

# 1985-86 GENERAL CATALOGUE

UNIVERSITY OF CALIFORNIA  
I R V I N E

## Academic Calendar

Please read Catalogue page 52 *and* the quarterly Schedule of Classes very carefully for detailed information on enrollment procedures and late service fees. The enrollment process consists of a number of steps in addition to the submission of enrollment materials. Medical students should consult the College of Medicine Office of Admissions for the College of Medicine calendar.

### Fall Quarter, 1985

Quarter Begins ..... Sept. 23 (Mon.)  
Academic Advising and  
Orientation ..... Sept. 23-27 (Mon.-Fri.)  
Instruction Begins ..... Sept. 27 (Fri.)  
Thanksgiving Holiday ..... Nov. 28-29 (Thurs.-Fri.)  
Instruction Ends ..... Dec. 6 (Fri.)  
Final Examinations ..... Dec. 9-13 (Mon.-Fri.)  
Quarter Ends ..... Dec. 13 (Fri.)  
Winter Holiday Recess ..... Dec. 23-Jan. 1 (Mon.-Wed.)

### Winter Quarter, 1986

Quarter Begins ..... Jan. 2 (Thurs.)  
Academic Advising and  
Orientation ..... Jan. 2-3 (Thurs.-Fri.)  
Instruction Begins ..... Jan. 6 (Mon.)  
Martin Luther King Holiday ..... Jan. 20 (Mon.)  
President's Day Holiday ..... Feb. 17 (Mon.)  
Instruction Ends ..... Mar. 14 (Fri.)  
Final Examinations ..... Mar. 17-21 (Mon.-Fri.)  
Quarter Ends ..... Mar. 21 (Fri.)  
Spring Holiday ..... Mar. 24 (Mon.)

### Spring Quarter, 1986

Quarter Begins ..... Mar. 26 (Wed.)  
Academic Advising and  
Orientation ..... Mar. 26-28 (Wed.-Fri.)  
Instruction Begins ..... Mar. 31 (Mon.)  
Memorial Day Holiday ..... May 26 (Mon.)  
Instruction Ends ..... Jun. 6 (Fri.)  
Final Examinations ..... Jun. 9-13 (Mon.-Fri.)  
Commencement ..... Jun. 14 (Sat.)  
Quarter Ends ..... Jun. 14 (Sat.)



# 1985-86 GENERAL CATALOGUE

UNIVERSITY OF CALIFORNIA

IRVINE

UC IRVINE - 1985-1986

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## **1985-86 General Catalogue**

### **University of California, Irvine**

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To obtain a General Catalogue by mail, see page 332.

The UCI General Catalogue constitutes the University of California, Irvine's document of record. While every effort is made to ensure the correctness and timeliness of information contained in the Catalogue, the University cannot guarantee its accuracy. Changes may occur, for example, in course descriptions; teaching and administrative staff; curriculum, degree, and graduation requirements; and fee information after the Catalogue is published. Readers should consult the individual department, school, program, or administrative office for further information.

### The University of California

David Pierpont Gardner **President**

The University of California was chartered as the State's only Land Grant College in 1868. Throughout its first decades, the University's development was strongly influenced by leading educators and scholars from various parts of the country. Supported by the State and many generous benefactors, the University was responsive to the needs of California while progressing on a steady climb toward eminence in academic and scientific achievement.

Today the University system includes nine campuses—Berkeley, Davis, Irvine, Los Angeles, Riverside, San Diego, San Francisco, Santa Barbara, and Santa Cruz. All of the campuses adhere to the same admissions guidelines and high academic standards, yet each one has its own distinct character. Among the campuses there are five medical schools, three law schools, and a school of veterinary medicine, as well as professional schools of business administration, education, engineering, oceanography, and many others. The University's libraries are among the finest in the United States; the collections of the more than 100 University of California libraries on the nine campuses are surpassed in size on the American continent only by the Library of Congress collection.

In just over a century, the University has become one of the world's largest and most renowned centers of higher education. The faculty is internationally noted for its distinguished academic achievements. On its nine campuses, the University has a total of 15 Nobel laureates. National Academy of Science membership on all campuses numbers more than 200—greater than any other college or university system.

The University maintains a variety of research facilities, agricultural field stations, and extension centers in more than 100 locations throughout California. Public services include medical and dental clinics, information services for agricultural and urban populations, and a broad program of continuing education for adults in the arts, business, and professions.

Under contract with the U.S. Department of Energy and with support from other agencies, the University operates three national research facilities: the Lawrence Berkeley Laboratory adjoining the Berkeley campus; the Lawrence Livermore National Laboratory at Livermore, California; and the Los Alamos National Laboratory at Los Alamos, New Mexico. Other major research facilities include Lick Observatory, White Mountain Research Station for high-altitude research, Laboratory of Radio Astronomy, Bodega Marine Laboratory, Scripps Institution of Oceanography, Institute of Transportation Studies, Statewide Air Pollution Research Center, Space Sciences Laboratory, Hormone Research Center, and Philip L. Boyd Deep Canyon Desert Research Center, among others.

One of the University's unique resources is its roster of University Professors. The University Professor title is reserved for certain distinguished faculty members who are recognized nationally and internationally as scholars and teachers of exceptional ability. A University Professor may visit a number of University of California campuses during the academic year, holding conferences with students and staff and speaking before general public audiences. A list of University Professors may be found on page 325.

**University Administration.** Under the State Constitution, governance of the University is entrusted to the Board of Regents. The Regents appoint the President of the University, and with the President's advice, appoint the Chancellors,

Directors of major laboratories, Provosts, and Deans who administer the affairs of the individual campuses and other divisions of the University. Authority in academic matters is delegated by The Regents to the Academic Senate, which determines academic policy for the University as a whole.

The Board of Regents includes seven *ex officio* board members, and 20 regular members who are appointed by the Governor for 12-year terms after consultation with an advisory committee. In addition, The Regents appoint a student Regent for a one-year term as a voting Board member with full rights of participation. The chair and vice chair of the Academic Council serve as faculty representatives to the Board and participate fully in all discussions. A constitutional amendment provides that "Regents shall be able persons broadly reflective of the economic, cultural, and social diversity of the State, including ethnic minorities and women." They shall have "full powers of organization and government, subject only to such legislative controls as may be necessary to ensure compliance with the terms of the endowments of the University and the security of its funds."

The President is executive head of the total institution. Each of the nine campuses has a Chancellor as its chief administrative officer. The Chancellor is responsible for the organization and operation of the campus, including academic, student, and business affairs. For the names of University Regents, Officers, and Chancellors, see page 324.

The Academic Senate, consisting of faculty and certain administrative officers, determines the conditions for admission and degrees, subject to the approval of The Regents, authorizes and supervises courses and curricula, and advises the University administration on the important matters of faculty appointments and promotions and budgets.

Students participate in policymaking at both the campus and Universitywide levels.

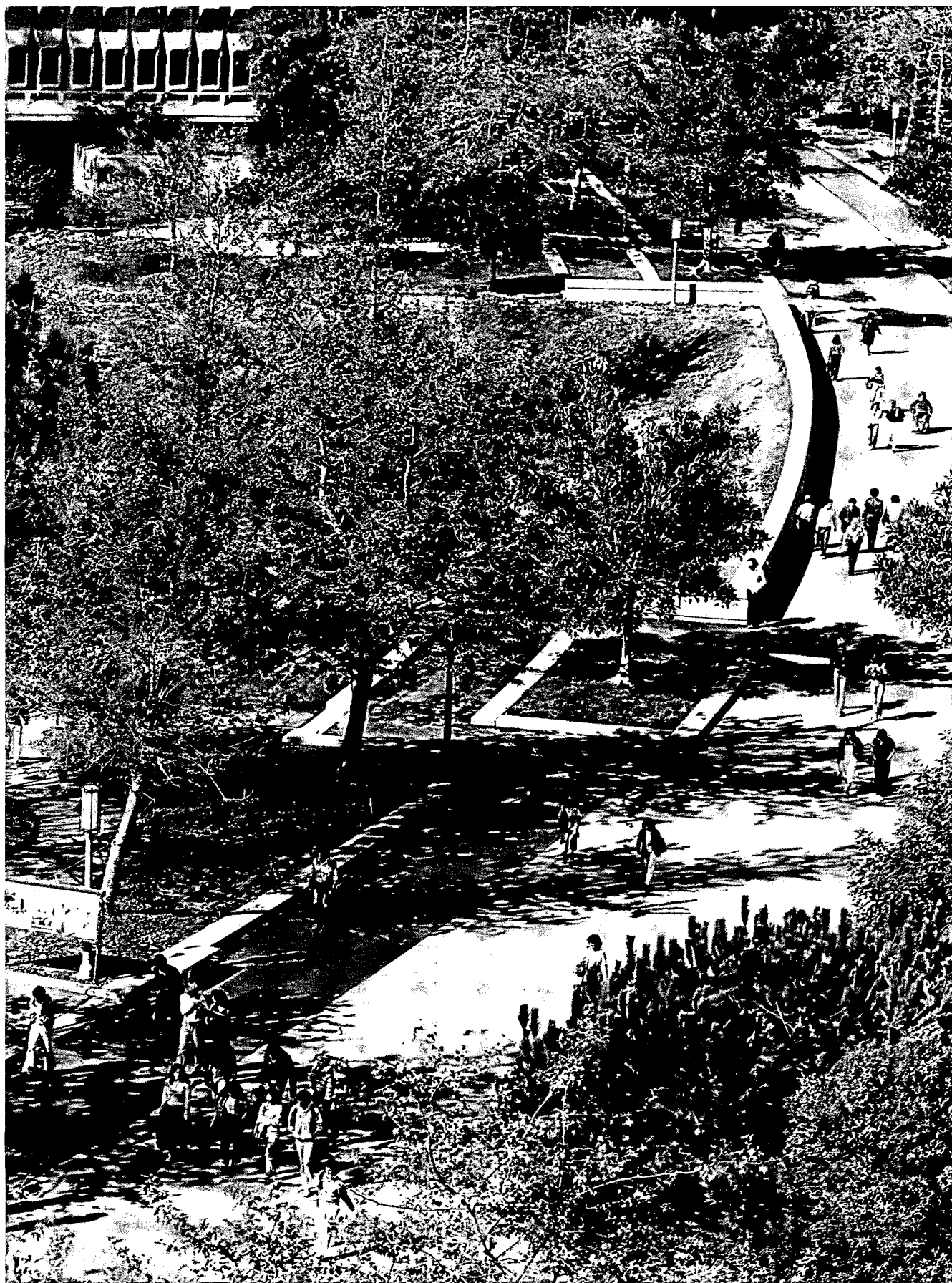
### The Irvine Campus

Jack W. Peltason **Chancellor**

The University of California, Irvine has achieved distinction nationally and internationally because of the high quality of its programs, faculty, and alumni. The campus challenges its students both academically and personally and relies on the commitment, curiosity, imagination, and judgment of faculty and students to assure its continued intellectual and cultural vitality. Since the campus opened in 1965, enrollment has grown to approximately 12,600, including 10,200 undergraduate students, 1,400 graduate students, and 1,000 medical students and residents as of fall 1984.

UCI is committed to the pursuit and transmission of knowledge. It makes available to its students opportunities for gaining knowledge, training, skills, and credentials which in turn can provide the basis for enhanced social and economic opportunities. With regard to making these opportunities available to all students, UCI has the responsibility to establish and implement programs that go beyond legal minimums to ensure that all qualified segments of the public have access and equal opportunity to participate in the University's academic programs.





## Academic Goals

The University of California, Irvine offers programs designed to provide students with a foundation on which to continue developing their intellectual, aesthetic, and moral capacities. The programs and curricula are based on the belief that a student's *collective* University experience should provide understanding and insight which are the basis for an intellectual identity and life-long learning.

An important aspect of the educational approach at UCI is the emphasis placed on student involvement in independent study, research, and the creative process as a complement to classroom study. Independent research in laboratories, field study, involvement in writing workshops, and participation in fine arts productions are normal elements of the UCI experience. In many departments special programs and courses which involve students in original research and creative activities are integrated into the curriculum.

The Irvine campus provides an atmosphere conducive to creative work and scholarship at all levels, to the exploration of the accumulated knowledge of mankind, and to the development of new knowledge through basic and applied research. Along with these objectives, Irvine has a serious commitment to public service. The campus generates research expertise which may be applied to regional and national social issues, and seeks to provide humanistic understanding of the problems of society.

## Academic Structure

Instruction and research programs at UCI focus on fundamental areas of knowledge, while at the same time provide for interdisciplinary and professional study. Five basic Schools represent five fundamental areas of knowledge: Biological Sciences, Fine Arts, Humanities, Physical Sciences, and Social Sciences. Programs covering interdisciplinary and professional studies are offered in the Department of Information and Computer Science, the Program in Social Ecology, the School of Engineering, the Graduate School of Management, and the Office of Teacher Education. The UCI-California College of Medicine provides educational programs for medical and health sciences graduate students, medical residents, and practicing physicians. Programs in physical education, recreation, and intercollegiate athletics are provided by the Department of Physical Education.

The Office of Academic Affairs has responsibility for all programs of instruction and research. It, as well as the Office of Graduate Studies and Research and the Office of Undergraduate Studies, report directly to the Executive Vice Chancellor. Matters of educational policy, including approval of programs, courses, and grades, are the responsibility of the Irvine Division of the Academic Senate. The Irvine Division is part of the Academic Senate of the University of California.

The Office of the Vice Chancellor Student Affairs provides students with a broad range of special services and programs designed to carry out the University's commitment to create an environment supportive of an educational endeavor of the highest quality. Student Affairs programs and services offer students the opportunity to supplement their formal educational experience by becoming involved in diverse aspects of the University. Such programs and services can broaden the student's University experience by providing opportunities for personal development in addition to intellectual growth.

The Dean of Undergraduate Studies provides leadership in developing policies and programs which serve the academic needs of the undergraduate student population and affect the retention of students, including underrepresented and cul-

turally diverse student populations. Undergraduate Studies provides administrative oversight for undergraduate academically related concerns which require campus-level attention and coordination and which do not come under the direct authority of the heads of academic units or the Irvine Division of the Academic Senate. Student retention-related services include the Program of Academic Support Services (PASS), which involves the coordination of diagnostic/placement testing, student tracking, the Learning Skills Center and Tutorial Assistance Program (TAP), and the Office of Special Services. The Dean is responsible for promoting the development of honors programs and curricula on the campus and for encouraging and supporting the improvement of teaching and innovation in learning within the UCI community. Undergraduate Studies holds primary responsibility for advising unaffiliated students and coordinating the Peer Academic Advising Program and works to coordinate and to improve the quality of academic advising for all students.

The Dean of Graduate Studies and Research has general administrative responsibility for graduate education and research. In graduate education, the Dean serves as the academic dean for all graduate students and is responsible for admissions, enrolled student services, graduate student support, and the Graduate and Professional Opportunity Program, which facilitates the involvement of minority students and women in graduate education. In the area of research, the Dean is responsible for research policy development, implementation, and oversight.

## Accreditation

The University of California, Irvine is a member of the Western Association of Schools and Colleges (WASC). The campus is fully accredited by the Senior Commission of WASC. This accreditation requires periodic review in accord with WASC policies and standards. In addition, the undergraduate degree program of the Department of Chemistry is accredited by the American Chemical Society; the undergraduate programs offered by the Civil, Electrical, and Mechanical Engineering Departments are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology; the M.D. program of the UCI-California College of Medicine is accredited by the Liaison Committee of the Association of American Medical Colleges and the American Medical Association; and the credential programs of the Office of Teacher Education are approved by the Commission on Teacher Credentialing.

## Phi Beta Kappa

Phi Beta Kappa, founded in 1776, maintains a chapter at UCI. Phi Beta Kappa is the nation's oldest and most prestigious honor society; it recognizes outstanding scholastic achievement in the liberal arts and sciences. Upper-division students whose undergraduate records fulfill certain requirements are eligible for election to membership. Further information can be obtained from the Office of the Dean of Undergraduate Studies, 256 Administration Building.

## Affirmative Action Office

The UCI Affirmative Action Office develops and supports programs which promote affirmative action and equal opportunity in University employment, services, and education for qualified minorities, women, handicapped persons, and Vietnam Era veterans. Additionally, the Office implements systems and procedures designed to facilitate compliance with Titles VI and VII of the 1964 Civil Rights Act and Title IX of the Educational Amendments to the Act.



The Office is responsible for assuring fair and equal treatment in University admissions policies, educational programs and activities, and in both undergraduate and graduate student affirmative action programs. The Office also assists in the coordination of student affirmative action plans. For further information, contact the UCI Affirmative Action Office, 117 Administration Building, (714) 856-5594.

### Ombudsman

The campus Ombudsman is available to assist students, faculty, and staff with any problems or concerns they may encounter while at UCI, including those related to student conduct and discipline (see p. 325). The Ombudsman responds to concerns presented by campus individuals and group members by clarifying issues or concerns, making appropriate on- and off-campus referrals for student, faculty, and staff members; and providing a confidential, impartial, and informal setting for grievance problem resolution. The Ombudsman is located in 260 Administration Building, telephone (714) 856-7256.

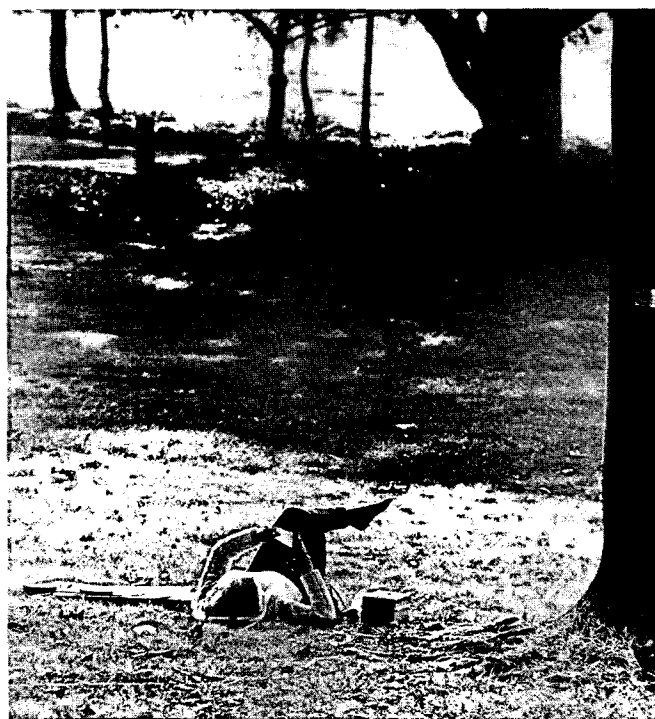
### The Campus Setting

UCI's location offers the cultural and economic resources of an urban area along with access to the scenic, recreational areas of Southern California. Located 40 miles south of Los Angeles, five miles from the Pacific Ocean, and nestled in 1,510 acres of coastal foothills near Newport Beach, UCI lies amid rapidly growing residential communities and a dynamic national and multinational business and industrial complex that affords many employment opportunities. Even so, the campus remains an oasis of green—a natural arboretum planted with trees and shrubs from all over the world. Adjacent to the campus lies UCI's outdoor laboratory, the San Joaquin Freshwater Marsh Reserve, which is home to a wide variety of migratory and nonmigratory water fowl and other wildlife.

The UCI Medical Center, located in the City of Orange on a 33-acre site, is a major teaching hospital for the UCI-California College of Medicine.

Within a few miles of the campus are major department stores; branches of world-renowned boutiques; dozens of outstanding restaurants, many offering cuisines from a variety of other countries; and major hotels. Cultural opportunities include repertory theatres, orchestras, choral groups, dance companies, galleries, and museums. The John Wayne Airport is two miles from campus.

Yet, in part, the Irvine area retains some of its traditional character as a beach—although not a sleepy—resort. The Portuguese dory fishing fleet at Newport, one of the last private fleets on the West Coast, comes ashore every morning and evening to sell the day's catch, and the sun and surf crowd mingle with the art and artisan crowd at Laguna Beach during the summer and winter festivals. The temperate, Mediterranean climate stimulates year-round water-oriented activities such as windsurfing, sailing, and tidepooling. The spring, summer, fall, and winter find students—many of whom live in the nearby beach communities of Balboa Island, Balboa Peninsula, and Newport Beach—enjoying the warm sun and gentle sea breezes. Boating enthusiasts set sail in Newport Bay in 14- or 30-foot sailboats or in canoes, available from the UCI Sailing Club. Local mountain and desert recreation areas are within easy reach, and the UCI Cooperative Outdoor Program provides low-cost rental equipment for hiking and skiing, and instruction for other recreational pursuits. The metropolitan attractions of Los Angeles and San Diego are approximately an hour's drive from the campus.



Bus transportation between the campus and major housing areas, shopping centers, and beaches is convenient, and bicycling is popular. Both the campus and the surrounding communities are designed to encourage bicycle traffic, and trails connect UCI to many student housing areas and to the waterfront areas of Newport Beach.

### Instructional and Research Facilities

#### University Library

Calvin J. Boyer University Librarian

The UCI Library is a component of the extensive University of California Library system, whose libraries contain more than 20 million volumes. These libraries are committed to a resource-sharing plan which will strengthen the resource base and usefulness of UCI's own library system. Established in 1963, the UCI Library collection has been carefully selected and developed in conjunction with the campus academic plan. The UCI Library system includes the Main Library, the Physical Sciences Library, and the Biomedical Library and its branches. This important resource for study, teaching, and research contains more than 1,120,910 volumes, including almost 15,700 currently active serials subscriptions. Except for those materials which comprise the Medical Center Branch Library, all of these volumes are housed on the general campus. In addition, a student may request books from other University of California libraries and from national and international libraries.

The Main Library is designed to provide maximum shelving and reader space. With the exception of materials housed in special units, all periodicals and books are on open shelves and easily accessible to all readers. The following Library departments provide specialized services to the users of the Main Library.

The Reference Department maintains an open-shelf collection of approximately 22,000 volumes. Librarians in the Reference Department assist in the use of reference materials and provide information on a wide variety of topics to campus and community users. The Department has available

numerous guides and handouts to assist users in both general and specialized library research. In addition to offering a formal course in library research techniques (Humanities 75: Bibliostrategy), the Department provides course-related instruction and general orientations to the Library and makes available individual research consultations with appropriate subject specialists. The Department also offers the fee-based Computer-Assisted Reference Service (CARS).

The Government Publications Department offers users a collection of more than 400,000 publications issued by the U.S. government, the State of California, international organizations, and Canada. This department also contains the Orange County Public Affairs Collection, a resource of current information on local topics issued by both governmental and nongovernmental agencies. A computer-assisted reference service (CARS) is available on a fee-for-service basis.

The Department of Special Collections contains noncirculating holdings of rare books and early printed works, noteworthy or finely printed editions, exceptionally costly or fragile items, and manuscripts. Special subject collections include French literature of the seventeenth and eighteenth centuries, the René Wellek collection of the history of criticism, California history and literature, British naval history, contemporary poetry, dance, historical costume, political pamphlet literature, and the Emma D. Menninger collection in horticulture.

The University Archives, which shares quarters with the Department of Special Collections, is the official repository for records having permanent value in documenting the history of the UCI campus. These include publications, manuscripts, photographs, and other records of administrative and academic units, student organizations, and campus support groups.

The Library Media Center collects, organizes, and makes available to library users nonprint materials which support campus academic programs. Subject areas such as music, art, literature, and the sciences are represented in the Center's collection of audio and video cassettes, phonograph records, and film classics. The Center provides media reference and advisory service to the campus, and a playback area which allows for on-site consultation of materials in the collection. Terminals connected to campus computers are also available, along with an audio cassette tape duplication service, a media classroom, and a copy camera.

The Serials Department includes a reading room in which newspapers, current periodicals, and journal issues are on display.

The Main Library Copy Service, supplemented by coin-operated copying machines, makes it possible to obtain reproduction service at all times when the Main Library is open. In addition, typewriters may be rented during the hours when the Copy Service is open.

Required or collateral reading materials are placed in the Reserve Book Room by faculty members for their students. Reserve materials circulate for short periods of time and are listed on computer-produced lists by course numbers.

Other Main Library facilities include coin-operated typewriters, individual and group study seating, book lockers, and rooms containing study aids for blind and partially sighted students. When the University is in session, the Main Library is open 90 hours per week.

The Physical Sciences Library is located in the Physical Sciences Building, and contains more than 64,000 volumes on mathematics, physics, astronomy, and chemistry. The collec-

tion includes more than 1,100 serial titles. Hours of service are the same as those in the Main Library; computer-assisted reference services (CARS) and copying services are available.

The Biomedical Library is located in the UCI-California College of Medicine, and contains a collection of some 120,000 volumes of medical and biological literature, with subscriptions to more than 1,600 serial titles. Among the audiovisual services provided are microform reader/printers, video tape players, and slide projectors with tape players. The Biological Sciences branch of the Biomedical Library is located in the Science Lecture Hall, with a large collection of current journals.

The Medical Center Library is located at the University of California Irvine Medical Center. Its collection includes 30,000 volumes and more than 500 clinical journal subscriptions. This library serves primarily as the library for the Medical Center and is part of the campus library resources.

Modern methods for increasing the speed and efficiency of library service have been or are being installed throughout the UCI Library system. The Library subscribes to a computer-based cataloging service which enables it to make books available rapidly. A computer-based circulation system is installed in all libraries. Computer-assisted reference services (CARS) provides access to a variety of machine-readable bibliographic and numeric databases. MELVYL, the University's online catalog, provides users with quick and creative ways to locate books and journals held at UCI and at any other library in the University of California system. Information about CARS and MELVYL, as well as other automated library systems, may be obtained at the reference desks in all libraries.

Interlibrary loan service is available on a national and international basis to all faculty, students, and staff. Bus service to UCLA is offered Monday through Saturday for faculty and students who need to use the UCLA libraries.

## Computing Facility

Computing at UCI is distinguished by the campus' commitment since its founding to make computing an integral part of the academic program at both the undergraduate and graduate levels. Almost half of the students are involved with some form of instructional computing every year.

The Computing Facility is the central campus resource for students, faculty, and staff providing: (a) access to a range of computer systems and software; (b) a variety of educational, consulting, and technical services for users of Facility- and departmentally-owned computer systems; (c) the campuswide data communications network.

Computing services are provided on a Honeywell DPS 8/49C computer running the CP-6 operating system, a DEC VAX 11/780 running VMS, a DECsystem-20 supporting the TOPS-10 operating system, a DEC PDP-11/45 running RSTS/E, and IBM Personal Computers.

Software offerings include a wide variety of applications packages such as Tell-a-Graf, Disspla, IGL, SPSS-X, BMDP-82, Minitab, Lindo, IMSL, IFPS, Anvil 4000, Spice II, TeX, Test Scoring, Text Formatting, and others. An advanced electronic mail system is available, as are packages for micro-to-host communications. Programming languages available include PASCAL, FORTRAN, APL, BASIC, LISP, COBOL, and others. Database management software includes ARES and DPL. In addition, high-quality graphics and alphanumeric output devices including a laser printer, pen-and-ink plotters, and daisy-wheel printers are available.





Professional staff provide consulting services during normal business hours. In addition to general consulting on Facility computers and software, specialized consulting in the areas of statistics, microcomputing, research computing, computer system management, and administrative applications is offered. Student consultants are available in the public terminal room while classes are in session.

The Computing Facility offers a large number of nonacademic computer workshops for students, faculty, and staff. The workshops cover such topics as the use of specific computers and computer packages, general computer awareness, and the selection and use of microcomputers. (Note: Academic courses in computing are offered by the Department of Information and Computer Science, other academic units, and University Extension.)

The Computing Facility also provides the following services: microcomputer repair (of selected brands), computer terminal repair and rental, computer system management, computer operations, and connections to the campus data communications network.

The campus data communications network is provided by the Computing Facility's Develcon Dataswitch. The Dataswitch is a microprocessor-controlled data switching network which supports terminal and computer system connections allowing the access of any computer by any terminal. The network currently supports more than 2,000 lines, including 47 telephone connections (dial-in and dial-out) and more than 300 terminal ports on approximately 20 time-sharing computer systems.

Facility computers are networked via ANTNET which enables users to perform file transfers among the systems.

The Computing Facility is located on the third floor of the Computer Science Building. It is open 24 hours a day, seven days a week. Consulting and administrative offices are open during the normal business week. The Public Terminal Room in Computer Science 308 provides access to nearly 100 terminals connected to the Dataswitch.

Further information on Computing Facility services is available in the Facility Public Services Office, 346 Computer Science Building, telephone (714) 856-6116.

## Research

The University of California, Irvine is among the leading 75 research universities in the United States. In 1983-84 UCI received more than \$41 million from federal and state agencies and private organizations for the support of basic and applied research and for other scholarly activity. One of UCI's goals is to rank among the top 50 research universities in the country by the end of this decade. Research is an integral part of all schools and departments, and many of UCI's research programs have achieved national and international distinction for their work.

The research programs at UCI have a positive impact on both undergraduate and graduate education. Research is critical to graduate education because of the research-oriented nature of doctoral study. At the undergraduate level, research at

UCI provides undergraduate students with access to a faculty made up of researchers at the forefront of their fields. As a consequence, the knowledge received by UCI students is the latest and most up-to-date available. The Graduate Studies and Research section (see p. 79) describes organized research activities, organizations, and resources.

## Natural Reserves System

The University of California manages and maintains a system of 26 land and water reserves that are representative of the State's habitat and geographic diversity. These serve as outdoor laboratories for students, faculty, and staff, and are intended primarily for purposes of education and research. The reserves are administered by local campus management committees who control their uses. The Irvine campus is responsible for two reserves: the San Joaquin Freshwater Marsh Reserve and the Burns Piñon Ridge Reserve. For additional information, write to the Department of Ecology and Evolutionary Biology, School of Biological Sciences, University of California, Irvine, California 92717, or telephone (714) 856-6006.

### San Joaquin Freshwater Marsh Reserve

The San Joaquin Freshwater Marsh Reserve, one of the last remaining freshwater marshes of Southern California, is a 202-acre reserve adjacent to the Irvine campus. The Marsh consists of a series of freshwater ponds and their attendant aquatic flora and fauna, and is especially known for its rich bird life, both resident and migratory. Researchers and observers have recorded more than 200 species of birds in the Reserve, a major stopping point on the Pacific Flyway. Periodic tours are conducted. For additional information, write to the Museum of Systematic Biology, University of California, Irvine, California 92717, or telephone (714) 856-6031 or 856-6006.

### Burns Piñon Ridge Reserve

The Burns Piñon Ridge Reserve is located near the town of Yucca Valley in San Bernardino County. It is a 265-acre parcel of high-desert habitat representing an ecotone between montane and desert biota, with mixtures of Joshua tree, piñon pine, and juniper woodland. The Reserve has primitive camping facilities and is used primarily for overnight field trips and research by faculty and students from the School of Biological Sciences. For additional information, write to the Department of Ecology and Evolutionary Biology, School of Biological Sciences, University of California, Irvine, California 92717, or telephone (714) 856-6006 or 856-6031.

## Irvine Ecological Preserve

The 102-acre Irvine Ecological Preserve consists of several small hills and surrounding flatlands bearing remnants of coastal sage scrub flora and associated fauna. The Preserve is located on the campus and is set aside for use by the campus community. For additional information, contact the Department of Ecology and Evolutionary Biology, School of Biological Sciences, University of California, Irvine, California 92717, or telephone (714) 856-6006.

## UCI Arboretum

The UCI Arboretum is a botanical garden developed and managed by the School of Biological Sciences. It contains areas planted with floras adapted to climates similar to those of Southern California, and a native flora section. The Arboretum maintains a gene bank devoted to the conservation of African monocot floras and contains several important collections of rare plants. Certain research and instructional materials are grown. The Arboretum collections are

also used as an educational resource for the community at large. Volunteers and other interested parties are encouraged to participate in Arboretum activities. For additional information, call (714) 856-5856.

## Museum of Systematic Biology

The Museum of Systematic Biology is a scientific resource charged with cataloging and maintaining specimens of local plants and animals. Its holdings, totaling over 120,000 specimens, provide environmental scientists and students of ecology with information about the occurrence, identification, and distribution of the species living in Orange County in particular and Southern California in general. In addition to its general holdings, the Museum is custodian for three outstanding special collections: the Sprague Conchological Collection, the Cassady-Lewis Herpetological Collection, and the Rudkin Lepidopteran Collection. For further information, telephone (714) 856-6031.

## Laser Microbeam Program

The Laser Microbeam Program (LAMP) was established on the Irvine campus in 1979 as a national facility in the area of laser microbeam biotechnology. LAMP functions as a research, training, and service facility, and provides interaction between the laser industry and the academic biomedical research community. The facility serves as a resource to promote research in cell biology, developmental biology, neurobiology, genetics, oncology, and clinical medicine. Microsurgery is performed at subcellular, cellular, and tissue levels. The program is conducted in the School of Biological Sciences and the College of Medicine and is funded through a grant from the Biotechnology Resources Program of the National Institutes of Health. For further information, telephone (714) 856-5139.

## Thesaurus Linguae Graecae Project

Financed through private and federal funds, the Thesaurus Linguae Graecae (TLG) Project began in 1972. Project goals are to create the *Thesaurus Linguae Graecae*, a data bank of Greek literature from its Homeric beginnings to approximately A.D. 600; to conduct literary research using collected texts; and to apply technological innovation in these endeavors. TLG research activities combine the traditional concerns and methodologies of philological and literary study with the most advanced features of computer technology. Included among current research foci are the identification of ancient Greek literary and documentary materials from various literary-historical periods; the conversion of these materials into machine-readable form; the enhancement of automated text-verification routines; and the examination of criteria for data-capture of "nonstandard" source materials such as nonliterary (e.g., documentary) texts. TLG staff are establishing procedures to facilitate nationwide access to data-bank resources at UCI. The data bank currently contains more than 53 million words of Greek text and is expected to grow to 63 million words.

The Project's close ties with the Department of Classics are evidenced by faculty participation in TLG research and TLG support of graduate students. In addition, TLG's library holdings enhance those of the University Library, and TLG-related conferences and scholarly visits afford faculty and students contacts with eminent classicists. The Project has made UCI a major source of classics research activity.

## UCI Medical Center and Community Clinics

The UCI Medical Center (UCIMC) is a fully accredited general and emergency care hospital located in the City of Orange. UCI-California College of Medicine faculty and resident physicians are the professional staff for medical services at the Center; a full complement of inpatient and outpatient services in virtually all medical specialties is offered. The Medical Center provides the only designated comprehensive emergency service in Orange County; it is also the designated Countywide Level I tertiary trauma referral center.

The Center serves as a principal facility for teaching and research programs for the UCI-California College of Medicine. Licensed for 493 beds, the Medical Center currently serves 16,300 inpatient admissions, 100,000 outpatient visits, and 42,000 adult and pediatric emergency visits.

The availability of advanced technology and the nationally recognized expertise of members of the staff have made UCI Medical Center a regional referral center for the diagnosis and treatment of many medical problems. For example, a recently acquired artificial pancreas for use in the care of diabetic patients is one of just a few in the country. One of the nation's major burn centers, and the only one in Orange County, is located at the Medical Center. UCIMC also serves as a center for the surgical replantation of severed limbs. In addition, UCIMC is recognized for its programs for high-risk obstetrical patients and critically ill infants and is the regional perinatal center for Orange County.

A major redevelopment program is underway at the Medical Center to provide an enhanced professional, functional, and a more attractive environment for patient care and educational programs. The program includes the renovation of existing buildings, removal of out-dated structures, and construction of new facilities. The recently opened six-level Medical Center Tower houses state-of-the-art facilities for diagnostic radiology services, emergency and trauma care, and obstetrical care, as well as private and semiprivate patient rooms. A new medical sciences library opened at the Medical Center in spring 1984, and the Magnetic Resonance Imaging (MRI) Center opened in winter 1985. Construction is underway on the Diagnostic Services Module which will house facilities for such services as cardiology, dermatology, and pulmonary function.

UCI clinical facilities also include the Community Clinic of Orange County (CCOC) in Santa Ana and the North Orange County Community Clinic (NOCCC) in Anaheim. Both clinics provide educational experiences and patient services in primary care.

Important components of UCI's medical education and research programs are also conducted at affiliated hospitals and clinics, in particular, the Veterans Administration Medical Center, Long Beach; Memorial Medical Center, Long Beach; and Childrens Hospital of Orange County.

For further information about University-operated clinical facilities and other facilities associated with the UCI Clinical Services System, see the UCI-California College of Medicine section.

## Southern Occupational Health Center

In 1980 the University established occupational health centers in Northern and Southern California. The purposes of these Centers are (1) to train occupational health professionals, (2) to conduct research on occupational health issues, (3) to provide clinical evaluation of the worker/patient for work-related disease, and (4) to be linked to a hazardous

chemicals alert system. The Centers also have strong ties to the University's Schools of Medicine and Public Health.

The Southern Occupational Health Center (SOHC) is comprised of health professionals from the University's Irvine and Los Angeles campuses. Faculty research is concerned with identification of causal association between disease and occupational exposure as a basis for prevention of occupational disease and injury. The Irvine campus has primary responsibilities in occupational medicine and toxicology. The Los Angeles campus has primary responsibilities in industrial hygiene, occupational epidemiology, occupational health education, and occupational health nursing.

