholarship was established in 1969 by Dr. and Mrs. Philip Neff in memory of Dr. Neff's mother, and is awarded to students in financial need who are studying fine arts, humanities, economics,

political science, history, anthropology, geography, linguistics, or philosophy.

The New Generation Scholarships, established in 2001, are competitive, merit-based scholarships awarded to first-year students for outstanding academic excellence. The four-year scholarships provide full tuition, room and board, three round-trip airfares home each academic year, and funding for one summer research stipend to be used after the students' junior year.

The Grace Nicholson Scholarship was established in 1951 with a bequest from the estate of Miss Nicholson to enable worthy and deserving young women to attend Scripps College. The recipient is selected on the basis of scholastic standing, talent in art, and financial need.

The Sandra Day O'Connor Scholarship was established in 1998 on the occasion of her selection as the second recipient of the Ellen Browning Scripps Medal, which is awarded to women whose pioneering accomplishments, like those of Miss Scripps, have made a significant and positive difference in the life possibilities available to women. The Ellen Browning Scripps Medal was awarded to Supreme Court Justice O'Connor in recognition of the many contributions she has made to provide opportunities for women to improve their own lives. This scholarship provides support to a financially deserving student who is chosen by the College for both her accomplishments and potential.

The Katherine Laun Olson '60 2006-2007 Annual Fund Scholarship was established by "Katie" Laun Olson, a member of the class of '60, to assist students who have financial need.

The Helen Oman 2006-2007 Annual Fund Scholarship was established by her daughter, Susan Oman Gross, a member of the class of 1977, to assist a student with financial need.

The A. Elizabeth and Robert B. Palmer Memorial Scholarship in Classics was established in 1997 in memory of Mr. and Mrs. Palmer. Robert B. Palmer was a trustee professor of classical studies at Scripps from 1949–1977. The scholarship is awarded by the Classics Department to a Scripps student whose major field of study is classics. If there are no students who have declared a major in classics, the Department may select another student who has displayed distinguished scholarship and promise in her studies in the classics.

The Pattison, McDowell, and Pruessing Memorial Music Scholarships were established in 1974 to provide scholarships for deserving music students.

The Mignon Pease '65 Memorial Scholarship was established in 1966 by family and friends in memory of this alumna who lost her life in an automobile accident along with her friend, Betsy Smith, both members of the class of 1965 (see the Betsy Smith '65 Memorial Scholarship). The Mignon Pease '65 Memorial Scholarship is awarded to a qualified student who has financial need.

The Ann Peppers Scholarship was established in 1982 by the Ann Peppers Foundation and is awarded to high-achieving students who have financial need.

The Makiko and Carl Pirscher 2006-2007 Annual Fund Scholarship established by Makiko and Carl Pirscher, parents of a Scripps student and current trustees of the College, to assist a student with financial need.

The JoEllen Pruitt '85 and John E. Barnhart Memorial Scholarship was established by the family and friends of JoEllen Pruitt, a member of the class of 1985, and the estate of her grandfather, John E. Barnhart. The scholarship is awarded for outstanding leadership and academic excellence to a junior or senior with financial need. The student must show involvement and leadership in the Scripps community as well as a B+ average or higher.

The Barbara Ralston '41 Scholars Award. This scholarship was created in 1999 by the Ralston children to

honor their mother, a member of the class of '41. It is awarded to a Latina student with an outstanding academic record, who has financial need.

The Mabel Wilson Richards Scholarship was established in 1965 with a bequest from the estate of Mabel Wilson Richards. It was created to provide scholarship assistance to deserving young women who have demonstrated financial need and who are residents of and attend college in Southern California.

The Ellen Blair Richstone '73 Scholarship in International Relations was established in 1991 to honor the 40th birthday of Ellen B. Richstone '73. The scholarship is awarded to academically meritorious students who are majoring in international relations, political science, or economics and require tuition assistance.

The Viivi Soolepp Romine '56 Scholarship was established by this Scripps alumna in 2005 and is awarded to a student with financial need.

The Carol and John Sands 2006-2007 Annual Fund Scholarship established by John Sands, a current trustee of the College, and his wife Carol, to assist a student with financial need.

The Henry Scamman Scholarship was established in 1935 by Miss Edith Scamman in honor of her father. The scholarship gives preference to graduates of an accredited secondary school in New England. If there are no candidates from that area, the scholarship is open to graduates of accredited secondary schools in the Middle Atlantic States or other sections of the United States east of the Mississippi River.

The Stanley Schneider 2006-2007 Annual Fund Scholarship established by Lynne and Benjamin Klein to honor the grandfather of alumna Emily Klein '05. The scholarship will give preference to a student majoring in science with financial need.

The Scripps College Fine Arts Foundation Memorial Scholarship was established in 1937. The scholarship is awarded to art students of notable ability.

The James E. Scripps Scholarship. *(For description, please see "Grants/Scholarships" in chapter on Financial Aid in this catalog.)*

The Seaver Institute Scholarship was established in 1982 by the Seaver Institute to assist academically talented students who have financial need.

The Murlene Seeley '43 2006-2007 Annual Fund Scholarship established by this member of the class of 1943 to assist a student with financial need.

The Senior Class Scholarship is an annual scholarship established by each graduating class of Scripps College. It is awarded to a member of the following year's graduating class who has a high academic standing and financial need.

The Alice Shapiro Memorial Scholarship was established in 1986 by friends and alumnae of Scripps College to honor this internationally acclaimed pianist and esteemed Scripps professor of music for her deep commitment to her students. This scholarship is awarded to a deserving music major, preferably a pianist, who is chosen by the music faculty.

The Millard Sheets Scholarship was established in 1960 by the Scripps College Alumnae Association in honor of Millard Sheets, professor of art and Balch lecturer emeritus. It is awarded to a new student at the College, with preference given to the daughter of an alumna.

The Helena “O’Bie” Shultz Memorial Scholarship was established in 1995 with a gift from Eileen Schock Laspa ’67 in memory of Helena “O’Bie” Shultz, the late wife of former Secretary of State George Shultz. It is awarded to students who demonstrate financial need.

The Betsy Smith ’65 Memorial Scholarship was established in 1966 by family and friends in memory of this alumna who lost her life in an automobile accident along with her friend, Mignon Pease, both members of the class of 1965 (see the Mignon Pease ’65 Memorial Scholarship). The Betsy Smith ’65 Memorial Scholarship is awarded to a qualified student who has financial need.

The Isabel Fothergill Smith Scholarship, named in honor of the first dean of the College, recognizes the scholastic excellence of a Scripps junior or senior with financial need, whose major field of interest is mathematics or the physical sciences and who also demonstrates a commitment to the humanities. The recipient should have at least a B+ average during the year prior to her selection as recipient of the scholarship award. Should no students fit these criteria, the scholarship may then be awarded to students majoring in economics, or as a last choice, biology.

The Winifred Wig Smith ’38 Scholarship was established by Winnie Wig Smith, a member of the class of 1938, and her husband, Robert, to assist a student with financial need.

The Sara Stanley ’78 Memorial Scholarship was established in 1983 by Mr. and Mrs. Alfred Stanley in honor of their daughter, Sara Stanley, a member of the class of 1978. It is awarded to a junior or a senior with financial need and demonstrated academic excellence. Preference is given to a student with an interest in American studies.

The John Stauffer Scholarship for Excellence in Chemistry and the Physical Sciences was established in 1981. The scholarship is awarded to a senior who has demonstrated excellence in the area of physical science or chemistry and needs financial assistance.