Located near the UCI campus, the SOHC houses a referral clinic; faculty and staff offices; analytic chemistry laboratories; and facilities for research and teaching in industrial hygiene, and work physiology. There is also classroom, library, and study space for residents in occupational medicine and other graduate students. For further information, please telephone the Center at (714) 856-1064.

## Office of University Advancement

University Advancement (714/856-7324) is the primary office responsible for coordinating campus-community relations. Its purpose is to increase public awareness, understanding, and support of the University's teaching, research, and public service programs and to develop a strong program of private support for the University. University Advancement activities include development, governmental relations, alumni relations, communications, public information, and publications.

The University Advancement Office, working closely with The UCI Foundation, plans and administers a coordinated institutional advancement program which encourages private contributions from individuals, corporations, and foundations. Inquiries regarding gifts and bequests should be directed to The UCI Foundation, (714) 856-6424. A principal community support group is the UCI Chancellor's Club. This organization of community leaders provides important unrestricted, private financial assistance to the campus. The UCI Alumni Association (714/856-7361) was founded in 1968 and is a separately incorporated nonprofit organization which provides assistance to the campus, including, for example, student financial aid and emergency loans, career planning assistance to students, and formal recognition of the outstanding research and creative achievements of undergraduate and graduate students. Other organizations under the umbrella of The UCI Foundation are the Daniel G. Aldrich Jr. Society, Associated Alumni of the UCI College of Medicine, Business and Industrial Associates, Friends of the Library, Medical Faculty Wives, UCI Faculty Associates, UCI Medical Center Auxiliary, UCI Sports Associates, and UCI Town and Gown.

The University Advancement Office also is responsible for informing the public about the University's achievements, academic accomplishments, events, and programs. It implements and coordinates a sustained informational effort through various channels of communication, including the public media.

On behalf of the campus and in cooperation with the UCI Alumni Association, the Advancement Office publishes the monthly *UCI Journal* for distribution to alumni and other University supporters and interested members of the general public. It also publishes the *UCItems* as a campus newsletter and calendar for faculty, students, and staff.

## Contact with UCI Telephone Guide

Persons seeking information about UCI programs, services, and activities may call the following offices. Other campus numbers may be found in a local telephone directory or reached through the campus operator at (714) 856-5011, Monday through Friday, 8:00 a.m. to 5:00 p.m.

Office	Telephone (714)
Admissions	
Undergraduate	
General Information .....	856-6703
Counselor or Evaluator .....	856-6705
Graduate .....	856-6761
Medical .....	856-5388
Academic Advisors .....	see p. 48
Alumni	
UCI Alumni Association .....	856-6247
Associated Alumni	
UCI-California College of Medicine .....	634-0152
Arts and Lectures Information .....	856-6379
ASUCI .....	856-5547
Campus Tours .....	856-5832
Development and Affiliates .....	856-6424
Disabled Student Services .....	856-7494
Educational Opportunity Program .....	856-5410
Financial Aid .....	856-6261
Fine Arts Box Office .....	856-6616
International and Nontraditional Services .....	856-7249
New Student Information .....	856-6345
Off-Campus Housing .....	856-7247
Ombudsman .....	856-7253
On-Campus Housing .....	856-6811
Public Information .....	856-6922
Relations with Schools and Colleges .....	856-5518
Sports Information .....	856-6931
Student Health .....	856-5301
Student Speakers Forum .....	856-5587
Summer Sessions .....	856-5493
Ticket Office (ASUCI) .....	856-5549
UCI Medical Center .....	634-6011
University Bookstore .....	856-7411
University Extension .....	856-5414
University Speakers Bureau .....	856-5587
Veterans Student Services .....	856-6477
Vice Chancellor Student Affairs .....	856-7253

### Admissions Information

Admissions information and counseling are available from three separate offices. Each office is open from 8 a.m. to 5 p.m. weekdays throughout the year, except for holidays and between the Christmas and New Year's holidays when the campus is closed. Please refer to pertinent sections on Undergraduate Admissions, Graduate Studies and Research, and the UCI-California College of Medicine.

**Undergraduate Admissions:** Admissions counselors are available by telephone and in person to answer a variety of questions from potential students and their parents, and they also can refer callers to specific academic units for further information. Refer to the telephone guide for specific numbers to call for an appointment.

**Graduate Admissions:** The Dean of Graduate Studies and Research is responsible for admission of graduate students. Information about graduate study at UCI and application forms are available from individual graduate programs or the Division of Graduate Studies and Research, 145 Administration Building.

## Housing Information

Facilities exist on campus for housing undergraduate and graduate students and include residence halls, a recreational vehicle park, and apartments. For more detailed information, please see "Housing and Food Service" under Campus and Student Services. Students interested in the opportunity to live off campus may want to contact the Off-Campus Student Services Office for information about rental units, roommates, and general rental prices. Please telephone (714) 856-7247.

## Office of Relations with Schools and Colleges

The Office of Relations with Schools and Colleges (ORSC) serves as a liaison between the University of California, Irvine and other educational institutions of the State. Staff visit secondary schools and community colleges to interpret the policies and programs of the University and to seek information for the University about educational developments throughout the State. In cooperation with community colleges, ORSC staff mediate course articulation agreements and provide assistance with the transfer process. The ORSC staff are a resource to schools and to education-oriented groups, and respond to invitations requesting University representatives and participation in college advisement programs at schools and in the community. Staff members also provide information for prospective students, teachers, parents, and counselors. To promote an increased awareness of the Irvine campus and the uniqueness of its academic programs, ORSC staff coordinate Project Accord for high school and community college faculty and staff.

ORSC is committed to the University's program of student affirmative action and participates in a number of activities and projects designed to increase the enrollment and enhance the academic success of students from groups currently underrepresented in the University community. In addition, to assist community college students who plan to transfer to UCI, ORSC staff regularly visit local community college campuses and during the year also host several "Answers for Transfers" days on the UCI campus. ORSC also sponsors reentry programs that provide assistance to students returning to or first experiencing higher education after an extended break in their formal educational experience.

On campus, ORSC provides a number of services for the prospective student. Program information is supplied in a variety of forms: brochures, flyers, films, and slide presentations are available, describing programs of study offered at UCI and explaining how students can qualify for admission. ORSC also schedules campus visits and tours, arranges educational conferences, sponsors a variety of on-campus activities for prospective students and educational groups, and assists prospective students in the application process. Each fall ORSC hosts a "UCI Day" for high school seniors; high school juniors and their families are encouraged to attend "Junior Day" which is held each spring in conjunction with Celebrate UCI. The Office also sponsors a program of honors outreach to the high schools and community colleges; for example, each spring high-achieving California high school juniors are invited to an Honors Day and summer programs at UCI for gifted students (cosponsored by Pegasus Programs, Inc.) are offered.



## Educational Opportunity Program/ Student Affirmative Action—Outreach

The Educational Opportunity Program/Student Affirmative Action—Outreach (EOP/SAA) Office serves as a liaison between the University and other educational institutions, providing relevant information regarding EOP, SAA, and UCI's academic programs to prospective students, as well as teachers, parents, and counselors. The primary purpose of EOP/SAA is to enhance the academic preparation and to increase the enrollment of regularly admissible, low-income and/or underrepresented students within the University. The Office also administers the EOP Special Action admissions process for students who may not meet the traditional admission criteria but who demonstrate potential to succeed academically at UCI. The Office staff is responsible for carrying out a visitation program to selected secondary schools and community colleges to interpret policies regarding admissions, financial aid, housing, and other appropriate areas. For further information, please refer to the Student Affirmative Action section.

## Campus Tours

Student-led tours of the campus are conducted weekdays at 10 a.m. and 2 p.m. when UCI classes are in session; during October and November, Saturday tours are conducted at 11 a.m. In the summer months (June through September), tours are conducted each weekday at noon. Contact the Campus Tours Coordinator in the Office of Relations with Schools and Colleges, (714) 856-5832, for further information or to set up a special tour.

Self-guided cassette tours are available on weekdays and Saturdays. During the week, tapes may be obtained from 204 Administration Building between 8 a.m. and 4 p.m. On Saturdays tapes are available from the Media Center in 101 Library Building between 10 a.m. and 4 p.m.

## Celebrate UCI

Each spring, UCI hosts a one-day open house ("Celebrate UCI") for everyone interested in learning more about the campus. Celebrate UCI includes the Wayzgoose Medieval Fair, Springfest Carnival, Earth Day, and the Greek Songfest, plus music, food and game booths, carnival rides, jugglers, and mimes. In addition, academic and administrative departments offer tours, lectures, and presentations. Information sessions are presented on such topics as admissions, housing, and financial aid. Guided tram tours of the campus as well as natural history tours of the San Joaquin Freshwater Marsh also are available. This year's date is April 26.

## UCI on Wheels

The UCI on Wheels staff travels to homes of UCI students throughout the State. The program is available to students who have applied to UCI and to their parents. UCI on Wheels hosts numerous receptions which feature a slide show about the campus and a question-and-answer session. For further information, please contact the Office of New Student Services, (714) 856-6345.

## University Program for High School Scholars

The University Program for High School Scholars (UPHSS) is an opportunity for selected highly prepared and gifted high school students (primarily seniors) to utilize UCI's nationally acknowledged academic resources while still in high school. Participants enroll concurrently at UCI and participate in campus activities, interacting with faculty and students and pursuing academic interests beyond those which may be part of the high school curriculum. Participants receive grades

based on the same standards as full-time UCI students and full University credit for their work. Students must meet course prerequisites where applicable.

Qualified students wishing to pursue a particular subject beyond the level offered by the high school may find the advanced courses they need at the University, or perhaps courses of interest not offered at the high school. Not only does UPHSS afford the gifted high school student a source of intellectual stimulation beyond that which the resources of the high school might allow, it also serves to provide the student with an insider's view of the academic environment that UCI has to offer. For further information, please refer to page 36.

## How to Use the Catalogue

The UCI General Catalogue contains general administrative and academic information, descriptions of schools and departments, and descriptions of student activities and services.

Because the Catalogue must be prepared well in advance of the year it covers, changes in some programs inevitably will occur. The selection of courses to be offered each quarter is subject to change without notice, and some listed courses are not offered each year. The quarterly Schedule of Classes, a publication available from the Registrar's Office shortly before registration begins each quarter, provides more current information on classes to be offered, instructors, how to enroll, enrollment restrictions (for example, open to majors only, or consent of instructor required), class hours, room assignments, and final examination schedules. Students should consult the appropriate academic unit for even more up-to-date information. Admission to UCI does not guarantee enrollment in any particular course. Please refer to Major Campus Publications (see p. 56).

Presentation of information in the UCI General Catalogue is divided into five main concepts:

1. Introduction to UCI: Introductory material about the University and the Irvine campus
2. Preadmission Matters: Information of interest to potential students
  - Contact with UCI
  - Preparing for University Work
  - Undergraduate and Graduate Degrees and Areas of Study
  - Majors and Careers
  - Placement Testing
  - Student Affirmative Action
  - Expenses and Fees
  - Financial Aid
  - Undergraduate Admissions
3. Information for Admitted Students
  - Planning an Undergraduate Program
  - Enrollment and Other Procedures
  - Orientation, Major Campus Publications, and Supplementary Educational Programs
  - Academic Regulations and Procedures
  - Program of Academic Support Services
  - Campus and Student Life
  - Campus and Student Services
4. Information on the Division of Graduate Studies and Research
5. Schools and Programs: Individual descriptions of the academic programs available at UCI. Rather than in alphabetical order, the academic units are listed in two general sections: those reflecting fundamental areas of knowledge and those which offer interdisciplinary and professional study.

Following these major sections of the Catalogue is information about University and UCI officers, University Professors, student discipline and conduct, student records, an index, and campus and locality maps.

For a more detailed description of each section of the Catalogue, students should refer to the Table of Contents.

### Academic Units

Instruction and research programs at UCI focus on five fundamental areas of knowledge, while at the same time providing for interdisciplinary and professional study. In the Catalogue, the five basic Schools are presented first: Biological Sciences, Fine Arts, Humanities, Physical Sciences, and Social Sciences. Programs covering interdisciplinary and professional studies are presented next: Information and Computer Science, Social Ecology, Engineering, Management, Medicine, and Teacher Education. The program in physical education, recreation, and intercollegiate athletics is presented last.

Included in the academic unit descriptions are the following kinds of information:

- a. A brief description of what areas are covered in the School or Program and a brief statement of the educational philosophy and orientation of the unit.
- b. Lists of faculty members, the institutions from which they received their highest degrees, and their academic areas of interest.
- c. Requirements for the undergraduate and graduate degrees offered including those for majors and minors offered.
- d. Additional areas of study offered (referred to as majors, minors, concentrations, specializations, emphases, tracks, modules, or options).
- e. Advice about planning a program of study, and other information relevant to the academic progress and experience of students majoring in fields within each School or Program.
- f. Courses offered, divided into undergraduate and graduate course listings; those units that are departmentalized present their courses according to the department.

### Course Listings

Undergraduate courses are classified as "lower division" and "upper division." "Lower division" refers to courses numbered 1-99; "upper division" refers to courses numbered 100-199. Courses numbered 200 and above are graduate courses. "Lower division" usually refers to freshman-sophomore courses, "upper division" to junior-senior courses. However, junior and senior students may take lower-division courses, and freshmen and sophomores may normally take upper-division courses when upper-division standing is not a prerequisite and when any course prerequisites have been met. Prerequisites for courses should be noted carefully; a course has no prerequisites unless indicated.

Courses with sequential designations (for example, 1A-B-C) normally indicate multiple-quarter courses; except as noted, each course in a sequence is prerequisite to the one following. The letter L following a course number usually designates a laboratory course.

The "(4)" or "(4-4-4)" designation following the course title indicates the unit credits toward the 180 quarter units needed to graduate. Each "4" represents four quarter units.

The letters F, W, or S after the course number and title indicate the quarter(s) in which the course will be offered: fall, winter, or spring. The word Summer appears if the course is offered in Summer Session of the academic year covered by this issue of the UCI General Catalogue. While efforts have

been made to provide information on when a course is offered, such information is not always available in time for inclusion in the Catalogue. The designation (4) F, W, S indicates a single course offered that can be taken only once for credit; a (4-4-4) F, W, S designation indicates that credit may be earned in each quarter.

When a course is approved for satisfaction of the UCI breadth requirement, the breadth category is indicated by a roman numeral at the end of the course description.

## Preparing for University Work

A carefully planned program of high school courses provides students with the best preparation for University work. It can give them a definite edge in their undergraduate studies and the opportunity to do advanced preparation for their chosen field of study. Most important, if students master certain basic subjects and skills in high school, they substantially increase their chances of success at the University.

The "a through f" requirements for admission to the University of California are *minimum* entrance standards. Completing the required high school courses with satisfactory grades will not automatically prepare students for freshman work in every subject, much less in their major or program of study. Many entering students discover that they are not adequately prepared for basic University courses, such as English composition and calculus, which they are expected to take in their freshman year. Also, many undergraduate majors, particularly those in the sciences and mathematics, require more high school preparation than that necessary for admission to the University. This lack of preparation can cause problems for students who do not choose a major until after they enter the University, or for those who prepare for one major but later decide to change to another.

For these reasons, students should take courses that will prepare them beyond minimum levels of competence in reading, writing, and mathematics. A student who is well-prepared for University work will have taken four years of English in high school, three to four years of mathematics, two to three years of foreign language, two to three years of laboratory science, one year of history, and one or more years of art or humanities.

It is important to appreciate that good study skills and study habits are essential for doing well at the University. For example, students will need to know how to be effective in reading a textbook, how to approach word problems in science and mathematics, how to take useful notes in lectures, and how to plan and enforce their own study schedule. These skills are developed in the more advanced courses in high school. In addition, University courses often assume that background material is fresh in the student's mind and thoroughly mastered. Therefore, a student should take as challenging a high school program as possible, with a full academic course load through the senior year. If a student takes more than the minimum number of courses required in an "a through f" subject, only the highest grade(s) will be used in determining the grade point average. Thus, by taking a challenging academic program in high school, a student can improve the probability of success at the University without jeopardizing their qualifications for admission.



## Reading

Many students are not prepared for either the kinds or amounts of reading demanded of freshmen at the University. Each student should become proficient in reading and understanding technical materials and scholarly works and should learn to read analytically and critically, actively questioning the author's intentions, viewpoint, arguments, and conclusions. Students should also become familiar, and comfortable, with the conventions of standard written English, and with various writing strategies and techniques. Reading experience should include original works in their entirety, not just textbooks and anthologies, and should encompass a wide variety of forms and topics.

## Writing

Effective critical thinking and proficiency with the written language are closely related, and both are skills which every University student must master. By University standards, a student who is proficient in English composition is able to (a) understand the assigned topic; (b) select and develop a theme by argument and example; (c) choose words which aptly and precisely convey the intended meaning; (d) construct effective sentences, i.e., sentences that economically and successfully convey the writer's ideas and display a variety of structures; (e) demonstrate an awareness of the conventions of standard written English, avoiding such errors as sentence fragments, run-together sentences, faulty agreements, and improper pronoun references; and (f) punctuate, capitalize, and spell correctly.

A student planning to attend the University must take English courses in high school that require the development and practice of these skills. University entrance requirements include at least four years of English composition and literature that stress expository writing: the development of persuasive critical thinking on the written page.

## Mathematics

Many undergraduate majors require preparation in mathematics beyond that necessary for admission to the University. All majors in the natural and life sciences, engineering, and mathematics require calculus. Many majors in the social sciences require statistics or calculus, sometimes both. If a student has selected a major that requires either calculus or statistics, that course should be taken during the freshman year at the University.

Calculus is also required for undergraduates preparing for careers in environmental sciences, dentistry, medicine, optometry, pharmacy, and biostatistics. Many students are not aware of the large number of fields outside the natural and mathematical sciences which require calculus or statistics as prerequisites.

Students should prepare for University courses in calculus while still in high school. In addition to the two years of mathematics required for admission, a second year of algebra and a year of precalculus mathematics are essential. These courses should include (a) basic operations with numerical and algebraic functions; (b) operations with exponents and radicals; (c) linear equations and inequalities; (d) polynomials and polynomial equations; (e) functions and their graphs; (f) trigonometry, logarithms, and exponential functions; and (g) applications and word problems. Students who plan to enter a field which requires statistics should take at least the second year of algebra.

Students not proficient in basic and intermediate algebra will be at an enormous disadvantage in the University. It will be necessary to take one or more precalculus courses before taking calculus, and preparatory courses may be essential before taking statistics. The necessity to take these preparatory courses could seriously delay a student's progress in undergraduate studies.

## Undergraduate and Graduate Degrees and Areas of Study

### Degree Titles

Titles of degrees awarded may not correspond exactly with specific fields of study offered at UCI. For example, graduate students in Anatomy, Microbiology, and Physiology and Biophysics all earn the Ph.D. in Biological Sciences. Please refer to the appropriate academic unit section of the Catalogue for information regarding any area of study.

Subject Area	Degree*	Academic Unit Granting the Degree
Administration	Ph.D.	Graduate School of Management
Anthropology	B.A.	School of Social Sciences
Applied Ecology	B.A.	School of Biological Sciences jointly with the Program in Social Ecology
Biological Sciences	B.S., M.S., Ph.D.	School of Biological Sciences
Business Administration	M.B.A., M.B.P.A.	Graduate School of Management
Chemistry	B.S., M.S., Ph.D.	School of Physical Sciences
Classical Civilization	B.A.	School of Humanities
Classics	B.A., M.A., Ph.D.	School of Humanities
Comparative Culture	B.A., M.A., M.A.T., Ph.D.	School of Social Sciences
Comparative Literature	B.A., M.A., Ph.D.	School of Humanities
Dance	B.A.	School of Fine Arts
Drama	B.A.	School of Fine Arts
Economics	B.A., M.A., Ph.D.	School of Social Sciences
Education	Credential Programs Only	Office of Teacher Education
Engineering	B.S., M.S., Ph.D.	School of Engineering
English	B.A., M.A., M.F.A., Ph.D.	School of Humanities
Fine Arts	B.A., M.F.A.	School of Fine Arts
French	B.A., M.A., Ph.D.	School of Humanities
Genetics Counseling	M.S.	College of Medicine
Geography	B.A.	School of Social Sciences
German	B.A., M.A., Ph.D.	School of Humanities
History	B.A., M.A., Ph.D.	School of Humanities
History of Art	B.A.	School of Fine Arts
Humanities	B.A.	School of Humanities
Information and Computer Science	B.S., M.S., Ph.D.	Department of Information and Computer Science
Linguistics	B.A.	School of Humanities or School of Social Sciences
Mathematics	B.S., M.S., Ph.D.	School of Physical Sciences
Medicine	M.D.	College of Medicine
Music	B.A., B.Mus.	School of Fine Arts
Pharmacology and Toxicology	M.S., Ph.D.	College of Medicine
Philosophy	B.A., M.A., Ph.D.	School of Humanities
Physics	B.S., M.S., Ph.D.	School of Physical Sciences
Political Science	B.A., Ph.D.	School of Social Sciences
Psychology	B.A., Ph.D.	School of Social Sciences
Public Administration	M.B.P.A., M.P.A.	Graduate School of Management
Radiological Sciences	M.S., Ph.D.	College of Medicine
Russian	B.A.	School of Humanities
Social Ecology	B.A., M.A., Ph.D.	Program in Social Ecology
Social Science	B.A., M.A., Ph.D.	School of Social Sciences
Sociology	B.A.	School of Social Sciences
Spanish	B.A., M.A., M.A.T., Ph.D.	School of Humanities
Studio Art	B.A.	School of Fine Arts

\*Degrees: B.A. = Bachelor of Arts, B.S. = Bachelor of Science, B.Mus. = Bachelor of Music; M.A. = Master of Arts, M.A.T. = Master of Arts in Teaching, M.F.A. = Master of Fine Arts, M.S. = Master of Science; M.B.A. = Master of Business Administration, M.B.P.A. = Master of Business and Public Administration, M.P.A. = Master of Public Administration; M.D. = Doctor of Medicine; Ph.D. = Doctor of Philosophy.



## Undergraduate Majors, Minors, Concentrations, and Associated Areas of Study

Undergraduate majors are offered in all of the bachelor's degree programs on the list of degree titles; the degree programs are referred to as majors in the following list. In association with these majors, UCI offers a number of minors and formal concentrations. Some concentrations are available in more than one academic unit.

A minor consists of a coordinated set of courses (seven or more) which together take a student well beyond the introductory level in an academic field, subject matter, and/or discipline but which are not sufficient to constitute a major. Minors do not need to be declared. Minors are listed on a student's transcript but are not listed on the baccalaureate diploma.

A concentration is a program of interdisciplinary study requiring fewer units of work than does a major; it is similar to a minor, in that the area of concentration pursued by students appears on the transcript but not on the baccalaureate diploma.

In addition to the formal minors and concentrations, other associated areas of study are available. These include specializations, which enable students to focus courses in a particular field within a major, and emphases, tracks, modules, or options.

### School of Biological Sciences

#### Majors:

- Biological Sciences
- Concentration: Ecology and Environmental Biology
- Applied Ecology (offered jointly with the Program in Social Ecology)

#### Specializations:

- Anatomy
- Animal Physiology
- Aquatic Ecology
- Biochemistry
- Biophysics
- Cell Biology
- Developmental Biology
- Ecological Energetics
- Genetics
- Invertebrate Biology
- Microbiology
- Molecular Biology and Biochemistry
- Molecular Genetics
- Neurobiology and Behavior
- Organismic Biology
- Plant Biology
- Theoretical Ecology

### School of Fine Arts

#### Majors:

- Dance
- Drama
- Fine Arts (Interdisciplinary)
- History of Art
- Music
- Studio Art

#### Minors:

- Art History
- Dance
- Drama
- Music

Concentration: Religious Studies (in combination with any major in the School of Fine Arts, the School of Humanities, or the School of Social Sciences)

### Graduate School of Management

Major: Only graduate degrees are offered

Minor: Management

3-2 Program: available to outstanding undergraduates in all majors except Engineering

### School of Humanities

#### Majors:

Classical Civilization

Classics

Emphases:

Greek

Latin

Linguistics

Comparative Literature

English

Emphases:

Literary Criticism

Writing

French

Emphases:

Literature and Culture

Linguistics

German

Emphases:

Literature

Linguistics

History

Humanities (Interdisciplinary)

Film Studies

Individualized Programs

Women's Studies

Linguistics

Tracks:

General

Theoretical and Formal

Applied

Philosophy

Russian

Emphases:

Literature

Linguistics

Civilization

Spanish

Emphases:

Literature and Culture

Linguistics

Bilingualism and English as a Second Language

#### Minors:

Classical Civilization

Comparative Literature

English

French

German

Greek

History

Latin  
Linguistics  
Philosophy  
Portuguese  
Russian Area Studies  
Russian Language  
Spanish  
Women's Studies

**Concentrations:**

Global Peace and Conflict Studies (available in combination with any major in the School of Humanities, the Program in Social Ecology, or the School of Social Sciences)  
Religious Studies (available in combination with any major in the School of Fine Arts, the School of Humanities, or the School of Social Sciences)

**School of Physical Sciences**

**Majors:**

Chemistry  
Mathematics  
Specializations:  
Applied Mathematics  
Mathematical Statistics  
Pure Mathematics

**Physics**

Concentrations:  
Applied Physics  
Biomedical Physics

**Minors:**

Applied Mathematics  
Mathematical Statistics  
Pure Mathematics

**School of Social Sciences**

**Majors:**

Anthropology  
Comparative Culture  
Economics  
Geography  
Linguistics  
Modules:  
General  
Theoretical and Formal  
Political Science  
Psychology  
Social Science  
Sociology

**Minors:**

Anthropology  
Comparative Culture  
Economics  
Political Science  
Psychology  
Sociology

**Concentrations:**

Global Peace and Conflict Studies (available in combination with any major in the School of Humanities, the Program in Social Ecology, or the School of Social Sciences)  
Religious Studies (available in combination with any major in the School of Fine Arts, the School of Humanities, or the School of Social Sciences)  
Women's Studies (available in combination with any major in the School of Social Sciences or the Program in Social Ecology)

**School of Engineering**

**Major:**

Engineering

**Options:**

Civil  
Electrical  
Mechanical

**Department of Information and Computer Science**

Major: Information and Computer Science

**Program in Social Ecology**

**Majors:**

Social Ecology

**Specializations:**

Criminology, Criminal Justice, and Legal Studies  
Environmental Health and Planning  
Psychology and Social Behavior  
Applied Ecology (offered jointly with the School of Biological Sciences)

**Minor:**

Social Ecology

**Concentrations:**

Global Peace and Conflict Studies (available in combination with any major in the School of Humanities, the Program in Social Ecology, or the School of Social Sciences)  
Women's Studies (available in combination with any major in the Program in Social Ecology or the School of Social Sciences)

**Areas of Graduate Study**

Programs of graduate study are offered in a wide range of academic disciplines and professional areas. For further information about any area, including the precise titles of the degrees conferred, consult the Index. Credentials that can be earned through the UCI Office of Teacher Education are listed separately.

Administration	Creative Writing
Anatomy	Criminal Justice
Anthropology	Critical Theory
Architecture and Operating Systems	Dance
Artificial Intelligence	Developmental Biology
Biochemistry	Drama
Biological Chemistry	Ecology
Biological Sciences	Economics
Biophysical Chemistry	Electrical Engineering
Business Administration	English and American Literature
Cell Biology	Environmental Analysis
Chemistry	Environmental Engineering
Civil Engineering	Environmental Psychology
Classics	Evolutionary Biology
Cognitive Sciences	Fine Arts
Comparative Culture	French
Comparative Literature	Genetics
Computer Algorithms and Data Structures	Genetics Counseling
Computer Architecture and Operating Systems	German
Computer Software	Health Psychology
Computing Organizations, Policy, and Society	History
	Humanities
	Information and Computer Science

Management	Political Science
Mathematical Social Sciences	Politics and Society
Mathematics	Psychobiology
Mechanical Engineering	Psychology
Medicine	Public Administration
Microbiology	Radiological Sciences
Molecular Biology	Social Behavior
Molecular Genetics	Social Ecology
Music	Social Networks
Occupational Health	Social Relations
Pharmacology and	Social Science
Toxicology	Sociology
Philosophy	Spanish
Physics	Studio Art
Physiology and Biophysics	

### Credential Programs: Teacher Education

Programs leading to credentials are generally taken as one year of postbaccalaureate study but may be taken as part of an undergraduate program.

Administrative Services  
 Bilingual/Cross-Cultural Emphasis  
 Early Childhood Education Specialist  
 Multiple Subject Instruction (elementary)  
 Pupil Personnel Services  
 Single Subject Instruction (secondary)  
 Special Education (learning handicapped; physically handicapped; severely handicapped; and the resource specialist certificate)

## Majors and Careers

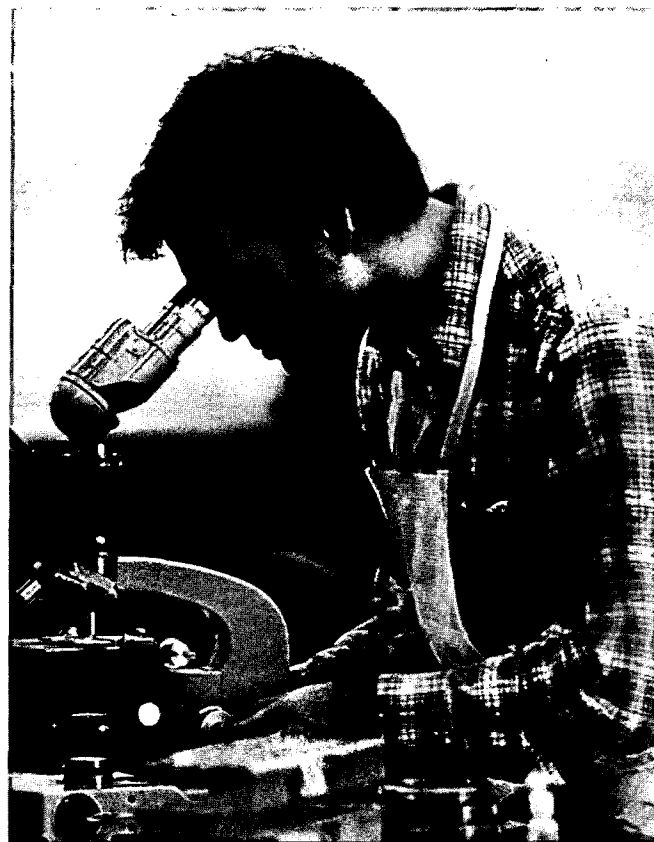
### Choosing A Major

Many students select their University major—the field of study which represents their principal academic interest—at the time they fill out their University of California Undergraduate Application. Some students, however, are not ready to choose a major at the time they apply, and still others may wish to change to a different major after they have enrolled. (Students entering the School of Humanities as freshmen may declare a major in a specific department or program upon entrance. If they do not wish to declare their major as an entering freshman, the next opportunity to do so will be at the end of the sophomore year.)

In preparation for choosing a major, students need to familiarize themselves as much as possible with UCI and its many programs. Entering students are exposed to a wide range of areas of study, and it is not unusual for students to become enthusiastic about academic disciplines previously unfamiliar to them. Much depends on initiative—on how fully a student takes advantage of opportunities that come through suggestions for further study and through informal communication with faculty and students.

The General Catalogue is a good place to find specific information about programs available, requirements for majors, and course offerings. At UCI a number of traditionally separate academic disciplines have strong interrelationships, so that the academic environment is influenced by a wide range of interactions among disciplines. As a complement to classroom study, UCI encourages its students to become involved in a variety of educational experiences such as independent study, laboratory research, field study, writing workshops, computing, and fine arts productions.

In addition to consulting the Catalogue, students are encouraged to talk to academic counselors and faculty advisors about the opportunities which are open to them. They may



go to any department in order to learn more about its programs of study, its requirements for graduation, and possible enrollment limitations. While advisors may not be familiar with all fields, they can suggest ways to investigate other areas of study and be helpful in planning a lower-division program which will keep several options open. Occasionally courses and workshops designed to help students make the decision are offered.

All students are expected to choose a major by the beginning of the junior year. It is important to look well ahead to this decision and to think about it carefully during the freshman and sophomore years. When considering possible majors, students need to keep in mind that some major programs require quite specific preliminary study. At the same time, excessive early concentration could reduce a student's options and prevent moving to a major in a different field, without delaying the time to graduation. Furthermore, courses required for graduation need to be considered. For these reasons, it is desirable for students to plan their programs carefully and thoughtfully, seeking a balance between exposure to a variety of academic areas and completion of courses which are prerequisite to a major under consideration. A qualified student interested in two areas of study may graduate with a double major by fulfilling the degree requirements of any two programs.

Once a student decides on a major, the actual procedure to formalize the decision is not complicated. A form called the Undergraduate Petition for Change of Major must be completed whenever a student who has no major is ready to declare one, or whenever a student wishes to change from one major to another. The form is available from academic counselors and the Registrar's Office.

## Unaffiliated (Undeclared) Students

Students who enter the University as freshmen or sophomores may be uncertain about which major they should choose and may not feel ready to declare their major until they have been on campus for a while. Such students participate in the General Studies Advising Program (GSAP) which is administered by the Dean of Undergraduate Studies. The goal of GSAP is to help students make the best informed and most rational choice of a major that is possible. All students at UCI are expected to choose their major by the beginning of their junior year.

To make a good decision about what major to declare, the student should know what programs UCI offers and have some experience with them, have a good knowledge of his or her abilities and interests, have clear educational goals, and have a good sense of his or her vocational goals and of the academic programs at UCI that will provide appropriate preparation for them. In GSAP students receive individualized counseling that helps them explore the variety of course offerings on campus, become more aware of their own interests and abilities, formulate sound educational goals, and learn how to prepare for possible careers.

## Preprofessional Preparation

### Law

Law schools want to produce lawyers to serve the entire legal spectrum (for example tax, criminal, entertainment, or immigration law), and this requires a wide range of academic backgrounds. Law schools look less for specific areas of study than they do for evidence of excellence in any academic program. A good record in physics or classics, for example, will be preferred over a mediocre record in history or political science. The majority of law schools give equal preference to students from all academic disciplines. Courses that help develop writing and analytical skills (logic, writing, mathematics, research methods, and statistics courses, for example) build skills that are the key to doing well on the LSAT, succeeding in law school, and entering the legal profession.

UCI offers a number of law-related courses that students in any major may take. The School of Humanities offers courses in logic and the philosophy of law. The School of Social Sciences offers courses in the study of law, international relations, and economics of law and recommends that students take some political science courses as well. The Program in Social Ecology offers many law-related courses in both substantive law (such as environmental and criminal law) and in law and society and criminal justice and offers its majors the opportunity to apply theories learned in the classroom to actual problems through its field study program.

Students interested in applying to law school after completing the baccalaureate degree should know that law schools look closely at five aspects of a student's application: grades, Law School Admissions Test (LSAT) results, the applicant's statement of purpose, in-depth letters of recommendation, and extracurricular activities and law-related work experience.

Students should be aware that not everyone who applies is admitted to law school. One consideration in selecting an undergraduate major is alternative career opportunities should one's career goals change or should experience with law school result in a decision not to enter the field of law.

## Medicine and Other Health-Related Sciences

Although leaders in health science education strongly recommend that students obtain a bachelor's degree prior to

admission to the health sciences, there is no preferred major. Many students who plan to enter the health professions major in Biological Sciences because much of the basic course work for that major is the same as the preparation required for medical school admission; however, students may major in any academic field as long as they also take the courses required by professional health science schools. The minimum amount of undergraduate preparation required by most medical and health-related schools includes the following: one year each of English, biology with laboratory, general chemistry with laboratory, organic chemistry with laboratory, physics with laboratory, and college mathematics, especially calculus and statistics. Courses in cell or molecular biology, biochemistry, genetics, developmental physiology or comparative anatomy, and vertebrate embryology are recommended, as is course work in computer science. In addition, some health sciences schools have certain nonscience course requirements or recommended courses in, for example, English and/or a foreign language. Facility with the Spanish language is very helpful in California medical schools and in other areas of the United States with large Hispanic populations.

Although many factors ultimately are considered when reviewing applicants for admission, admission committees look carefully at the following seven areas: college grade point average (science and nonscience grades are evaluated separately and evidence of improvement in work during the undergraduate years is important); results of the New Medical College Admissions Test (MCAT), the Dental Admissions Test, and other aptitude examination scores; the student's personal essay and/or personal interview; in-depth letters of recommendation; practical experience in the health sciences, whether paid or volunteer, is regarded favorably as an indication of exposure to and interest in the health sciences; extracurricular activities which demonstrate the applicant's ability to interact successfully with others; and research experience—especially in a biological, medical, or behavioral science.

Since medical programs cannot accommodate all qualified applicants, and competition for entrance is keen, it is important to keep in mind alternative career opportunities should one not be accepted to medical, dental, pharmacy, optometry, podiatry, or veterinary school, or should one decide to pursue instead one of the expanding number of health-related programs now available.