The Harry and Grace Steele Foundation Scholarship was established in 1970 with grants from the Steele Foundation. The scholarship is awarded to a student who demonstrates financial need and academic excellence.

The Albert Stewart Memorial Scholarship in Art was established in 1965 by the Fine Arts Foundation of Scripps College in memory of this world-renowned artist and sculptor who taught at Scripps College for more than 25 years. The scholarship is awarded to a student majoring in art, preferably with an interest in sculpture or drawing.

The Elizabeth Younglove Suffel ’33 Scholarship was established in 2001 by Elizabeth Suffel, a member of the class of 1933, and mother of the late Lucia Suffel, a member of the class of 1960. The scholarship is awarded to students who have financial need.

The Jesse Swan Scholarship was established in 1997 to honor Jesse R. Swan, Jr. (Professor of Theatre Arts at Scripps, Claremont McKenna, Harvey Mudd, and Pitzer Colleges from 1956–1976). It is awarded to a junior or senior at Scripps every fourth year (beginning in 1996–97) in recognition of outstanding work in, and potential for continued growth in, any of the areas encompassing the full scope of the theatrical arts.

The Evalyn Starr Thacker ’48 Scholarship was established in 1945 in memory of Evalyn Starr Thacker ’48 by her family and friends. It is awarded to a meritorious student who has financial need.

The UPS Foundation Scholarship was established in 1990 and is awarded to students in need of financial assistance with preference given to a student of an underrepresented ethnic group whose career objective is to enter the business, marketing or engineering field.

The Wadleigh Scholarship was established in 1948 by Harriet C. Wadleigh and George H. Wadleigh. The scholarship is awarded to students who have been enrolled at Scripps College for at least two years and who demonstrate financial need.

The Irving M. Walker Scholarship was established in 1969 in memory of Mr. Walker, a member of the original Board of Trustees and its chair for 27 years, by his friends and fellow trustees. It is awarded to students who demonstrate financial need.

The Alice Colby Wheeler Scholarship was established in 1974 with a bequest from the estate of Alice Colby Wheeler. It is awarded to students with financial need.

The Marian Williams '37 Memorial Scholarship was established in 1965 by Mr. and Mrs. Joseph T. Williams in memory of their daughter, a member of the class of 1937, who "would have wanted to help provide an opportunity for deserving students to attend the College which helped mold her life. She never forgot what Scripps did for her." It is awarded to students who have financial need.

The Aseneth Louise Willits '60 Memorial Scholarship was established in 1986 by the family and friends of Aseneth Louise Willits '60. The scholarship is awarded to a student who demonstrates financial need and is committed to enhancing her major course of study by including a wide range of courses in the humanities.

The Arthur Woods Scholarship in International Affairs were established in 1969 by his widow, Mrs. W. Randolph Burgess. They honor Mr. Woods, a distinguished public servant and exemplar of the humanities, and the father of Mrs. Carolie Woods Noble '47. The scholarships are awarded to students in their junior or senior year who have demonstrated an interest in foreign affairs and need financial assistance. Preference is given to female descendants of the officers and men who served aboard the U.S.S. Thresher at the time of its sinking, even if the student is not interested in the general field of international affairs.

RECOGNITION OF ACADEMIC ACHIEVEMENT

Honors

Phi Alpha Theta. A national honor society in history. Students who meet the criteria are invited to join.

Phi Beta Kappa. The Theta of California Chapter of Phi Beta Kappa was established at Scripps College in 1962. Seniors are elected to membership on the basis of academic standing and regulations for eligibility established by the chapter and the national society.

Sigma Delta Pi. Scripps College is a member of The Claremont Colleges chapter of Sigma Delta Pi, honorary Spanish 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.

Sigma Xi. The Claremont Colleges Club of Sigma Xi, the scientific research society, elects seniors to associate membership in the national society on the basis of outstanding aptitude for scientific research and achievement in science.

Theta Alpha Kappa. Scripps College is a member of The Claremont Colleges chapter of Theta Alpha Kappa, a national honor society for Religious Studies/Theology. Students are elected to membership on the basis of academic standing and regulations for eligibility established by the national society.

Tau Beta Pi. Founded in 1885, Tau Beta Pi is a national engineering honor society. Seniors are elected to membership on the basis of their outstanding work in engineering.

Dean's List. The Dean's List is published at the end of each semester and consists of names of those students who have achieved a grade point average of 11 (A-) or better while taking a four-course load at The Claremont Colleges. Normally, all four courses must be graded with letter grades. However, an exception is made if the student is enrolled in a course which is only offered on a pass/fail basis.

Latin Honors. Latin Honors are awarded at graduation based on the following criteria:

Summa Cum Laude 11.7-12.0 GPA

Magna Cum Laude 11.4-11.69 GPA

Cum Laude 10.7-11.39 GPA

October and January graduates are included in the selection process for the following May's graduating class.

Awards

The Crombie Allen Award is presented for the best creative written work: essay, short story, poetry, or play. It was established in 1929 by Mr. Crombie Allen, a former editor of the Ontario Daily Report.

The Annual Alumnae Award is given by the Alumnae Association to one or more seniors "in recognition of outstanding contributions to the life of the College."

The Alumnae Athletic Award was established in honor of Mollie Clyde Wilson '32 who was an outstanding tennis player at Scripps. The award is given each year to a student who has excelled in intercollegiate sports.

The Ament Scholars Award was established by alumnae of the classes of 1931 through 1947 in memory of William Sheffield Ament, professor of English and a member of the original faculty of Scripps College. The award is given each year to a junior who has demonstrated outstanding scholarship in the humanities. The award is not a cash prize, but is credited toward the student's tuition.

The Anthropology Senior Thesis Award recognizes the senior thesis in Anthropology that best engages all aspects of the ethnographic process, from conception to fieldwork to analysis and final written presentation.

The Noëlle and Veronique Boucquey Outstanding Scholar-Athlete Award was established in 2006 by Thierry Boucquey, a current Professor of French at the college, in honor of his daughters. The scholarship annually recognizes a senior student athlete who has distinguished herself during her four years of athletic eligibility by an outstanding performance or other extraordinary achievement or distinction in one of CMS' competitive sports, while concurrently earning a minimum cumulative GPA of A- (11.00 or 3.66). The student is selected by the Joint Athletics (CMS) coaching staff.

The Dart/Merritt Award was established in the spring of 1983 by Claremont McKenna, Pitzer and Scripps Colleges, the three colleges that sponsor the Joint Science Program in recognition of the service of Professor Emeritus Jack Merritt and the late Professor Emeritus Leonard Dart to the Joint Science Department. A cash prize is given annually to the outstanding junior or senior student in engineering or physics.

The English Honors Thesis Award is awarded for the senior English honors thesis that best meets the criteria of an important, well-sustained, and cogently developed argument; of thoughtful, discriminating use of secondary sources; of thoroughness of research; and of excellence in writing. The student is selected by the English faculty.

The English Senior Thesis Award is given to the senior whose English thesis best meets the criteria of an important, well-sustained, and cogently developed argument; of thoughtful, discriminating use of secondary sources; of thoroughness of research; and of excellence in writing. The student is selected by the English faculty.

The Esterly Awards were established in 1949 in memory of Virginia Judy Esterly by gifts from students, colleagues, and friends of Mrs. Esterly and of the College. The awards are granted to students who present worthwhile educational projects to be conducted during the summer for which they do not have readily available funds.

The Margaret Siler Faust Psychology Senior Thesis Award, named in honor of Margaret Siler Faust, professor emerita of psychology who retired from Scripps College after more than 30 years of teaching and research in psychological science, is given to the senior whose thesis best exemplifies the use of careful, empirical research to address important psychological questions about human behavior and experience.