## Business/Management

The contemporary executive or manager must be a creative thinker, make complex decisions, and have the ability to perceive and participate in the full scope of an enterprise while understanding its role in the economy. Effective management requires leadership ability, strong problem-solving skills, effective oral and written communication skills, analytical skills, an understanding of economic trends, and a basic knowledge of behavioral processes in organizations.

Although UCI does not offer a prebusiness program leading to an undergraduate degree, the Graduate School of Management does offer a minor in Management as a supplement to any undergraduate major. This minor can provide students with a broad understanding of management theory and practice. In addition, it may be helpful to students in determining whether they wish to pursue a career in business or management or undertake further study in management at the graduate level.



Students can also supplement their major course work to develop the skills needed for business and management by taking electives such as calculus and basic statistics, economics, microeconomics, macroeconomics, psychology and sociology, computer science, and political science courses.

Most graduate programs in business administration or management do not require prior undergraduate course work in business.

For admission purposes, graduate schools of business look at five areas: grades, scores on the Graduate Management Admission Test (GMAT), the applicant's statement of purpose, in-depth letters of recommendation, and evidence of leadership in school and community activities and work experience. The latter is becoming an increasingly important prerequisite for many programs.

## Career Opportunities

The eight academic units at UCI which offer undergraduate education leading to the bachelor's degree provide students with a variety of opportunities to explore a wide range of interests leading to a career choice or to further education at the graduate or professional level. The lists which follow are meant to indicate to students the many and varied career areas pursued by UCI graduates, and to make students aware of some of the vast array of career choices available. Additional discussions of careers are presented in individual academic unit sections.

Any major can lead to any number of careers. Some examples of careers frequently led to by majors available within the academic units at UCI are listed below.

### Biological Science Career Areas

Audiology	Occupational Therapy
Bioanalysis	Oceanography
Biochemistry	Optometry
Cell Biology	Plant Biology
Chiropractic Medicine	Pharmacy
Clinical Chemistry	Physician's Assistant
Dentistry	Physical Therapy
Developmental Biology	Podiatry
Dietetics	Prosthetics Design
Environmental Management	Quality Control
Forestry	Research
Genetic Engineering	Sales
Health Administration	Social Work
Industrial Hygiene	Speech Pathology
Marine Biology	Teaching
Medical Technology	Technical Writing and Editing
Medicine	Veterinary Medicine
Microbiology	
Nurse Practitioner	

The health field is one of the fastest-growing career areas in the country. Work sites may include private corporations, educational institutions, hospitals, health care complexes, private foundations, city and county governments, state agencies, the federal government, and many others.

### Engineering Career Areas

Aerospace	Engines and Fuels
Communications	Environmental Control
Computers	Process Control
Construction	Public Works
Control Systems	Robotics
Digital Signal Processing	Structures
Electric Power	Transportation
Electronics	Water Resources

The above is a sample of the many fields in which UCI Engineering graduates work. Their activities typically involve them in one or more of the following: design, research and development, manufacturing or construction, operations, consulting, applications and sales, management, or teaching. At UCI they will have had the choice of civil, electrical, mechanical, or environmental engineering, but they will frequently find challenging positions in related areas for which their general and specialty courses at UCI, followed by formal or informal, on-the-job training will qualify them, such as aeronautical, biomedical, chemical, or industrial engineering. Approximately half of UCI's Engineering graduates eventually obtain advanced degrees (at UCI or elsewhere), and almost all engage in some sort of continuing education to keep abreast of advances in technology. Many Engineering graduates have used their engineering background to enter graduate programs and obtain degrees in the fields of administration, law, medicine, physics, or mathematics.

### Fine Arts Career Areas

Advertising	Lighting
Animation	Marketing
Arts Administration	Medical Illustration
Art Therapy	Performance
Broadcasting	Photography
Choreography	Physical Fitness
Commercial Art	Printing
Composition	Production
Consulting	Publicity
Criticism	Public Relations
Curating	Publishing
Direction	Retail Sales
Environmental Design	Set/Stage/Costume Design
Instrument Repair/Tuning	Teaching
Interior/Industrial Design	Tourism
Journalism	Writing
Librarianship	

The exceptionally talented Fine Arts graduate may choose to become a professional actor, art historian, artist, dancer, or musician. However, there are many other careers to explore in numerous arts-related areas, or the Fine Arts graduate may wish to combine part-time professional performance with supplemental work. The field of arts administration is an increasingly important career area, offering opportunities to work with opera and dance companies, repertory theatre companies, museums, state and local arts councils, community arts organizations, and arts festivals.

### Humanities Career Areas

Advertising	Public Administration
Banking	Public Relations
Broadcasting	Publicity
Foreign Service	Publishing
Government Service	Research
Insurance	Retail Sales
International Relations	Social Welfare
Journalism	Teaching
Law	Technical Writing
Library Science	Tourism
Management/Administration	Translating/Interpreting
Marketing	Writing
Personnel	

Diverse career fields available to Humanities graduates include entry-level positions in both the public and private sectors or professional-level opportunities combining the degree with further specialization. Humanities graduates may also elect to enter professional programs such as law, library science, or public administration. Frequently, business and industry utilize Humanities graduates for management training programs in banking, retail sales, and insurance. Graduates with special skills in oral and written communications may look to positions with newspapers, advertising agencies, public relations firms, radio and television stations, and publishing houses.

Technical writers are currently in demand, particularly those who have had some preparation in engineering, computer science, and the sciences. Opportunities for graduates fluent in foreign languages exist in government, business, social service, counseling, foreign service, and international trade, among others.

#### Information and Computer Science Career Areas

Applications Programming	Software Maintenance
Business Applications	Software Management
Scientific Applications	Systems Analysis
Text Processing	Systems Design
Marketing of Computer-related Products	Systems Programming

Graduates of the Department of Information and Computer Science have found employment as programmers, systems analysts, and in sales and service of computers and software. Some graduates work for companies which manufacture computer hardware and/or develop computer software. Some graduates work for organizations which use computers and computer services to solve a variety of problems ranging from business data processing to the simulation of integrated circuits.

#### Physical Science Career Areas

Analytical Chemistry	Organic Chemistry
Biochemistry	Pharmacology
Computers	Physical Chemistry
Electronics	Physics and Applied Chemistry
Engineering, Applications in	Psychological and Laboratory Data
Food Chemistry	Quality Control
Forensic Chemistry	Radar
Geochemistry	Radiation Chemistry
Inorganic Chemistry	Solid State Devices
Medicine	Statistics
Nuclear Chemistry	
Nuclear Reactors	
Optical Devices	

Graduates of the School of Physical Sciences have backgrounds appropriate for a variety of areas in research and management. Career opportunities for chemists are found in federal, state, and local government as well as in private industry. Water districts, crime labs, and major chemical and oil companies are good resources for employment. Chemists may also work in research and development and in jobs dealing with health, pollution, energy, fuel, drugs, and plastics. Mathematics graduates find employment in both government and the private sector in such technical fields as operations research, computer programming, marketing research, actuarial work, banking, retail management, and scientific research. Physics graduates find employment as computer programmers, laboratory technicians, systems analysts, test engineers, safety engineers, radar specialists, quality control technicians, technical writers, and high school and college teachers, as well as in research.

#### Social Ecology Career Areas

Administration	Library Service
Advertising	Management/Administration
Architecture	Marketing
Banking	Mental Health
Corrections/Probation	Program Coordination
Counseling	Psychology
Education Support Services	Public Relations
Environmental Planning and Consulting	Real Estate/Development
Government Service	Research and Research Design
Health Service	Sales
Housing Development	Social Service
Insurance	Teaching
Law	Urban Planning

Graduates in Social Ecology may hold positions as urban planners, environmental consultants, juvenile probation officers, counselors, elementary and secondary school teachers, legal aides, coordinators of juvenile diversion programs, social workers, mental health workers, special education teachers, or architectural consultants. Graduate programs of interest to Social Ecology graduates include those in law; clinical, community, social, developmental, and environmental psychology; public health; public and business administration; environmental studies; urban planning; social welfare; criminology; and the administration of justice.

#### Social Science Career Areas

Banking	Marketing
Correction/Probation	Personnel
Counseling	Psychology
Finance	Public Relations
Foreign Service	Publishing
Government Service	Real Estate
Health Services	Research
Industrial Relations	Sales
Insurance	Social Service
International Affairs	Statistical Analysis
Labor Relations	Teaching
Law	Urban Planning
Library Science	Writing
Management/Administration	

Business and industry often look to the Social Science graduate to fill positions in management, finance, marketing and advertising, personnel, production supervision, and general administration. In the public sector, a wide variety of opportunities are available in city, county, state, and federal government. Teaching is a frequently chosen career at all levels from professor to elementary school teacher. In addition, many graduates enter professional practice, becoming lawyers, psychologists, researchers, or consultants of various kinds.

## Placement Testing

UCI administers a system of placement testing which is designed to assist students in assessing strengths and weaknesses in their academic preparation for University-level course work in various subject areas. These exams, which have been developed by University faculty, have established test score guidelines which serve as a criterion for course enrollment. Placement exams are given before registration for classes and assist academic advisors in helping students plan academic programs and make career choices. Students are encouraged to talk with available academic counselors and advisors in order to formulate a plan of study which is best suited to their learning needs and career goals.

Placement testing is given in the areas of writing, mathematics, chemistry, and, where indicated, reading and English as a second language. Students who wish to enroll in English and Comparative Literature WR39A, Mathematics 2A, and Chemistry 1A and who have not received a departmental exemption from the exam are required to take the appropriate examination before registering for these classes. Students who plan to take several courses which require considerable analytical reading are urged to take the reading examination, which will provide assistance in deciding on a manageable course load.

### Examination Dates

#### Chemistry/Mathematics Preliminary Exams:

July 19, August 2 and 16, and during "O" Week, September 23-27, 1985

#### English as a Second Language Placement Exams:

July 19, August 2 and 16, and during "O" Week, September 23-27, 1985

#### Pre-Calculus Placement Exams:

July 19, August 2 and 16, and during "O" Week, September 23-27, 1985

#### Freshmen Placement Exams in Written Composition:

July 19, August 2 and 16, and during "O" Week, September 23-27, 1985

#### Reading Placement Exams:

July 19, August 2 and 16, and during "O" Week, September 23-27, 1985

Detailed information about these tests will be sent from the Program of Academic Support Services to all newly admitted students.

## Student Affirmative Action

Student affirmative action involves the provision of equal opportunities for admission and success at the University, and specifically for increased enrollment, greater retention, and higher graduation rates of underrepresented students who are regularly admissible to the University.

### Educational Opportunity Program

The Educational Opportunity Program (EOP) for low-income and/or underrepresented students may provide, according to the student's circumstances, special admissions consideration, assistance with financial aid application and procedures, and referral to advising, tutoring, and learning skills services.

The goal of EOP is to encourage representation of low-income and/or underrepresented students at UCI by assisting them in enrolling and succeeding at the University. The Educational Opportunity Program is designed to assist students in overcoming obstacles by providing counseling on admis-



sions and financial aid, and referral to advising, tutoring, and learning skills services. A special summer session is offered to those students identified as most likely to benefit from this support program. Special assistance on a continuing basis is available to all EOP students through the Counseling Center, the Tutorial Assistance Program, Learning Skills Services, and the Special Services Office. Additional information and personal admissions counseling may be obtained from the EOP/SAA staff by telephoning (714) 856-5410.

Students from low-income and/or underrepresented groups are encouraged to apply. EOP assists those who are regularly admissible to the University, and also those who may not have met all of the regular admissions requirements but who can offer evidence supporting their ability to achieve at the University level. With the exception of American Indians, only residents of the State of California are eligible to apply for EOP sponsorship. American Indian applicants must document their tribal affiliation.

### Admission

Prospective students interested in EOP must complete the regular UC admission forms and follow all procedures. Applicants should take particular care with the required essay and indicate their interest in EOP by marking the appropriate places provided on the application. Applications may be obtained from counseling offices in California high schools and community colleges, the UCI Office of Admissions, or the EOP/SAA-Outreach Office. Applicants who require special admissions consideration are advised to submit two letters of recommendation from teachers, counselors, persons in the community, or employers, which document the student's background, motivation, and academic potential.

## Financial Assistance

Personal financial resources should not be the determining factor in deciding whether or not to attend college. All students admitted to UCI, including EOP students, are eligible for financial assistance on the basis of demonstrated need. Funds can be provided to cover room and board, fees, books and supplies, and living expenses, when a student or family is unable to fully meet these expenses. Financial aid is comprised of a combination or "package" of grant, loan, scholarship, and/or part-time employment based on the individual circumstances of the applicant. See Financial Aid, page 29.

## Undergraduate Student Affirmative Action Outreach Program

The purpose of the Student Affirmative Action Outreach Program is to attract underrepresented minority students who are regularly admissible to UCI. Campus representatives visit high schools, community colleges, and community centers to meet with students, parents, teachers, and school officials to discuss educational opportunities at UCI. The program also includes a series of seminars and workshops aimed at orienting students to specific academic disciplines, particularly mathematics, physics, computer science, chemistry, biology, and engineering where minorities historically have been underrepresented.

## Early Outreach Partnership Program

Young students are the focus of two partnership programs: Partnership Junior High and Partnership Senior High. Both programs are designed to ensure that more students from underrepresented groups become eligible for admission to the University. Students, parents, and teachers are provided information and skills development sessions and are advised about appropriate University preparatory course work. For information about these programs, please telephone (714) 856-6362.

## Academic Enrichment Program

Open to selected outstanding high school students from underrepresented groups, the Academic Enrichment Program stresses academic preparation in the areas of writing, humanities, fine arts, computer science, and mathematics. Students participate in seminars, field trips, and discussion groups both on the Irvine campus and at their high schools. For further information, please telephone (714) 856-5997.

## Summer Preentry Program for Medical Students

This program is designed to introduce newly accepted minority and/or nontraditional medical students to the type and volume of study materials they will encounter during their medical education. Additional information is available in the College of Medicine section.

## Summer Premedical Program

This program seeks to increase the number of minority and/or disadvantaged students who are accepted into medical school by providing participants with the special skills and prerequisites needed to obtain an M.D. degree. Additional information is available in the College of Medicine section.

## Special Services

The Office of Special Services provides students from educationally and economically disadvantaged backgrounds, disabled students, and underrepresented students with support services to help them succeed and earn their University degree.

A primary responsibility of Special Services is to monitor the academic progress of their students. In order to best assist students who are having difficulty with their course work, professional and peer counselors maintain a close liaison with academic departments. When needed, counseling and referrals to other campus support services are provided. In conjunction with these academic and service units, the Engineering and Computer Science Educational Laboratory (ECSEL) program and a variety of workshops are offered throughout the year by Special Services.

Special Services also sponsors and conducts the Summer Educational Opportunity Program (SEOP) for underprepared students who demonstrate the potential to succeed at the University. The SEOP is designed to provide and refine basic academic skills necessary for students to successfully complete their course work during the regular school year.

Students are encouraged to make appointments with the Special Services Office and may do so by telephoning (714) 856-6234.

## Graduate and Professional Opportunity Program

Through the Graduate and Professional Opportunity Program (GPOP), positive steps are being taken to increase the participation of minorities, and women in certain fields, in the graduate academic and professional programs of the University. Appropriate assistance is offered during the admission process, and every effort is made through GPOP advising and support to ensure that all students will have a reasonable chance to attain their academic objectives.

## Expenses and Fees

### Estimated Expenses

NOTE: Undergraduate and graduate estimated figures are based on three quarters of attendance. Figures for first-year medical students are based on 10 months of attendance and are higher for second- through fourth-year students, who attend for a calendar year. All fees are subject to change without notice, and the University may impose additional fees. The following is intended only as a guide in computing average expenses. Fee payment dates are announced in the quarterly Schedule of Classes.

### Special Expenditures

Special expenditures beyond the cost of books and basic supplies may be associated with certain courses of study. For example, field study assignments may involve transportation expenses; students who take a dance class may be required to wear a certain type of shoe; a student may need a calculator.

### Fees

Under terms of the Alan Pattee Scholarship Act a surviving child of a California resident who died as a result of accident or injury incurred in the performance of active law enforcement or active fire suppression and prevention duties is eligible to apply for waiver of certain fees. Additional information concerning this Act is available from the Registrar's Office.

### Registration Fee

The University Registration Fee is \$178 per quarter. The full fee is required of all students regardless of the number of courses taken. This fee, which must be paid at the time of registration, is a charge to each student for services which benefit the student and which are complementary to, but not

a part of, the instructional programs. No part of this fee is remitted to students who may not desire to make use of all or any of these services. Graduate students studying out of the State may be eligible to pay one-half of the Registration Fee.

The \$50 advance deposit on the Registration Fee (Undergraduate Acceptance of Admission Fee), required of new undergraduates, is applied to the full fee when the student registers. Continuing students are required to pay all outstanding fines and other debts, in full, before they pay their Registration Fee for an upcoming term.

Medical students are required to pay the full Registration Fee for each fall, winter, and spring quarter, and a reduced Registration Fee for each summer quarter. As of spring 1985, the fee for summer quarter, 1986 is \$80.

### Educational Fee

The Educational Fee for undergraduate students averages \$241 per quarter. For graduate students the Educational Fee averages \$260 per quarter.

Medical students are required to pay the Educational Fee for each quarter in which they enroll, including the summer quarter.

### Part-Time Status

Undergraduate and graduate students on approved part-time status (enrollment in 10 units or less per quarter for undergraduates and in eight units or less per quarter for graduate students, including physical education units) pay the full University Registration Fee and one-half the Educational Fee paid by students on full-time status. Those part-time students who have been determined to be nonresidents of the State of California are assessed one-half the Nonresident Tuition, in addition to the Registration and Educational Fees.

### California Residents

#### Sample Estimated Budgets (for the 1985-86 academic year)<sup>1</sup>—Undergraduate and Graduate Students

	Living at Home		Single Students Living on Campus (University Housing)		Living off Campus	
	Under-graduate	Graduate	Under-graduate	Graduate	Under-graduate	Graduate
Fees <sup>2</sup>	\$1,335	\$1,383	\$1,335	\$1,383	\$1,335	\$1,383
Books and Supplies <sup>3</sup>	360	360	360	360	360	360
Room, Board, and Utilities	1,100	1,100	4,148	4,148	3,771	4,221
Personal	1,116	1,116	1,017	1,017	1,134	1,134
Transportation	594	594	375	375	635	635
Budget Total	\$4,505	\$4,553	\$7,235	\$7,283	\$7,235	\$7,733

<sup>1</sup>These budgets are estimates only and are intended to be used as a guide to help students plan for meeting the costs of attendance at UCI. Budgets are adjusted to the nearest \$5 or \$10 increment.

<sup>2</sup>For a breakdown of fees, refer to the fee chart.

<sup>3</sup>Actual costs will depend upon a student's program.

#### Sample Estimated Budgets (for the 1985-86 academic year)—Medical Students\*

	First Year (10 months)	Second Year (12 months)	Third Year (12 months)	Fourth Year (12 months)
Individual				
Living at home	\$ 5,500	\$ 8,270	\$ 7,840	\$ 7,780
Living on campus	\$ 8,530	\$11,910	\$11,470	\$11,420
Living off campus	\$ 9,040	\$12,510	\$12,080	\$12,020
Two in family				
Living on campus	\$12,450	\$16,610	\$16,175	\$16,120
Living off campus	\$13,360	\$17,700	\$17,270	\$17,210

\*Detailed budgets are available from the College of Medicine Financial Aid Office.

**Nonresidents.** For nonresidents of California, the above costs apply, *plus* \$3,816 Nonresident Tuition.



Students seeking part-time status must obtain the approval of the appropriate academic dean, and part-time status can be granted only for reasons of financial need, health, or family responsibilities. Part-time status lapses at the end of each academic year. A student must, therefore, reapply each year that part-time status is desired.

### Associated Students Fees

The Associated Students Fee is \$13 per quarter for undergraduates and \$9 per quarter for graduate and medical students. The undergraduate student fee is administered by the Associated Students of UCI; the graduate and medical student fees are administered by the Associated Graduate Students and the Medical Students Organization, respectively. These funds provide social activities, lectures, forums, concerts, and other activities at either a reduced charge, or no charge, to UCI students. The fees are required of all students.

#### Fees for Academic Year 1985-86\*

	Under- graduate	Graduate	Medical
University Registration Fee .....	\$ 534.00	\$ 534.00	\$ 614
Educational Fee .....	\$ 722.00	\$ 782.00	\$1,042
Associated Students Fee/ Associated Graduate Students Fee .....	\$ 39.00	\$ 27.00	\$ 36
University Center Fee ....	\$ 40.50	\$ 40.50	\$ 54
	<u>\$1,335.50</u>	<u>\$1,383.50</u>	<u>\$1,746</u>

\*Undergraduate and graduate student fees are based on three quarters of attendance. Medical student fees are based on four quarters of attendance.

### University Center Fee

The University Center Fee is \$13.50 per quarter. The fee is required of all students regardless of the number of courses taken. The fee is used to pay the debt service on revenue bonds sold to finance the construction costs of the University Center.

### Payment of Fees

Fees for each quarter are due and payable in advance within deadlines published in the Schedule of Classes. A student will not be enrolled in classes or receive any University benefits until fees are paid in full.

### Miscellaneous Fees

Undergraduate Acceptance of Admission Fee <sup>1</sup> (applied toward University Registration Fee) .....	\$50.00
Application Fee <sup>1</sup> (includes readmissions and intercampus transfers) .....	35.00
Advancement to Candidacy for Ph.D. ....	25.00
Duplicate Diploma, Standard .....	22.00
Duplicate Diploma, College of Medicine .....	75.00
Duplicate Diploma, Professional School .....	35.00
Filing Fee (graduate programs) .....	89.00
Special Library Borrowing Privilege Per Year, nonrefundable, renewable .....	50.00
Transcript of Record <sup>2</sup> .....	3.00
Verification of Student Status .....	3.00

<sup>1</sup>Nonrefundable in all cases.

<sup>2</sup>This charge is for the first copy of each request. There is a charge of \$1 for each additional copy ordered and mailed at the same time.

### Service Charges

Breakage (charges will be assessed by department based on actual replacement costs)	
Bus Passes (sold through Parking and Transportation Services Office)	
Changes in Class Enrollment after Announced Dates (each transaction) .....	\$ 3.00
Credit by Examination (each petition) .....	5.00
Duplicate Registration and/or Other Cards from Registration Packet (each petition) .....	3.00
Late Payment of Fees .....	50.00
Late Enrollment in Classes .....	50.00
Reinstatement Fee .....	10.00
Returned Check Collection .....	10.00
Parking Fees (information on fee levels available from Parking and Transportation Services Office) .....	
System of Interactive Guidance (SIGI) Fee for a maximum of four hours use .....	12.00
additional use per hour .....	2.50

### Nonresident Tuition Fee and California Residence

Students who have not been residents of California for more than one year immediately prior to the residence determination date are charged, along with other fees, a Nonresident Tuition Fee of \$1,272 for each quarter or \$3,816 per year for each year of attendance required by the curriculum, whether such year extends over three or four academic quarters. The residence determination date is the day instruction begins at the last of the University of California campuses to open for the quarter, and for schools on the semester system, the day instruction begins for the semester. Nonresident undergraduate and graduate students on approved part-time status shall pay one-half the Nonresident Tuition.

Inquiries from prospective students regarding residence requirements for tuition purposes should be directed to the Residence Deputy in the Registrar's Office. No other University personnel are authorized to supply information relative to residence requirements for tuition purposes. Any student, following a final decision on residence classification by the Residence Deputy, may make written appeal to the Legal Analyst—Residence Matters (590 University Hall, University of California, Berkeley, California 94720) within 120 days after notification of the final decision by the Residence Deputy.

#### General

In order to be classified as a resident for tuition purposes upon admission, an adult student must have established his or her residence in California for more than one year immediately preceding the residence determination date for the term during which the student proposes to attend the University and relinquish any prior residence. An adult student must couple his or her physical presence within the State of California for one year with objective evidence that such presence is consistent with the student's intent in making California his or her permanent home and, if these steps are delayed, the one-year durational period will be extended until BOTH presence and intent have been demonstrated for one full year. Physical presence within the State solely for educational purposes does *not* constitute the establishment of California residence under State law regardless of the length of the student's stay in California.

Relevant indicia which can be relied upon to demonstrate one's intent to make California his or her permanent resi-



dence include, but are not limited to, the following: registering and voting in California elections; designating California as the student's permanent address on all school and employment records, including military records if one is in the military service; obtaining a California driver's license or, if a nondriver, a California Identification Card; obtaining California vehicle registration; paying California income taxes as a resident, including income earned outside the State; establishing an abode where one's permanent belongings are kept within California; licensing for professional practice in California; and the absence of these indicia in other states during any period for which residence in California is asserted. Documentary evidence may be required. No single factor is controlling or decisive. All relevant indicia will be considered in the classification determination.

The residence of the parent with whom an unmarried minor (under age 18) child maintains his or her place of abode is the residence of the unmarried minor child. When the minor lives with neither parent, his or her residence is that of the parent with whom he or she maintained his or her last place of abode, provided the minor may establish his or her residence when both parents are deceased and a legal guardian has not been appointed. The residence of an unmarried minor who has a parent living cannot be changed by his or her own act, by the appointment of a legal guardian, or by relinquishment of a parent's right of control.

A man or a woman establishes his or her residence. A wife's residence shall not be derivative from that of her husband, or vice versa.

#### Procedures

New and returning students are required to complete a Statement of Legal Residence. The student's status is determined by the Residence Deputy who is located in the Registrar's Office.

All students classified incorrectly as residents are subject to reclassification and to payment of all nonresident fees not paid. If incorrect classification results from false or concealed facts by the student, the student is subject to University discipline. Resident students who become nonresidents must immediately notify the Residence Deputy.

#### Exceptions

1. A student who remains in this State after his or her parent, who was theretofore domiciled in California for at least one year immediately prior to leaving and has, during the student's minority and within one year immediately prior to the residence determination date, established residence elsewhere, shall be entitled to resident classification. This classification will continue until the student has attained the age of majority and has resided in the State the minimum time necessary to become a resident so long as, once enrolled, he or she maintains continuous attendance at an institution.
2. Nonresident students who are minors or 18 years of age and can evidence that they have been totally self-supporting through employment and actually present within California for the entire year immediately prior to the residence determination date and have evidenced the intent to make California their permanent home may be eligible for resident status.
3. A student shall be entitled to resident classification if immediately prior to the residence determination date he or she has lived with and been under the continuous direct care and control of any adult or adults other than a parent for not less than two years, provided that the adult or adults having

such control have been California residents during the year immediately prior to the residence determination date. This exception continues until the student has attained the age of majority and has resided in the State the minimum time necessary to become a resident student, so long as continuous attendance is maintained at an institution.

4. Exemption from payment of the Nonresident Tuition Fee is available to the natural or adopted child, stepchild, or spouse who is a dependent of a member of the United States military stationed in California on active duty. Such resident classification may be maintained until the student has resided in California the minimum time necessary to become a resident. If a student is enrolled in an institution and the member of the military (a) is transferred on military orders to a place outside the state where the member continues to serve in the armed forces of the United States, or (b) is retired as an active member of the armed forces immediately after having been on active duty in California, the student is entitled to retain resident classification under conditions set forth above.

5. A student who is a member of the United States military stationed in California on active duty, except a member of the military assigned for educational purposes to a State-supported institution of higher education, shall be entitled to resident classification until he or she has resided in the State the minimum time necessary to become a resident.

6. A student who is an adult alien is entitled to resident classification if the student is a refugee, asylum applicant, asylee, or permanent resident of the United States who has established and maintained residence in California for more than one year after having been granted the status of refugee, asylum applicant, asylee, or permanent resident immediately prior to the residence determination date. Nonresident aliens present in the United States under the terms of visa classifications A, E, G, I, K, or L who have had residence in California for more than one year immediately prior to the residence determination date while holding a valid A, E, G, I, K, or L visa may be entitled to residence classification. Inquiries should be directed to the Residence Deputy in the Registrar's Office.

7. A student who is a minor alien shall be entitled to resident classification if the student and the parent are refugees, asylum applicants, asylees, or permanent residents of the United States, provided that the parent has had residence in California for more than one year after having been granted refugee, asylum applicant, asylee, or permanent resident status immediately prior to the residence determination date for the applicable term. Minor students holding A, E, G, I, K, or L visas should contact the Residence Deputy in the Registrar's Office for information regarding eligibility for resident status.

8. Children of deceased public law enforcement or fire suppression employees, who were California residents and who were killed in the course of law enforcement or fire suppression duties, may be entitled to resident status.

## Reclassification

California law requires that students classified as nonresidents seeking reclassification as residents demonstrate that they are financially independent. This factor is in addition to the other requirements necessary for a resident classification. Graduate students who are teaching assistants, research assistants, or teaching associates employed on a 0.49 percent or more time basis are exempt from the financial independence requirement.

For detailed information refer to Reclassification of Nonresi-

dents below. Note also that students must petition in person at the Registrar's Office for a change of classification from nonresident to resident status. All changes of status must be initiated prior to the late registration period for the term of attendance for which the student seeks reclassification.

## Reclassification of Nonresidents

The California Education Code was amended effective July 1, 1981 to reflect consideration of financial independence as an additional factor for students seeking to reclassify from nonresident to resident for tuition purposes.

To be reclassified as a resident under the new legislation, a student must meet the residency requirements stated above and must also demonstrate that he or she has been financially independent according to the criteria specified in the new law.

Students seeking reclassification should be prepared to furnish information verifying their financial independence for the *calendar year* in which reclassification is sought and in each of the three immediately preceding calendar years. Under the new law, a student is considered financially independent if during each of the four years he or she:

1. has not been claimed by nonresident parents as an exemption for federal and state income tax purposes;
2. has not received more than \$750 from the nonresident parents; and
3. has not lived in the nonresident parents' home for more than six weeks.

Failure to satisfy all of the financial independence criteria for the entire period will not necessarily result in a denial of residence status if the durational requirement of one year is met and the showing of intent is sufficiently strong. Financial independence is of greater significance for the current and immediately preceding calendar years. Failure to satisfy all three of the financial independence criteria for the current and immediately preceding calendar years normally will result in a determination of nonresidence.

Financial independence, or want of it, for the second and third calendar years immediately preceding the year in which reclassification is requested will be considered together with all other relevant factors in determining intent, with no special weight attached to the financial independence factor.

**Time Limitation on Providing Documentation.** If additional documentation is required for either an initial residence classification or a reclassification but is not readily accessible, the student will be allowed a period of time no later than the end of the applicable term to provide such documentation.

## Inquiries and Appeals

The student is cautioned that this summation is not a complete explanation of the law regarding residence. The student should also note that changes may have been made in the rate of nonresident tuition and the residence requirements between the time this catalogue statement is published and the relevant residence determination date. Regulations have been adopted by The Regents, and a copy is available for inspection in the Registrar's Office.

## Waivers of Nonresident Tuition

Nonresident Tuition waivers may be granted to spouses and dependent, unmarried children under age 21 of University faculty members who are qualified for membership in the

Academic Senate. Inquiries regarding these waivers should be directed to the Registrar's Office.

To the extent funds are available, Nonresident Tuition waivers may be granted to the unmarried, dependent children under age 21 of a full-time University employee whose permanent assignment is outside California and who has been employed by the University for more than one year immediately prior to the opening of the term. Inquiries regarding these waivers normally should be directed to the Dean of Graduate Studies and Research.

## Fee Refunds

### Registration Fees

New undergraduates who cancel their registration before the first day of instruction are entitled to a refund of Registration Fee paid except for the \$50 nonrefundable Acceptance of Admission Fee. The Associated Student Fee and the University Center Fee are refunded only for cancellation of registration prior to the first day of orientation. Other fees paid are refunded in full.

For all continuing and readmitted students, and new graduate and medical students, there is a service charge of \$10 for cancellation of registration prior to the first day of instruction.

Students who withdraw from the University during the first five weeks of instruction will receive refunds<sup>1</sup> of Registration Fee, Educational Fee, and Nonresident Tuition Fee (less the \$50 nonrefundable Undergraduate Acceptance of Admission Fee) based on the effective date of withdrawal: 1-14 calendar days, 80% of amount paid; 15-21 calendar days, 60% of amount paid; 22-28 calendar days, 40% of amount paid; 29-35 calendar days, 20% of amount paid; 36 calendar days and over, 0%. The effective date of withdrawal is normally the date the student's official notice of withdrawal is received by the University. However, under extenuating circumstances, the Ombudsman, the Dean of Graduate Studies and Research, or the College of Medicine Associate Dean for Medical Student Affairs, as appropriate, may determine that the effective date of withdrawal occurred prior to the filing of the notice. It is presumed that no University services will be provided to the student after that date.

Claims for refund of fees must be presented during the fiscal year (July 1 to June 30) in which the claim is applicable. To obtain a refund, the student must surrender the identification card to the Ombudsman, the Dean of Graduate Studies and Research, or the College of Medicine Associate Dean for Medical Student Affairs at the time of withdrawal. Refund checks are issued by the Accounting Office and are received by mail generally four to six weeks after the official notice of withdrawal is processed.

If any portion of a student's fees has been paid by the University or outside sources, that portion of the refund will be returned directly to the source of those funds. Students who are receiving financial aid and withdraw from UCI during a quarter will have to repay a portion of their aid based on the same schedule as UCI's refund policy.

### Housing Refunds

UCI Housing Contracts provide students with complete housing refund policies.

<sup>1</sup>If no credit for courses is received, a full refund of the Registration Fee of the regular session will be granted to all students entering the armed forces prior to the sixth week of the quarter. No refund thereafter.

## Financial Aid

Lack of funds need not be a barrier to attending UCI; almost one half of enrolled students receive some form of financial aid. Students who demonstrate that they need financial assistance in order to attend are eligible for financial aid through the Financial Aid Office. In addition to awarding aid on the basis of financial need, the Office also offers some scholarships based on academic excellence.

Students who receive financial aid will receive funds from one or more of the following sources: scholarships, grants, loans, and work-study. These sources are described briefly in the following sections; more detailed information can be obtained from the Financial Aid Office.

To obtain financial aid, new and continuing students must file the Student Aid Application for California (SAAC) and the necessary supporting documents each year. Students are encouraged to apply as early as possible. The SAAC, additional forms, information regarding the application process, deadline dates, and financial aid programs for undergraduate, graduate, and medical students may be found in the Financial Aid Handbook which is available in the Financial Aid Office. The priority deadline for loans, work-study, and most grants is around February 11. The University expects the student and the parent (or spouse) to contribute toward the educational costs to every extent possible. For dependent students, an analysis of the SAAC and supporting documents determines the amount a student and the student's parents can be expected to contribute toward the cost of the student's education. For independent students, the analysis determines the amount a student and/or spouse can contribute to the cost of the student's education. Income, assets, size of family, and the number of family members in college are the major factors considered in the analysis. Assets include, but are not limited to, equity in real estate; stocks, bonds, and other securities; business and farm equity; and cash, savings, and checking accounts. Income includes wages, salaries, interest, dividends, and nontaxable income such as Social Security and Veterans' benefits.

All undergraduate financial aid applicants also are required to apply for a Pell Grant, and in addition eligible California residents are required to apply for a Cal Grant A or a Cal Grant B. The application deadline for Cal Grants A and B is usually around February 9 for the following academic year.

### Special Expenditures

Financial aid recipients who are in need of money for special expenditures (beyond the cost of books and basic supplies associated with certain courses of study) may make an appointment to see a financial aid advisor to explore the possibility of a budget extension, based on the availability of funds. Examples of such special expenditures include transportation costs for a field study assignment, special shoes for a dance class, or special equipment for handicapped students.

### UCI Policy on Satisfactory Academic Progress for Financial Aid

#### Undergraduate and Graduate Students

In defining student eligibility for financial aid, the Higher Education Act of 1980 states that a student must maintain "satisfactory progress in the course of study the student is pursuing, according to the standards and practices of the institution at which the student is in attendance." Federal regulations of May 1982 further state that each institution shall establish, publish, and apply "reasonable standards" for

assuring that every student receiving need-based financial aid should maintain "satisfactory progress in his/her course of study." Final Federal regulations, published October 6, 1983, further state that "in order to receive student financial aid under the programs authorized by Title IV of the Higher Education Act, a student must be maintaining satisfactory progress in the course of study he or she is pursuing according to the standards and practices of the institution in which he or she is enrolled."

The following requirements for satisfactory academic progress for receipt of financial aid apply to all applicants for any financial aid awards administered by the UCI Financial Aid Office. These requirements are separate and distinct from UCI's policy regarding satisfactory academic progress.

### 1. Grade Point Average (GPA)

All financial aid recipients must comply with the following minimum cumulative grade point average requirement.

Undergraduate students	2.0
Graduate students	3.0
Medical students	2.0

### 2. Units (Undergraduate and Graduate) and Clock Hours (Medical)

All financial aid applicants must comply with the following minimum cumulative unit or clock-hour requirement.

Undergraduate students	12 for one quarter of attendance 24 for two quarters of attendance 36 for three quarters of attendance
Graduate students	8 for one quarter of attendance 16 for two quarters of attendance 24 for three quarters of attendance
Medical students	
Regular curriculum	977 in the first year 912 in the second year 1,200 in each of the third and fourth years
Extended curriculum	521 in the first year 684 in each of the second and third years 1,200 in each of the fourth and fifth years

All financial aid applicants who have been granted part-time status must comply with the following minimum cumulative unit requirements.

Undergraduate and graduate students	6 for one quarter of attendance 12 for two quarters of attendance 18 for three quarters of attendance
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### 3. Quarter Limits for Eligibility

All financial aid applicants exceeding the following quarter limits will be ineligible for financial aid consideration.

All financial aid applicants who have been granted part-time status will be assessed one-half quarter for every one quarter of verified part-time enrollment (e.g., three quarters of verified part-time attendance are equal to one and one-half quarters assessed toward quarter limits of eligibility).

#### Undergraduate students:

1. Entering freshmen are eligible for all types of financial aid for a total of 15 quarters of academic year attendance.
2. Advanced standing transfer students will have transcripts from previous postsecondary institutions evaluated to determine the number of remaining quarters of financial aid eligibility at UCI.
3. Students acquiring a second bachelor's degree will have six quarters of additional financial aid eligibility.

#### Graduate students:

1. Limited Status (California educational credential) students: four quarters of academic year attendance.
2. Limited Status (noncredential) students: four quarters of academic year attendance.
3. Master's degree designed for completion in:
  - a. three quarters: five quarters of academic year attendance.
  - b. six quarters: eight quarters of academic year attendance.
  - c. nine quarters: eleven quarters of academic year attendance.
4. Ph.D. students will be eligible for 21 quarters of need-based financial aid following the completion of their baccalaureate degree.

Note: Students *will not* be granted additional quarters of eligibility solely by reason of changing their field of study or pursuing more than one major.

#### Medical Students:

1. Incoming students in their first year of attendance will be eligible to apply for financial assistance for a total of 18 quintiles of attendance. The time constraint for completion of this limitation is as follows:

Regular curriculum	four years
Extended curriculum	five years as follows:
Quintiles 1-8	must be completed in the first three years.
Quintiles 9-18	must be completed in the remaining two years.

2. Advanced standing transfer students will have transcripts from previous postsecondary institutions evaluated to determine remaining quintiles of financial aid eligibility.

#### Unit Evaluation

1. Remedial courses

**Required** remedial courses will count toward the undergraduate, graduate, and medical student minimum unit/clock-hour requirement of the satisfactory academic progress policy for financial aid.

2. Grade evaluation

As defined below, units for the following grades *will not* be counted toward meeting the minimum unit/clock-hour requirement.

Undergraduate and graduate students

F	Failure
I	Incomplete
NP	Not Pass
U	Unsatisfactory
W	Withdraw
NR	No grade reported
Repeat courses	Repeat of a D grade or higher repeat of advanced standing or high school course.

Medical students

F	Failure
NR	No grade reported
Repeat courses	Repeat of a D grade or higher

#### 3. Incomplete courses—Medical School

Clock-hours for a grade of Incomplete (I) will be counted toward satisfactory academic progress for the quintile during which the student took the course. If the student fails to meet the requirements for removing the I and the I becomes a grade of F, the clock-hours for that course will be deleted retroactively from the student's satisfactory academic progress record.

#### 4. Courses in progress—Medical School

Clock-hours for courses in In Progress (IP) will be counted toward satisfactory academic progress during the first quintile of a course requiring two quintiles for completion. Students in the Primary Care Clerkship will have the IP count toward the clock-hour requirement for four quintiles. Should the student fail to receive a passing grade, after the course has been completed the clock-hours for that course will be deleted retroactively from the student's satisfactory academic progress record.

#### Satisfactory Academic Progress Deficiencies and Their Effect on Receiving Financial Aid.

The requirements for undergraduate and graduate student satisfactory academic progress stated above are monitored each quarter and at the end of the academic year. Students who fail to maintain satisfactory academic progress will have their financial aid eligibility affected in the following manner.

##### 1. Quarterly totals—Units and grade point average

The Financial Aid Office will monitor the totals for units and grade point average after the conclusion of each quarter.

- A grade point average total below 2.0 (undergraduate) or 3.0 (graduate student) must be increased to 2.0 or 3.0, whichever applies, by the conclusion of spring quarter or summer session.
- Unit total below 12 per quarter—  
The student will be placed on satisfactory academic probation. The student will receive financial aid funds for the academic year. The deficiency must be cleared by the conclusion of spring quarter or summer session.
- Unit total below 6 per quarter—  
The student will be disqualified for financial aid funds and will be billed for all monies received in that quarter. The bill will be due and payable at once. The student will be barred from registration until all canceled financial aid funds have been repaid.

##### 2. Academic year totals—units and grade point average

The Financial Aid Office will verify the cumulative totals for units and grade point average after the conclusion of spring quarter. Students who have unit or grade point average deficiencies will be required to make up the deficiency prior to receiving any financial aid funds, including funds that would also be used for payment of fees.

3. At the completion of each academic year students will be notified if they have exceeded their quarter limits for eligibility.

#### Quarterly Unit Deficiency and Its Effect on Pell Grant and Cal Grant A and B

##### 1. Pell Grant

Students receiving a Pell Grant must be enrolled in a minimum of 12 units each quarter. The Financial Aid Office will verify unit totals for all Pell Grant recipients at the conclusion of each quarter. The Pell Grant unit requirement *does not* provide a probationary period in which the student may make up the deficiency. Students who are enrolled for less than 12 units at the conclusion of the quarter will have their Pell Grant award reduced as follows:

- 11.9-9.0 units will receive three-fourths of the Pell Grant
- 8.9-6.0 units will receive one-half of the Pell Grant
- 5.9-0.0 units will have their Pell Grant canceled

If the Pell Grant reduction is made due to a deficiency in the fall quarter, the spring quarter Pell Grant award will be reduced. If the Pell Grant reduction is made due to a deficiency in the winter or spring quarter, the student will be billed, approximately three weeks after the conclusion of the quarter, for the amount of the reduction.

##### 2. Cal Grant A and B

Students receiving Cal Grant A or B must be enrolled in a minimum of 12 units each quarter. The Financial Aid Office will verify unit totals for all Cal Grant A recipients at the conclusion of each quarter, and for all Cal Grant B recipients at the conclusion of each month. The Cal Grant unit requirement *does not* provide a probationary period in which a student may make up the deficiency. Cal Grant recipients who are enrolled for less than 12 units will have their Cal Grant awards reduced as follows:

- 11.9-9.0 units will receive three-fourths of the Cal Grant
- 8.9-6.0 units will receive one-half of the Cal Grant
- 5.9-0.0 units will have their Cal Grant canceled

#### Satisfactory Academic Progress Appeals

After failure to maintain satisfactory academic progress, a student will be considered for financial aid only when one of the following conditions has been met:

- Sufficient units have been completed and/or the minimum cumulative grade point average requirement has been satisfied.
- It is established through the financial aid appeals process that the student encountered some type of extenuating circumstances during the quarter(s) in question which hindered academic performance (i.e., prolonged hospitalization, death in the family).

#### Appeals Procedure

Students wishing to appeal must submit the UCI Financial Aid Appeals Request Form and a letter to the Financial Aid Office stating their reasons for failing to meet the unit or grade point average requirements, and whether or not they have solved their difficulties. The Ombudsman's assistance may be sought in the preparation of appeals. Undergraduate students also may be required to submit a degree check, course plan, or letter from their dean. All relevant material will be presented to the Financial Aid Appeals Board (the Board is composed of Financial Aid professional staff). Once the material has been reviewed, the Board will decide whether or not the student's eligibility for aid will be reinstated. In the event the Board decides not to accept the student's appeal, the student will be given the right to a personal interview with the Board. If the student decides to exercise this right, a final recommendation based upon the interview and written material will be made by the Board and forwarded to the Director of Financial Aid for a final decision.

For graduate students, the appeal is reviewed by (1) the Graduate Advisor of the student's advanced program and (2) the Dean of Graduate Studies and Research, who will make the final recommendations to the Director of Financial Aid for a final decision.

#### Scholarships

Scholarships are awarded on the basis of academic ability, achievement, and promise. They do not require repayment. Although a few honorary scholarships are awarded on the basis of academic excellence alone, many also require that an applicant demonstrate financial need. To be considered for a scholarship, undergraduate students must complete and file a separate Undergraduate Scholarship Application, available from the Financial Aid Office. Filing deadlines vary each year, but the usual deadline is mid-January for the following academic year.



Regents' scholarships, among the highest honors conferred upon UC students, are awarded on the basis of academic excellence and exceptional promise, without reference to financial need. Undergraduate students are eligible upon graduation from high school or upon completion of the sophomore year of college. Medical students are eligible during any year of their study in medical school. The appointments range from four years for students entering from high school and first-year medical students, to two years for undergraduate students appointed after their sophomore year. Regents' Scholars receive a \$300 honorarium for each year of their appointment. In addition, a stipend is awarded each year to Regents' Scholars who submit a complete financial aid application and demonstrate financial need.

University scholarships are offered to students entering their freshman or junior year who show evidence of high scholastic attainment. Students who demonstrate financial need may receive stipends ranging up to \$1,200 per academic year. These stipends are renewable by submitting an application for consideration each year.

UCI sponsors 10 National Merit Scholarships. Recipients are selected from a list of finalists who selected UCI as their first college choice on the National Merit Scholarship Application. Annual awards for attendance at UCI are \$300. In addition, UCI National Merit Scholars who have demonstrated financial need will be considered for scholarships up to \$2,000 per academic year.

Other scholarships are available to students who meet special eligibility requirements. For additional information, contact the Financial Aid Office.

For information on ROTC scholarships, see pages 57 and 58. For additional information, contact the Financial Aid Office.

## Grants

Grants are awarded on the basis of financial need. There is no repayment requirement.

**Pell Grant** is the largest federally funded grant program and provides awards up to a maximum of \$1,900 for the academic year. To be eligible, applicants must be U.S. citizens or eligible noncitizens and must be enrolled as undergraduates and have not previously received a bachelor's degree. Students may use the SAAC or the Application for Federal Student Aid to apply for this grant.

**Cal Grant A** is a State-funded scholarship program and currently provides awards up to \$968 for the current academic year to be applied to University fees. To be eligible, applicants must be California residents and demonstrate financial need. Students should use the SAAC together with the Cal Grant Supplement to apply for Cal Grant A. The filing deadline for new applicants is usually around February 11 for the following year.

**Cal Grant B** is a State-funded grant program and provides awards up to a maximum of \$1,100 during a student's first year and \$1,100 plus the cost of fees during subsequent years. To be eligible, applicants must be California residents, demonstrate financial need, and be entering college or not have completed more than one quarter of college work. Students may use the SAAC together with the Cal Grant Supplement to apply for Cal Grant B. The filing deadline for new applicants is usually around February 11 for the following year. *NOTE: Students may not receive both Cal Grant A and Cal Grant B. If offered both, the Financial Aid Office recommends taking Cal Grant B over Cal Grant A.*

**Supplemental Educational Opportunity Grant (SEOG)** provides grant aid for U.S. citizens and eligible noncitizens who

are undergraduate students and have demonstrated financial need. These federal grants range from \$200 to \$2,000 per year, depending upon financial need.

**UC Grant-In-Aid (GIA)** is funded by the University of California and provides grant aid for full-time students who demonstrate financial need. The amount awarded depends upon financial need.

## Loans

Loans are often part of a financial aid award. They provide recipients with an opportunity to defer the cost of their education by borrowing when needed and paying later. However, loan recipients must pay interest on the amount borrowed; interest rates vary from 5 to 12 percent per year. The deferment and cancellation provisions for the loans listed below are contained on the promissory note each recipient must sign and also may be obtained from the Financial Aid Office or lender.

A student's loan responsibilities, prior to acceptance of the loan, are to understand the terms of the loan and participate in an entrance interview. After accepting the loan, the recipient must repay the loan in accordance with the repayment schedule, advise the UCI Collections/Disbursements Office (101 Administration Building) upon leaving UCI; participate in an exit interview; and provide the Office with a current address after leaving UCI. In case of death or total disability, outstanding loan obligations may be canceled upon presentation of official confirming documents.

**National Direct Student Loan (NDSL)** provides long-term federal loans for U.S. citizens and eligible noncitizens. The amounts awarded vary, depending on financial need, but cannot exceed \$3,000 for the first two years or \$6,000 for the undergraduate years. No interest is charged nor is repayment required while the borrower is enrolled in at least one half of the normal academic load. Interest of five percent a year begins six months after the borrower ceases to be enrolled or is enrolled less than half time, and repayment must be completed within a 10-year period. Graduate students may receive an aggregate of \$12,000 which includes loans received as an undergraduate.

**University Loan (UNIVL)**, funded by the University of California, provides long-term loans to full-time students who demonstrate financial need. The maximum amount for an academic year is \$3,000. The five percent interest accrues from the beginning of the repayment period. Repayment begins six months after the student ceases to be enrolled full time and must be completed within five years. Two cosigners are required.

**Guaranteed Student Loan (GSL)** requires a separate application (contact the Financial Aid Office for application forms). This loan is available to undergraduate, graduate, and medical students who are U.S. citizens or permanent residents. Students with a family adjusted gross income above \$30,000 must pass a "need" test in order to qualify for the federal interest subsidy. Undergraduates may borrow up to \$2,500 per year not to exceed a cumulative total of \$12,500. Graduate and medical students may borrow up to \$5,000 per year, not to exceed a cumulative total of \$25,000 (including undergraduate loans). Interest of eight percent per year begins to accrue six months after graduation, withdrawal, or less than half-time enrollment. Students who had a Guaranteed Student Loan prior to the 1981-82 academic year may continue to borrow at seven percent using a nine-month grace period. A minimum repayment of \$50 per month begins after the

student ceases to be enrolled at least half time. The entire loan must be repaid in 15 years. Both a Guarantee and Origination Fee will be deducted by the lender from the loan amount.

These loans are made by banks, savings and loan associations, and credit unions. If the student's lending institution does not participate in this program, the Financial Aid Office can provide a list of participating lenders and their requirements and/or restrictions.

**California Loans to Assist Students (CLAS)** require a separate application which is available at the Financial Aid Office.

This loan program is designed to assist parents of dependent undergraduate students whose family income is in excess of \$30,000 and who are unable to demonstrate need for a guaranteed student loan. An eligible parent may borrow up to \$3,000 each academic year on behalf of each qualified undergraduate. The loan amount may not exceed the net cost of education during the year. Repayment of principal and interest of 12 percent begins 60 days after disbursement of the loan.

An independent undergraduate may borrow up to \$2,500 each academic year, less any amount obtained under the Guaranteed Student Loan Program.

Graduate and medical students may borrow up to \$3,000 each academic year. Independent undergraduate, graduate, and medical students who continue to remain enrolled full-time will immediately enter into student deferment status, and the repayment period for these students begins immediately when they drop below full-time enrollment, withdraw, or graduate. The student borrower remains responsible for payment of interest during this deferment period. Generally the borrower is allowed at least five years but not more than 10 years to repay the loan.

If the student's lending institution does not participate in this program, the Financial Aid Office will forward the student's completed loan application to the California Student Aid Commission for processing.

**Health Education Assistance Loan (HEAL)** provides educational loans to medical students. Applicants must be U.S. citizens or permanent residents who are enrolled in or have been accepted for enrollment to the UCI-California College of Medicine. Applicants must be full-time students in good academic standing. A student may borrow up to \$20,000 per year. The cumulative maximum is \$80,000. The interest rate is tied to 91-day Treasury bills plus 3.5 percent and begins at the time the student signs the promissory note. Repayment of the principal plus interest begins 10 months after completion of professional training, including internships and residencies, and must be completed within 10 years. Applications are available at the College's Financial Aid Office.

**Health Professional Student Loan (HPSL)** provides long-term federal loans to medical students. Applicants must be U.S. citizens or permanent residents. The amount of the loan must not exceed the cost of fees plus \$2,500 per academic year or the amount of the student's actual financial need, whichever is less. The interest rate is nine percent. Loan repayment begins after a student has completed professional training, including internships and residencies, and must be completed within 10 years.

**Emergency loans** are made from an emergency student loan fund made possible through various philanthropic individuals and organizations. Undergraduate and graduate students who have experienced unanticipated financial problems of a temporary nature may borrow up to \$100 without interest or



service charge. Medical students may borrow up to \$300. During fall quarter only, students may have an emergency loan processed for the amount of their fees. Emergency loans must be repaid within 30 days after disbursement or by the end of the academic quarter, whichever occurs first. Applications are available in the Financial Aid Office or at the Medical School Financial Aid Office. This loan is not based on demonstrated financial need.

## Work-Study

The work-study program offers eligible students who demonstrate need an opportunity to pay for their living and educational expenses as they occur. It also helps them to avoid a large debt that will have to be repaid after leaving school. Both undergraduate and graduate students are eligible for work-study awards. Medical students must obtain the approval of the Associate Dean for Medical Student Affairs prior to obtaining work-study employment. Students awarded work-study have the choice of obtaining a work-study job either on campus or off campus at a nonprofit agency. A variety of work opportunities are available, and such part-time work experience can be a valuable asset when seeking employment after graduation. Information about the terms and conditions of work-study employment will be provided in the UCI Financial Aid Award Guide sent to all UCI students receiving financial aid.

**Veterans Work-Study Program** is available only to U.S. military veterans. Separate applications and detailed information are available from the UCI Veterans Student Services Office.

## Additional Aid for Graduate and Medical Students

Most graduate fellowship programs are administered by the Division of Graduate Studies and Research. Graduate students should contact the Division Office, 145 Administration Building, (714) 856-6761, for information about application procedures for other forms of aid such as graduate fellowships or teaching and research assistantships.

College of Medicine students should contact the Medical Student Financial Aid Coordinator, 125 Medical Surge I, College of Medicine, (714) 856-6476, for information about other sources of financial assistance.

## Aid for International Students

Students who are not U.S. citizens or eligible noncitizens *may* be eligible for assistance from a limited number of University programs if they have experienced an unanticipated change in their financial situation. The financial change must be fully documented. These students must complete at least two years at UCI in order to be considered for assistance. Priority will be given to students who will be receiving their degrees during the current academic year. Financial aid is limited to the expenses for books and fees.

## Aid for Disabled Students

All forms of student financial aid are available to eligible disabled students. Interested students should follow the regular financial aid application procedures and should be sure to specify on the Student Aid Application for California any additional expenses they may incur because of a disability. Supporting documentation must be provided.

## Student Employment

The Career Planning and Placement Center assists UCI students and their spouses in obtaining part- or full-time employment during the academic year and summer vacation. It is not necessary to be a financial aid recipient to apply for jobs through the Center. Students with work-study awards also may obtain on-campus or off-campus job referrals in the Career Planning and Placement Center. The Center is located in Student Services I.

## Undergraduate Admissions

The Office of Admissions welcomes inquiries on any aspect of becoming eligible for the University of California and on planning for transfer. Admissions counselors are available by appointment in 245 Administration Building, and inquiries may be addressed to the Office of Admissions, University of California, Irvine; Irvine, California 92717. General information on application filing is available by telephoning (714) 856-6703; for specific questions regarding admission or eligibility, telephone (714) 856-6705.

The University's undergraduate admission requirements, which are the same on all campuses, are based on two principles: (1) the best predictor of success in the University is high scholarship in previous work, and (2) the study of certain subjects in high school gives a student good preparation for University work.

The information on admission to UCI given below is organized as follows:

- Categories of Application
- Admission to Freshman Standing
- New Freshman Admission Requirements Effective Fall Quarter, 1986
- Admission to Advanced Standing
- Nonresident Admission Requirements
- Admission to International Students
- Application Procedures
- Additional Information

## Categories of Application

An **undergraduate** applicant is a student who wishes to complete a program of studies leading to a Bachelor of Arts, Bachelor of Music, or Bachelor of Science degree.

A **freshman** applicant is a student who has graduated from high school or has completed a California Certificate of Proficiency, an equivalent proficiency examination from another state, or the General Educational Development (GED) Certificate, but has not enrolled in a regular session of any

collegiate-level institution. Summer sessions immediately following graduation are excluded in the determination of freshman status.

An **advanced standing (transfer)** applicant is a high school graduate who has been a registered student in a regular or extension session of a college or university other than a summer session immediately following high school graduation.

An **intercampus transfer** applicant is an undergraduate student who is currently or was previously registered in a regular session at another campus of the University of California and has not been registered in another collegiate institution. See page 55.

A **nonresident** applicant is a student whose legal permanent residence (as determined by the University) is outside of the State of California. Nonresident applicants are generally required to pay Nonresident Tuition and must also present a higher grade point average than is required of California residents. Refer to the Nonresident Admission Requirements section for further information.

An applicant for **readmission** is a student who was formerly registered and enrolled on the Irvine campus and who has interrupted the completion of consecutive quarters of enrollment. See pages 54 and 55.

A **second baccalaureate** applicant is a college graduate who because of a change of objective wishes to obtain a second bachelor's degree in a major different from that of the first degree.

An **international** applicant is a student who holds or expects to hold a student, exchange, visitor, or diplomatic visa and who wishes to attend school in the United States.

A **University Program for High School Scholars (UPHSS)** applicant is an accelerated high school student who wishes to pursue a particular subject beyond the level offered by the high school or perhaps an area of interest not offered by the high school in which the student meets the necessary prerequisites. Scholars enroll in one or two courses on a reduced-fee basis concurrently with high school courses.

## Admission to Freshman Standing

The University defines a freshman applicant as a student who has graduated from high school or completed a California Certificate of Proficiency or the equivalent and who has not enrolled in a regular session of any collegiate-level institution. Summer sessions are excluded in the determination.

Freshman applicants who are not residents of California should refer ahead to the section on Nonresident Admission Requirements.

Freshmen applicants who have not yet decided on a major should refer to the section on Planning an Undergraduate Program.

Applicants who do not meet the scholarship requirements for admission or do not qualify by examination at the time of high school graduation may be admitted after they meet the requirements for admission in advanced standing (see p. 38). Advanced standing credit will be granted for an acceptable course from an accredited college or university taken while still in high school if completed after the tenth grade and if reported on a valid transcript issued by the college or community college which conducted the course.

## Requirements

To be eligible for admission to the University as a freshman, an applicant must meet the Subject, Scholarship, and Examination requirements. It is also possible to qualify for admission by examination alone, as explained in the section Admission by Examination Alone.

### Subject ("A Through F") Requirement

To satisfy this requirement, students must have successfully completed a specific sequence of high school courses in the following subjects. **(Students applying for freshman entrance for fall quarter, 1986 should read the section on New Freshman Admission Requirements for additional information.)**

Students must complete certain high school courses with at least a grade of C in each semester of each course in the following subject areas. This course sequence is often called "a through f" pattern and must appear on a list of courses that high school principals certify meet University requirements. This list is called "Courses to Meet Requirements for Admission to the University of California" and can be obtained from school counselors. The Office of Admissions will determine the equivalency of courses for graduates of out-of-State high schools.

#### a. History—1 year

One year\* of United States history, or one-half year of United States history and one-half year of civics or American government, taken in the ninth grade or later.

#### b. English—4 years

Four years of English: composition and/or literature, university preparatory in nature. All English courses taken must require frequent and regular practice in writing expository prose compositions of some length. Not more than one unit of certified English as a second language (ESL) courses will be accepted. Also, not more than two semesters of ninth grade English will be accepted.

#### c. Mathematics—2 years

Two years of mathematics: algebra, geometry, trigonometry, calculus, elementary functions, and mathematical analysis. Courses such as arithmetic and business mathematics are not accepted.

#### d. Laboratory—1 year

A year course in one laboratory science, taken in the tenth, eleventh, or twelfth grade.

#### e. Foreign Language—2 years

Two years of one foreign language. Any foreign language with a written literature may be used.

#### f. Advanced Course—1 or 2 years

This requirement must be satisfied by one of the following:

##### 1. Mathematics

A total of one year of advanced mathematics: intermediate algebra, trigonometry, or other comparable mathematics courses; or,

##### 2. Foreign Language

Either an additional year in the same language used for "e" above or two years of a second foreign language; or,

##### 3. Science

A year course in any laboratory science completed in addition to the laboratory science used for "d" above.

The subject requirement can be fulfilled with 11 or 12 high school units. Grades in these courses are the only grades used in calculating the grade point average. However, the University requires all applicants (except those with a Certifi-

cate of Proficiency—see p. 43) to complete at least 16 units. Thus, 3-4 units can be taken in elective courses, which provide an excellent opportunity to strengthen preparation for the University. Additional courses in mathematics and science are essential in the preparation for majors in engineering, mathematics, the sciences, and many other fields of study.

### Scholarship Requirement

Students who attain a grade point average of 3.30 (where the letter grade A = 4, B = 3, and C = 2) in "a-f" courses taken after the ninth grade will be eligible to enter the University regardless of their scores on standardized tests. Students with grade point averages below 3.30 but greater than 2.77 will be admitted to the University if they achieve specified scores on the standardized test. (See the Eligibility Index.)

Grades received in courses taken in the ninth grade or earlier are not used in determining the scholarship average, although *subject requirements* (except laboratory science) may be satisfied with grades of C or better in these courses. If students successfully complete more than the minimum units within each required subject, only the best grades are used in calculating their grade point average. Grades are counted on a semester basis unless a school gives only year grades.

Any a-f course in which a student received a grade of D or F must be repeated with a higher grade or, in sequential areas of mathematics, chemistry, and foreign languages *only*, validated by successful completion of advanced course work.

### Honors-Level Courses

The University encourages students to take demanding advanced courses in all fields while in high school. Accordingly, for students graduating from high school in 1984 and after, grades earned in up to four units (eight semester courses) of work in courses that are (a) certified by the high school as offered at the honors level and (b) taken in the last two years of high school will be counted on a scale of A = 5, B = 4, and C = 3 grade points. These courses must be in the areas of history, English, advanced mathematics, laboratory science, and foreign language and must be certified by the high school as offered at the honors level. Courses in these subjects that are designed to prepare students for an Advanced Placement examination of the College Board and college courses that are transferable to the University are acceptable as honors-level courses.

### Examination Requirement

All freshman applicants must submit test scores as described below. Applicants for admission to the fall quarter should take the tests by December or January of the senior year, if possible, so that the scores will be available to the Admissions Offices on those UC campuses where enrollment demands are expected to be heavy. *When preliminary screening of freshman applications is necessary in oversubscribed majors, having available scores from tests administered prior to December aids the review process.* The following tests are required:

#### 1. One Aptitude Test — Either:

A. The Scholastic Aptitude Test — SAT — (the verbal and mathematics scores submitted from this test must be from the same sitting); or

B. The American College Test — ACT — composite score.

2. **Three College Board Achievement Tests**, which must include (a) English composition, (b) mathematics, level 1 or 2, and (c) one from among English literature, foreign languages, sciences, or social studies. The Achievement Test in Literature may not be substituted for the English composition test.

\*A year course in high school is equivalent to one credit/unit.

### Admission by Examination Alone

A student can qualify as a freshman by examination alone. The required total score on the SAT is 1,100. (If ACT is presented, the minimum score is 26.) Also, the student's total score on the three College Board Achievement Tests must be 1,650 or higher, or at least 1,730 if a nonresident of California, with no score less than 500 on any individual Achievement Test. If a student achieves the required scores, and the scores are available to UCI before the high school transcript is evaluated, the campus may be able to expedite notification of admission status. This option does not apply to students who will have completed more than 12 transferable units prior to admission. The College Board Achievement Tests cannot be taken in academic subjects covered by transferable college courses a student may have taken.

### Eligibility Index

Applicants are admissible if their a-f grade average and test score totals are higher than the combinations below:

A-F GPA	ACT* or SAT**		A-F GPA	ACT* or SAT**	
	Composite	Total		Composite	Total
2.78	35	1600	3.05	22	970
2.79	35	1580	3.06	21	950
2.80	34	1550	3.07	21	920
2.81	34	1530	3.08	20	900
2.82	33	1510	3.09	19	880
2.83	33	1480	3.10	18	850
2.84	33	1460	3.11	18	830
2.85	32	1440	3.12	17	810
2.86	32	1410	3.13	16	780
2.87	32	1390	3.14	15	760
2.88	31	1370	3.15	14	740
2.89	31	1340	3.16	14	710
2.90	30	1320	3.17	13	690
2.91	30	1300	3.18	12	670
2.92	29	1270	3.19	11	640
2.93	29	1250	3.20	10	620
2.94	28	1230	3.21	9	600
2.95	28	1200	3.22	9	570
2.96	27	1180	3.23	8	550
2.97	27	1160	3.24	8	530
2.98	26	1130	3.25	7	500
2.99	26	1110	3.26	7	480
3.00	25	1090	3.27	6	460
3.01	25	1060	3.28	6	430
3.02	24	1040	3.29	5	410
3.03	24	1020	3.30	5	400
3.04	23	990			

\*ACT is scored in intervals of 1 point from a minimum of 1 to a maximum of 35.

\*\*SAT is scored in intervals of 10 points from a minimum of 400 to a maximum of 1,600.

### Admission to the University Program for High School Scholars (UPHSS)

The opportunity to enroll in University classes concurrent, usually, with the senior year of high school is available to certain accelerated students (see p. 34). Admission to UPHSS is based upon a combination of criteria including grades, specific preparation in the field of interest, standardized test scores, recommendations, and statement of purpose.

Through UPHSS, qualified high school students may enroll in UC Irvine courses, receive grades based on the same standards as full-time students, and receive full University of California credit for their work.

To continue at UC Irvine after high school graduation, a UPHSS student need only complete a change-of-major peti-

tion and enroll as a full-time student. Also, UPHSS status entitles students to Inter-campus Transfer (ICT) privileges should they decide to attend another campus of the University of California after high school graduation. High school students wishing more information about the Program should contact the Office of Admissions or their high school counselor.

### New Freshman Admission Requirements Effective Fall Quarter, 1986

Students who graduate from high school in 1986 and after will have to meet the following new admission requirements. The intent of the new requirements is to increase the level of academic preparation of entering students. This increased preparation is expected in turn to improve students' chances for success at the University, widen their choice of career options, and ease the transition from high school to University work.

#### 1. UC Subject Requirement

A minimum of 16 units of high school work must be completed during grades 9 through 12. (A one-year course is equal to one unit; a one-semester course is equal to one-half unit.) Fifteen of the 16 high school units required for admission to the University will have to be earned in academic or college-preparatory courses in English, mathematics, laboratory science, foreign language, history, social science, and fine arts. Also, at least seven of the fifteen units must have been earned in courses taken during the last two years of high school. These required courses are often called the "a through f" subjects. To meet the subject requirement, these courses must appear on a certified course list which is available in the high schools for California applicants. The Office of Admission will review and accept courses that meet the requirements for applicants graduating from out-of-State schools.

#### Specific "A through F" course requirements

**a. History: 1 unit** One year of United States history or one-half year of civics or American government

**b. English: 4 units** Four years of college-preparatory English—composition and literature

(All English courses must require frequent and regular practice in writing expository prose compositions of some length. Only two semesters of a certified English as a Second Language (ESL) course will be accepted. Also, not more than two semesters of ninth grade English will be accepted for this requirement.)

**c. Mathematics: 3 units** Three years of mathematics—elementary algebra, geometry, and intermediate algebra

(Mathematics courses taken in grades 7 and 8 may be used to meet part of this requirement if they are accepted by the high school as equivalent to its own courses.)

**d. Laboratory Science: 1 unit** A year course in one laboratory science, taken in the tenth grade or later

**e. Foreign Language: 2 units** Two years of one foreign language in courses that provide instruction in grammar, vocabulary, reading, and composition, and that emphasize the development of aural and oral skills

(Foreign language courses taken in grades 7 and 8 may be used to meet this requirement if they are accepted by the high school as equivalent to its own courses.)

**f. College-Preparatory Electives: 4 units** Four units in addition to those required in "a" through "e" above, to be chosen from at least two of the following subject areas: history, English, advanced mathematics, laboratory science, foreign language, social science, and visual and performing arts. Students are urged to consult their high school counselor in the selection of course work to fulfill this requirement.

The general objective of the elective program is to improve the student's analytical ability, promote their artistic development, and strengthen their oral and writing skills. Electives should involve considerable reading and writing in an amount appropriate to the course and the subject matter. The emphasis in elective courses should be to prepare for future college-level work.

**Courses satisfying the "f" requirement:**

*History:* All history courses should require extensive reading and writing. Courses should enable students to establish a breadth of understanding of history (for example, world history, political history, or economic history) and should provide an understanding of the human past, including its relation to the present. Courses should develop a student's critical thinking, ability to evaluate historical data, and ability to analyze and synthesize evidence.

*English:* All English courses should require substantial reading with frequent and extensive practice in writing which is carefully evaluated and criticized. A course in journalism, speech, debate, or drama is acceptable if it meets the rigor in reading and writing stated above.

*Advanced Mathematics:* Courses in mathematics with second-year algebra as a prerequisite such as trigonometry, linear algebra, precalculus (analytic geometry and mathematical analysis), calculus, probability, and statistics are acceptable electives.

A computer science course is an acceptable mathematics elective if it fulfills the following objectives. The course should enable each student to express algorithms in a standard computer language such as PASCAL, BASIC, FORTRAN, or COBOL. By the end of the course each student should complete substantial programming projects in the language used. The course should also involve the study and mastery of various aspects of computer science: how computers deal with data and instructions, the internal components of a computer, and the underlying computer logic.

*Laboratory Science:* A laboratory science course should be a course in the biological or physical sciences in which students make their own observations and measurements and analyze these data to obtain further information. On average the laboratory activities should involve an amount of time equivalent to at least one full class period per week.

A science course in the ninth grade is an acceptable science elective provided it is designed to prepare students for laboratory science courses in the tenth grade and beyond. The course must provide an introduction to the fundamental principles of physical and biological science. Laboratory activities as defined above shall be included. A terminal course designed only to meet graduation requirements is not an acceptable science elective.

*Foreign Language:* It is recommended that elective courses be in the same language used to satisfy the foreign language "e" subject requirement. Elective courses in this language must have at least two years of the language as prerequisite. In order for a second language to qualify as an elective, at least two years of this language must be completed.

*Social Science:* Courses should be in one of the social sciences: anthropology, economics, geography, political science, psy-

chology, or sociology, or, alternatively, should be interdisciplinary courses drawing knowledge from two or more of these fields. Course objectives should include as many of the following as are applicable to the field: (1) to understand the development and basic features of major societies and cultures, (2) to examine the historic and contemporary ideas that have shaped the world, (3) to understand the fundamentals of how differing political and economic systems function, (4) to examine the nature and principles of individual and group behavior, and (5) to study social science methodologies.

In order to develop a student's critical thinking, ability to evaluate ideas and information, and ability to analyze and synthesize qualitative and quantitative evidence in the laboratory and in the field, a social science course must include a body of basic knowledge, extensive reading, and written and oral exposition.

Courses which are designed to meet State-mandated social studies graduation requirements are acceptable provided that they meet the above criteria. Courses of an applied, service, or vocational character are not acceptable social science electives.

*Visual and Performing Arts:* Courses in this area consist of instruction in dance, drama/theatre, music, and the visual arts. Courses should give specific attention to as many of the fundamental arts components as possible, including the perceptual, the creative, the historical, or the critical as are applicable.

Courses should enable students to understand and appreciate artistic expression and, where appropriate, to talk and write with discrimination about the artistic material studied.

Courses devoted to developing creative artistic ability and those devoted to artistic performance should have prerequisites (either course work or experience approved by the instructor) and should assume proficiency beyond the introductory level.

Courses must require on average the equivalent of a five-period class per week. Work outside of class must be required; for example, portfolio/performance preparation, reading, writing, or critical listening/viewing.

Dance courses offered for physical education credit or under any other departmental arrangement are acceptable provided they include content satisfying the above criteria.

Courses which are primarily recreational, athletic, or body conditioning are not acceptable visual and performing arts electives.

**2. Scholarship Requirement**

In calculating an applicant's grade point average for admission, the University will use only the grades earned in the "a" through "f" courses taken in grades 10 through 12. These grades are counted as follows: A = 4 points, B = 3 points, and C = 2 points. (The grades earned in "a" through "f" subjects taken in ninth grade or earlier are not used to calculate the grade point average for admission. However, these courses will be used to meet the Subject Requirement if they are completed with grades of C or better.)

- a. An applicant must have earned a grade of C or better in all high school courses used to satisfy the "a" through "e" requirements. The grades earned in these courses that are taken in grades 10 through 12 will be used to compute the grade point average for admission, *except that* the grades earned in the third year of mathematics required under "c" above (intermediate algebra) will be used only if they improve the applicant's grade point average.



- b. Two of the four units in elective courses used to satisfy the "f" requirement must be completed with a grade of C or better, and all four units must be accepted by the high school for graduation. The best grades earned in any two of these units taken in grades 10 through 12 will be used in computing the applicant's grade point average for admission.
- c. The University wants to encourage students to take demanding, advanced academic courses in high school. Grades earned in up to four units of work in courses that are (a) certified by the high school as offered at an honors level, and (b) taken in the last two years of high school will be given extra weight in computing the grade point average for admission. Grades in honors courses will be counted as follows: A = 5 points, B = 4 points, and C = 3 points.