The Fine Arts Foundation Award for Senior Projects is given annually by the Fine Arts Foundation of Scripps College for the outstanding senior studio art project. The project, required of all senior studio art majors, is a large work of art or a body of works done in a medium chosen by the students. The works are displayed in Ruth Chandler Williamson Gallery in the spring of each academic year.

The Ruth George Poetry Prize is a cash award for an outstanding poem or group of poems. This award was established in 1951 in recognition of Professor George's devoted and inspired teaching of writing and the appreciation of poetry. The prize is awarded only for work of special merit and is not necessarily given each year.

The Frederick Hard Award is named in honor of the late distinguished Shakespearean scholar who served as president of the College from 1944 through 1964. The award is presented to a student at Scripps College for outstanding contributions to our knowledge and appreciation of the Elizabethan Age.

The History Senior Thesis Award is presented by the history faculty for the best senior thesis in history and related disciplines.

The Mary W. Johnson and J. Stanley Johnson Student Research Awards, established in 1995, support student summer research projects. Students work under the guidance of Scripps faculty members and present their results to the college community at programs of the Humanities Institute.

The Lois Langland Psychology Award, named after Lois Langland, emerita professor of psychology, who retired from Scripps College after 20 years of teaching, is provided by matching funds from college friends and students. It is given to student(s) in psychology who propose to carry out empirical research on attributes and functioning of women in their various capacities as individuals and as members of society. Any student majoring or minoring in psychology is eligible.

The Latin American Studies Senior Thesis Award is presented by the Latin American Studies faculty for the best senior thesis in Latin American studies.

The Barbara McClintock Science Award, named for America's first woman Nobel Laureate, was established in 1991 in honor of Daniel Greenberg and Susan Steinhauser. This prize is awarded for the best senior thesis written by a graduating Scripps senior in the sciences.

The Lucile Morrison Dance Award, established in 1947 by the late trustee Mrs. Lucile Morrison, is designed to provide students with an opportunity to broaden their horizons and to encourage their interest in dance as a vital educational experience. It is given to a sophomore or junior to enable her to study at summer school with outstanding professionals.

The Padelford French Award was established in memory of Louise Restieaux Hawkes Padelford, assistant professor of French from 1929 to 1931 and trustee emerita. The book award is given to an outstanding Scripps College senior who has distinguished herself in French studies. The student is selected by the French faculty.

The Robert B. Palmer Classics Award, established in memory of the late Robert B. Palmer, trustee professor of classical studies at Scripps from 1949 to 1977, is awarded to students who have displayed distinguished scholarship and promise in their studies of the classics.

The Gladys Pattison Music Award was established in 1973 by her friends in memory of the widow of Lee Pattison, professor of music from 1941 to 1962. It is given each year to the most deserving student in the field of music for the purpose of enriching her music library.

The Marguerite Pearson Award in Drama was established in 1974 by Mrs. Lillian Grey to commemorate the life-long interest in drama of her sister, Marguerite Pearson. It is a cash award presented annually to a student or students who have demonstrated talent in one or more fields of dramatic art.

The Politics and International Relations Senior Thesis Award is given for the best senior thesis written by a graduating Scripps senior in politics and international relations.

The Rudolph Polk Memorial Award was established in 1957 by friends and colleagues of the late Rudolph Polk and is available to a student in instrumental music (violin, viola, cello, or piano). The award is made, after an audition, on the basis of technical competence, musicianship, and general musical background. Students from any of The Claremont Colleges are eligible for the cash award.

The Edith Potter German Award honors the memory of this professor of German who retired in 1990 after 23 years of teaching at Scripps College. The award is given annually to one of more students majoring in German or German studies, whose superior performance, independent thinking, and commitment to their studies make not only a valuable contribution to the College, but will also enable them to make intelligent and innovative use of their major following their graduation from Scripps.

Merle A. and Edith G. Potter Award was established in recognition of Edith Potter's 23 years of dedicated service to Scripps College, and her tireless efforts to carry on the legacy of her late husband to build bridges of understanding between Germans and Americans. In 1997, the President of the Federal Republic of Germany recognized Professor Potter for her many efforts by awarding her the Federal Order of Merit.

Psi Chi is the National Honor Society in Psychology, founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology. Membership is open to undergraduate and graduate students who are making the study of psychology one of their major interests, and who meet the minimum qualifications

The Joan Robinson Prize in Economics was established in memory of this highly acclaimed female economist. The prize is given by the economics faculty for superior accomplishment in the senior thesis, judged on analytical and creative merit.

The Marie McSpadden Sands Merit Awards in Writing were established in 1995 by the sons of this member of the Class of '34. The awards recognize excellence in writing among first-year students.

The Slocum Awards are given each year to the seniors who have assembled the best personal libraries during their four years at Scripps College.

The Sybil Smith Memorial Latin Prize is a cash prize award normally given annually to an outstanding Scripps College senior classics major who is preparing for a professional career in the classics.

The Lucia Suffel Crafts Award was established in 1973 in memory of Lucia Suffel, a member of the Class of '60, by her family and friends. This award is given annually to a student whose work is focused particularly in ceramics and/or fabrics. The selection is made by the art faculty.

The Sallie Suzanne Tiernan Memorial Award was established by Victoria Seaver Dean, daughter of Sallie Suzanne Tiernan and president of the Seaver Institute, as an award for a student planning to attend law school.

The Edward A. White Award in American Studies was established in 1976, and is given annually to a senior who has done outstanding work in the study of the United States and its history, culture, or politics.

Gender and Women's Studies Award recognizes the accomplishments of a graduating senior majoring in women's studies. This is an interdisciplinary field in which consideration is given to questions related to women: the relationship between gender and society historically and cross-culturally, the quality and significance of the changes now occurring in the roles of men and women, and women themselves.

Religious Studies Senior Thesis Award. This award was established in 2003 by Professor Kathleen O'Brien Wicker and religious studies students to recognize the senior thesis that best deals critically and insightfully with a topic in the area of religion.

The Rosalyn S. Yalow Science Award, named for the 1977 Nobel Laureate, was established in honor of Daniel Greenberg and Susan Steinhauser in 1991. The prize goes to a graduating Scripps science major with the highest GPA.

National and International Fellowships and Awards

Although there are many different undergraduate and graduate awards in various disciplinary fields and many other specialized grants, Scripps faculty are available to advise students concerning the following major national and international fellowships and awards:

Fulbright. A limited number of awards are available for one year of graduate study in a limited number of foreign countries.

Freeman. This fellowship is awarded to graduating seniors of The Claremont Colleges who have demonstrated the ability to research a topic(s) and accordingly design a relevant proposal focused on the peoples, culture, history or economy of one or more Asian countries. The Foundation's major objectives include strengthening the bonds of friendship between the U.S. and the countries of Asia.

Goldwater. An annual scholarship funded by Congress in honor of the past senator Barry M. Goldwater to encourage outstanding undergraduate students to pursue careers in mathematics, the natural sciences, or engineering, and to foster excellence in those fields.

Madison. Fellowships for future and current secondary school teachers of American history, American government, and social studies in grades 7–12 to support their graduate study of the roots, principles, framing, and development of the United States Constitution.

Marshall. A scholarship funded by the British Government and established as a national expression of gratitude to the United States for economic aid under the Marshall Plan after World War II. Annual scholarships enable college graduates of U.S. citizenship to study a wide range of subjects for a further degree

at any of Britain's universities and business schools.