To be counted, these grades must have been earned in honors courses in history, English, advanced mathematics, laboratory science, and foreign language. Courses in these subjects designed to prepare students for the Advanced Placement Examinations of the College Board and transferable college courses are examples of honors-level courses.

**California Residents:** Applicants whose grade point average is 3.3 or higher in the "a through f" subjects taken after the ninth grade will be eligible for admission to the University regardless of the scores on the Standardized tests used for the Examination Requirement. Applicants whose grade point average is below 3.3 but greater than 2.77 will be eligible if they achieve the composite or total test score specified on the Eligibility Index on page 36. Applicants must have completed all of the "a through f" subjects satisfactorily.

**Nonresidents of California:** The grade point average must be a 3.4 or higher in the "a through f" subjects regardless of the Scholastic Aptitude Test or American College Test scores.

### 3. Examination Requirement

All freshman applicants must submit the following test scores:

- a. One aptitude test—either:
  - A. Scholastic Aptitude Test—SAT—(the verbal and mathematics scores submitted from this test must be from the same sitting); or
  - B. The American College Test—ACT—composite score and
- b. Three College Board Achievement Tests, which must include (a) English composition, (b) mathematics, level 1 or 2, and (c) one from among English literature, foreign languages, sciences, or social studies. The Achievement Test in Literature may not be substituted for the English Composition test.

**4. Admission by Examination Alone**—Refer to page 36 for detailed information.

## Admission in Advanced Standing

The University defines an advanced standing (transfer) applicant as a high school graduate who has been a registered student in another college or university or in college-level extension classes other than a summer session immediately following high school graduation. An advanced standing applicant may not disregard the college record and apply for admission as a freshman.

Advanced standing applicants who are not residents of California should refer to the section on Nonresident Admission Requirements.

## Advanced Standing Admission Requirements

The requirements for admission in advanced standing vary according to the high school record. Advanced standing applicants who have completed a California Certificate of Proficiency or the equivalent must also meet regular University entrance requirements. In any case, if fewer than 12 units have been completed since high school graduation, the examination requirements for freshmen also apply. Nonresident applicants must also meet additional requirements discussed in the section on Nonresident Admission Requirements.

The transcript submitted from the last college attended must show, as a minimum, that the student was in good standing and had earned a grade point average<sup>1</sup> of 2.00 or better. If the grade point average fell below 2.00 at any one college attended, the student may have to meet additional requirements in order to qualify for admission.

An advanced standing applicant must also meet one of the following conditions:

1. A student who met the Eligibility Index and completed all the "a through f" courses in high school may be admitted any time after establishing an overall grade point average of 2.00 or better. If a student has completed less than 12 quarter or semester units of transferable college credit since high school graduation, the student must also satisfy the examination requirement for freshmen.
2. A student who met the Eligibility Index but had not studied one or more of the required courses in high school may be admitted after the student has:
  - a. established an overall grade point average of 2.00 or better in another college or university; and
  - b. completed, with a grade of C or better, appropriate college courses in the high school subjects lacked; and
  - c. completed 12 or more quarter or semester transferable units, or met the examination requirement for freshmen.
3. A student who was not eligible for admission as a freshman because the Eligibility Index was not met or a combination of not meeting the Eligibility Index and lacking the required subjects, may be admitted after the student has:
  - a. established an overall grade point average of 2.40 or better in another college or university; and
  - b. completed 84 quarter units (56 semester units) of college credit in courses accepted by the University for transfer; and
  - c. completed *one* of the following two options:
    1. Appropriate college courses, with grades of C or better in the "a through f" subjects that the student lacked. Up to two units of high school work in "a through f" subjects will be waived, but transfer applicants must have satisfied the freshman admission requirements of four years of college-preparatory English and two years of mathematics (part of the "a through f" requirements), or

<sup>1</sup>The grade point average is determined by dividing the total number of acceptable units attempted into the number of grade points earned on those units. A student may repeat courses completed with a grade lower than C up to a maximum of 16 quarter units without penalty.

The scholarship standard is expressed by a system of grade points and grade point averages earned in courses accepted by the University for advanced standing credit. Grade points are assigned as follows: for each unit of A, 4 points; B, 3 points; C, 2 points; D, 1 point; I and F, no points; P/NP, no points but are included in the unit total.



2. With a grade of C or better, (1) one college course in mathematics which has algebra I as a prerequisite; the course may be geometry, algebra II, or a more advanced course and does not have to be transferable; (2) one transferable course in English; and (3) one transferable course selected from U.S. history, a laboratory science, or a foreign language.

Students considering admission in advanced standing should refer to page 45.

### Admission for a Second Bachelor's Degree

Some students may wish to obtain a second bachelor's degree in a major different from that of the first degree. Admission as a candidate for a second bachelor's degree requires that the applicant be fully eligible for admission to the University and have strong promise of academic success in the new major. All such admissions are subject to the approval of the dean or director of the UCI school or program in which the second degree will be earned.

Students who have *not* attended UCI as undergraduates during a regular academic quarter should complete an Application for Undergraduate Admission and a Supplementary Information for Second Baccalaureate Applicants form, available from the Office of Admissions. Students who have attended UCI as undergraduates during a regular academic quarter should obtain and complete a Second Baccalaureate Application form through the Registrar's Office.

### Nonresident Admission Requirements

NOTE: Admission requirements for applicants who are not California residents vary slightly from requirements for California residents.

### Nonresident Freshman Applicant

A nonresident freshman applicant must (1) graduate from a regionally or state-accredited high school, or complete an appropriate proficiency examination (see p. 43); (2) complete satisfactorily the "a through f" pattern of subject requirements listed under requirements for California residents; (3) earn a grade point average of at least 3.40 or higher in the required high school subjects (3.00 is equal to a B average); and (4) meet the examination requirement: one Aptitude Test—either the Scholastic Aptitude Test (SAT) (verbal and mathematics scores must be from the same sitting) or the American College Test (ACT) composite score—AND three College Board Achievement Tests which must include (a) English composition, (b) mathematics, level 1 or 2, and (c) one from among English literature, foreign languages, sciences, or social studies. (The Achievement Test in Literature may not be substituted for the English composition test.)

Please note that the Freshman Eligibility Index applies to California residents only. To be admitted by examination alone, a nonresident applicant must score either 1,100 on the Scholastic Aptitude Test or 26 on the American College Test. The total score on the three College Board Achievement Tests must be 1,730 or higher with a score of at least 500 on each test.

### Nonresident Advanced Standing Applicant

A student who met the admission requirements for freshman admission as a nonresident must have a grade point average of 2.80 or higher in college courses that are accepted by the University for transfer credit.

A nonresident applicant who graduated from high school with less than a 3.40 grade point average in the subjects required for freshman admission must have completed at least 84 quarter units (56 semester units) of transferable work with a grade point average of 2.80 or higher. Upon successful completion of that work, two units of the required high school subjects may be waived but transfer applicants must have satisfied the freshman entrance requirements of four years of college-preparatory English and two years of mathematics (part of the "a through f" requirements). A student who lacked any of the required subjects in high school must complete, with a grade of C or better, appropriate college courses in those subjects, or (1) one college course in mathematics which has algebra I as a prerequisite (the course may be geometry, algebra II, or a more advanced course and does not have to be transferable), (2) one transferable course in English, and (3) one course in U.S. history, a laboratory science, or a foreign language which is transferable to the University of California.

### Exceptions to Nonresident Admission Requirements

*For admission purposes only*, a person residing outside of California may be determined by the Office of Admissions to be a bona fide resident and may be considered under California resident admission requirements if the applicant: is a spouse of a University of California faculty member; is a spouse of military personnel assigned to California; is a military dependent who has been granted a nonresident fee waiver; is an immigrant who has lived in California for a year and has chosen California as a place of residence; is a minor applicant whose parent or legal guardian appears to be a legal resident of California (as determined by the University for tuition purposes); has spent any two years or the last term enrolled in a California high school; has spent the last term (in at least 12 transferable units) enrolled in an accredited California college or university; has been physically present in California continuously for at least one year prior to the quarter for which registration is requested; or if one parent has received a degree from the University of California or is a full-time employee of the University of California.

### Nonresident Tuition Fee

Refer to page 26 for information regarding residence classification for tuition purposes and the Nonresident Tuition Fee. Bona fide residents are still held for Nonresident Tuition.

### Admission of International Students

The credentials of an international undergraduate applicant—a student who holds or expects to hold a student, exchange, visitor, or diplomatic visa and who wishes to attend school in the United States—are evaluated in accordance with the general regulations governing admission. However, it is possible that international applicants to oversubscribed programs may not be offered admission to either their first-choice campus or to another University of California campus. An application, official certificates, and detailed transcripts of records should be submitted to the Office of Admissions early in the appropriate application filing period. This will allow time for exchange of necessary correspondence and, if the applicant is admitted, will help the student in obtaining the necessary passport visa.

International applicants whose native language is other than English will be required to demonstrate their English proficiency. This is most often accomplished by achieving a minimum score of 550 on the Test of English as a Foreign Language (TOEFL). The admission of otherwise eligible appli-

cants who do not meet this requirement will be deferred until it is possible for them to demonstrate an adequate level of English ability. Arrangements to take the TOEFL may be made by writing directly to TOEFL, Educational Testing Service, P.O. Box 899, Princeton, New Jersey 08540. Students must request the Educational Testing Service to forward results of their tests to the Office of Admissions. Completion of an *acceptable* English composition course (as determined by the Office of Admissions) with a grade of C or better will also clear the English proficiency requirement for international applicants.

Prospective students who wish to improve their English proficiency to meet the TOEFL requirement may enroll in the intensive Program in English as a Second Language sponsored by University Extension. Requests for information should be addressed to Program in English as a Second Language, University of California Extension, P.O. Box AZ, Irvine, CA 92716. See page 57 for additional information.

In addition to achieving a minimum TOEFL score of 550, all international students must take an English as a Second Language Placement Test upon arrival and prior to registration. Based upon the results of this test, students may be required to improve certain language skills by enrolling in English as a Second Language courses during the freshman year with other major course work being adjusted accordingly.

Generally, financial assistance and scholarships from the University are not available to the nonimmigrant-visa student. International students must provide proof that sufficient funds will be available to meet their educational commitments while studying in the United States. International undergraduate students are considered as nonresidents of California and are required to pay the nonresident tuition in addition to fees paid by legal residents of California.

Please direct all inquiries regarding the undergraduate admission of international students to the Office of Admissions.

### English Language Proficiency of Permanent Resident, Refugee, and International (F-1 Visa) Students: English as a Second Language

Any permanent resident, refugee, or international student whose first or native language is other than English and who has a score on the verbal section of the Scholastic Aptitude Test (SAT) of 350 or less, or any such student without a verbal SAT score, *must*, regardless of the student's TOEFL (Test of English as a Foreign Language) score, take an English as a Second Language (ESL) Placement Test prior to the first quarter of enrollment. The placement test is given prior to the beginning of each quarter, during Student-Parent Orientation Program (SPOP) weekends in the summer, and during Academic Advising and Orientation ("O") Week prior to the beginning of fall quarter instruction. Information concerning when and where the test will be given and the test itself can be obtained from the Program of Academic Support Services Office (telephone 714-856-6206) and the Office of English as a Second Language (telephone 714-856-6781).

Based upon the results of the ESL Placement Test, students may be required to enroll in ESL courses prior to enrolling in any other required writing courses. Students required to enroll in ESL courses must begin satisfying their ESL requirements within their first or second quarter at UCI. They must take these courses in consecutive quarters. The ESL requirements are to be completed within the first six quarters at UCI. Students who have not satisfied the ESL requirement by the end of their sixth quarter will be ineligible

ble to enroll for a seventh quarter at UCI. Subject A must be taken the quarter following the completion of ESL requirements. If the ESL requirements are completed in the first quarter, the Subject A time limit applies.

ESL courses, offered by the School of Humanities, include classes in writing, speaking and listening, and reading and vocabulary development. See page 159 for course descriptions.

### Credit for English-as-a-Second-Language Course Work

Students whose first language is not English may receive up to 12 baccalaureate credits for English-as-a-second-language course work. Students may receive workload credit for courses taken beyond this 12-unit limit but will not receive additional credits applicable to the bachelor's degree.

### Credit for Native Language

Students whose first language is not English may receive credit for course work in their native language and literature, provided such courses were completed on the college level in the country of the vernacular, or on the upper-division or graduate level at UCI or another accredited English-speaking institution.

## Application Procedures

### Application Filing Periods

Application packets for undergraduate admission to the University are available from the counseling office of any California high school or community college, or from any University of California Admissions Office. Students applying for admission to UCI should file their completed application and application fee (either by mail or in person) on or after the appropriate date below:

Winter quarter, 1986	July 1, 1985
Spring quarter, 1986	October 1, 1985
Fall quarter, 1986	November 1, 1985
Winter quarter, 1987	July 1, 1986
Spring quarter, 1987	October 1, 1986

Students are encouraged to file their application early in the filing period if they plan to apply also for financial aid, University housing, or other special programs. Students required to fulfill the examination requirements for freshman admission should make arrangements to take the standardized tests early.

Further information and details about the application procedures are available from the UCI Office of Admissions or in the 1986-87 Undergraduate Application Packet.

### Educational Opportunity Program

Applicants who wish to be considered for the Educational Opportunity Program (EOP) should refer to page 23 for supplementary application procedures.

### Change of Campus

If, after applying for admission, the student's plans change and he or she prefers to attend a different campus of the University, the student should write to the Admissions Office of the preferred campus.

### Transcripts

The Office of Admissions requires complete, accurate, and up-to-date information about a student's academic program and work in progress in order to process and respond to the application in a timely manner. The transcript and other doc-



uments submitted as part of the application become the property of the University; they cannot be returned or forwarded in any form to another college or university.

All applicants are responsible for requesting that the high schools from which they graduated and each college attended send official transcripts of work promptly to the UCI Office of Admissions. Applicants should request that transcripts be sent at the same time they file their application for admission to the University.

If a student is applying for admission as a freshman, a preliminary transcript (sixth semester) showing work through the junior year should be requested from the high school. The transcript should list the courses the student is now taking and those the student plans to take. (A seventh-semester transcript is not usually required; however, the Office of Admissions may request one if it is needed to complete an evaluation of an applicant's eligibility at that time.) A final transcript that includes courses and grades for the senior year and a statement of graduation or a California Certificate of Proficiency, a proficiency test from another state, or a General Education Development (GED) Certificate must also be provided. A transcript from the last college attended is required if any college courses are completed before or at the time of high school graduation.

Those applying for admission in advanced standing should have their graduating high school send a transcript immediately to the Office of Admissions which will also need a transcript from each college attended. A preliminary transcript from the present college should list the courses currently in progress and those planned before transfer.

Attendance at any other schools or colleges after application to the University has been filed is considered to be part of the record and must be reported to the Office of Admissions.

## Examination Arrangements

Students should make arrangements to take the required tests with the College Board, 1947 Center Street, Berkeley, California 94704, or P.O. Box 592, Princeton, New Jersey 08540 for SAT and Achievement Tests. For the ACT, students should write to the American College Testing Program Registration Unit, P.O. Box 168, Iowa City, Iowa 52240. (Test fees should be paid to the testing services, not the University.) At the same time the test is taken, students should request that their scores be reported to the Office of Admissions. To prevent confusion or unnecessary delay, it is important to use precisely the same form of the student's name on both the application for admission and the test materials. Also, final notification of admission cannot be released until scores have been received by the Office of Admissions.

In 1985-86 SAT and Achievement Tests will be offered concurrently on the following Saturday mornings:

October 12, 1985 (SAT only in California, Florida, Georgia, Illinois, North Carolina, South Carolina, and Texas)	January 25, 1986
November 2, 1985	March 15, 1986 (SAT only)
December 7, 1985	May 3, 1986
	June 7, 1986

The 1985-86 ACT Tests will be offered on the following dates:

October 26, 1985	April 12, 1986
December 14, 1985	June 14, 1986
February 8, 1986	

Details on testing are available from the College Board, the American College Testing Program, and from most high school counseling offices.

## Notification of Admission

Candidates for the fall quarter will be notified whether their applications have been retained for consideration at UCI immediately after they are received. Most candidates who applied early in the filing period will receive notice of their admissibility by April 15. (There are similar notification periods for other quarters.) Delays will occur if required records have not been received by the Office of Admissions. Since each application is considered individually, the length of time before notification is subject to some variation depending upon the unique circumstances of each applicant.

If offered admission by the University, a student will be asked to sign and return a Statement of Intention to Register, accompanied by a *nonrefundable* fee of \$50. This amount will be applied toward payment of University fees, provided the student enrolls in the quarter to which the student has been admitted.

*Admission to UCI is not an assurance of financial aid nor does it guarantee assignment to University housing. Separate applications are required of applicants desiring financial aid or University housing, and receipt of communications from the Financial Aid Office, the Housing Office, or any office other than the Admissions Office does not imply that eligibility for admission has been established.*

## Part-Time Study

UCI offers several possibilities to pursue part-time study for credit leading to an undergraduate or graduate degree. Part-time study opportunities are available in academic units in which there exists good educational reason, as determined by the academic unit, to allow part-time study. For part-time study, quarterly course enrollment is limited to 10 units or less for undergraduate students and to 8 units or less for graduate students; these limits include physical education units.

The same admissions standards that apply to full-time students apply to part-time students. Under University policy, academic deans (the Dean of Graduate Studies and Research, for graduate students) may approve Petitions for Part-Time Status for reasons of occupation, family responsibilities, or health.

In approved part-time status, one-half of the Educational Fee and one-half of the Nonresident Tuition (if applicable) are assessed. Undergraduate petitions are available from academic counselors or the Registrar's office; graduate students may obtain further information and petitions from the Division of Graduate Studies and Research. Since there are certain restrictions on receiving undergraduate credit for part-time course work, undergraduates interested in part-time study should read, in addition to the Undergraduate Admissions section, the sections on Expenses and Fees, and Financial Aid. Graduate students should refer to the Graduate Studies and Research section.

## Additional Information

### Recommended Subjects

Many University programs require or recommend specific preparatory subjects to give students the needed background in their chosen fields of study. The lack of such preparation, particularly for advanced standing students, may delay graduation from the University. Details about these recommendations can be found in Prerequisites and Recommended Subjects, a University publication sent each year to high school and community college counselors.

### Subject A and American History and Institutions

To be eligible for a bachelor's degree from UC Irvine, students must meet a number of requirements, including those of the University of California, the Irvine campus, and the individual school and major. There are two requirements—Subject A (English Composition) and American History and Institutions—which all University of California students must satisfy in order to graduate. For specific information on these requirements and ways to satisfy them *before entrance* to UCI, refer to page 49.

## College-Level Courses

The University gives unit credit to students for courses they have completed in other accredited colleges or universities. To be accepted for unit credit, the courses must be consistent with those offered by the University. All applicants with questions regarding transfer of credit should contact the Office of Admissions.

## College Level Examination Program (CLEP)

The University does not grant credit for the College Level Examination Program.

## Advanced Placement

The University wishes to encourage students to take demanding advanced courses in all fields. Accordingly, for students graduating from high school in 1984 or thereafter, the grades in up to four units taken in the last two years of high school will be counted on a scale of A = 5, B = 4, C = 3 if these courses are certified by the high school as being offered at an honors level. These honors courses, which include Advanced Placement courses, must be in the areas of U.S. history, English, advanced mathematics, laboratory science, and foreign language.



In addition to honors grade points, the University grants 10 quarter units of elective credit toward the bachelor's degree for each Advanced Placement examination passed with a score of 3, 4, or 5. (*Exceptions:* five quarter units are given for the Computer Science exam, for the Mathematics AB exam, for each Latin exam, and for Physics C, Part 1, 2; 10 units are given for one or both of the English, Music, Studio Art, and Physics B and C exams.) The chart below shows Advanced Placement credit in satisfaction of UCI breadth and graduation requirements. Additional use of Advanced Placement credit often is made on an individual basis. For information on the UCI breadth requirement, please consult pages 50 through 52.

### Physical Examination

All new students and those returning after an absence of two or more quarters require physical examinations and health clearances, respectively, before the first day of the quarter. See Student Health.

### High School Proficiency Examination

The University of California will accept the California Certificate of Proficiency, awarded by the State Department of Education upon successful completion of the California High School Proficiency Examination, in lieu of the regular high school diploma. The University also will accept proficiency examinations from other states and the General Educational Development (GED) examination results in place of a diploma. However, all other University entrance requirements (subject pattern, grades, tests) must be met. The date of high school graduation on University records will be the date of the certificate. Entrance by standardized test scores will remain an option for the student ineligible on the basis of the high school record.



Advanced Placement Examination	AP Score	Unit Credit	Credit Allowed Toward Degree (Students may be exempted from these courses and should contact an academic counselor for specific information.)
<b>FINE ARTS</b>			
<b>Art History</b>	3, 4, or 5	10	Art 40A-B-C. (Exempt from all 3 courses.) Satisfies Category IV of the UCI breadth requirement.
<b>Art Studio</b>	3, 4, or 5		Art 30A-B-C. (Exempt from all 3 courses.) Satisfies Category IV of the UCI breadth requirement.
General Portfolio		10	
Drawing		10	
		Maximum Studio Art credit 10 units	
<b>Music</b>	3, 4, or 5		Music 20 plus 6 units of elective credit.
Music Listening and Literature		10	
Music Theory		10	
		Maximum Music credit 10 units	
<b>HUMANITIES</b>			
<b>English</b> (fulfills Subject A requirement)	3, 4, or 5 (on <b>either</b> exam)	10	1 course toward Category IV of the UCI breadth requirement from the English 28A-B-C sequence plus 6 units of elective credit.
English Language and Composition	4 or 5 (on <b>both</b> exams)	10	2 courses toward Category IV of the UCI breadth requirement from the English 28A-B-C sequence plus 2 units of elective credit.
English Composition and Literature			
		Maximum English credit 10 units	
<b>Foreign Language</b> (except Latin)	3 (on any foreign language exam)	10	Elective credit only.
a) French	4 or 5		Satisfies Category V of the UCI breadth requirement (equivalent to Language 2A-B-C series). Also satisfies the School of Humanities foreign language graduation requirement for Humanities majors (equals completion of a foreign language through the second year).
Language		10	
Literature		10	
b) German			
Language		10	
Literature		10	
c) Spanish			
Language		10	
Literature		10	
		No maximum	
<b>Latin</b>	3 (on one exam)	5	Elective credit only.
Virgil	4 or 5 (on one exam)	5	Latin 25.
Catullus—Horace	4 or 5 (on <b>both</b> exams)	10	Satisfies Category V of the UCI breadth requirement (equivalent to Latin 25, 100, 100). Also satisfies the School of Humanities foreign language requirement for Humanities majors (equals completion of a language through the second year).
<b>History—American</b>	3, 4, or 5	10	2 courses toward Category IV of the UCI breadth requirement from the History 29A-B-C sequence plus 2 units elective credit.
<b>History—European</b>	3, 4, or 5	10	2 courses toward Category IV of the UCI breadth requirement from the History 29A-B-C sequence plus 2 units elective credit.

**MATHEMATICS AND SCIENCE****Biology**

Non-Biological Sciences Majors	3, 4, or 5	10	Biological Sciences 1A-B-C. Satisfies Category II of the UCI breadth requirements.
Biological Science Majors	3	10	Elective credit only.
Biological Science Majors	4 or 5	10	Biological Sciences 90 plus 7 units elective credit.

**Chemistry**

3, 4, or 5	10	Elective credit (and placement by individual counseling).
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**Mathematics—AB Exam**

3	5	Mathematics 2A plus 1 unit elective credit.
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**BC Exam**

4 or 5	5	Mathematics 2A-B.
3	10	Mathematics 2A-B plus 2 units elective credit.
4 or 5	10	Mathematics 2A-B-C (exempt from all 3 courses). Satisfies Category V of the UCI breadth requirement.

Maximum  
Mathematics  
credit 10 units

**Physics—Exam B**

3, 4, or 5	10	Elective credit and/or UCI breadth credit as decided by major department.
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**Exam C, Pt. I or II**

3 or 4	5	Elective credit only.
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**Exam C, Pt. I  
(Mechanics)**

5	5	Physics 3A or 5A plus 1 unit of elective credit.
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**Exam C, Pt. II (Electric-  
ity and Magnetism)**

5	5	Physics 3B plus 1 unit of elective credit.
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Maximum  
Physics credit  
10 units

**INFORMATION AND  
COMPUTER SCIENCE****Computer Science**

3	5	Elective credit only.
4	5	Information and Computer Science 1A.
5	5	Information and Computer Science 1A or 1B. (1B is required for Information and Computer Science majors.)

**Planning for Transfer to UCI**

The University is committed to serve as fully as possible the educational needs of students who transfer from other California collegiate institutions. The principles covering transferability of unit credit and course credit are explained below and, unless otherwise indicated, are much the same whether transfer is from a two-year or a four-year institution. Information regarding eligibility for transfer may be found in the section on Admission in Advanced Standing, page 38.

**Unit Credit for Work Taken Elsewhere**

The University of California grants unit credit for courses completed in other accredited colleges and universities when such courses are consistent with the functions of the University as set forth in the Master Plan for Higher Education in California. Equivalent advanced standing credit from institutions on the semester calendar may be determined at a ratio of one semester unit to one and one-half quarter units. (To graduate from UCI 180 quarter units, equivalent to 45 UCI quarter courses, are needed.)

**California Community Colleges**

Students may find it advantageous or necessary to complete the first two years of a University of California undergraduate program at one of the California Community Colleges, which are an integral part of the State's system of higher education. High school graduates who cannot be accommodated at their first University of California campus preference may choose to attend a community college and transfer to their preferred University campus at a later time. A student may earn a maximum of 105 quarter units (70 semester units) toward a University degree in a community college. No further unit credit may be transferred from a community college, although subject, major, or breadth credit for courses taken will still be granted.

Students anticipating transfer to UCI are urged to consult with their community college counselors. The community college counselor, with the aid of that college's transferable course list, can advise students about courses which will transfer to the University. Lists for each community college are updated annually and tell which courses will transfer and for how many units. In addition to the community college

counselor, staff in the Office of Admissions and Office of Relations with Schools and Colleges keep current copies and can advise students about the transferability of courses.

#### Four-Year Institutions

Unit credit is granted for courses consistent with the University of California's functions and which have been completed in colleges or universities accredited by the appropriate agencies. While limitations of credit may be imposed in certain subject areas, these are consonant with the curricula for all students in the University of California. No defined maximum number of units which can be earned toward the degree is set for students transferring from four-year institutions. However, see page 50 for UCI graduation requirements, including requirements for units earned in residence at this campus.

#### University of California Extension

Extension courses prefixed by XB, XD, XI, XR, XSB, and XSD are granted unit credit on the same basis as courses taken in residence at any accredited collegiate institution.

Students intending to transfer Extension course credit for a degree at another college or university should verify acceptance of the course with that institution. Resident students of the University of California must obtain the consent of the dean of their school or college prior to enrolling for credit in an Extension course. Extension courses are not accepted as part of the residence requirements of the University. Grades earned in University Extension are not used in calculating the University grade point average.

Decisions regarding the acceptability of extension courses taken in institutions other than the University of California rest with the Office of Admissions. Decisions regarding the applicability of such courses toward specific degrees and majors rest with the respective faculties.

#### Course Credit for Work Taken Elsewhere

The policies above refer only to the unit transferability of courses and are uniformly implemented on all campuses of the University. Thus, courses which are determined by the University of California to be transferable are assured only of being granted elective course credit. The application of transfer work to specific course and major requirements is determined by the student's academic dean.

The Irvine campus makes every effort to eliminate all barriers to orderly progress from California community colleges into UCI's programs. To this end, many community colleges have entered into articulation agreements with UCI so that the specific application of their courses to UCI's University, school, and departmental major requirements may be readily communicated to prospective transfer students. Students are urged to consult community college counselors or the Office of Relations with Schools and Colleges for specific information on planning a program for transfer.

The University of California bulletin Prerequisites and Recommended Subjects should also be consulted for planning the lower-division course of study for all programs offered on the campuses of the University of California.

#### Requirements

Requirements at UCI are in four categories: University of California, UCI, school, and departmental or major. Courses not specifically applicable to these are considered to be electives. See pages 49-52 for a description of these requirements.

#### University of California Requirements: Subject A and American History and Institutions

Among the means of meeting the Subject A requirement is the completion of an acceptable one-quarter (four units) or one-semester (three units) transfer course in English composition with a grade of C or better.

The American History and Institutions requirement may be met by completing in high school one year of U.S. history or one semester of U.S. history and one semester of U.S. government with a grade of at least C, or upon certification by another California collegiate institution.

#### UCI Breadth Requirement

The current UCI breadth requirement applies to new students who entered UCI or any other accredited college fall term 1980, and thereafter. Transfer students who subsequent to high school graduation attended a regular term in an accredited college any time prior to fall 1980 and transfer to UCI before fall quarter, 1986 have the option of satisfying this requirement through (1) the UCI 6-3-3 distribution (see below), (2) the current UCI breadth requirement, which must be completed prior to graduation, or (3) one of the other options indicated below. Transfer students who subsequent to high school graduation attended a regular term in an accredited college any time prior to fall, 1980 and transfer to UCI fall 1986 or thereafter must satisfy this requirement through completion of the current UCI breadth requirement or through one of the other options indicated below with the exclusion of the UCI 6-3-3 distribution. The breadth requirement, which must be completed prior to graduation, may be satisfied by college-level courses appropriate to UCI offerings and may be met *at any time* during the undergraduate years, *except* in the case of the upper-division writing requirement. Transfer students should not feel that the breadth requirement must necessarily be completed during their freshman and sophomore years. See pages 50-51 for details on the breadth requirement.

Students who transfer from a four-year institution and who have completed the general breadth requirements of that college will be considered to have met the total breadth requirement of UCI except for the upper-division writing requirement. Students who transfer from a community college and who have met the general breadth requirements of any campus of the University of California prior to transfer will also be regarded as having met the breadth requirement except for the upper-division Writing requirement. Students who, upon transfer, have not completed whatever breadth requirements may have been in progress for another campus of the University of California may elect to complete at UCI either that program (except for the upper-division writing requirement) or the current UCI breadth requirement; Students who transfer to UCI before fall 1986 and who entered their former collegiate institution and attended a regular term prior to fall 1980 may also elect to complete the UCI 6-3-3 distribution.

Students who transfer from colleges on the semester calendar and who elect to satisfy the breadth requirement by fulfilling the UCI 6-3-3 distribution may do so by completing four semester courses (minimum 12 semester units) in one school outside the major and two semester courses (minimum six semester units) in each of two other schools outside the major.

Students transferring from another institution may satisfy the UCI breadth requirement (pp. 50-52) by completing a year sequence (two semesters work, minimum six semester

units, or three quarters work, minimum 12 quarter units) in *each* of the following areas:

- I. Writing
- II. Natural Sciences
- III. Social and Behavioral Sciences
- IV. Humanistic Inquiry
- V. Foreign Language, Linguistics, Logic, Mathematics, or Computer Science

Students transferring to UCI should refer to the following detailed guidelines on how to satisfy the breadth requirement in each area:

**I. Writing.** The lower-division writing requirement may be met by a year sequence in English composition. Courses used to meet the lower-division writing requirement must be completed with a minimum grade of C, or a Pass, or Credit grade equivalent to C. Transfer students may not count any course designed exclusively for the satisfaction of Subject A toward the completion of the lower-division requirement. Any student entering with only one semester or one quarter of English composition through which the Subject A Requirement is fulfilled will not have satisfied any part of the writing requirement. The upper-division writing requirement normally should be completed at Irvine.

**II. Natural Sciences.** This requirement may be met by a year sequence in *one* of the following areas: general biology, general chemistry, basic physics, the physical sciences with the exception of mathematics. These courses may or may not include a laboratory.

**III. Social and Behavioral Sciences.** This requirement may be met by a year of work in any of the following areas: anthropology and comparative culture, economics, geography, political science, psychology, sociology, or social ecology. Students on the semester system may elect to take both courses in the same area or one course from each of any two areas; students on the quarter system may elect to take three courses in one area, or two courses from one area and a third from another area. History, for the purposes of the breadth requirement, is not considered a social or behavioral science. (See IV, Humanistic Inquiry.)

**IV. Humanistic Inquiry.** This requirement may be met by a year sequence in *one* of the following areas: classics, history, philosophy, humanities, English literature, comparative literature, dramatic literature, art history, history of music, nature and theory of art. Performance courses may *not* be used in satisfaction of this requirement.

**V. Foreign Language, Linguistics, Logic, Mathematics, Computer Science.** This requirement may be met by a year sequence in *one* of the following areas: probability and statistics, calculus, logic, linguistics, computer science, or completion of the second year in a foreign language.

In satisfying the above requirements, a student may count toward breadth no more than a year of work taken within the discipline of the major. For example, a student majoring in Philosophy may count no more than two semester courses or three quarter courses in Philosophy toward breadth.

Transfer students should check with the academic counselor in their prospective major, the Office of Admissions, or the Office of Relations with Schools and Colleges about courses that may be used to satisfy the UCI breadth requirement. A complete description of the breadth requirement is on pages 50-52.

**NOTE FOR PHYSICAL SCIENCES MAJORS:** In addition to the courses taken to fulfill the UCI breadth requirement, students majoring in the School of Physical Sciences are

required to take one additional year sequence from one of the following breadth areas: Social and Behavioral Sciences (III), Humanistic Inquiry (IV), or the Foreign Languages or Linguistics section of Category V. For purposes of this requirement, the approved sequences are the same ones listed for the UCI breadth requirement, with the exception that a year sequence of a single foreign language at the first level is acceptable.

**NOTE FOR BIOLOGICAL SCIENCES MAJORS:** By satisfying the lower-division Writing requirement (I) and completing a year sequence of courses selected from classics, history, philosophy, humanities, English literature, or comparative literature toward the Humanistic Inquiry (IV) breadth requirement, students majoring in Biological Sciences can also satisfy the Humanities requirement for their major.

The courses and descriptions listed elsewhere in this Catalogue may be used by prospective transfer students as a guide for selecting courses of similar content and purpose in their own institutions. However, it is strongly advised that they consult with their counselors to verify the transferability of such courses and the applicability to the breadth requirement. No student who has taken a course which is accepted for credit by the Office of Admissions and which has been mutually determined with a community college as being acceptable toward completion of the breadth requirement shall incur any loss of credit in satisfaction of the requirement.

### School Requirements

Since school requirements occasionally cross school lines (e.g., physical science requirements for all majors in the School of Biological Sciences), courses taken to fulfill a school requirement may at the same time be applicable toward the University breadth requirement unless the school designates otherwise. Also, courses taken to fulfill a departmental major requirement may at the same time fulfill a school requirement or, within prescribed limits, the University breadth requirement.

Although course equivalencies for the breadth requirement are liberally interpreted for purposes of transfer, courses to be applied toward school and departmental major requirements must be more precisely equated with UCI courses in unit value and in content. By careful selection of courses, it is possible for students to satisfy some or all of the lower-division requirements of their intended program or school prior to transfer.

### Departmental or Major Requirements

Courses to be applied toward departmental or major requirements must be more precisely equated with UCI courses in content and purpose than is the case with courses applicable to the breadth requirement (see p. 52 and departmental sections). Prospective transfer students should consult with their counselors as to the applicability of courses toward UCI requirements.

Prospective transfer students should address specific inquiries about their programs to the respective schools or departments at UCI. Community colleges wishing to clarify the status of transfer courses should consult with the Office of Relations with Schools and Colleges at Irvine or the University of California campus closest to them.

## Planning an Undergraduate Program

### Academic Advising

At the time of admission to UCI every undergraduate student is assigned to the school or program that corresponds to the student's selected major or to the General Studies Advising Program if they have not declared a major. New students are encouraged to plan their academic programs with an academic counselor shortly after they have been admitted. Thus, the optimum time to initiate contact with an academic counselor is *before* the student enrolls in classes. The academic counselor can help the student determine whether classes the student wishes to choose are appropriate to the student's level of preparation, whether the proposed classes fit within the student's educational goals, and whether the classes will help meet some of the various requirements for graduation.

Jurisdiction over all questions of academic regulations and academic standing rests with the dean or director of the school or program to which a student is assigned for purposes of academic advising. Thus, all requests to add or drop courses, waive or change graduation or other requirements, and change area of academic concentration must be processed through the office of that dean or director.

Each academic unit is responsible for maintaining a system which provides academic advising. These systems differ among the academic units. In some, all of the faculty serve as advisors; in others, only certain members of the faculty are designated as advisors. Responsibility for informing students of the names of their advisors rests with the dean or director of the appropriate academic unit. This is normally done by letter, but students may obtain information by telephone from the office of the appropriate dean or director (see separate listing). A student may request a change of advisor through the chief academic advisor or the dean of the unit. A change in area of concentration often involves a change in advisor. This will always be the case when the change of concentration is to a different school or program; the new school or program will assign a new advisor and inform the student.

In some schools and programs consultation between students and their faculty advisors is mandatory. Students are responsible for knowing the governing regulations of the school or program to which they are assigned for academic advising purposes. Irrespective of whether or not consultation between student and advisor is required, *the student is responsible for initiating and maintaining periodic contact with the assigned faculty advisor.* An appropriate time for the initial contact is during the week prior to the beginning of the student's first classes at UCI, or earlier at the time of registration if this is possible. Thereafter, consultation between student and advisor at the time of registration for each subsequent quarter is desirable. The actual frequency of these meetings will be determined by the desires of the student, the advisor, and the governing regulations. It is the obligation of the faculty advisor to help the student plan an appropriate program of study and interpret the academic regulations of the campus, *but the student is solely responsible for meeting the academic regulations and remaining in good academic standing.*

In addition to faculty members, academic counselors are available in each unit to assist students with major selection, program planning, and petitions. Also, peer academic advisors (trained upper-division and graduate students) can help students plan their programs, select or change majors, and arrange for tutoring as necessary. Besides furnishing counsel on such matters, these advisors dispense general campus information and refer students to the appropriate faculty and staff personnel for assistance with specific problems.

Each quarter, new students are required to go to the appropriate academic dean's office prior to the beginning of classes for advice concerning class enrollment and to pick up a Class Verification and Identification Card. These procedures for new students and provisions for continuing students are explained in detail in the quarterly Schedule of Classes.

### Advising Personnel

Biological Sciences		Area Code
		714
Grover C. Stephens, Dean	331 SH	856-5314
Barbara A. Hamkalo, Associate Dean	331 SH	856-5314
Wendell M. Stanley, Jr., Associate Dean— Undergraduate Affairs and Chief Academic Advisor	BSSA	856-5318
Susana Canett, Counselor	BSSA	856-5318
Margaret Doedens, Counselor	BSSA	856-5318
Cindy Eddleman, Counselor	BSSA	856-5318
Jessica Henderson, Counselor	BSSA	856-5318
Allison M. Lawton, Counselor	BSSA	856-5318
Carolyn C. Willmann, Counselor	BSSA	856-5318
<b>Engineering</b>		
William D. Sirignano, Dean and Chief Graduate Academic Advisor	305 EGR	856-6002
Frederick G. Sawyer, Assistant Dean and Chief Undergraduate Academic Advisor	355 EGR	856-6737
Roland Schinzingler, Associate Dean, Graduate Studies	516 EGR	856-7393
Medhat A. Haroun, Graduate Faculty Advisor for Civil Engineering	516 EGR	856-4246
Hideya Gamo, Graduate Faculty Advisor for Electrical Engineering	444 EGR	856-5819
Donald K. Edwards, Graduate Faculty Advisor for Mechanical Engineering	644 EGR	856-6004
Robin C. Alward, Counselor	355 EGR	856-6749
Jennifer F. Taylor, Counselor	204 EGR	856-6749
Ruth L. Eddy, Graduate Counselor	445 EGR	856-6475
<b>Fine Arts</b>		
Robert Garfias, Dean	249 FA	856-6611
Nancy Lee Ruyter, Associate Dean	101 FAT	856-7284
Keith Fowler, Chief Academic Advisor	246 FA	856-6462
Priscilla Ortegon Pepke, Senior Counselor	247 FA	856-6646
Gay Tokie Iwamoto, Counselor	247 FA	856-6646
<b>Graduate School of Management</b>		
Newton Margulies, Dean	315 SST	856-5335
Jone Pearce, Associate Dean	381 SST	856-6505
Ann C. Jennings, Counselor	329 SST	856-6437
Carla Larsson, Counselor	323 SST	856-7166
<b>Humanities</b>		
Kendall E. Bailes, Dean	340 HH	856-5131
James L. Calderwood, Associate Dean, Graduate Studies	366 HH	856-5557

Dayle Seidenspiñner-Nuñez,  
Associate Dean,  
Undergraduate Studies and  
Chief Academic Advisor 340 HH 856-6453

Barbara Lachance,  
Graduate Counselor 366 HH 856-6720

Cathy Smith, Counselor 338 HH 856-5132

Carol Thompson, Counselor 338 HH 856-5132

#### Information and Computer Science

John L. King, Chair 444 CS 856-7405

Marianne Schnaubelt, Chief  
Undergraduate Advisor 468 CS 856-5156

Counselor 468 CS 856-5884

Mary Day, Graduate Counselor 464F CS 856-5597

#### College of Medicine

Please refer to the UCI-California College of Medicine section.

#### Physical Sciences

Myron Bander, Dean 220 PS 856-6506

Robert Doedens,  
Associate Dean and  
Chief Academic Advisor 230 PS 856-6507

Jaime Albano, Counselor 231 PS 856-6507

Tina Arth, Counselor 231 PS 856-6507

Clare Wilkerson, Counselor 231 PS 856-6507

#### Social Ecology

Joseph F. DiMento, Director 203 SE 856-6094

Alison Clarke-Stewart,  
Associate Director  
for Undergraduate Studies  
and Chief Academic Advisor 163 SE 856-6861

Daniel Stokols, Associate  
Director for Graduate Studies 206C SE 856-5294

Jan Martin, Graduate Counselor 272 SE 856-5917

Carol Stanley, Senior  
Academic Counselor 163 SE 856-6861

Jean Martinez, Counselor 163 SE 856-6861

Janet Stevens,  
Field Study Coordinator 163 SE 856-6861

#### Social Sciences

William R. Schonfeld, Dean 607 SST 856-6801

Tom N. Cornsweet,  
Associate Dean for  
Graduate Studies and Research 637 SST 856-5924

Michael D. Butler,  
Associate Dean for  
Undergraduate Studies and  
Chief Academic Advisor 639 SST 856-7027

Viviane Wayne, Graduate Counselor 637 SST 856-5924

Ramón Muñoz,  
Undergraduate Counselor 122 SST 856-6803

Carol Nance,  
Undergraduate Counselor 122 SST 856-6803

#### Teacher Education

Rita W. Peterson, Director 423 SST 856-5117

Frederick J. Baker,  
Assistant Director and  
Chief Academic Advisor 419 SST 856-5119

Kenneth P. Bailey, Sr. Lecturer 479 SST 856-5176

Charles F. Kenney,  
Administration 440 SST 856-6419

Carolyn Bouldin,  
Teacher Intern Program 405 SST 856-5910

Donald Wheeler, Pupil Personnel  
and Administration 495 SST 856-5921

Eleanor Wynne, Early Childhood  
and Special Education 407 SST 856-6382

#### Unaffiliated Students Advising

Meredith Lee, Dean of  
Undergraduate Studies 256 Admin. 856-6987

Rebecca M. Schaefer, Counselor 256 Admin. 856-6987

Kimberly Ayala, Counselor 256 Admin. 856-6987

#### Preparation for Graduate or Professional Study

Undergraduate students ought to keep the possibility of future graduate or professional study in mind as they plan their academic programs, and they should discuss their career goals with their advisors. Students who have an idea of the direction in which they would like to go should familiarize themselves with the basic requirements for postbaccalaureate study and keep those requirements in mind when selecting courses. Further, students should supplement their undergraduate programs by anticipating foreign language requirements at major graduate schools and by intensive work in areas outside their major that are of special relevance to their intended graduate work.

For information about graduate or professional study in a given field, students may consult the graduate advisor or an academic counselor in the academic unit corresponding to the area of interest. Also, the Career Planning and Placement Center frequently sponsors seminars on specific career areas and offers a number of services useful to those considering graduate or professional study.

#### Supplementary Educational Programs

There are several supplementary educational opportunities available to students at UCI: University Extension, Summer Sessions, the Air Force Reserve Officer Training Corps (ROTC) program, the Naval ROTC program, and two Universitywide activities—the Education Abroad Program and the Education at Home Program. The Education Abroad Program offers students the opportunity to experience a different culture while making progress toward degree requirements. The Education at Home Program enables participants interested in early American history and culture to spend a quarter in Williamsburg, Virginia; Philadelphia; and Washington, D.C. For further information on each of these programs, please see pages 57-59.

#### Requirements for a Bachelor's Degree

There are four requirements that must be met to obtain a baccalaureate degree from UCI: University, UCI, School, and departmental. Each is described below.

#### University Requirements

1. English ("Subject A"). Every undergraduate must demonstrate upon entrance to the University an acceptable level of ability in English composition.

This requirement may be met *before* entrance by:

- Achieving a grade 5, 4, or 3 in either of the two College Board Advanced Placement Examinations in English; *or*
- Achieving a score of 600 or better in the College Board English Composition Achievement Test; *or*
- Completing the California State University English Equivalency Test with "Pass for Credit"; *or*
- Entering the University with credentials from another college which show the completion of an acceptable one-quarter (four units) or one-semester (three units) course in English

composition with a grade of C or better. NOTE: High school English courses will not satisfy this option.

**Those students who have not met the Subject A requirement before entrance must satisfy the requirement before the beginning of their fourth quarter at UCI. Students who have not satisfied the requirement by that time will be ineligible to enroll for a fourth quarter.**

**Students enrolled in Humanities 20A-B-C-D (Writing for Students for Whom English is a Second Language) must meet the Subject A requirement before the beginning of the fourth quarter after they have been authorized to take English and Comparative Literature WR39A or the Writing Workshop.**

This requirement may be met *after* entrance by one of the four following means:

One is by taking and passing the Subject A Placement Examination that is given during the summer and during Academic Advising and Orientation Week prior to the beginning of fall classes. Transfer students who have not satisfied the Subject A requirement should also take this examination before enrolling at UCI. A second option, open only to those enrolled in the Humanities Core Course, is by taking the Writing Workshop. (NOTE: Students held for Subject A and enrolled in the Humanities Core Course will be required to enroll concurrently in the Writing Workshop during their first quarter. Successful completion of the Writing Workshop will satisfy the Subject A requirement.) Third, students scoring below 600 on the College Board English Composition Achievement Test—and who have followed neither of the first two routes described above—can satisfy the Subject A requirement through taking English and Comparative Literature WR39A and receiving a letter grade of at least a C in that course. (NOTE: The Pass/Not Pass option may not be used to satisfy the Subject A requirement.)

2. American History and Institutions. This requirement may be met by one of the following:

a. Completion in high school of one year of United States history with grades of C or better, *or* one semester of United States history and one semester of United States government with grades of C or better.

b. Receiving a score of 5, 4, or 3 in the Advanced Placement Examination in United States History.

c. Receiving a score of 500 or higher in the College Board Achievement Test in American History and Social Studies.

d. Presentation of a certificate of completion of the requirement at another California institution.

e. Completion at another institution of one year of college-level United States history with grades of C or better, *or* one course in United States history and one in United States government with grades of C or better.

f. Completion at UCI, with a grade of C or better, a lower-division, four-unit course in American history (when American history is taught in History 6 or 9) and Social Sciences 23D.

g. Passing an examination in these subjects. (Students should contact the Undergraduate Study Office, School of Humanities, for further information about the examination.)

#### UCI Requirements

3. Credit for 180 quarter units, earned by examination, by other evaluation, or course work. A course normally offers four quarter units of credit.

\*Not offered 1985-86. Offered as History 29A-B-C.

4. A grade average of at least C (2.0).

5. Candidates for the baccalaureate must attain at least a C (2.0) average in all of the courses required in the major program and at least a C (2.0) average in the upper-division courses required in the major program. Higher averages than this may be required only in honors programs. Students who fail to attain a C (2.0) average in courses required in the major program may, at the option of the major unit, be denied the privilege of pursuing a major program in that unit. (In this context, "the courses required in the major program" are defined as the courses required for the major and offered by the program of the student's major.)

6. Credit for 35 of the final 45 units of work immediately preceding graduation must be earned in residence at the Irvine campus (i.e., three quarters of full-time attendance at UCI). Exceptions to this rule may be allowed, with prior departmental approval, to students enrolled in the Education Abroad Program.

7. Students enrolled at UCI from their freshman year may elect to meet as graduation requirements (UC, UCI, school, and major requirements) those in effect at the time of entrance or those subsequently passed after entrance. Students transferring from other collegiate institutions may elect to meet as graduation requirements those in effect at the time of entering the other collegiate institution, those in effect at the time of transfer to UCI, or those subsequently passed. A student who seeks readmission to UCI more than three consecutive quarters after withdrawing from student status must adhere to the graduation requirements in effect at the time of readmission or those subsequently passed.

**NOTE: Students transferring to UCI in fall 1986 or thereafter may elect to meet as graduation requirements those in effect at the time of transfer, those subsequently passed, or those in effect at the time of entering their other collegiate institution, provided that the date of entrance at the previous institution is not more than four years prior to the time of transfer to UCI.**

#### Breadth Requirement

8. Candidates for the bachelor's degree must satisfy the UCI breadth requirement. The requirement is designed to ensure that UCI graduates will have been exposed to a broad spectrum of fundamental areas of intellectual experience. It is a **graduation** requirement and therefore need *not* be satisfied during only the lower-division years. To satisfy the breadth requirement, three four-unit courses are required in each of the following areas:

- I. Writing
- II. Natural Sciences
- III. Social and Behavioral Sciences
- IV. Humanistic Inquiry
- V. Foreign Language, Linguistics, Logic, Mathematics, or Computer Science

The specific course combinations in each area which may be used by students to satisfy the requirement are listed below. These course combinations were selected to ensure the following:

- (1) that students, in meeting the requirement, be exposed to subject matter, problems, and techniques which would serve as a first introduction to an academic area and
- (2) that in meeting the requirement students be exposed to a connected set of courses which provide a coherent experience in that academic area.



Only with respect to the lower-division writing requirement is it necessary to pass the first two courses (English and Comparative Literature 39B and 39C or Humanities 1A and 1B) sometime before the student's junior year. It is, of course, a good idea to begin satisfying the breadth requirement as early as possible, as many upper-division courses have as prerequisites courses that may be used to satisfy the breadth requirement.

**NOTE:** In satisfying the breadth requirement, a student may count toward breadth no more than three courses taken within the discipline of the major. For example, a student majoring in Philosophy may count no more than three Philosophy courses toward breadth.

**I. Writing Requirement.** Because of the importance of writing in every academic discipline, the University is committed to developing the verbal skills of its students at all levels and in all areas. The Writing Requirement expresses this commitment, but the concern for and attention to clear, accurate writing is expected of faculty and students in all courses.

The Writing Requirement consists of three courses beyond the Subject A Requirement. Except where otherwise noted below, students must satisfy the Subject A Requirement *prior* to fulfilling the Writing Requirement.

Two of the three courses required must be lower-division courses and normally must be completed prior to the junior year (or in the case of transfer students within the first year of residency). The third course must be an upper-division course, and it must be taken only after the successful completion of 84 quarter units (achievement of junior status) and completion of the lower-division requirement.

Once a student matriculates to UCI, the student can take only UCI courses in satisfaction of the lower-division and upper-division writing requirements.

**Lower-Division Requirement:** The two courses taken to fulfill the lower-division requirement must be completed with a grade of C or better. Students may select from the courses specified below:

1. English and Comparative Literature WR39B (Expository Writing) and English and Comparative Literature WR39C (Argument and Research) or any two quarters of the writing component of Humanities 1A-B-C (the Humanities Core Course).
2. Humanities 15-16\* (Humanities Writing Sequence) taken in conjunction with an associated course as designated in the quarterly Schedule of Classes.
3. Two quarters of the writing component of the Humanities Core Course (Humanities 1A-B-C). (NOTE: Students held for Subject A will be required to enroll concurrently in the Writing Workshop during the first quarter. Successful completion of the Writing Workshop will satisfy the Subject A requirement. For these students, the lower-division writing requirement may be satisfied only in the second and third quarters of the Humanities Core Course.)
4. Students who complete English and Comparative Literature WR39B or Humanities 15\* with a grade of B (3.0) or better may substitute as the second course of the lower-division Writing Requirement one of the following courses in creative writing, nonfiction, or journalism: English and Comparative Literature WR30, WR31, WR32, or WR38.

**Upper-Division Requirement:** The course taken to fulfill the upper-division requirement must be completed with a grade of C (2.0) or better. The requirement may be satisfied by completing any one of the following:

\*Not offered 1985-86. Offered as History 29A-B-C.



1. English and Comparative Literature WR139.
2. An upper-division course in creative writing, nonfiction, or journalism. Such courses frequently have special prerequisites. Students may not use such a course to satisfy the requirement unless they have attained a B or better in both courses taken to satisfy the lower-division Writing Requirement.
3. An upper-division course designated in the quarterly Schedule of Classes as approved for satisfaction of the requirement.
4. By examination (refer to the quarterly Schedule of Classes).

Students who fail to attain the required grades in the courses taken in fulfillment of the Writing Requirement should refer to page 62 for further information.

**II. Natural Sciences.** Students must select a three-course sequence from one of the following areas:

**Biological Sciences:** Students may select any three courses from Biological Sciences 1A, 1B, 1C, 1D, 1E, 1F, 80, 81.

**Chemistry:** Chemistry 1A-B-C and 1LB-C.

**Physics:** Physics 3A-B-C and 3LA-B-C; 5A-B-C and 5LA-B-C; three courses from 20A-B-C-D; 13A-B or 17A-B *plus* one course from Physics 10, 16, or 20A-B-C-D.

**Social Ecology:** Social Ecology E3, E4, E5.

**III. Social and Behavioral Sciences.** Students must select three courses from one of the following areas, or two courses from one area plus a third from another area. The first course taken in any area *must* be an introductory course numbered 1-12.

*Anthropology and Comparative Culture:* Social Sciences 1A, 2A-B-C, 34G, 70A, 70B, 70C.

*Economics:* Social Sciences 1A, 4, 12A-B-C.

*Geography:* Social Sciences 5A-B-C.

*Political Science:* Social Ecology E7, E89, J80; Social Sciences 6A-B-C, 23A-B-C-D, 24A-B, 26B, 61D.

*Psychology:* Social Ecology S9, S11, S20, S84, S86; Social Sciences 7, 50T, 51A, 55C, 61A.

*Sociology and Social Ecology:* Social Ecology 1, 10, E8, J4, J40, S86; Social Sciences 1A, 8A, 8B, 8C, 13A, 61A, 61B, 61C, 61D.

**IV. Humanistic Inquiry.** Students must select a three-course sequence from one of the following areas:

*Arts:* History of Art 40A-B-C; Studio Art 30A-B-C, 35A-B-C; Dance 90A-B-C; Drama 40A-B-C; Fine Arts 20, 45A-B-C; Music 40A-B-C.

*Humanities:* Classics 35A-B-C; History 29A-B-C, 50A-B-C; Humanities 1A-B-C; Humanities 55A-B-C; Philosophy 1, 4, 5; 10, 12, and either 11 or 13.

*Literature:* English and Comparative Literature CL 50A-B-C, E 6-7-8, E 28A-B-C; French 50A-B-C; Humanities 30A-B-C; Russian 20-30-40; Spanish 50A-B-C.

**V. Foreign Language, Linguistics, Logic, Mathematics, Computer Science.** Students must select a three-course sequence from one of the following areas:

*Computer Science:* ICS 1B, 2, 2L, 3; or 10, 1B, 2, 2L.

*Foreign Languages:* Classics 2A-B-C; French 2A-B-C; German 2A-B-C; Greek 25-100-100; Italian 2A-B-C; Latin 25-100-100; Portuguese 1A-B-C, plus three upper-division Portuguese courses chosen from among 140A-B through 145; Russian 2A-B-C; Spanish 2A-B-C.

*Linguistics:* Linguistics 50 and two courses from Linguistics 110, 120, or Social Sciences 50A; Social Sciences 153F-153H.

*Logic and Mathematics:* Mathematics 2A-B-C, 7, or 13; 5A-B-C, 6A-B-C; Philosophy 30, 130A-B; Social Sciences 11A-B-C, 100A-B-C, Social Ecology 166A-B-C.

All students planning to transfer to UCI should see page 46 for details on fulfilling the UCI breadth requirement.

#### Application for Graduation

In order to receive a degree, an undergraduate student should file an Application for Graduation at the appropriate dean's office, preferably during the first quarter of the senior year, but no less than six months before the expected day of graduation.

#### School and Departmental Requirements

In addition to the University requirements listed above, each undergraduate student must satisfy the degree requirements for the major and, if applicable, the minor selected. UCI, school, and departmental or major and minor requirements may overlap; courses taken to fulfill a school or departmental requirement (e.g., the physics course requirement in the School of Biological Sciences) may also help fulfill the UCI breadth requirement. Information on specific degree requirements, as well as courses offered, can be found elsewhere in this Catalogue.

The student should have determined an area of concentration no later than the beginning of the junior year, having made certain that the background and the preparation prerequisite to junior and senior work in the major have been accomplished. New and continuing undergraduate students should read the section on Planning an Undergraduate Program; transfer students should also read the section on Planning for Transfer to UCI.

## Enrollment and Other Procedures

Except where noted, all information applies to both undergraduate and graduate students. Additional information concerning enrollment and academic policies applying only to graduate students is given in the Graduate Studies and Research section.

### Enrollment and Payment of Fees

To receive academic credit for regular courses and other supervised instruction or research, a student must be officially enrolled prior to undertaking such activities. **Enrollment does not become official until all required fees have been paid, and the student's Enrollment in Classes Petition has been completed correctly, signed where necessary, and submitted to the Registrar. Students are responsible for ensuring that their course enrollments as indicated on the Class Verification and Identification Card are correct.**

The Schedule of Classes is provided by the Registrar's Office with registration materials approximately six weeks before the beginning of each quarter. The most important form in the registration materials is the Enrollment in Classes Petition. It should be filled out carefully, according to the instructions in the Schedule of Classes. A quarterly calendar of dates for submission of enrollment materials and payment of fees is included in each quarterly Schedule of Classes.

The general procedures for enrollment are:

1. Consult the appropriate academic advisor to develop an approved program of study. Secure necessary signatures on the Enrollment in Classes Petition for courses that require special approval.

New undergraduate students entering in the fall should seriously consider attending one of the Student-Parent Orientation Program (SPOP) sessions during the summer for academic advising and enrollment assistance.

2. Pay careful attention to deadlines and submit the completed class enrollment and updated student information forms to the Registrar.

3. Pay required fees to the Cashier. Any other outstanding obligations must be satisfied at this time also.

### Class Verification and Identification Card

After payment of fees and submission of enrollment materials, a Class Verification and Identification Card is available for each student. The Card lists the courses in which a student is enrolled. If any courses requested could not be scheduled, they are listed also, with the reason why the student is not enrolled in the course. Changes to course enrollments after receipt of the Card are handled through Add, Drop, or Change of Grading Option Cards, available from the student's academic dean's office or the Registrar.

New undergraduate students are required to call in person at their academic deans' offices to secure their Class Verification and Identification Cards and advice concerning their academic programs.

Continuing undergraduate students and graduate students should consult the quarterly Schedule of Classes for instructions on where to secure their cards.

The Class Verification and Identification Card is certification of the student's class enrollment and is evidence that the student is registered at UCI and is entitled to Library privileges. In addition, the Card provides identification for Associated Students functions. If the Card is lost, there is a \$3 replacement charge. Inquiries regarding the replacement of lost cards should be directed to the Registrar's Office.

## Late Enrollment and Payment of Fees

Students who do not submit an Enrollment in Classes Petition to the Registrar's Office during the published period are subject to a late service fee. The late service fee is graduated. Between the deadline and the end of the second week of classes, the late service fee is \$25. Thereafter it increases to \$50.

Students who do not pay all required fees to the Cashier's Office during the published period for fee payment are subject to a late service fee. This fee is also graduated: \$25 through the end of the second week of classes; \$50 thereafter.

The student is subject to *both* late service fees (either \$50 or \$100) if fees are not paid to the Cashier's Office and the Enrollment in Classes Petition is not returned to the Registrar's Office by the deadlines, which are published quarterly in the Schedule of Classes.

To avoid the expense and inconvenience of late enrollment, students are urged to enroll and pay fees well before the published deadlines. Students with financial need should make advance arrangements with the Financial Aid Office, or another source, to have funds available when fees are due. The Registrar does not have authority to allow a student to pay fees after the deadline date or to waive the late fees, except in unusual cases where the University is responsible for the late transaction. A student who is allowed to apply late and, as a result, must pay fees and enroll late, is required to pay late service fees.

## Change of Class Enrollment

After official enrollment materials have been filed with the Registrar, a student may add or drop courses, change sections of a course, or change the grading option by completing an Add, Drop, or Change of Grading Option Card, available from the student's academic dean's office. There is a \$3 service charge for all add, drop, or change transactions *received* in the Registrar's Office after the second week of classes.

An undergraduate student may not enroll in more than 20 units (excluding Physical Education) nor fewer than 12 units of course work during a given quarter without the permission of the student's academic dean. Changes to Pass/Not Pass grading must not cause the student to exceed the limitations to Pass/Not Pass enrollment.

Graduate students may not enroll in more than 16 or fewer than eight units of graduate or upper-division credit without prior approval of the departmental Graduate Advisor and the Dean of Graduate Studies and Research.

During the first six weeks of each quarter, a student may add classes provided approval to add each class is granted by the instructor in charge. To add a class, a student must obtain the instructor's signature of approval on an Add card, carefully complete the Add card, and submit the card to the Registrar's Office no later than the end of the sixth week of instruction.

The dated signature of the instructor is always required and is valid for 10 working days.

To drop a class or change the grading option during the first two weeks of the quarter, a student must obtain the signature of the instructor in charge as evidence of notification on a Drop or Change of Grading Option Card and submit the card to the Registrar's Office no later than the end of the second week of instruction.

Students may drop classes from the third through the sixth week of a quarter, inclusive, only with the permission of the instructor in charge. A student wishing to drop a class during this period must obtain the signature of approval from the instructor in charge on a Drop card, pay \$3 at the Cashier's Office, and submit the card to the Registrar's Office.

After the sixth week of a quarter, students may drop a course only with the permission of the instructor and the student's academic dean. Permission to drop after the sixth week can be granted only if the student is not failing the course and not subject to disqualification, and only if dropping the course would be to the educational benefit of the student and/or of the class as a whole. To drop a class after the sixth week, a student must complete a Drop card, obtain the instructor's and the dean's signatures of approval, pay \$3 at the Cashier's Office, and submit the card to the Registrar's Office. Graduate students must have the approval of the Dean of Graduate Studies and Research to drop a course after the sixth week.

A W notation will be recorded for each course dropped after the end of the sixth week of classes. The effective date of a "drop" is the date the approved Drop card is received in the Registrar's Office.

Every student enrolled in a laboratory course in which equipment is issued is responsible for the equipment when dropping a course and will not be permitted to drop until the equipment is accounted for.

Students are responsible for their official enrollment and must be officially enrolled in each class for which they expect credit. They must officially drop classes they have ceased attending. The student cannot simply discontinue attendance in a class; a Drop card must be filed before the last day of instruction for the quarter. Students are urged to verify their official enrollment early in the quarter. Students enrolling for the next quarter will find this information included with enrollment materials for the next quarter. Those students not enrolling for the next quarter can verify their official enrollment by inquiring at the Registrar's Office.

The Registrar's Office cannot accept Add, Drop, or Change cards after the last day of instruction of a particular quarter.

## Lapse of Status

A student's status may lapse for the following reasons:

Failure to pay required student fees by the prescribed deadline; failure to respond to official notices; failure to settle financial obligations when due or to make satisfactory arrangements with the Cashier's Office; failure to complete the physical examination; or failure to comply with admission conditions.

Each student who becomes subject to lapse of status action is given advance notice and ample time to deal with the situation. However, if the student fails to respond, action will be taken without further notice. A "hold" will be placed on all of the student's records and the student will be entitled to no

further services of the University except assistance toward clearing the hold. A student must satisfy the conditions which caused the lapse of status before the hold can be cleared.

### Retention of Student Records

The Registrar's Office maintains a permanent record of academic work completed by each student. Support documents for the academic record are kept for one year.

Students are strongly advised to carefully check their academic record quarterly. (Student grade reports are available at the Registrar's Office shortly after the close of each quarter.) Discrepancies in the academic record should be reported to the Registrar immediately. After one year, it is assumed that the student accepts the accuracy of their academic record, and supporting source documents are destroyed.

### Transcript of Records

The transcript of a student's academic records will be released only upon receipt of a signed request of the student authorizing the release. Application may be made in person or by mail; telephoned requests cannot be honored because payment is due in advance. Application for a transcript should be submitted to the Cashier's Office with a check or money order payable to Regents-UC for the exact amount due. The fee for transcripts is \$3 for the first copy and \$1 for each additional copy *ordered and mailed at the same time*. All outstanding debts to the University (with the exception of long-term financial aid loans not yet due and payable) must be paid in full before a transcript will be released.

Requests for transcripts by other than the student whose transcript is being sought can be honored only (1) if the request is accompanied by a written authorization signed by the student whose transcript is sought, and (2) upon approval of the Registrar. Such transcripts can be released by the Registrar *only* to another college, university, or educationally related agencies such as the Law School Data Admissions Service (LSDAS) or the American Medical College Application Service (AMCAS). Such transcripts cannot be released to the person making the request in the student's stead.

When a student orders a transcript sent to another college, university, or agency, it is extremely important for the student to provide a complete, accurate mailing address to ensure delivery to the correct office. At least two weeks should be allowed for a transcript to be received by another institution or agency.

**Verification of Student Status.** There is a \$3 fee for each verification of student status performed by the Registrar's Office either at the window or by mail. Needs for which such verifications are performed include reference checks, bank loans, applications for good-student-driver insurance rates, Social Security, etc.

### Diplomas

Students are advised by mail when their diplomas are available, which is about 120 days after the quarter in which the degrees are awarded. Students may then call in person at the Registrar's Office or authorize the Registrar to deliver their diplomas by certified mail, or registered air mail to locations outside the United States. There is a service charge of \$5 for certified mail, \$6 for registered air mail, payable to Regents-UC. All outstanding debts due to the University, with the exception of long-term financial aid loans, must be paid in full before a student's diploma will be released. See Commencement, pages 55 and 69.

### Withdrawal Prior to Start of Instruction

A student who pays fees for a regular academic quarter and then decides to leave the University prior to the first day of classes must submit a notice of withdrawal, with the identification card attached, to the appropriate dean's office. With the exception of new undergraduate students, there is a \$10 service charge for withdrawal prior to the first day of classes.

### Withdrawal After the Start of Instruction

After classes begin for a regular academic quarter, an enrolled student who decides to leave the University before the end of that quarter must submit an official notice of withdrawal. A student who fails to submit a notice of withdrawal may accrue failing grades and also may severely jeopardize their academic standing at the University and adversely affect their future readmission to the University or admission to another university or college.

Undergraduate students must submit the notice signed by their dean, with the identification card attached, to the Ombudsman. Graduate students must submit the notice to the Dean of Graduate Studies and Research, and students in the College of Medicine must submit it to the College of Medicine Director of Admissions and Records. In extenuating circumstances, such as illness or emergency, the student should notify the appropriate dean or office as soon as possible in order to initiate withdrawal procedures. The effective date of the withdrawal will be determined by the Ombudsman, for undergraduate students, or by the Dean of Graduate Studies and Research, for graduate students.

A W notation will be recorded for each course in which enrollment is withdrawn if the student's effective date of withdrawal is after the end of the sixth week of classes.

A graduate student in good academic standing who wishes to withdraw and intends to return within one year may submit both the notice of withdrawal and an application for a Leave of Absence. If the leave is approved, the student remains in good standing and need not apply for readmission in order to enroll at the expiration of the leave period. Further information about leaves of absence appears in the Graduate Studies and Research section.

If a student plans to leave the University after completing all academic work for the latest quarter of enrollment and has not paid fees for the next quarter, a formal notice of withdrawal is not necessary.

See page 29 for information on fee refunds.

### Readmission: Undergraduate Students

Students are strongly urged to consider the policy below in formulating plans for leaving or returning to UCI. Every effort will be made to readmit UCI students who were in good academic standing at the time of dropping out and who have filed readmission applications.

Readmission is not automatic. A student must file an Application for Readmission with the Registrar's Office at least *eight weeks* prior to the quarter in which readmission is desired and pay a nonrefundable \$35 Application Fee at the Cashier's Office.

If a student has been academically disqualified from the University or has left the University while on probation or subject to disqualification, the student must apply for readmission in the manner prescribed above. The application, however, will be forwarded to the dean of the school which the student hopes to enter. If the dean decides that the student is serious about academic life, and/or that the student has displayed capability at another academic institution, the student will most likely be allowed readmission to the University.

Transcripts for work taken at other institutions must be submitted as part of the application. A nonrefundable fee of \$35 is charged for each Application for Readmission. Remittance by bank draft or money order payable to Regents-UC must be attached to the application.

### **Readmission: Graduate Students**

A graduate student who withdraws and has not been granted a leave of absence approved by the Dean of Graduate Studies and Research can resume graduate study only if readmitted. The Application for Readmission must be submitted by the published deadline for graduate admission applications. Please refer to the statement on readmission which appears in the Graduate Studies and Research section.

### **Intercampus Transfer: Undergraduates Only**

An undergraduate student in good standing may transfer from the UCI campus to another campus of the University of California. To do so, the student should first check with the UCI Registrar to see which of the campuses is accepting transfers and which majors are being encouraged by each campus. The student then obtains an Intercampus Transfer Application form from the UCI Registrar's Office and files the form with the UCI Registrar by the deadline prescribed for the quarter in which the student wishes to transfer. The filing periods are: winter quarter—July 1-31; spring quarter—October 1-31; fall quarter—November 1-30. (UC Berkeley is on the semester system and has filing periods as follows: spring semester—July 1-31; fall semester—November 1-30.) After these dates, applications are accepted only until quotas are filled. A student may apply for only one campus in any given quarter\*. A nonrefundable fee of \$35 is required for all Intercampus Transfer Applications filed with the Registrar's Office.

### **Intercampus Visitor: Undergraduates Only**

A currently registered UCI undergraduate student in good standing may apply for intercampus visitor status at another campus of the University for one quarter. Forms and instructions are available at the Registrar's Office.

### **California Residence**

All inquiries with regard to the requirements for the establishment of California residence (including exceptions pertaining to minors, certain classes of refugees and permanent residents of the United States, and dependents of military personnel stationed in California) should be directed to the Residence Deputy, Registrar's Office, 215 Administration Building, University of California, Irvine; Irvine, California 92717, (714) 856-6129 or the Office of the Legal Analyst—Residence Matters, 590 University Hall, University of California, 2200 University Avenue, Berkeley, California 94720, (415) 642-2822. Please refer to the Fees section for information on the Nonresident Tuition Fee and California residence.



### **Commencement**

Students who graduate any quarter of the academic year may participate in the year-end graduation ceremony. Commencement protocol information is mailed to all prospective graduates in late spring and also is available in the office of each academic counselor. See Diplomas, page 54.

### **Application for Graduation**

In order to receive a degree, an undergraduate student should file an Application for Graduation at the appropriate dean's office, preferably during the first quarter of the senior year, but no less than six months before the expected day of graduation.

\*If the University adopts the multiple application system, this may change. Students are advised to contact the Registrar's Office.

## Orientation, Major Campus Publications, and Supplementary Educational Programs

### Orientation

Orientation programs include Academic Advising and Orientation Week, held in the fall; the Student-Parent Orientation Program (SPOP), a 36-hour live-in experience on campus for new students and their parents; and Uni-Prep, a week-long, intensive program in September to help new students develop increased social and intellectual skills. All of these programs are sponsored by the Student Support Services Office, located in 201 and 209 Administration Building, (714) 856-7244.

**Academic Advising and Orientation Week**, commonly known as "O-Week," offers academic and social activities for new and returning students and is scheduled the week prior to the beginning of fall quarter classes. Students who enroll later in the academic year (winter or spring quarter) participate in an abbreviated, one-day orientation prior to the beginning of the appropriate quarter.

**The Student-Parent Orientation Program (SPOP)** is comprised of three different sessions held on weekends during the summer. SPOP is designed to help new students with their registration materials and offers informative sessions on academic programs, extracurricular activities, housing choices, and much more. Participants and their parents live in residence halls for the weekend program. There is a fee for the program that covers room, board, and program costs. Applicants for admission who plan to enroll at UCI in fall quarter will be sent information about SPOP in the spring.

**Uni-Prep** is a five-day program for entering students held in early September. Participants live in the residence halls and attend workshops and other activities designed to provide them with information about shaping their academic and personal lives at UCI. A fee is charged that covers room, board, and program costs. Applicants for admission who plan to enroll at UCI in fall quarter will be sent information about Uni-Prep in the spring.

### Major Campus Publications

Several major publications available on campus provide information about academic programs, student activities and services, enrollment in classes, and specifics pertaining to the individual departments and schools. Some of these publications are described here; others are mentioned in Antidote (the student handbook).

### The UCI General Catalogue

The UCI General Catalogue contains general administrative and academic information, as well as specific descriptions of schools and departments and the courses they offer, degree requirements, major requirements, the UCI breadth requirement, and various academic policies and procedures. It is available beginning in mid-July from the University Bookstore and University Extension; copies are \$4.50 if purchased on campus (see p. 332 for prices of mailed copies). Because the Catalogue must be prepared well in advance of the academic year it covers, changes in some programs inevitably will occur. Current information on specific courses offered in any one quarter is available in the Schedule of Classes and in quarterly information published by some of the academic units.