Mellon. Fellowship specifically for those who wish to pursue graduate study in the humanities. Pays full tuition and a substantial annual stipend to its holder at the university of her choice.

Mitchell. This scholarship was named in honor of Senator George J. Mitchell for his pivotal contribution to the Northern Ireland peace process. It allows U.S. citizen post-graduates to pursue one year of study at institutions of higher learning in Ireland and Northern Ireland.

National Science Foundation Graduate Fellowships. These fellowships provide support for postgraduate study in mathematics, physical science, biological science, engineering, behavioral science, and social science.

Newton. This fellowship program recruits and trains mathematically-talented individuals to become outstanding high school math teachers. Offers stipends, teaching salary, full tuition scholarships for a master's in education and other support services. Program funded by Math for America.

Rhodes. This scholarship was initiated after the death of Cecil Rhodes. Rhodes scholars are appointed to two years of study at the University of Oxford, with the possibility of renewal for a third year. Candidates demonstrate excellence in qualities of mind and in qualities of person.

Strauss Scholarship. This scholarship was created as a memorial to the late Don Strauss, who demonstrated a strong, lifelong commitment to public service and education. The scholarship is granted to junior-year students who wish to "make a difference" in local, regional, or national communities. The scholarship is awarded for the student's senior year.

Truman. An annual scholarship funded by Congress in memory of the past president. Created to encourage outstanding undergraduate students to pursue public service careers.

Udall. An annual scholarship funded by Congress to honor Senator Udall. Scholarships are awarded to undergraduate students who intend to pursue careers related to environmental public policy and to Native American and Alaska Native undergraduate students who intend to pursue careers in health care and tribal public policy.

Watson. Fellowship enables college graduates of unusual promise to engage in an initial postgraduate year of independent study and travel abroad.

THE FACULTY

Professors

BESSIE AND CECIL FRANKEL CHAIR IN MUSIC

Michael Lamkin,³ Bessie and Cecil Frankel Chair in Music. B.M.E., M.M. Baylor University. Ph.D. University of Iowa. Scripps College and Joint Music Program 1977.

RICHARD ARMOUR CHAIR IN MODERN LANGUAGES

Cheryl Walker,¹ Richard Armour Professor of English. B.A. Wellesley College. M.A., Ph.D. Brandeis University. Scripps College 1974.

DISTINGUISHED PROFESSORSHIP IN MODERN FOREIGN LANGUAGES

Roswitha Burwick, Distinguished Professor in Modern Foreign Languages. B.A. University of Wurzburg. M.A., Ph.D. University of California, Los Angeles. Scripps College 1971.

MARY W. JOHNSON AND J. STANLEY JOHNSON CHAIR IN THE HUMANITIES

Dion Scott-Kakures, Professor of Philosophy. B.A. Claremont McKenna College. M.A., Ph.D. University of Michigan. Scripps College 1988.

MARY W. JOHNSON PROFESSORSHIP IN TEACHING

Kerry Ann Odell, Professor of Economics and Avery Fellow. A.B. University of California, Davis. M.A., Ph.D. University of California, Berkeley. Scripps College 1987.

FLETCHER JONES CHAIR IN STUDIO ART

Susan Rankaitis, Fletcher Jones Professor of Studio Art. B.F.A. University of Illinois. M.F.A. University of Southern California. Scripps College 1990.

HELEN CHANDLER GARLAND CHAIR IN ANCIENT STUDIES

Ellen Finkelpearl,³ Helen Chandler Garland Professor of Ancient Studies, Professor of Classics. B.A. Princeton University. M.A., Ph.D. Harvard University. Scripps College 1988.

MOLLY MASON JONES CHAIR IN PSYCHOLOGY

Alan Hartley, Molly Mason Jones Professor of Psychology. B.A. Wesleyan University. Ph.D. University of California, Irvine. Scripps College 1977.

GABRIELLE JUNGELS-WINKLER CHAIR IN CONTEMPORARY EUROPEAN STUDIES

Patricia Dillon, Gabrielle Jungels-Winkler Professor of Contemporary European Studies, Professor of Economics. B.A., M.A., Ph.D. University of Southern California. Scripps College 1984.

WILLIAM R. KENAN, JR. CHAIR IN COMPUTATIONAL NEUROSCIENCE

John Milton, William R. Kenan, Jr. Professor of Computational Neuroscience. B.S.C., Ph.D., M.D.C.M. McGill University. Scripps College 2004.

SIDNEY J. WEINBERG, JR. CHAIR IN NATURAL SCIENCES

Newton Copp, Professor of Biology, Joint Science Program. B.A. Occidental College. M.A., Ph.D. University of California, Santa Barbara. Scripps College 1980.

HARTLEY BURR ALEXANDER CHAIR IN THE HUMANITIES

Tony Crowley, Hartley Burr Alexander Chair in the Humanities. B.A. Oxford University, Ph.D. Oxford University. Scripps College 2005.

DOROTHY CRUIKSHANK BACKSTRAND CHAIR IN GENDER AND WOMEN'S STUDIES

Leigh Gilmore, Dorothy Cruikshank Backstrand Professor of Gender and Women's Studies, B.A., M.A., Ph.D. University of Washington. Scripps College 2006.

Gail Abrams, Professor of Dance. B.A., M.A. The American University. CMA Laban/Bartenieff Institute. Scripps College 1986.

Sara M. Adler, Professor of Italian. B.A. Smith College. M.A., Ph.D. Harvard University. Scripps College 1974.

Betty Bernhard, Professor of Theatre. B.A. Western Michigan University. M.S., Ph.D. University of Oregon. Pomona College Theatre Program for The Claremont Colleges 1984.

Kersey A. Black, Professor of Chemistry, Joint Science Program. B.S. California State University, San Diego. Ph.D. University of Oregon. Scripps College 1986.

Alan Blizzard, Professor of Art. B.A., B.F.A. Massachusetts College of Art. M.A. University of Arizona. M.F.A., Ph.D. University of Iowa. Scripps College 1963.

Thierry V. Boucquoy, Professor of French. Licentiate in Romance Philology, Universiteit Leuven, Belgium.

M.A., Ph.D. University of California, Irvine. Scripps College 1985.

Ronalee Brosterman, Professor of Dance. B.S. Massachusetts Institute of Technology. M.A. University of California, Los Angeles. Scripps College 1981.

Raymond Buriel, Chair, Chicano Studies Program and Professor of Psychology and Chicano Studies. B.A., M.A., Ph.D. University of California, Riverside. Pomona College 1977.

Jodie Rae Burton, Professor of Physical Education. B.S., M.S. California State Polytechnic University, Pomona. Joint Physical Education and Athletics, Claremont McKenna, Harvey Mudd, Scripps Colleges 1979.

Jose Calderón, Professor of Sociology and Chicano Studies. B.A. University of Colorado. M.A., Ph.D. University of California, Los Angeles. Pitzer College 1991.

Bruce Coats, Professor of Art History. B.A. Rice University. M.A. University of California, Berkeley. A.M., Ph.D. Harvard University. Scripps College 1985.

Cecilia Conrad, Vice President and Dean of Faculty. Professor of Economics and Affiliate of Black Studies. A.B. Wellesley College. A.M., Ph.D. Stanford University. Pomona College 1995. Scripps College 2007.

Donald Kendall Crone, Professor of Political Science in International Studies. B.S. University of California, Los Angeles. M.A. Portland State University. Ph.D. University of British Columbia. Scripps College 1989.

Halford H. Fairchild, Chair, Black Studies Program and Professor of Psychology and Black Studies. B.A., M.A. California State University, Los Angeles. Ph.D. University of Michigan. Pitzer College 1993.

Lorn Foster, Charles and Henrietta Johnson Deto Professor of American Government and Professor of Politics and Black Studies. B.A. California State University, Los Angeles. A.M., Ph.D. University of Illinois. Pomona College 1978.

Anthony F. Fucaloro, Professor of Chemistry, Joint Science Program. B.S. Polytechnic Institute of Brooklyn. Ph.D. University of Arizona. Scripps College 1974.

John Geerken, Professor of History. B.A. George Washington University. M.A., Ph.D. Yale University. Scripps College 1968.

Scot A.C. Gould, Professor of Physics, Joint Science Program. B.A. Middlebury College. Ph.D. University of California, Santa Barbara. Scripps College 1991.

Gayle Greene, Professor of English. B.A., M.A. University of California, Berkeley. Ph.D. Columbia University. Scripps College 1974.

Daniel A. Guthrie, Professor of Biology, Joint Science Program. B.A. Amherst College. M.A. Harvard University. Ph.D. University of Massachusetts. Scripps College 1965.

Eric T. Haskell,¹ Professor of French. B.A. Pomona College. M.A., Ph.D. University of California, Irvine. Scripps College 1979.

James Higdon, Professor of Physics, Joint Science Program. B.A. University of Pennsylvania. Ph.D. University of California, Los Angeles. Scripps College 1987.

Hao Huang,³ Professor of Music. A.B. Harvard University. M.M. The Juilliard School of Music. D.M.A. State University of New York at Stony Brook. Scripps College 1994.

Dalton Krauss, Professor of French. B.A. Oberlin College. M.Phil., Ph.D. Yale University. Scripps College 1974.

Thomas A. Leabhart, Professor of Theatre and Resident Artist. B.A. Rollins College. M.A., Ph.D., Harvard University. Pomona College 1989.

Sherry Linnell, Professor of Theatre and Resident Artist. B.A., M.F.A. University of California, Irvine. Pomona College Theatre Program for The Claremont Colleges 1975.

Julia E. Liss,³ Professor of History. B.A. Wesleyan University. M.A., Ph.D. University of California, Berkeley. Scripps College 1989.

Nancy Macko, Professor of Art. B.S. University of Wisconsin. M.A. (Painting/Printmaking), M.A. (Education), M.F.A. University of California, Berkeley. Scripps College 1986.

Donald A. McFarlane, Professor of Biology, Joint Science Program. B.S. University of Liverpool, Liverpool, England. M.Sc. Queen's University of Belfast, Belfast, Northern Ireland, U.K., Ph.D. University of Southern California. Scripps College 1991.

J. Emil Morhardt, Director of Roberts Environmental Center and Professor of Biology, Joint Science

Program. B.A. Pomona College. Ph.D. Rice University. Scripps College 1996.

Stephen A. Naftilan, Professor of Physics, Joint Science Program. B.S. University of Chicago. Ph.D. Case Western Reserve University. Scripps College 1981.

Marina Pérez de Mendiola, Professor of Hispanic Studies, B.A., M.A., Ph.D. University of Paris-Sorbonne IV. Scripps College 1998.

Leonard C. Pronko, Professor of Theatre. B.A. Drury College. M.A. Washington University. Ph.D. Tulane University. Pomona College Theatre Program for The Claremont Colleges 1957.

Nathalie M. Rachlin, Professor of French. Licence d'Anglais, Université Paul Valéry, Montpellier. C.A.P.E.S. d'Anglais (France). M.A., Ph.D. Princeton University. Scripps College 1989.

Rita Roberts, Professor of History and Black Studies. B.S. Southern Illinois University. M.A., Ph.D. University of California, Berkeley. Scripps College 1986.

David E. Sadava, Pritzker Family Foundation Professor of Biology (CMC, Pitzer), Joint Science Program. B.S. Carleton University. Ph.D. University of California, San Diego. Scripps College 1972.

Marie-Denise Shelton, Professor of French and Black Studies. B.A., M.A., Ph.D. University of California, Los Angeles. Claremont McKenna College 1977.

Michael L. Sutton, Professor of Physical Education. B.A. Claremont McKenna College. M.S. U.S. Sports Academy. Joint Physical Education and Athletics, Claremont McKenna, Harvey Mudd, Scripps Colleges 1979.

Andrew W. Zanella, Professor of Chemistry, Joint Science Program. A.B. Cornell University. Ph.D. Stanford University. Scripps College 1975.

Associate Professors

Andrew Aisenberg,³ Associate Professor of History. B.A. Brown University. M.A., Ph.D. Yale University. Scripps College 1998.

Rita Cano Alcalá,¹ Associate Professor of Hispanic Studies and Chicano Studies. B.A. University of Texas at San Antonio. M.A. University of Wisconsin-Madison. Ph.D. University of Texas at Austin. Scripps College 1995.

David Andrews,² Associate Professor of International Relations. B.A. University of California at Santa Cruz. Ph.D. Massachusetts Institute of Technology. Scripps College 1993.

Nancy Neiman Auerbach, Associate Professor of International Political Economy. B.A. University of California, Berkeley. M.A., Ph.D. Yale University. Scripps College 1993.

Rick Candaele, Associate Professor of Physical Education. B.A. College of Idaho. Joint Physical Education and Athletics, Claremont McKenna, Harvey Mudd, Scripps Colleges 1993.

Anie Chaderjian, Associate Professor of Mathematics. B.S., M.A., Ph.D. University of California, Los Angeles. Scripps College 1993.

Frank Cioffi, Associate Professor of Writing and Director of the Writing Program. B.A. Northwestern University. M.A., Ph.D. Indiana University, Scripps College 2004.

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Gwendolyn Lytle, Resident Artist, Associate Professor of Music, and Affiliate of Black Studies. B.A. Hunter College. M.M. New England Conservatory of Music. Pomona College 1985.

Mary MacNaughton, Director of Ruth Chandler Williamson Gallery and Associate Professor of Art History. B.A. Scripps College. M.A., M.Phil., Ph.D. Columbia University. Scripps College 1985.

Amy Marcus-Newhall,¹ Associate Dean of Faculty and Associate Professor of Psychology. A.B. Occidental College. M.A., Ph.D. University of Southern California. Scripps College 1992.

Gilda Ochoa, Associate Professor of Sociology and Chicano Studies. B.A. University of California, Irvine. M.A., Ph.D. University of California, Los Angeles. Pomona College 1997.

John Peavoy, Associate Professor of English. A.B. Princeton University. M.A., Ph.D. Brandeis University. Scripps College 1977.

Thomas Poon, Associate Professor of Chemistry, Joint Science Program. B.S. Fairfield University. Ph.D. University of California, Los Angeles. Scripps College 2000.

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Zhaohua Tang, Associate Professor of Biology, Joint Science Program. B.S. State University of New York, Ph.D. University of California, Los Angeles. Scripps College 2001.

James P. Taylor, Associate Professor of Theatre. B.A. Colorado College, M.F.A. Southern Methodist University. Pomona College Theatre Program for The Claremont Colleges 1991.

Miguel Tinker Salas, Associate Professor of History and Chicano Studies. B.A., M.A., Ph.D. University of California, San Diego. Pomona College 1993.

Randy Town, Associate Professor of Physical Education. B.A., M.A. California State University, Stanislaus. Joint Physical Education and Athletics, Claremont McKenna, Harvey Mudd, Scripps Colleges 1987.

Christopher Towse, Associate Professor of Mathematics. B.S. Massachusetts Institute of Technology. M.S., Ph.D. Brown University. Scripps College 2000.