### Schedule of Classes

The Schedule of Classes contains updated information on fees, how to enroll in classes, and final examination schedules. Most importantly, it lists all classes to be offered that quarter and the time, room, and instructor scheduled for each. If there are any enrollment restrictions on the class, such as consent of instructor required, these are noted. Just prior to the first day of instruction for each quarter, the Registrar's Office issues an addendum to the Schedule that lists added and canceled classes, changes in time, instructor, or classroom assignments, and other such information.

Because the Schedule of Classes is published several times each academic year, it also is a timely source of information on new policies and procedures, or changes in fees or procedures, that could not be included in the Catalogue because of the latter's less frequent publication schedule.

Except for the fall edition, the Schedule of Classes is published just before the beginning of each quarter; the fall Schedule is available in mid-spring for the convenience of students already attending UCI who will be continuing at UCI in the fall. The Schedule is distributed to new students when Registration Packets are mailed and also is available from the University Bookstore for 30¢.

### Departmental and School Announcements

These publications contain the most up-to-date information available regarding a wide assortment of academic information of immediate, timely interest to students, and all students are strongly urged to read them. The publications come in various forms, from brochures of several pages to one-sheet photocopied announcements, and contain information specific to the individual academic unit. These publications usually are posted on departmental bulletin boards, are available in academic counselors' offices, or can be obtained from departmental offices.

### Antidote

Antidote is the student handbook, published in the fall and available (at no cost) beginning Academic Advising and Orientation Week ("O" Week) while supplies last. Antidote is meant to be a handy resource guide on clubs, activities, and procedures. Arranged alphabetically, Antidote contains a broad spectrum of information for students, ranging from how to obtain a leave of absence to jobs to Third World and minority student activities to "Zot." Its Quick Cure Index directs readers to answers not only in Antidote but also to room and telephone numbers of campus offices that can provide additional information.

### UCI Journal

The UCI Journal is published monthly during the academic year by the Advancement Office and the UCI Alumni Association. The Journal contains feature stories, commentaries, and other timely reports on UCI research, events, student life, educational policy, and alumni activities as well as a monthly calendar of events on campus. With a circulation of 50,000 the Journal is the only general-interest publication of UCI that serves members of the UCI community both on and off campus. Copies may be obtained by mail or from media distribution boxes on campus. Further information may be obtained by telephoning (714) 856-6922.

## UCItems

UCItems is the campus newsletter and events calendar published by the Office of University Advancement biweekly during the academic year. UCItems reports on University and campus policies, accomplishments, and activities as they relate to faculty, students, and staff. Copies are available in media distribution boxes in the Administration Building, Library, classroom buildings, residence halls, and cafeterias. Further information may be obtained by telephoning (714) 856-6922.

## Campus Services and Campus Activities Publications

Many campus offices that provide services or activities have brochures available describing what they offer. Many of the activities and events mentioned are available to the off-campus community. Publications include, but are not limited to, those about the services available at the Career Planning and Placement Center, the quarterly announcement of arts and lectures events, and the Cooperative Outdoor Program quarterly.

## Supplementary Educational Programs

### Summer Sessions

Several summer sessions are held on the Irvine campus. Session I is scheduled from June 24 through July 30, 1986. Session II is from August 4 through September 10, 1986. An overlapping 10-week session extends from June 24 through August 29, 1986. Several special sessions are also held, including one for graduate students engaged in research and independent study. Those who enroll in these sessions and take an academic program equivalent to a regular quarter may accelerate their progress toward a degree.

A wide variety of courses from the regular sessions is planned, supplemented by experimental offerings available only during the summer. Admission is open to all university students, to high school graduates, to qualified applicants over 18 years of age, and to qualified high school students who have completed their junior year. Admission to Summer Session does not constitute admission to a regular session of the University; therefore, official transcripts of educational records are not required. Fees for Summer Session are the same for out-of-State students as for California students.

Information regarding Summer Session may be obtained from the Summer Session Office in the University Extension Building, (714) 856-5493. Application forms and course listings are available in March.

## University Extension

University Extension offers more than 1,200 courses and special programs each year, many of them innovative and experimental in content, format, and teaching methods. Extension programs are designed for those adults in the community who wish to continue their education on a part-time basis for professional and career advancement, for expansion of cultural horizons, for development of scientific literacy, for growth in personal awareness and human interrelationships, and for enhanced understanding of the great issues of modern society.

Utilizing the resources of the University, Extension offers credit and noncredit courses, seminars, conferences, lecture series, and certificate programs. Educational and career counseling is available to women and men through the Extension-sponsored Women's Opportunities Center, (714) 856-7128. University Extension programs are supported by fees charged

to students. A free catalogue may be obtained from the University Extension Office in the University Extension Building, (714) 856-5414.

## University Extension Program in English as a Second Language

The Program in English as a Second Language (ESL), sponsored by University Extension, prepares international students to enter and pursue their educational objectives in U.S. colleges and universities. An intensive program in English for academic purposes, it offers core courses in grammar, writing, reading and vocabulary development, seminar reporting and discussion strategies, listening, note-taking, debate and public speaking, and writing the research paper. A variety of elective courses such as TOEFL and GMAT preparation, American history, business and computer English are also available. Requests for information should be addressed to Program in English as a Second Language, University of California Extension, P.O. Box AZ, Irvine, CA 92716; telephone (714) 856-5414.

Another ESL program is available to students who have been admitted to UCI. Students should refer to pages 40, 41, and 159.

## ROTC

Although actual ROTC courses are not taught on the Irvine campus, a cross-town agreement allows qualified UCI students to participate in either the Air Force Reserve Officers Training Corps (AFROTC) or Navy/Marine Corps Officer Training (NROTC) program. A brief descriptive pamphlet summarizing the programs is available from the Admissions Office, 245 Administration Building.

### Air Force ROTC

Through arrangements with California State University, Long Beach; Loyola Marymount University; the University of California, Los Angeles (UCLA); and the University of Southern California, two-, three-, and four-year Air Force Reserve Officers Training Corps (AFROTC) programs are available to all qualified UC Irvine students. Academic units earned in this program are counted as elective units toward fulfillment of UCI graduation requirements. Successful completion of the AFROTC program leads to a commission as an officer in the Air Force. Those students who qualify for and plan to enter the Air Force pilot training will be given flight instruction as a part of their last year in either the two- or four-year program. Two- and three-year scholarships are available to qualified students on a competitive basis. Four-year scholarships for incoming students must be applied for before December 15 in the year prior to entering college. All scholarship recipients receive full tuition (UC Educational and Registration Fees), required fees and books, and \$100 a month. Students on scholarship in the first two years of the program must successfully complete a course in English composition within two academic years from scholarship activation. Students in the last two years of the program must successfully complete a course in mathematical reasoning prior to commissioning. Students who accept a scholarship must agree to successfully complete at least one term of college instruction in a major Indo-European language prior to commissioning.



### Navy ROTC

Through arrangements with the Naval Science Department of the University of California, Los Angeles (UCLA), qualified UCI students may enroll in the NROTC Program at UCLA. Successful completion of this program leads to a Commission as an Ensign in the U.S. Navy or as a Second Lieutenant in the U.S. Marine Corps. Academic classes completed as part of the NROTC Program can be transferred and counted as elective units toward graduation at UCI. Qualified students may apply for NROTC competitive scholarships which provide tuition and fee payment at UCI, payment for books, and a stipend of \$100 per month. Applications for NROTC enrollment are accepted during a student's freshman year and until March 15 of the sophomore year. For more information, students should contact the Naval Science Department (NROTC Unit), University of California, Los Angeles; Los Angeles, CA 90024 or telephone (213) 825-9075.

### Education Abroad Program

The Education Abroad Program (EAP) of the University of California offers upper-division students the opportunity to experience a different culture while making progress toward degree objectives. Admission requirements are (1) junior standing by the end of the spring quarter prior to departure, (2) an overall grade point average of 3.0 or better at time of application and departure, and (3) two years of college-level competence in the appropriate foreign language or the equivalent with an overall minimum grade point average of 3.0, or the equivalent, by the end of spring quarter. Students interested in the language, literature, art, culture, history, government, or social institutions of the countries where EAP study centers are located have the opportunity to gain substantially from first-hand academic experience. In addition, whatever their field of study, EAP participants can broaden their outlook and gain new skills as the result of study in a foreign country. Study abroad allows students to experience vastly different cultures and contrasting patterns of thinking while making progress toward a UC degree.

The cost of studying abroad through EAP is comparable to the cost of studying at UCI. EAP participants are responsible for UC registration and educational fees, campus fees, and room, board, books and personal expenses. The only additional costs directly related to the Program are for round-trip transportation and vacation travel, and personal expenses beyond what normally would be spent at home. Most University of California financial aid, including grants, scholarships, and loans, is available to students who qualify.

Normally, students participate in EAP during their junior year, so generally application for EAP is made in the sophomore year. However, students may apply for participation as fourth- or fifth-year seniors or as second-year graduate students. Students interested in EAP should contact the EAP Office early in the fall quarter concerning application deadlines because of early deadlines for the United Kingdom and Ireland (early November). The deadline for Australia is May, and for most other countries is mid-January.

Application forms are available in the EAP Office, located in Trailer 504, telephone (714) 856-6343. Shortly after the deadline for receipt of applications, applicants will be interviewed by a UCI campus selection committee consisting of faculty and EAP returnees. The files of applicants selected by the UCI committee are then sent to the Universitywide EAP Office at the Santa Barbara campus for final selection.

#### Academic Program

Generally, EAP students attend courses taught by faculty of

the host university in the language of the host country; thus, language skills are very important. The academic program includes (1) an intensive preparatory course in the language of the host country (this does not apply to programs in the United Kingdom, Ireland, Australia, Egypt, India, and Kenya, in which English is the primary language); (2) a full year of academic courses; and (3) opportunity to audit courses within the host university. Students are expected to complete a minimum of 36 units during the academic year in addition to units earned in the intensive language program.

Although units and grade points earned through the EAP are incorporated into the participant's University transcript and grade point average, the academic unit in which the participant's major is offered determines which EAP courses will be accepted in satisfaction of requirements for the specific major. A number of majors require that certain key upper-division courses be completed in residence at UCI.

EAP participants who satisfy all degree requirements while abroad and who expect to graduate upon completion of their year abroad should file for candidacy to receive their degree in September because, unfortunately, transcripts from abroad take time to reach the home campus and are not received in time for EAP returnees to be included on the June degree list. Such returnees, however, may participate in June Commencement.

#### Study Centers

The courses and fields of study open to EAP participants vary at each center; each of the host institutions has special areas of excellence and strength. Detailed information about each center is available in descriptive brochures for each country. They are available from advisors in the EAP Office. Below is a list of countries and universities participating in the EAP during the 1985-86 academic year.

**Australia:** University of Melbourne, Monash University (Melbourne), LaTrobe University (Melbourne), The Australian National University (Canberra), Macquarie University (Sydney), University of Sydney

**Austria:** University of Vienna

**Brazil:** University of São Paulo

**China:** Beijing University and Nanjing University

**Egypt:** The American University of Cairo

**England:** University of Birmingham, University of Exeter, University of Hull, University of Kent, University of Lancaster, University of Leeds, University of Sussex, Westfield College (London), University of York

**France:** University of Bordeaux, University of Grenoble, University of Marseilles, Paul Valéry University (Montpellier), University of Paris, University of Pau, University of Poitiers

**Germany:** Georg-August University (Göttingen)

**Hong Kong:** Chinese University of Hong Kong

**India:** University of Delhi

**Ireland:** University of Dublin (Trinity College)

**Israel:** University of Haifa and Hebrew University (Jerusalem)

**Italy:** University of Padua, Conservatorio di Musica G.B. Martini, Accademia delle Belle Arti di Venezia, Cini Foundation (Venice), Il Bisonte (Florence), University of Venice

**Japan:** International Christian University (Tokyo)

**Kenya:** University of Nairobi

**Mexico:** Universidad Nacional Autonoma de Mexico

**Norway:** University of Bergen

**Peru:** Universidad Catolica (Lima)

**Scotland:** University of St. Andrews, University of Stirling

**Spain:** University of Barcelona and University of Madrid

**Sweden:** University of Lund

**Taiwan:** National Chengchi University (Taipei)

**U.S.S.R.:** Leningrad State University

**Wales:** St. David's University College (Lampeter) and University College of Wales (Aberystwyth)

**West Africa:** Fourah Bay College (Sierra Leone), University of Benin (Togo)

## Education at Home Program

In winter quarter the University's Riverside campus will continue the Education at Home Program (EHP) for those students with special interest in early American history and culture. Those selected for participation in this program will spend nine weeks in Williamsburg, Virginia; one in Philadelphia; and a concluding week in Washington, D.C. The program is open to all undergraduates from all campuses in the University of California system. With the prior approval of their graduate advisor, graduate students also may apply. Participants register for three courses through the Riverside campus' Department of History (History 157, 158, 159). Special arrangements for additional independent study (maximum of four units) may be made with the student's home campus. Costs for housing, food, and transportation are the individual participant's responsibility. For further information, brochures, or application forms, please telephone (714) 787-3820. Preference is given to applications received by June 30; final application deadline is November 1.

## Academic Regulations and Procedures

Except where noted, all information applies to both undergraduate and graduate students. Additional information concerning academic regulations applying only to graduate students is given in the Graduate Studies and Research section.

### Student Academic Records

*Student's official academic records are maintained permanently by the Registrar and are used for purposes such as academic advising, scholarship awards, admission to professional or graduate schools, and future employment.*

Each student is responsible for carefully examining their enrollment and academic records and they may do so throughout the academic year. Students must promptly notify the Registrar's Office if they find a discrepancy in their records.

Since all data entries for each student's current quarter class enrollment are put directly into the academic record system from source documents completed by the student, it is extremely important for each student to complete these source documents (e.g., Enrollment in Classes Petition and Add/Drop/Change cards) carefully and accurately.

Student academic records may not be changed after one year or, in some cases, in less than a year if Academic Senate regulations specify a shorter time limit. For example, the notation "NR," which means that no grade has been reported, must be removed within one quarter of subsequent enrollment or it will automatically be converted to the grade "F" (under Senate Regulation IR 345).

## Grading System

**A** — Excellent (4.0 grade points per unit)

**B** — Good (3.0 grade points per unit)

**C** — Average (2.0 grade points per unit)

**D** — Lowest passing grade (1.0 grade point per unit)

**F** — Not passing (no grade points)

**I** — Incomplete

**P** — Pass (equal to grade C or better)

**NP** — Not Pass

**S** — Satisfactory (equal to grade B or better; graduate students only in courses so designated by the Graduate Council)

**U** — Unsatisfactory (graduate students only in courses so designated by the Graduate Council)

**IP** — In Progress (restricted to certain sequential courses, so designated by the Committee on Courses, for which the final quarter grade of a multi-quarter sequence course is assigned to the previous quarter(s) of the sequence)

**NR** — No Report (given when an instructor's final grade course report is not submitted or when the student's name was on the official class roster but the instructor did not report a grade for the student; NR becomes an F or NP after one quarter of subsequent enrollment or at the end of the quarter immediately preceding award of the degree, whichever comes first, unless the instructor at the student's request clears the record or replaces NR with a grade within one quarter of subsequent enrollment).

**W** — Withdrew. A W notation is recorded on a student's permanent record for each course a student drops after the end of the sixth week of instruction in a quarter. Courses in which a W has been entered on a student's record will be disregarded in determining the student's grade point average and will not be considered as courses attempted in assessing the student's satisfaction of the normal progress requirement.

Plus suffixes may be attached to the grades B, C, and D; minus suffixes may be attached to the grades A, B, C, and D. Plus grades carry three-tenths grade point more per unit, and minus grades carry three-tenths grade point less per unit than unsuffixed grades.

After each quarter, a copy of the student's permanent record is available from the Registrar's Office. On the copy, the student will find grades for all the quarters taken at UCI, a computation of grade point average at the University of California, and a list of the University requirements completed (Subject A, American History and Institutions, etc.).

Requirements for a bachelor's degree include the accumulation of credit for 180 quarter units with an average of at least C (grade point average of at least 2.0). A course at UCI normally offers four quarter units of credit, and, in the following text, the term "course" may be understood to carry four units. The grade point average is the sum of all accumulated grade points (grade points earned in a course per unit *times* the unit value of the course) divided by the sum of all units attempted.

It should be noted that final grades as reported by professors at UCI are normally permanent and final. A professor may not change a final grade except to correct a clerical or procedural error. Clerical or procedural errors should be corrected within one regular academic quarter after the grade is assigned. Under circumstances explained in the Academic Grievance Procedures (Manual of the Irvine Division of the

Academic Senate, Appendix II), a grade may be changed if the Academic Grievance Panel has determined that the grade was assigned on the basis of discrimination.

## Incomplete Grades

An I or Incomplete grade is assigned by an instructor to a student when the student's work is of passing quality but is incomplete because of circumstances beyond the student's control, and when the student has been excused by the instructor from completing the quarter's work.

For currently enrolled students, the maximum time limit for making up an I grade is three quarters of enrollment. After this time the I grade can no longer be replaced and will appear permanently on the record. The student should consult the instructor to determine how the Incomplete may be made up. *The instructor is not obligated to allow the maximum three-quarter period.* It is strongly recommended that the student and the instructor prepare a written agreement specifying how the Incomplete can be made up and the deadline for doing so. A form is available for this purpose. Once the work is completed within a time agreed upon by the instructor, the student should ask the instructor to submit a change of grade form to the office of the dean of the school in which the course was offered. The student should *not* reenroll in the course to make up the Incomplete.

Students not currently enrolled at UCI have a maximum of one calendar year in which to replace an Incomplete. However, in exceptional individual cases involving the student's prolonged inability to pursue a course of study, extensions of up to two additional years may be granted by the instructor with the approval of the dean of the unit offering the course; students must petition for such an extension within one calendar year following the assignment of the Incomplete grade.

Courses graded I carry no grade points and are not included in computation of the grade point average which appears on the student's permanent record. Any I grade will remain indefinitely on the permanent record unless the work is completed and a grade assigned as described above.

University of California regulations require a grade point average of 2.0 for all units *attempted* in order to receive a bachelor's degree. *Only when a check for satisfaction of graduation requirements is made are I's treated as F's.* If the student's overall average is at least a 2.0, including the Incomplete grades computed as F's, then the student may graduate. If the Incomplete grades computed as F's decrease the student's average below a 2.0, the student may not graduate until enough I grades have been made up to bring the average up to a 2.0 and this must be done within the time limits specified above.

## Pass/Not Pass

The Pass/Not Pass option is available at UCI to encourage students to enroll in courses outside their major field. Courses graded Pass or Not Pass are not included in computation of the grade point average which appears on a student's permanent record. However, if a student receives a Pass in a class, course and unit credit for the class is received, except as provided below. If a Not Pass is received, the student receives no credit for the class.

**The use of Pass/Not Pass is governed by all of the following provisions:**

1. A student in good standing may take up to an average of four units per quarter on a Pass/Not Pass basis. However,

candidates for the bachelor's degree may take a total of 12 more units in courses designated by academic units as Pass/Not Pass Only.

2. A student who earns a grade of C (2.0) or better will have a Pass/Not Pass grade recorded as Pass. If the student earns a grade of C-, D, or F, the grade will be recorded as a Not Pass, and no unit credit will be received for the course. In both cases, the student's grade will not be computed into the grade point average.

3. Courses taken under the Pass/Not Pass option may count toward the 180-unit requirement for the bachelor's degree and toward the breadth requirement. With the exception of courses designated by the academic unit Pass/Not Pass Only, courses taken Pass/Not Pass may *not* be used to satisfy specific course requirements of the student's school, major, and minor department(s), unless authorized by the appropriate dean.

Graduate students may take one course (up to four units) per quarter on a Pass/Not Pass basis. However, such courses are not considered part of the student's graduate program, may not be applied to the requirements for an advanced degree, and do not count toward the minimum number of units for which a graduate student must enroll.

4. Changes to or from the Pass/Not Pass option must be made during the enrollment period. No changes can be made after the first two weeks of classes without the approval of the dean of the student's school. No changes in the Pass/Not Pass option can be made after the last day of instruction.

5. A student on academic probation may not enroll in a course with the Pass/Not Pass option. (Physical Education courses are excepted.)

## Satisfactory/Unsatisfactory Grades (Graduate Students Only)

Satisfactory/Unsatisfactory grading, unlike Pass/Not Pass, is not a student option. With the consent of the academic units involved, individual study and research or other individual graduate work undertaken by a graduate student may be evaluated by means of the grades S or U. Certain graduate courses are graded S/U only. Also, the grade S or U may be assigned provisionally in each but the last quarter of a graduate course extending over more than one quarter. Upon completion of the last quarter, letter grades (A to F) replace such provisional grades. When a grade of S or U has been assigned on a provisional basis and the student does not complete all quarters of the course sequence, the instructor may assign a final letter grade or the grade of I to replace the S or U, or let the grade of S or U stand as a final grade. With the specific approval of the Graduate Council, other graduate courses may be graded on an S/U basis provided that each student enrolled in such a course receives a grade of S, U, or I (or if an undergraduate student, a grade of P or NP).

The grade S is defined as equivalent to a grade of B (3.0) or better. No credit will be allowed for work graded Unsatisfactory.

## Grades In Progress

IP is a transcript notation, restricted to sequential courses which extend over two or more quarters, indicating that the final grade for the individual quarters will not be assigned until the last quarter of the sequence is completed. The grade for the final quarter is then assigned for all of the previous quarters of the sequence. No credit is given until the student has completed the entire sequence. IP notations may be given



only for courses designated by the Academic Senate Committee on Courses for use of this notation. IP notations are not included in computations of the student's grade point average and do not contribute to the number of quarter units completed.

### Grades Not Reported

A student who receives an NR must immediately contact the instructor and arrange for the removal or replacement of the NR. An NR becomes an F or NP after one quarter of subsequent enrollment or at the end of the quarter immediately preceding award of the degree, whichever comes first. NR transcript notations are not included in computations of the grade point average and do not contribute to the number of quarter units completed.

### Grade Points and Grade Point Average

Grade points are assigned on a four point basis: A, 4 points per unit; B, 3 points per unit; C, 2 points per unit; D, 1 point per unit; F and I, zero points. Plus or minus suffixes modify the above by plus or minus 0.3 grade point per unit.

Each undergraduate course counts one through eight units, and graduate courses range from one to 12 units each (see departmental course descriptions). Grade point average (GPA) is computed by dividing the total number of grade points earned by the total value of courses attempted. P, NP, S, U, NR, IP, and I grades are excluded in computing grade point average.

### Removal of Deficient Grades

Undergraduates may repeat courses only when grades of C-, D+, D, D-, F, or NP were received. (A C- earned before fall quarter, 1984, is *not* repeatable.) Degree credit for courses so repeated will be given only once, but the grade assigned at each enrollment shall be permanently recorded. In computing the grade point average of an undergraduate with repeated courses in which a C-, D+, D, D-, F, or NP was received, only the most recently received grades and grade points shall be used for the first 16 units repeated. In case of further repetitions, the grade point average shall be based on all additional grades assigned and on total units attempted.

A graduate student may repeat only once a course in which a grade below B or a grade of U was received. Only the most recently earned grade shall be used in computing the student's grade point average for the first eight units of repeated work; thereafter both the earlier and the later grades will be used.

## Satisfaction of the Writing Requirement

Once a student matriculates to UCI, the student can take only UCI courses in satisfaction of the lower-division and upper-division writing requirements.

The two courses taken to fulfill the lower-division Writing requirement must be completed with a grade of C or better. The following applies to students who fail to attain a grade of C or better in the lower-division courses:

1. Students who fail to attain a grade of C in one or both courses of the English and Comparative Literature WR39B-C sequence must repeat the course or courses in question.
2. Students who fail to attain a C in Humanities 15 normally should enroll in English and Comparative Literature WR39B; students who fail to attain a C in Humanities 16 should normally enroll in English and Comparative Literature WR39C. Alternatively, a student who fails to attain a C in either Humanities 15 or 16 may repeat these courses with the permission of a faculty advisor or academic counselor.
3. Students who fail to attain a C in at least two quarters of the writing component of the Humanities Core Course normally should substitute English and Comparative Literature WR39C if they need one quarter of additional work to complete the requirement, or English and Comparative Literature WR39B-C if they need two quarters to complete the requirement.

The course taken to fulfill the upper-division requirement must be completed with a grade of C or better. The following applies to students who fail to attain a grade of C or better in the upper-division course:

Students who fail to attain a grade of C in English and Comparative Literature WR139 should repeat it. Students following any other approved upper-division option should enroll in English and Comparative Literature WR139 if a C is not attained in the selected course.

See pages 47 and 51 for further information on the Writing requirement portion of the breadth requirement.

## Credit by Examination

An enrolled student may obtain credit for many courses by taking a special examination administered by a faculty member who normally teaches that course. Detailed procedures for obtaining credit by examination may be obtained from the office of the dean of the school which offers the course. Approval of any petition for credit by examination must be obtained from the dean of that school *before* the examination can be administered. After the dean has signed the petition, the student must have it validated by paying a \$5 Credit by Examination Fee at the Cashier's Office.

The instructor giving the examination retains the prerogative (1) to decide whether the course can be taken by examination, (2) to determine the form such an examination may take, and (3) to stipulate whether the grade will be reported as Pass/Not Pass or as A, B, C, D, or F.

A student may take the examination for a particular course only one time. After receiving the grade, the student may accept it or reject it. If the student is not satisfied with the grade received on the examination, the student may choose not to receive credit or a grade. If the student does choose to accept the results of the examination, grades and grade points will be entered on the record in the same manner as those for regular courses of instruction.

## Independent Study: Undergraduates Only

Another class option is available *primarily to upper-division stu-*

*dents at UCI.* The independent-study option allows the student to plan with the instructor a course having a clear relationship to the student's academic program. The plan for the course will include a reading list, a group of assignments, examinations, papers, or similar evidence of intellectual achievement on which academic credit will be based. A description of the course and of its requirements must be approved by the instructor responsible for it and by the department chair or dean. Independent-study credit for undergraduates is normally limited to five units per quarter.

## Final Examinations

Final examinations are obligatory in all undergraduate courses except laboratory and studio courses, or their equivalent, as individually determined by the Committee on Courses. Normally each such examination shall be conducted in writing and must be completed by all participants by the announced time shown in the Schedule of Classes for the quarter in question. These examinations may not exceed three hours duration. In laboratory and studio courses, the department concerned may at its option require a final examination subject to prior announcement in the Schedule of Classes for the term.

Final grade reports from professors are due in the Registrar's Office within 72 hours after the final examination.

## Undergraduate Scholarship Requirements

### Class Level

Undergraduate students are classified as freshman, sophomore, junior, or senior students, based on the total number of units acquired, as follows:

Freshman	0 — 40.4
Sophomore	40.5 — 83.9
Junior	84.0 — 134.9
Senior	135.0 — 180.0

### Course Load Limits

An undergraduate may enroll in as few as 12 units or as many as 20 units. To enroll for more than 20 units or fewer than 12 units a student must obtain the signature of the student's dean on the Enrollment in Classes Petition. Any action to add or drop courses after submission of the Enrollment in Classes Petition which will cause a student to be enrolled in more than 20 units or fewer than 12 units requires approval by the student's dean. This approval is certified by the dean's signature on the Add, Drop, or Change of Grading Option Card, as appropriate.

Students in the part-time study program are referred to page 42.

## Academic Standing

To remain in good academic standing a student must maintain a grade point average of at least 2.0 and make progress toward the degree at a satisfactory rate.

An undergraduate student normally is subject to academic probation if at the end of any quarter the grade point average for that quarter, or the cumulative grade point average, is less than 2.0.

A student whose grade point average falls below a 1.5 for any quarter, or who after two consecutive quarters on probation has not achieved a cumulative grade point average of 2.0 or a satisfactory rate of progress, is subject to disqualification.

## Normal Progress Requirement

Regular undergraduate students will become subject to probation or subject to disqualification from further registration in the University if they fail to make normal progress toward the baccalaureate degree.

(A) Normal progress for all regular undergraduate students is defined in the following table, in terms of quarter units completed at the end of quarters enrolled.

Quarter	Normal Progress	Subject to Probation	Subject to Disqualification
1	12-15	8-11	7
2	24-30	16-23	15
3	36-45	24-35	23
4	50-60	40-49	39
5	65-75	56-64	55
6	80-90	72-79	71
7	96-105	89-95	88
8	112-120	106-111	105
9	128-135	124-127	123
10	145-150	142-144	141
11	162-165	160-161	159
12	180	—	—

(B) A student who at the end of a given quarter of enrollment has completed the number of units in the range specified in the "Normal Progress" category under (A) is making normal progress. A student who at the end of a given quarter of enrollment has completed a number of units in the range specified in the "Subject to Probation" category under (A) is subject to being placed on probation by the faculty of that student's school or program or its designated agent. A student who at the end of a given quarter of enrollment has completed no more than a number of units in the range specified in the "Subject to Disqualification" category under (A) is subject to disqualification by the faculty of that student's school or program or its designated agent.

(C) Students who have completed two consecutive quarters on academic probation without having achieved at the end of that period at least the normal rate of progress specified under (A) are subject to disqualification.

A student will be allowed to continue on probation only if the record indicates likely achievement of the required scholastic standing within a reasonable time.

(D) For purposes of calculating "Normal Progress," "Subject to Probation," and "Subject to Disqualification," students admitted to the University with advanced standing will be classified with respect to quarter of enrollment at entrance in accordance with the following table:

Quarter at Entrance	Advanced Standing Quarter Units at Entrance
1	0-14
2	15-29
3	30-44
4	45-59
5	60-74
6	75-89
7	90-104
8	105-119
9	120-134
10	135-149

(E) Units earned under the following three circumstances are not to be counted toward determination of the quarter at entrance under (D) above: (1) Advanced Placement Examina-

tion; (2) College Level Examination Program; (3) concurrent enrollment in college courses while in high school.

(F) The quarter of enrollment at entrance of students (including baccalaureate degree candidates who already hold a baccalaureate degree) seeking admission to the University with 150 or more advanced standing units will be determined by the faculty offering the curriculum in which such students seek to enroll. This determination will be made consistent with the program required for such students to obtain the desired degree and with University residence requirements.

(G) The Normal Progress requirement described above is not to be confused with the Normal Academic Progress requirement for Financial Aid. The former has to do with academic standing, the latter with receipt of financial aid.

Probation is not a necessary step before disqualification. If a student becomes subject to disqualification, the complete record of grades and other accomplishments will be carefully reviewed by the responsible faculty authorities of the student's school. If the record indicates little probability that the student will be able to meet the academic standards of the University of California, the student will be disqualified from further enrollment. Each school and program is obliged by Academic Senate regulations to maintain a procedure under which a student may appeal probation and disqualification actions.

In order to transfer from one campus to another in the University of California or from one UCI school to another, a student who has been disqualified or who is on academic probation must obtain the approval of the appropriate faculty, or its designated agent, into whose jurisdiction the student seeks to transfer.

## Honors\*

### Quarterly Undergraduate Honors

Quarterly undergraduate honors are awarded in each school to students who achieve a quarterly grade point average of 3.5 or better in a minimum of 12 graded units.

### Honors at Graduation

Students may graduate with honors, *summa cum laude*, *magna cum laude*, or *cum laude*. The criteria used by each school in selecting candidates for these honors are included in each school's section of the Catalogue. A general criterion is that students must have completed at least 72 units in residence at a University of California campus.

## Graduate Scholarship Requirements

For a graduate student, only the grades A, A-, B+, B, and S represent satisfactory scholarship. Information concerning graduate student course load requirements and satisfactory academic progress is given in the Graduate Studies and Research section.

## Enrollment in University Extension

If a UCI student wishes to enroll in a University Extension course concurrently with enrollment in regular courses, the entire program of study must be approved in advance by the dean of the student's school (in the case of graduate students, by the Dean of Graduate Studies and Research).

\*See the School of Humanities, the Program in Social Ecology, and the School of Social Sciences sections for descriptions of specific academic honors programs.

## Credits From Other Institutions or University Extension: Undergraduate Students

UCI undergraduate students who wish to enroll in courses at another institution in either a summer or regular session and to use such courses to satisfy any UCI requirements should secure approval from the Office of Admissions and their academic dean. The Office of Admissions is responsible for determining if these credits are transferable to UCI, and the academic dean or director of the academic unit which offers the student's major is responsible for determining if the credits are applicable to major and breadth requirements.

If such courses are determined by the Office of Admissions to be transferable, and if such courses do not duplicate other credit granted and do not exceed limitations of credit, then the units earned may be applied toward the total required for graduation.

Forms for securing such authorization are available in the Office of Admissions and in deans' offices.

## Credits From Other Institutions or University Extension: Graduate Students

Graduate students may be granted unit credit (not grade credit) toward a master's degree for acceptable graduate-level courses completed at another institution or through University Extension prior to first enrollment in graduate study at UCI. To receive such credit, the student must initiate a formal petition after enrollment in graduate study. Approval of the student's Graduate Advisor and the Graduate Dean is required.

While enrolled at UCI or on a Leave of Absence a graduate student may receive unit credit for graduate-level courses completed at another institution or through University Extension only with the prior approval of the student's Graduate Advisor and the Graduate Dean.

See the Graduate Studies and Research section for further information about graduate transfer credit and the University's Inter-campus Exchange Program.

## Program of Academic Support Services

The Program of Academic Support Services (PASS) is a campuswide academic assistance program focused on improving students' knowledge in the areas of writing, reading, analytical thinking, science, and mathematics. These programs are intended to meet the individual needs of UCI students in a coherent, pedagogically sound, and enriching manner. Although these programs are not offered for academic credit, they are developed in conjunction with the academic departments and are designed to be a resource for the entire range of students at UCI. For example, programs are available to assist students who do not pass the University placement examinations in writing, mathematics, or chemistry as well as for those who desire greater academic proficiency in order to excel in their course work, upper-division research assignments, or in honors programs. Some of the major PASS programs are discussed below. It is hoped that students who desire assistance will find a PASS program that is suited to their needs and that will make their education at UCI more successful and rewarding.

**Learning Skills** staff provide programs designed to strengthen and develop a student's reading, writing, mathematics, science, analytic thinking, and study skills, in order to enrich and enhance the student's education at UCI. Some Learning

Skills programs are neither discipline- nor course-specific, but stress the development of abilities that all students need regardless of field or major. Such programs include workshops and individual counseling in time management, problem solving, speed reading, listening and note taking, preparation for the Graduate Record Examination (GRE), the Law School Admission Test (LSAT), and the Graduate Management Admission Test (GMAT), and classes in vocabulary development and critical reading.

A special program of course-related adjuncts is offered in conjunction with designated introductory courses in writing, humanities, psychology, chemistry, mathematics, and social sciences. These adjuncts are coordinated with regular course instruction, and provide an opportunity for students to improve their academic skills. Students who are weak in certain subjects are encouraged to enroll in these adjunct sections.

The objective of the **Tutorial Assistance Program (TAP)** is to aid undergraduate students in comprehending and retaining course-specific subject matter and in developing the understanding necessary for successful independent learning. Through individual and small-group tutorials, TAP activities are designed to engender student confidence and to cultivate, by maximizing a student's participation, his or her ability to work with and articulate aspects of the course. Tutoring is available in the following disciplines: the biological sciences, chemistry, computer science, engineering, the fine arts, the humanities, mathematics, physics, social ecology, and the social sciences.

The **PASS Writing Workshops** seek to provide in-depth writing assistance of a focused and methodical nature to students who may find English and Comparative Literature WR39A difficult because of insufficiencies in their University preparation. This assistance, furnished to newly admitted students, addresses specific compositional weaknesses and endeavors to provide students, at an early stage of their coursework, with necessary verbal skills. Assistance is given in the form of workshops attached to special sections of English and Comparative Literature WR39A. Limited in size to small groups and individual tutorials, the Writing Workshops will allow tutors to give intensive and individualized attention to students.

**Placement testing** is being given in the areas of writing, reading, mathematics, chemistry, and English as a second language. This testing will provide students with a knowledge of their academic preparation prior to their enrollment in classes. Therefore, it will enable them to formulate effective plans of study and help them enroll in courses for which they have the necessary preparation. For further information, please see page 23.

## Campus Life and Student Activities Arts and Lectures

Each year the Arts, Lectures, and Student Affairs Communications Office brings guest performing artists and lecturers to the campus. Such cultural programs are designed to complement the classroom experience of students, provide programs of general interest to the public, and stimulate community interaction through cultural, social, and political discussion. During 1984-85, lecturers included political cartoonist Paul Conrad, British mystery writer P.D. James, and Yolanda King, daughter of civil rights activist Martin Luther King, Jr. Cultural programs featuring performing artists



included world-renowned Flamenco guitarist Carlos Montoya, mime Bronislaw Machalski ("Miko"), and the acclaimed Alvin Ailey Dance Company. Ticket information may be obtained by telephoning (714) 856-6379.

Two other services of the Office include the UC Irvine Student Speakers Forum and the University Speakers Bureau. The first is composed of outstanding undergraduate and graduate students who are available to speak about their research, faculty-directed studies, creative activities, and student leadership experiences at UCI. Forum participants share these experiences with community and civic organizations, and with high school and community college classes.