T. Kim-Trang Tran, Associate Professor of Media Studies. B.F.A. University of Iowa. M.F.A. California Institute of the Arts. Scripps College 1999.

Sheila Walker, Associate Professor of Psychology and Affiliate of Black Studies. B.A. American University. M.A. New York University. Ph.D. Cornell University. Scripps College 1993.

Jennifer J. Wood, Associate Professor of Hispanic Studies and Director of the Foreign Languages Laboratory. B.A. California State University, Northridge. M.A., Ph.D. University of Southern California. Scripps College 1987.

Stacey Wood,¹ Associate Professor of Psychology. B.A. Middlebury College, Ph.D. University of Houston. Scripps College 2005.

Assistant Professors

Jennifer Armstrong, Assistant Professor of Biology, Joint Science Program. B.S. New Mexico State University. Ph.D. University of California, San Diego. Scripps College 2003.

Jennifer Clark, Assistant Professor of Physical Education. B.A. Dartmouth College. Joint Physical Education and Athletics, Claremont McKenna, Harvey Mudd and Scripps College 2000.

Melissa Coburn, Assistant Professor of Italian. B.A. Indiana University, M.A., Ph.D. Purdue University. Scripps College 2002.

Melissa Coleman, Assistant Professor of Biology, Joint Science Program, B.S. Samford University, Ph.D. University of Alabama at Birmingham. Scripps College 2006.

Jennifer Goltz,³ Assistant Professor of Music. B.A. University of California, Santa Cruz. M.M., M.A. University of Michigan, Ann Arbor, Scripps College 2004.

Mark Golub, Assistant Professor of Political Theory. B.A. Macalester College. M.A. Claremont Graduate University. Ph.D. University of California, San Diego. Scripps College 2007.

Laura Harris, Assistant Professor of English and Black Studies. B.A. San Diego State University. M.A., Ph.D. University of California, San Diego. Pitzer College 1997.

Amy Hurshman, Assistant Professor of Chemistry, Joint Science Program, B.S. Michigan Technical University, Ph.D. University of Michigan. Scripps College 2005.

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Juliet Koss,¹ Assistant Professor of Art History. B.A. Columbia University, Ph.D. Massachusetts Institute of Technology, Scripps College 2000.

James H. Manifold, Vice President for Financial and Business Affairs, Treasurer of Scripps College and Assistant Professor of Accounting. B.S. Georgetown University. M.B.A. Rutgers Graduate School of Business. Scripps College 1982.

Kitty Maryatt, Director of the Scripps Press and Assistant Professor of Art. B.A. Scripps College. M.A. Claremont Graduate School. M.F.A. University of California, Los Angeles. Scripps College 1986.

Aaron Matz, Assistant Professor of English. B.A., M.A., M.Phil., Ph.D. Yale University. Scripps College 2007.

Georgina Moreno, Assistant Professor Economics. B.A. Carleton College. M.A. University of California, Santa Barbara. Ph.D., University of California, Berkeley, Scripps College, Scripps College 2001.

Winston Ou, Assistant Professor in Mathematics. B.A. Princeton University. Ph.D. University of Chicago. Scripps College 2005.

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Norma Rodriguez, Assistant Professor of Psychology and Chicano Studies. B.A., Ph.D. University of Texas at Austin. Pitzer College 1991.

David Roselli, Assistant Professor of Classics. B. A. New York University. M.A., Ph.D. University of Toronto, Scripps College 2003.

Judy Harvey Sahak, Librarian of the Ella Strong Denison Library and Assistant Director of the Libraries of The Claremont Colleges. B.A. Scripps College. M.Lib. University of Washington, Seattle. Scripps College 1976.

Ken Scalmanini, Assistant Professor of Physical Education. B.S. Cal Poly Pomona, MA. Azusa Pacific University. Joint Physical Education and Athletics, Claremont McKenna, Harvey Mudd and Scripps Colleges 1999.

Michael Spezio, Assistant Professor of Psychology. B.S. Case Western Reserve. M. Div. Pittsburgh

Theological Seminary. Ph.D. Cornell University. Ph.D. University of Oregon. Scripps College 2007.

Seung Hye Suh, Assistant Professor of English. B.A. University of California, Berkeley, M.A., Ph.D. Columbia University. Scripps College 2002.

Pam Tanase, Assistant Professor of Physical Education. B.A. Claremont McKenna College. M.A. Claremont Graduate School. Joint Physical Education and Athletics, Claremont McKenna, Harvey Mudd, Scripps Colleges 1994.

Diane Thomson, Assistant Professor of Biology, Joint Science Program. B.S. University of Arizona. M.Phil University of Cambridge. Ph.D. University of California, Santa Cruz. Scripps College 2004.

Rivka Weinberg, Assistant Professor of Philosophy. B.A. Brooklyn College, CUNY. Ph.D. University of Michigan, Ann Arbor. Scripps College 2003.

Anna Wenzel, Assistant Professor Chemistry, Joint Science Program. B.S. University of California, San Diego. Ph.D. Harvard University. Scripps College 2006.

Emily A. Wiley, Assistant Professor of Biology, Joint Science Program. B.S. Western Washington University. Ph.D. University of Washington, Seattle. Scripps College 2002.

Burke Scott Williams, Assistant Professor of Chemistry, Joint Science Program. B. S. Harvey Mudd College. Ph.D. University of Washington, Seattle, Scripps College 2003.

Instructors

Charles Griffiths, B.A. Denison University. Joint Physical Education and Athletics, Claremont McKenna, Harvey Mudd and Scripps College 2001.

Charles Kamm, Instructor of Music, B.A. Earlham College, M.A. Michigan State. Scripps College 2005.

Timothy Settem, Instructor of Physical Education. B.A. California State University, Long Beach. M.A. Azusa Pacific University. Joint Physical Education and Athletics, Claremont McKenna, Harvey Mudd and Scripps College 2001.

Dianna Graves, Instructor of Physical Education. B.A. Claremont McKenna College. M.A. Claremont Graduate University. Joint Physical Education and Athletics, Claremont McKenna, Harvey Mudd and Scripps College 2001.

Leaves

¹ Leave academic year 2007–08.

² Leave first semester 2007–08.

³ Leave second semester 2007–08.

Lecturers (Part-time Faculty)

Gayle Blankenburg, Music

Susan Branfman, Dance

MaryBeth Haag, Music

Rachel Huang, Music

Elise Magistro, Italian

Julie Simon, Music

Joel Smith, Dance

Phylise Smith, Dance

Faculty Retired and Emeriti

Bradford B. Blaine, Wilbur Kitchener Jordan Professor of History, emeritus since 1998.

Freeman C. Bovard, Professor of Chemistry, Joint Science Program, emeritus since 1986.

Aldo Casanova, Professor of Art, emeritus since 1999.

David B. Claus, Robert B. Palmer Chair in Classical Studies, emeritus since 2003.

Paul Darrow, Professor of Art, emeritus since 1992.

Preethi de Silva, Professor of Music, emerita since 2006.
Clyde H. Eriksen, Professor of Biology, Joint Science Program, emeritus since 1995.
Richard Fadem, Professor of English, emeritus since 2001.
Margaret Faust, Professor of Psychology, emerita since 1991.
James S. Fuller, Professor of Art, emeritus since 1996.
Norma L. Goodrich, Professor of French and Comparative Literature, emerita since 1982.
James W. Gould, Professor of History and International Relations, emeritus since 1989.
Molly Mason Jones, Professor of Psychology, emerita since 1976.
Helen G. Lahanas, Associate Professor of Physical Education, Joint Athletics Program, retired since 1983.
Lois Langland, Professor of Psychology, emerita since 1986.
William Chris Lengefeld, Professor of Music, emeritus since 2003.
Samella Lewis, Professor of Art, emerita since 1984.
Margaret Jean Mathies, Sidney J. Weinberg, Jr., Chair in Natural Sciences, emerita since 2003.
Jack Merritt, Professor of Physics, Joint Science Program, emeritus since 1983.
Harry Neumann, Professor of Philosophy, emeritus since 2002.
Jane O'Donnell, Bessie and Cecil Frankel Professor in Music, emerita since 2004.
Robert P. Pinnell, Professor of Chemistry, emeritus since 2003.
Paul Soldner, Professor of Art, emeritus since 1991.
Arthur Stevens, Professor of Art History, emeritus since 1999.
Kathleen O'Brien Wicker, Mary W. Johnson and J. Stanley Johnson Chair in the Humanities, Professor of Religious Studies, emerita since 2003.

ADMINISTRATION

Scripps College

Frederick M. Weis, Interim President of the College. M.B.A. Claremont Graduate School.

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Patricia F. Goldsmith, Vice President and Dean of Admission and Financial Aid. M.T.S. Harvard Divinity School.

James H. Manifold, Vice President for Financial and Business Affairs. Treasurer and Assistant Professor of Accounting. M.B.A. Rutgers Graduate School of Business.

Debra Wood, Vice President and Dean of Students. J.D. Washington University.

Amy Abrams, Director of Admission. B.A. Skidmore College.

Mary S. Bartlett, Director of Public Relations and Communication. A.B. Stanford University.

Peggyann L. Book, Director of Human Resources. M.S. Chapman University.

Thierry V. Boucquey, Associate Dean of Faculty and Professor of French. Ph.D. University of California, Irvine.

Elizabeth Capasso, Director of Summer Conferences/Special Events. B.A. University of La Verne.

Ana J. Collisson, Director of Development. B.S. California State University, Long Beach.

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Carol Entler, Registrar. M.A. California State University, Chico.

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Mary Davis MacNaughton '70, Director of the Ruth Chandler Williamson Gallery, Associate Professor of Art History. Ph.D. Columbia University.

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Judy Harvey Sahak '64, Librarian of the Ella Strong Denison Library, Assistant Director of The Libraries of The Claremont Colleges. M. Libr. University of Washington, Seattle.

Linda R. Scott, Executive Assistant to the President/Secretary to the Board of Trustees. B.A. Pitzer College.

G. Sean Smith, Director of Financial Aid. University of La Verne.

Suzanne Zetterberg, Director of the Malott Commons. M.A. Claremont Graduate University.

The Claremont Colleges

Robert A. Walton, Chief Executive Officer, Claremont University Center. MLS. University of Texas at Austin.

Rabbi Leslie Bergson, Chaplain, McAlister Center for Religious Activities. M.A.H.L. Hebrew Union College-Jewish Institute of Religion (Los Angeles).

Catharine Grier Carlson, Chaplain, McAlister Center for Religious Activities. Princeton Theological Seminary.

Bonnie J. Clemens, Director of The Libraries of The Claremont Colleges. Ph.D. Florida State University.

Father Joe Fenton, Chaplain, McAlister Center for Religious Activities. M.A. Arizona State University, M.A. American University, Washington, D.C.

Rebecca Kornbluh, Director of Student Health Services. M.D., M.P.H. Harvard University.

Charlene Martin, Director of International Place of The Claremont Colleges. M.A. The Claremont Graduate University.

Kenneth L. Pifer, Controller. B.A. The Master's College, Santa Clarita, CA.

Lena Robinson, Director, Campus Safety. B.A. California State University, Fullerton.

Hughes Suffren, Dean of Black Student Affairs. M.S. Iowa State University.

Maria A. Torres, Dean of Chicano/Latino Student Affairs. M.A. New Mexico State University.

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CAMPUS FACILITIES

The campus of **33** acres is characterized by spacious vistas and intimate courtyards with more than a dozen fountains. The original buildings were designed in the Mediterranean Revival style by Gordon B. Kaufmann in collaboration with Edward Huntsman-Trout, landscape architect. The campus, widely recognized for its beauty, is on the National Register of Historic Places.

Residence Halls. There are nine residence halls, each with its own living room and upstairs library. All student rooms are wired to the campus network, which is connected to the Internet. Each residence hall has two computers for 24-hour access to the network.

Janet Jacks Balch Hall houses most administrative offices, including the Office of Admission, as well as classrooms and faculty offices.

Bette Cree Edwards Humanities Building. In addition to classroom and faculty offices, the Humanities Building houses an auditorium for lectures and films, and a large faculty lounge.

The Clark Humanities Museum is housed in the Bette Cree Edwards Humanities Building. Linked to the Humanities Program at the College, the Museum's exhibitions reflect the concerns of faculty teaching in this area and often enhance specific course offerings. For students interested in museum careers, the Clark Humanities Museum offers possibilities for internships and related activities.

The Ella Strong Denison Library houses nearly 110,000 volumes, including exceptional collections in the humanities and fine arts. The Macpherson Collection of more than 3,000 books, by and about significant women, contains many primary source materials for original research, surpassing those available at many major universities and graduate schools. The Ellen Browning Scripps Papers highlight the Scripps College Archives, an important resource for the history of women's education. The Rare Book Room has many treasures, including rare manuscripts, incunabula, and books from fine presses. Most important, members of the Scripps-Denison Library staff are teaching librarians who work individually with students and faculty.

Other libraries available to Scripps students are the nearby central Honnold/Mudd Library, the Sprague Library, a joint science library for The Claremont Colleges on the Harvey Mudd campus, the Seeley Mudd Science Library at Pomona College, and libraries of affiliated institutions.

Elizabeth Hubert Malott Commons. The Commons is the social heart of the campus. The building houses the dining program which includes a central servery and four separate dining rooms. In addition, the Hampton Dining Room and Living Room provide a more formal venue for College functions with seating for up to 200. Other facilities include two meeting rooms, a central campus mail office, Career Planning & Resources, the Motley Coffeehouse, the Scripps Store, and space for student activities.

The Performing Arts Center is the permanent home of the **Music Department** and performance space for both Scripps' music and dance programs. Included in this complex are the 700-seat **Garrison Theater** and the **MaryLou and George Boone Recital Hall**, **The Nancy Glanville Jewel Music Library**, several music classrooms and rehearsal rooms, music faculty offices, a recording studio, as well as **Lee Pattison Courtyard**. **The Lee Pattison Recital Hall** is also part of the music complex.

The Beatrice E. Richardson Dance Studio, near Vita Nova Hall, is a large, light, and airy studio completely equipped for the instruction of dance.

The Millard Sheets Art Center. This facility includes the **Florence Rand Lang Art Studios** with teaching studios, art faculty offices, the **Scripps College Press**, and the 4,000-square-foot **Ruth Chandler Williamson Gallery**—equipped with museum-quality controls for climate, lighting, and security. **Baxter Hall** houses the offices of the Williamson Gallery program, a large lecture hall, and the offices of Campus Safety for all of The Claremont Colleges.

Harry and Grace Steele Hall, located at 241 E. 11th Street, houses both academic and administrative offices including the Financial Aid Office, Information Technology Department, a multimedia classroom and language laboratory, Development Office, Office of Public Relations, and the Psychology Department.

Sports Facilities. The Scripps Campus has an outdoor swimming pool. Additional facilities are located on the Claremont McKenna College campus, one block away, for use in a combined intercollegiate athletic program. They include a gym, weight room, squash court, indoor volleyball court, soccer field, outdoor track, and a recreational field. These facilities are available to students for intramural and recreational use as well.

Sallie Tiernan Field House. This 24,000-square-foot recreational athletic facility is under construction with an expected completion in Spring 2008. The facility is adjacent to the swimming pool and will contain machine and weight rooms, an aerobics studio and a yoga room. Change rooms to support these programs and the swimming pool are in the facility. An NCAA soccer field/lacrosse field (expected completion Fall 2008) is also under construction and includes a student parking lot under the field.

Vita Nova Hall, formerly the music building, provides offices for the European Union Center of California, the Intercollegiate Women's Studies Center, the Human Resources Department, faculty offices, and a large lecture hall.

The W.M. Keck Science Center serves Scripps, Claremont McKenna, and Pitzer Colleges. Located at the juncture of the three colleges, the state-of-the-art facility contains offices and teaching laboratories. The center supports teaching and ongoing research in biology, chemistry, physics, and related areas, including interdisciplinary projects and courses.

The Robert J. Bernard Biological Field Station is located on land originally purchased by Ellen Browning Scripps in 1925 for future Claremont Colleges. It currently serves as a natural outdoor laboratory for many disciplines at Scripps and the other Claremont Colleges.

ACADEMIC CALENDAR 2007-2008

Fall 2007 Semester

Thursday	August 30	Residence halls open at 8 a.m. for new students
Thurs.-Mon.	Aug 30-Sept 03	Orientation and Registration
Friday	August 31	Student ID Activation for new students
Sunday	September 2	Residence halls open at 10 a.m. for continuing students
Tuesday	September 4	Classes begin
Thursday	September 6	Student ID Activation for all other students
Monday	September 17	Last day to add classes
Wednesday	October 10	Low Grade Reports due in Registrar's Office
Mon.-Tues.	October 22-23	Fall Break
Thursday	October 25	Last day to drop classes without academic penalty
Thurs.- Fri.	November 22-23	Thanksgiving recess
Tues.- Mon.	December 4-10	Preregistration for spring semester
Wednesday	December 12	Last day of classes for first semester
Thurs.- Fri.	December 13-14	Reading days
Mon.- Fri.	December 17-21	Final examinations
Saturday	December 22	Fall semester ends
Saturday	December 22	Residence halls close at noon
Thursday	December 27	All grades due in the Registrar's Office by noon

Spring 2008 Semester

Saturday	January 19	Residence halls open at 8 a.m. for new students
Sat.- Mon.	January 19-21	Orientation and Registration for new students
Sunday	January 20	Residence halls open at 10 a.m. for continuing students
Tuesday	January 22	Second semester classes begin
Thursday	January 24	Student ID Activation for all students
Monday	February 4	Last day to add classes
Wednesday	March 5	Low Grade Reports due in the Registrar's Office
Thursday	March 13	Last day to drop classes without academic penalty
Mon.- Fri.	March 17-21	Spring Break
Friday	March 28	César Chavez Holiday- Colleges Closed
Tues.- Fri.	April 29-May 2	Preregistration for fall semester
Wednesday	May 7	Last day of classes
Thurs.- Fri.	May 8-9	Reading days
Friday	May 9	Senior grades due in the Registrar's Office by noon

Mon.- Fri.	May 12-16	Final examinations
Saturday	May 17	Residence halls close at noon (non-graduates)
Sunday	May 18	Commencement begins at 3 p.m.
Monday seniors	May 19	Residence halls close at noon for graduating
Thursday	May 22	All other grades due in the Registrar's Office by noon
Fall 2008 Semester		
Tuesday	September 2	Fall 2008 classes begin

GENERAL INFORMATION

The Scripps College catalog is published to the Scripps College website (www.scrippscollege.edu). These catalog contents apply to the 2007-2008 academic year. The information is, however, subject to change without notice, and those who are interested in any program or offering are encouraged to verify it with the appropriate department chair or the registrar.

This catalog is intended to help you get acquainted with Scripps College. It explains some of the College's philosophies and beliefs, and describes, in general terms, some of its policies and procedures. It is not intended to nor does it contain all policies that relate to students, staff or faculty. This catalog is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of Scripps College or any applicant, student, staff or faculty member. Because Scripps College is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this catalog, or the policies and procedures on which they may be based, at any time without advance notice.

Accreditation

Scripps College is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, 985 Atlantic Avenue, Suite 100, Alameda, CA 94501. Phone: (510) 748-9001.

Affirmative Action

Scripps College values a diverse college community and seeks to assure fair employment practices for faculty and staff through a continuing and effective Equal Opportunity Employment Program. For further information, contact the Scripps director of human resources.

Nondiscrimination Policies

Scripps College strives to be an inclusive academic community for women, regardless of race, color, national origin, ancestry, religion, creed, belief, age, handicap, veteran status, or sexual orientation.

Scripps College admits students of any race, color, national or ethnic origin to all the rights, privileges, responsibilities, programs, and activities generally made available at the College.

The College affirms compliance with the requirements of the Higher Education Act of 1965 as amended through 1992, as well as the requirements of Title IX of the Educational Amendments of 1972. Scripps College does not discriminate on the basis of handicap and is in compliance with Section 504 of the Rehabilitation Act of 1973.

Student Rights and Privacy

The Family Education Rights and Privacy Act of 1974 as amended provides Scripps College students with protection of the privacy of their records maintained as permanent files by the College and with the right to access those files. Additional information is available under Rules and Guidelines in this catalog and in the *Guide to Student Life*.

Student Right-to-Know/Campus Security

In accordance with the 1991 Student Right-to-Know and Campus Security Act, Scripps College provides graduation rate statistics to all current and prospective students upon request. For more information, please contact the Office of Planning and Research at (909) 621-8224 or the Registrar's Office at (909) 621-8273.

Information

Please write or call the following offices for further information about Scripps College:

Admission (909) 621-8149

Financial Aid (909) 621-8275

Registrar (Transcripts and Academic Records) (909) 621-8273

Dean of Students (Housing, Student Activities, Career Planning & Resources) (909) 621-8277

Alumnae (909) 621-8054

Public Relations and Communication (909) 621-8280
Student Billing (909) 621-8259

Mail should be addressed to the appropriate office, Scripps College, 1030 Columbia Avenue, Claremont, CA 91711-3948.

Telephone calls may be made either to the direct dial numbers listed above or to the general Claremont Colleges switchboard, (909) 621-8000. Calls to the Office of Admission also may be made to (800) 770-1333.

Additional information and resources are available from the Scripps website at www.scrippscollege.edu.

Directions to Scripps College

Major highway routes to Scripps and the other Claremont Colleges are the San Bernardino Freeway (I-10), the Orange Freeway (I-57), the Pomona Freeway (I-60), and the Foothill Freeway (I-210).

To reach Claremont from any area except Pasadena, take the San Bernardino Freeway (I-10) to Indian Hill Boulevard (exit 47) and drive north. To reach the Scripps campus, turn right on Tenth Street and proceed east to the corner of Tenth Street and Columbia Avenue.

To reach I-10 from Orange County and south, take I-57 or, from Long Beach, take I-605. From west and southwest Los Angeles, take I-60 to I-57 to I-10.

From Pasadena and the San Fernando Valley, take the Foothill Freeway (I-210) to the Towne Avenue exit. Make a right onto Towne and drive south to Foothill Boulevard. Make a left onto Foothill Boulevard and proceed east; drive one mile farther and turn right on Dartmouth Avenue. Proceed south to Tenth Street and turn left to the corner of Tenth Street and Columbia Avenue.

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