The University Speakers Bureau is composed of more than 200 selected faculty and staff who are available to speak about UCI's research and scholarly activities as part of the University's public service commitment to the community. Information on either speakers' group is available; telephone (714) 856-5587.

### Cross-Cultural Center

The Cross-Cultural Center offers a friendly atmosphere where Third World students, staff, faculty, and community members may meet. The Center provides a lounge for studying and socializing; job boards listing educational and career opportunities; and pamphlets, brochures, and flyers on campus and community events. Also, the Center houses offices for Third World student organizations and a full-time Director who coordinates the Center's activities and serves as a resource person for students and organizations that use the Center. In addition, the Center sponsors special events such as Black History Month, Asian Week, Cinco de Mayo, and the Third World Leadership Symposium, as well as ethnic poetry readings and faculty-student interactions. The Minority Programs Committee supports and coordinates a series of campus activities sponsored by Third World organizations. The Committee is the major funding source for Cross-Cultural Center programming. For further information, telephone (714) 856-7215.

### Recreation

The Campus Recreation Program provides students, faculty, and staff the opportunity to participate in intramural activities, team sports, and individual and dual sports. Emphasis is on participation, and activities are offered at all ability levels from novice to advanced. Information regarding specific sports activities and on- and off-campus facilities is available in the Department of Physical Education section.

### Speech and Debate Team

The Speech and Debate Team offers students opportunities to compete with students from other universities and colleges in intercollegiate speech and debate tournaments. Other activities include public speaking, oral interpretation, and Readers Theatre presentations to campus and community audiences. In addition, the School of Humanities offers two courses (Humanities 60 and 61) on the principles of communication and their application to speaking. Further information is available from the Director, Speech and Debate Team; telephone (714) 856-5518.

### Student Activities Office

The Student Activities Office, located in the University Center, provides advisement and support services for nearly 200 registered campus organizations. Professional and student staff provide information on event planning, publicity, funding and fund-raising, alcohol use, and campus regulations and policies. In addition, the Student Activities Office offers seminars and workshops to assist students in developing



leadership and organizational skills. Topics include communication skills, time management, goal-setting, and team-building. The Office administers a host of other programs: Orientation Week Fair, Presidents' Dinner, College Bowl Tournament, Campus Organization Day, and Student Organization Recognition Night. Sorority and fraternity rush and advising services are coordinated by the Office, and staff support is provided for major Greek programs like Pledge Presents, Greek Week, and Songfest. Student Activities coordinates a diverse offering of cultural and social programs intended to create a lively atmosphere in the University Center. The **University Affairs for Credit** course also is administered by the Office. This course grants 1.3 units to students who undertake a significant campus project intended to enrich their academic growth or the academic development of others at UCI. Further information is available by telephoning (714) 856-5181.

The **Cooperative Outdoor Program (COP)** is another component of the Student Activities Office. The COP schedules approximately 150 outings and seminars annually. These cover a wide range of activities including backpacking, hiking, canoeing, kayaking, rock climbing, skiing, and bicycling. The **Wilderness Warehouse**, an adjunct to COP, provides the campus community a full line of outdoor rental equipment, retail accessories, and a complete bicycle maintenance service, including the sale of new and rebuilt bicycles. A wheelchair repair service also is available through the Wilderness Warehouse. For information regarding services, telephone (714) 856-6212. The Office also sponsors various credit and non-credit opportunities for those interested in environmental education topics and issues. These range from actual courses and independent research projects to seminars, lectures, and films.

The **Women's Resource Center (WRC)**, located on the first floor of Gateway Commons, also is administered by the Office. The WRC offers a supportive environment for all women through programs and services that adapt to the changing needs of the UCI community. Services include workshops, support groups, peer and professional counseling, rape prevention, a library, topic files, and a referral service. The Women's Resource Center can be reached at (714) 856-6000.

Unless otherwise specified, registered campus organizations are open to both undergraduate and graduate students. Information on campus organizations or programs can be obtained by visiting Student Activities Office in 102 University Center or telephoning (714) 856-5181. Registered campus organizations for 1984-85 included:

## Student Groups

### Academic Groups

Academic Action Club  
Alpha Epsilon Delta Premedical Honor Society  
American Marketing Association  
American Society of Civil Engineers  
American Society of Mechanical Engineers, Student Chapter  
Associated Philosophy Undergraduates  
Association of Computing Machinery  
Biological Sciences Student Association (BSSA)  
Black Students in Science Organization  
Black Students in Social Ecology  
Chicanos for Creative Medicine  
Chinese Pre-Health Student Association  
Debate/Speech Team  
Dental Club at UCI  
Ecology Students Organization  
Economics Students Association  
Education Abroad Travelers  
Engineering Students at UCI  
Engineers for Social Awareness and Interaction  
Eta Kappa Nu  
Graduate School of Management Accounting Society  
Institute of Electrical and Electronics Engineers (IEEE)  
MCAT Preparation  
Medspur  
Mexican-American Engineering Society  
Minority Business Association  
National Society of Black Engineers  
Philologic Society  
Pre-Law Society  
Psychological Society at UCI  
Russian Club at UCI  
Society of Anthropological Sciences  
Society of Physics Students  
Society of Women Engineers

Student Affiliate of the American Chemical Society  
Student National Medical Association (SNMA)  
Tau Beta Pi-Ca Tau  
Undergraduate Business Association  
University Choral Organization

### Environmental Groups

Ecology Action  
Friends of the San Joaquin Freshwater Marsh  
Nuclear Age Film Society

### Greek Groups

Alpha Chi Omega (Sorority)  
Alpha Kappa Alpha (Sorority)  
Alpha Phi Alpha (Fraternity)  
Beta Theta Pi (Fraternity)  
Beta Theta Pi Pledge Class  
Chi Psi (Fraternity)  
Chi Psi Little Sisters  
Chi Psi Pledges  
Delta Delta Delta (Sorority)  
Delta Delta Delta Big Brothers  
Delta Gamma (Sorority)  
Delta Sigma Theta (Sorority)  
Gamma Phi Beta (Sorority)  
Gamma Phi Beta Big Brothers  
Greek Presidents' Council  
Interfraternity Council  
Kappa Alpha Psi (Fraternity)  
Kappa Kappa Gamma (Sorority)  
Kappa Sigma (Fraternity)  
Panhellenic Association at UCI  
Phi Delta Theta (Fraternity)  
Phi Delta Theta House Sisters  
Phi Gamma Delta (Fraternity)  
Pi Beta Phi (Sorority)  
Sigma Chi (Fraternity)  
Sigma Chi Little Sisters

### International Groups

Educational and Cultural Persian Organization (ECPO)  
International Students Association at UCI  
Meehani Iranian Student Society Organization for International Fellowship

### Political Groups

Alliance for Survival  
College Republicans  
Democrats United

Friends of Carol Bradford  
Friends of KUCI  
Latin American Solidarity Network  
Young Americans for Freedom

### Recreational Groups

Club Newport  
Cyclists at UCI  
Ski Club  
Surf Club at UCI  
Wilbeest Horse Owners Association (WHOA)

### Religious Groups

Asian American Christian Fellowship  
Bahai Club  
Bhakti-Yoga Club at UCI  
Campus Christians  
Campus Crusade for Christ  
Canterbury Irvine  
Chabad Students Club  
Chinese Christian Fellowship  
Christian Artists Fellowship at UCI  
Christian Medical Society  
Christian Women in Action  
Hour of Praise Bible Study  
Interfaith  
Intervarsity  
Jewish Student Union—Hillel  
Korean Christian Fellowship at UCI  
Latter-Day Saint Student Association  
Maranatha Campus Community  
Messianic Association at UCI  
Muslim Students Association, UCI Chapter  
Navigators  
Nembutsu Study Group  
Newman Club  
St. Athanasius Campus Ministry  
Studies in the Old and New Testaments  
Trinity Fellowship  
The United Ministry  
University Ministries  
Zen Meditation

### Service Groups

Circle K  
Community Concern  
Draft Registration and Information Service (DRIS)  
Flying Samaritans International, Student Subchapter  
Infomaniacs  
La Raza Association  
Mesa Court Community Council  
Phi Zeta Tau  
Sigma Gamma Rho Sorority  
The Sanctuary  
The Ways of Peace and Service  
UCI Band

### Social Groups

Armenian Students Association  
CAUSE  
Commuter Club  
Film Society at UCI  
Fine Arts Persona

Friendship Society of Iranian Students  
Gay and Lesbian Student Union  
The Humanities Council  
Spirit Inc.  
Star Trek Association

### Sports Clubs

Black Belt Federation  
Bowling Club  
Broomball-Aholics  
Dukes of Irvine Soccer Club  
Fencing Club at UCI  
Ice Hockey Club at UCI  
Karate Club at UCI  
Polo Club at UCI  
Sailing Association at UCI  
Scuba Diving Club  
Ski Racing Team  
T'ai Chi Club at UCI  
Team Grunion Body Surfing  
Ultimate Frisbee Club

### Third World

Asian Pacific Student and Staff Association  
Ballet Folklorico at UCI  
Black Student Union  
Chinese Association at UCI  
Delta Delta  
Hong Kong Student Association  
Kababayan  
Korean Students Association  
La Escuelita (Field Study Chicano Community)  
LTD  
MEChA  
Republic of China Student Organization  
Third World Collective  
Third World Peer Counseling Program  
Third World Women in Health  
Tomo No Kai  
Vietnamese Students Association at UCI (VSAUCI)

### Other

BACCHUS  
Campus Community Child Care Co-op  
Cornerstone Concerts  
Friends of Erato  
Right to Life  
Stage Combat  
Students for the Exploration and Development of Space (SEDS)  
University Apple Users

## Student Government

### Associated Students

The Associated Students of the University of California, Irvine (ASUCI) is composed of all registered undergraduate students at UC Irvine. Quarterly student fees allow this non-profit organization to provide leadership, representation, programs of entertainment, and academic and social activities for students.

#### Services

ASUCI funds, manages, and operates numerous student services on campus. Outroads-ASUCI Travel Service provides the campus community with travel information, airline tickets, tours, worldwide travel packages, charter flights, student discount flights, cruises, rail passes, passport photos, student travel identification, and travel seminars. The ASUCI Recycling Center, located at North Campus, is the only multi-material, 24-hour, drop-off center in the Irvine/Newport Beach area. The Center recycles newspaper, ledger paper, aluminum cans, glass, cardboard, motor oil, and batteries. The ASUCI supports the College Legal Clinic which provides free legal assistance and attorney consultations for students. In addition, the weekly *New University* newspaper, alternative newspapers such as *East West Ties*, *Outside*, *La Voz Mestiza*, *The Blade*, and KUCI (88.9 FM) radio are all ASUCI funded, student operated, campus media. The ASUCI office is open regular business hours when staff can answer questions and provide directions or assistance.

The ASUCI Campus Ticket Office, open from 9:30 a.m. to 4:30 p.m., Monday through Friday during the academic year, dispenses several business and commercial services. The ticket office provides a full service Ticketron agency which dispenses tickets for both on-campus and off-campus events, with campus programs priced at reduced rates for students. The ticket office also sells postage stamps and cashes checks for students, faculty, and staff.

ASUCI entertainment services offer all students varying diversions for their leisure hours. Major concerts occur in Crawford Hall at least twice a quarter, and popular films are shown on weekends at reduced rates. Speakers appear periodically under ASUCI's sponsorship, with lectures covering politics, economics, humor, and humanism. On select weekends the Soundstage program allows students to see popular club acts perform on campus at a reduced admission charge. Oktoberfest is held in the fall, a St. Patrick's Day festival in the winter, and each spring Waygoose, a student festival with a Renaissance theme, is held in Aldrich Park. The UCI Pep Band and Squad, funded by ASUCI, supports UCI athletic teams with rallies, dances, rooster sections, and other spirit-raising activities. These programs are operated by student commissions, which all students are encouraged to join.

#### Organization

The ASUCI government consists of a 25-member Council, including 20 representatives from the academic schools and programs and five executive officers, who are elected for one-year terms by the student body each spring. The executive officers help ASUCI achieve its primary goal, to be wholly responsive to student needs and desires. The President deals with Universitywide issues affecting undergraduates, administers the ASUCI budget, and is the primary spokesperson for the Associated Students in policy determinations with campus and systemwide administrations. In addition, the President coordinates student advocacy in both Sacramento and nearby Orange County communities. The Executive Vice President chairs Legislative Council meetings, serves on the Registration Fee Advisory Committee, and

supervises the management of all ASUCI elections. The Vice President for Academic Services is the primary student liaison to the campus and Universitywide Academic Senate, directs the Student Recommended Faculty Program (through which students can nominate visiting lecturers), and coordinates publication of the annual Teacher Evaluation Handbook. The Vice President for Administrative Services chairs the Communications Board which governs all ASUCI media, and appoints and monitors more than 60 student representatives to UCI administrative and Academic Senate committees. The Vice President for Student Services investigates new services, evaluates current programs, and coordinates all ASUCI entertainment programming. Each of the executive officers works with several appointed student commissioners to carry out these tasks.

ASUCI policy and final budgetary decisions are made by the Council. Each councilperson sits on at least one subcommittee of the Council. Council elections are held in fall and spring with 10 (or half) Council seats filled in each election.

#### Representation

The nine UC campus student bodies are linked together by the Student Body Presidents Council (SBPC), on which a representative of the ASUCI President serves. The SBPC carries out many activities, including advisement to the Board of Regents and selection of the student Regent, appointment of students to statewide University committees, and direction of the UC Student Lobby through which student interests are promoted in Sacramento and at the Universitywide level.

On the Irvine campus, students are encouraged to participate in and are appointed to serve on the Chancellor's Advisory, ad hoc, Academic Senate, and campus administrative committees.

#### Involvement

ASUCI's primary goal is to further the control by students over their own curricula, funds, administration, and student life. All students concerned about academics, services, representation, or entertainment can reach their Council representative or the executive officers at ASUCI, University Center, (714) 856-5547.

### Associated Graduate Students

All graduate and medical students are members of the Associated Graduate Students (AGS). The purpose of AGS is to promote and provide for the distinct needs and priorities of graduate students. The AGS office is located in the University Center; AGS representatives can be reached at (714) 856-6351.

#### Services

AGS provides graduate students with numerous student-operated services. AGS is the publisher of *Grad Times*, a news magazine for graduate students. AGS provides entertainment for graduate students, allocates funds for graduate student projects, funds the College Legal Clinic, and offers a summer loan program. In addition to these services, AGS, along with ASUCI, funds the weekly *New University* newspaper, KUCI (88.9 FM), and other ASUCI activities.

#### Organization

AGS is governed by a council of members elected from each academic unit conducting a graduate program, a president, who is elected in a campuswide election held during spring quarter, and four vice presidents selected by the AGS Council: the Vice President-Internal Affairs, Vice President-External Affairs, Vice President-Administrative Affairs, and Vice President-Financial Affairs. The AGS Council is an

independent entity within UCI, with the exclusive responsibility of representing all graduate students to the UCI administration, Office of the President, and the community at large.

The AGS Council nominates graduate students for positions on all UCI administrative committees, UCI Academic Senate committees, special and ad hoc committees, and committees established by the University's Office of the President. AGS representatives work actively with the Student Body Presidents' Council and the UC Student Lobby in efforts to implement legislation which is supportive of students and crucial to the social needs of the wider community.

### Medical Students Organization

The Medical Students Organization (MSO) is governed by an elected student council composed of two officers from each class and a student body president, vice president, secretary, and treasurer. The MSO Council along with the AGS Council represents the medical student body in all matters relating to the UCI campus, the University's Office of the President, and the community.

Medical students, as members of AGS, have access to all services funded by the Associated Graduate Students. In addition to these services, the MSO Council utilizes a portion of the quarterly AGS fee to provide funding for medical student projects as well as to support activities that benefit the medical school community.

### Undergraduate Administrative Intern Program

The Undergraduate Administrative Intern Program provides participating students with administrative and leadership experience designed to develop personal and professional skills as well as to increase the students' knowledge of complex organizational structures. Fifteen to 20 students are selected each year and assigned to campus administrative units where they develop programs and projects that benefit student life at UCI. Academic credit, through participation in a weekly seminar, and a stipend are earned by the intern. For further information, telephone the Office of Student Support Services, (714) 856-7244.

### University Center

The University Center, located adjacent to the Administration Building, is UCI's student union building. Facilities include conference rooms for meetings and seminars, and a large multipurpose room for dances, lectures, banquets, conferences, movies, art exhibits, and fairs. There are three food service facilities: The Parlour, Bogart's, and the Backlot Restaurant, serving a variety of fast-food items, salads, and ice cream. Other facilities include an information center, a music-listening lounge, a recreation room, a quiet lounge, a computer store, Outroads-ASUCI Travel, the Wilderness Warehouse (an outdoor equipment rental center and bicycle maintenance shop), and the ASUCI Campus Ticket Office. The Student Activities Office, with club and organization spaces, and the ASUCI offices also are housed within the building. During the academic year, the University Center is open Monday through Friday from 8 a.m. to 11 p.m. and Saturday from 4 p.m. to 11 p.m.

## Campus and Student Services

### Career Planning and Placement Center

The Career Planning and Placement Center is responsible for assisting UCI students in the process of career planning and decision making through workshops, individual study, job list-

ings, and internship opportunities; for assisting students and alumni seeking career employment opportunities; for teaching job-search skills and interviewing techniques; for providing career job listings and administering a full program of on-campus recruitment; and for providing graduate and professional school information. Vocational interest testing and a computerized guidance system are available on a fee-for-service basis.

The Center's Student Internship Program provides UCI students with a variety of opportunities to obtain career-related work experience. Students are placed in paid or volunteer internships in the business and professional communities of Orange County, Sacramento, and Washington, D.C.

In cooperation with the Office of Teacher Education, the Center provides educational placement services for those seeking teaching, administrative, and counseling positions in education. Placement files are maintained and kept active free of charge for one year after graduation from or completion of credential work at the University of California. A fee of \$25 is assessed each year thereafter to keep a file active. If more than five copies of the file are mailed to prospective employers by the Center, a fee of \$3 per file is charged for the sixth and following copies.

In addition, the Center offers services and programs to meet specialized needs of specific student populations, including the disabled, women, minority and disadvantaged students, and returning students. Recorded job information is available on a 24-hour telephone line.

### Central Campus Calendar

Central Campus Calendar schedules and coordinates events and activities which take place on campus. The Office provides information and advice to program planners, interprets University policies and procedures, and advises those planning programs on the most economical, efficient way to use campus support services. Selection and reservations of facilities, orders for staff and equipment support, and cost estimates are processed through the Office. The Calendar Office schedules academic, Extension, and Summer Session classrooms, provides centralized billing for special events, and serves the campus as a central information center by maintaining the master calendar of campus activities. The Office is located in 255 Administration Building, (714) 856-5252.

### Child Care Services

Child Care Services, organized into four Centers, offers full-time and part-time programs for children. The Infant/Toddler Center provides services for children from six weeks to two and one-half years of age. The Verano Preschool and the Children's Center both provide educational programs and care for children ages two and one-half to five; the Extended Day Care Center serves children ages five to 12. The programs are designed to meet the individual needs of each child. Toward that end, the Centers provide environments in which diverse cultural, ethnic, and personal teaching and parenting styles are encouraged. The programs are open to children of UCI students, faculty, and staff, with priority enrollment and tuition subsidy available to students. Information may be obtained by visiting the Centers or telephoning (714) 856-6276.

### Commencement

UCI Commencement ceremonies are held in Aldrich Park each June. Students who graduate any quarter of the academic year may participate in the year-end graduation ceremony. Commencement protocol information is mailed to all prospective graduates in late spring and also is available in the office of each academic counselor. For further informa-

tion, telephone the Public Ceremonies Coordinator in the Arts, Lectures, and Student Affairs Communications Office, (714) 856-6379.

### Conference Services

Conference Services is a comprehensive service for conferences, workshops, and seminars held either at UCI or near the campus. Information, program and budget planning, dining services, and accommodations are arranged by the Conference Services Office. Recreational activities, including use of University facilities, and tours of the area also can be provided. Conference Services is located in 255 Administration Building; telephone (714) 856-6963.

### Counseling Center

The Counseling Center offers a variety of programs through which students can learn cognitive, affective, and behavioral skills which will enable them to function more effectively in an educational environment. Group, individual, couples, family, and crisis counseling services are available to all students. All discussions are strictly confidential. Staff also provide students with a wide range of workshops and academic courses related to learning and interpersonal issues like procrastination, stress reduction, assertiveness, coping with depression, human sexuality, cross-cultural interaction, and intimacy and friendships. Staff psychologists train student group leaders, student interns, resident assistants, peer academic advisors, and administrative personnel in communication, listening, leadership, group dynamics, classroom management, teaching, and crisis intervention skills. The Counseling Center is located on the second floor of Student Services I, (714) 856-6457.

### Media Services

The Media Services Department provides recharge services for television, audio and visual aids to all UCI departments, ASUCI, AGS, recognized campus organizations, and special programs. These services include equipment rental, film ordering, equipment repair, lecture hall media support, and multimedia and television production.

Media Services' main office is located in A-100-G Science Lecture Hall. Hours are 8 a.m. to 6 p.m., Monday through Friday. For general information, equipment rental, or lecture hall services, telephone (714) 856-5128. For film ordering or repair, telephone (714) 856-6233. For equipment repair or production services, telephone (714) 856-4210.

### Housing

#### On-Campus Housing

The On-Campus Housing Office coordinates application procedures and contracts with campus residents.

On-campus residences are available for 1,550 single undergraduate students in Mesa Court and Middle Earth. UCI's residence hall program emphasizes small-group living. Each hall houses from 40 to 60 students and a student resident assistant or resident staff member. The small-scale buildings provide excellent opportunities for social interaction, student government, and leadership experience. Liberal use of wood in building design and attractive landscaping help to create a home-like environment. The residences are divided into suites of four or five double rooms, with living room and bath; each residence also contains a lounge and recreation and study rooms. A limited number of single rooms also are available in each residence hall. Every room has carpeting and draperies, and is furnished with a bed, desk, chair, chest of drawers, closet, and bookshelves for each student. Both Mesa Court and Middle Earth have complete food service and din-

ing commons for their residents. The halls are closed during the Christmas and spring recesses.

Each hall tends to have distinctive characteristics and often focuses on a specific interest or life-style. Examples include halls devoted to the fine arts, the humanities, languages, the outdoors, or crafts. Students who live in the residence halls participate in a prepaid meal plan. Meals are served cafeteria-style, and the menu offers a wide selection of food, with fresh fruit and an array of salads daily. Meals are served three times daily on weekdays (brunch and dinner only on Saturday and Sunday) in the Mesa Court and Middle Earth Commons.

The Student Programs Offices at Mesa Court and Middle Earth have responsibility for providing student residents with an environment conducive to their intellectual, social, and personal growth. The housing staffs work closely with students to create opportunities for educational exploration and ways of developing interpersonal skills. Academically oriented residential learning programs include the Social Science Center, Social Science Hall, Humanities House, Social Ecology Center, Foreign Language Programs, and Center for the Arts. The Outdoors and Photography Halls are examples of special interest hall programs. Weekend field trips and retreats, designed to amplify on-campus experiences, are often part of the interest hall programs. The Student Programs Offices also supervise and train resident assistants and resident staff, advise the residential student government, and coordinate information and skill development workshops.

An unusual housing option at UCI is the 80-space recreational vehicle park, Irvine Meadows West, which provides housing for graduate and undergraduate students. The rate for 1985-86 is \$75 per month per space. Students must provide their own recreational vehicle or trailer which must contain a sink, hardware for running water, and a stove. An application for Irvine Meadows West may be obtained from the On-Campus Housing Office; there is a \$15 nonrefundable application fee. Currently, there is a waiting list of 18 to 24 months.

An apartment complex for single undergraduates, Campus Village, offers 200 two-bedroom apartments housing 800 students. Half of the units are furnished; all apartments include carpeting, draperies, a stove, and a refrigerator. Various programs are offered in the Community Center Building, and in the complexes' two lounges and recreation buildings. Monthly rates, which include utilities, are \$230 per student for an unfurnished apartment and \$262 per student for a furnished apartment for 1985-86. An increase in rates for 1986-87 is anticipated.

The University also has 862 one-, two-, and three-bedroom apartments in Verano Place for full-time registered students who are married, single parents, graduate students, or who are single and 25 years of age or older. Approximately one-third of the apartments are furnished, and all have carpeting, draperies, a stove, and a refrigerator. They are attractive and considerably lower in rent than comparable units in local communities. An assortment of social, cultural, and educational programs such as community dinners, courses, and workshops is offered in the community. Students may apply to live in Verano Place at any time by requesting an application from the On-Campus Housing Office. A nonrefundable application fee of \$15 must accompany the application. Application should be made well in advance of the date the student wishes to move in.

Undergraduate applicants wanting to live in the undergraduate residence halls or apartments must indicate their interest

in on-campus housing by marking the appropriate item on the UC Undergraduate Application for Admission in order to receive an application for housing. Due to the large demand for housing, newly admitted students wishing to live on campus will participate in a lottery for housing space. The lottery system will apply to students entering UCI in the 1986-87 academic year and thereafter. To be eligible for the lottery, prospective students must return their housing application by February 3, accompanied by a \$15 nonrefundable application fee. (Housing applications received after February 3 will not be placed in the lottery.) The lottery will be held on February 10. Names of applicants will be drawn in random order. Letters will be sent to applicants regarding their lottery status by late February. To maintain lottery status, the student must have been accepted for admission to UCI and their Statement of Intention to Register (SIR) must have been received by the Admissions Office on or before May 1. Only those prospective students who have returned both their housing application and their SIR will be eligible to receive a housing contract. Any applicant for housing who is admitted to UCI but who does not return their SIR by May 1 will lose their lottery status, and their names will be dropped to the bottom of the waiting list. Those students who do not receive notification of their admission status prior to May 1 will retain their lottery position but must return their SIR within two weeks of receipt of notification of acceptance from the Admissions Office. In addition, priority is given to those students who live outside a specified radius from campus who apply for the undergraduate residence halls or undergraduate apartments between November 1 and February 3. Continuing undergraduates must participate in a lottery for space in the residence halls or undergraduate apartments for the following academic year.

Students who become eligible for residence hall contracts will be obliged to pay approximately \$100 as a reservation fee at the time the contract is returned to the University; any cancellation, regardless of the circumstances or time of year, will result in a nonrefundable penalty fee. Charges for 1985-86 are \$4,126 for a single room and \$3,742 for a space in a double room; both rates exclude an \$18 annual association fee. We anticipate an increase in cost for the 1986-87 academic year. The cost of room and board in the residence halls is paid in quarterly payments.

Students who live off campus may wish to take advantage of the Nonresident Meal Contract. This contract, good for any quarter, enables a student to eat 19 meals per week in Mesa Commons. For spring quarter, 1985, the price of the meal plan was \$6.50 per day.

### Student Health Service

All fully registered students and students approved for participation in the part-time study program are eligible for Student Health Service benefits under the UCI program. Student Health facilities include a complete outpatient clinic, staffed by physicians and nurses, supported by an x-ray and clinical laboratory. General medical clinics are held 8:00 a.m. to 4:00 p.m. every day during the week. Specialty clinics are held at various scheduled times by appointment and include Dermatology, Gynecology, Orthopedics, Mental Health, Birth Control, Minor Surgery, Nutrition/Weight Control, and Ear, Nose, and Throat. Emergency service is provided after regular hours and on weekends when classes are in session. An infirmary provides inpatient care for students who need bed care. The main telephone number for Student Health is (714) 856-5301.

A basic insurance program also is available which provides limited coverage for emergency care and hospitalization

when such care is required but not available at the Student Health Service. Each fully registered student at UCI will automatically have this limited Health and Accident Insurance plan in effect. *To assure coverage each student is required to have a current medical history and physical examination on file at the Student Health Service.* Undergraduate students are mailed medical history and physical examination forms after they return their \$50 Undergraduate Acceptance of Admission Fee; graduate and medical students should visit the Center when they arrive at UCI to obtain and complete the forms. Students should check with the Student Health Service for information on the benefits and limitations under the insurance plan.

Student Health coverage extends from the first day of the quarter to but not including the first day of the following quarter, but begins only after the student has paid the full Registration Fee and has been issued the Class Verification and Identification Card. There is an exception for spring quarter coverage which extends only to the last day of that quarter.

Optional additional insurance for students, spouses, and children and coverage for the summer or one unregistered quarter each year is available. Enrollment in this plan is limited to a short time at the beginning of each quarter. To ensure coverage, students should visit the Student Health Center during the first week of each quarter for more information and application forms.

**Physical Examinations and Health Clearances.** All new students and students returning to UCI after an absence of two or more quarters are required to have a complete physical examination within 90 days prior to the first day of the quarter. Students returning after participation in the Education Abroad Program must comply with this requirement upon their return to UCI. The examination should be performed by the student's own physician. If this is impractical, the examination can be obtained at the Student Health Service for a moderate charge. Please call for an appointment. Students transferring from another University of California campus where their medical records are on file should have the records transferred to UCI Health Services. Failure to comply with the physical examination requirement results in loss of insurance eligibility and services provided by the Student Health Service.

Student Health coverage provides as many services as possible without additional charge; however, some services are available only on a fee-for-service basis. Some of the services available for a charge are immunizations, allergy desensitization injections, prescriptions from the Student Health Pharmacy, dental services including minor surgery, elective laboratory tests, and, time permitting, physical examinations for employment, insurance, or a marriage license. Professional counseling and help for emotional problems are available through the Mental Health Division of the Student Health Service. Psychiatric and psychological services, weight control clinics, and headache and biofeedback relaxation training are available. Eye care is available on a fee-for-service basis to students and their spouses at the Eye Clinic located in the Student Health Center. Appointments with the Ophthalmologist can be made by calling (714) 856-5304.

The Student Health Service encourages preventive medicine. It supplements but does not supplant the family physician. Full and mutual cooperation between the Student Health Service and the family physician is encouraged.

Health education courses are offered for academic credit through the UCI Office of Teacher Education. Health Science

Experience for Teachers, training in Peer Health Advising, and field work opportunities are available. Health education programs offered through Student Health include CPR, First Aid, Blood Drive, UCI Student Health Center Work Experience, UCIMC Emergency Care Patient Counseling, Plaque Control, and Student Health Advisory Committee. For information regarding these courses and programs call (714) 856-5806.

## Student Support Services

This Office emphasizes orientation, outreach, service, and leadership development programs. Orientation programs include the Student-Parent Orientation Program (SPOP), a 36-hour live-in experience on campus for new students and their parents; Uni-Prep, a week-long, intensive program in September to help new students develop increased social and intellectual skills; a spring information program for UCI applicants; and Academic Advising and Orientation Week, held in the fall.

The Student Support Services Office directs the programs for disabled and international students, students who reside off campus, veterans and nontraditional students, and undergraduate administrative interns. In addition, the Office provides programming for the Cross-Cultural Center, advises the Minority Programs Committee, the New Student Services Program, and the Peer Mentor Program. The Office is located in 201 and 209 Administration Building, (714) 856-7244.

The **Disabled Student Services** program of support services is designed to provide a productive learning environment within the mainstream of campus life and to offer disabled students opportunities to ensure their effective participation in the academic community. The Disabled Student Services staff assists students with any and all concerns from the point of admission through the completion of the academic program. Specialized services include reader service for the blind, priority registration, provision of notetakers and interpreters, liaison with faculty and campus departments, and on-campus transportation. In addition, a van is available (by reservation) for off-campus transportation for academically related purposes such as trips to the UCLA Library. There is a Disabled Student Center on campus which offers a comfortable atmosphere where students may rest, relax, or socialize with other students. All buildings on the Irvine campus are accessible to wheelchairs.

Disabled students who require accommodations for the classroom (such as the service of an interpreter or notetaker) are strongly urged to contact the Disabled Student Counselor as soon as possible after admission in order to acquaint themselves with the policies and services of the campus. The Office is located on the first floor of the Student Services I building, (714) 856-7494.

The Office of **International Services** provides services to international students, permanent residents, refugees, and international faculty members and scholars and their families. Services include assistance with visa and immigration forms and the interpretation of government regulations. In addition, the staff provides information about all the necessary services for effective participation in the University community including housing, tutoring, orientation, registration, financial aid, and student activities. The staff refers students to other campus support services as necessary. The Office is located in 201 Administration Building, (714) 856-7249.

The **Nontraditional Students Program** offers services to students returning to school after an interruption in their edu-

cation. The staff assists with programming, counseling, orientation, and other student activities. This Office is located in 201 Administration Building, (714) 856-7249.

The **Veterans Program** emphasizes support services for veteran students. Considerable assistance for veterans with Veterans Administration benefit certification, tutorial services, work-study, orientation, and outreach programs is available through this office. Veterans are reminded that in order to receive VA educational benefits they must adhere to the standards of satisfactory progress and attendance which are described in the UCI General Catalogue on pages 49-52 and pages 59-63. Veterans should check with the Office for additional information regarding Veterans educational requirements. The Office is located in 209 Administration Building, (714) 856-6477.

**New Student Services** provides assistance and information to students who are in the process of being admitted to UCI. Programs for these students and their families include UCI on Wheels, workshops at new student orientation, and basic advising on enrollment and registration procedures. New Student Services also operates the Information Center in the lobby of the Administration Building, (714) 856-6345. Professional staff and student volunteers assist campus visitors with a variety of information about UCI. Also coordinated by New Student Services is the **Peer Mentor Program**, with a big brother/big sister format. The program enables interested continuing UCI students to act as mentors for a small group of new students. Information about the program is available by telephoning (714) 856-7244.

**Off-Campus Student Services** maintains an off-campus housing listing service. Lists include apartments and houses for rent, rooms for rent in private homes, roommates wanted, and roommates available. There are student advisors to answer questions and give personal assistance relating to off-campus concerns. In addition, the staff provide social and cultural activities and sports events especially designed for students who live off campus.

## University Bookstore

The University Bookstore, located in University Center, stocks all required and recommended coursebooks for classes taught each quarter. The Bookstore carries an extensive selection of general, technical, and medical books, periodicals, school supplies, assorted sundries, gifts, and UCI sportswear.

Regular bookstore hours are: Monday, 8 a.m. to 7 p.m.; Tuesday through Thursday, 8 a.m. to 6 p.m.; Friday, 8 a.m. to 5 p.m.; closed Saturday and Sunday. During the first week of instruction each quarter, hours are extended as follows: Monday 8 a.m. to 9 p.m.; Tuesday through Thursday, 8 a.m. to 8 p.m.; Friday, 8 a.m. to 5 p.m.; and the first Saturday before and after the beginning of classes, 10 a.m. to 5 p.m.

**Computrends**, a department of the Bookstore, is located on the upper level of the University Center. Computrends is a retail computer store which stocks microcomputers, personal computers, calculators, books and periodicals on computing, and computer software. Computrends also stocks a wide selection of peripheral computing equipment including printers, plotters, modems, and computing supplies. Hours of operation are: Monday through Friday, 9 a.m. to 6 p.m. (closed Saturday and Sunday).



Jaime E. Rodriguez **Dean**

Graduate education and research, two major areas of responsibility of the Division of Graduate Studies and Research, are vital and integral parts of academic life at UCI. Programs leading to doctoral or master's degrees are offered in more than 40 academic and professional areas. Many of UCI's graduate programs and research activities have achieved national reputations for excellence, and several are internationally recognized as leaders in their respective fields. UCI graduate programs continue to grow and to evolve in directions that are consistent with the University's teaching, research, and public service missions. Graduate study at UCI provides the excitement and satisfaction that spring from the discovery and dissemination of new knowledge, as well as from meeting new challenges.

The Dean of Graduate Studies and Research has general administrative responsibility for graduate education and research. Graduate education responsibilities include admissions, enrolled-student actions and advising, degree awards, fellowship and assistantship administration, Teaching Assistant training, and the Graduate and Professional Opportunity Program, which facilitates the involvement of minority students and women in graduate education. In the area of research, the Graduate Dean has responsibility for the administration of extramurally funded training grants, general research administration, and research policy development and implementation.

The Division of Graduate Studies and Research also is administratively responsible for Organized Research Units, Focused Research Programs, the Office of Contracts and Grants Administration, and other campus research activities. The following sections describe areas of graduate education and research, and include information about academic regulations and policies important to applicants and graduate students.

### Graduate Education

With the exception of programs conducted by the UCI-California College of Medicine for the training of medical professionals, the Dean of Graduate Studies and Research administers graduate education, in accordance with academic policies established by the Academic Senate and by the Graduate Council, a standing committee of the Irvine Division of the Academic Senate. There is no separate graduate faculty at UCI; graduate work is supervised by academic units and faculties which have concurrent responsibility for undergraduate studies.

A great deal of information about graduate education at UCI is published in the UCI General Catalogue, the annual graduate study announcement, and individual graduate program publications. The staff of the Division Office is ready to help answer questions about admission, academic policies and procedures, graduate programs and degrees, financial assistance, student services, and other matters of concern to applicants or graduate students.

Through the Graduate and Professional Opportunity Program (GPOP), positive steps are being taken to increase the participation of minorities, and women in certain fields, in the graduate academic and professional programs of the University. Appropriate assistance is offered during the admission process, and every effort is made through GPOP advising and support to ensure that all students will have a reasonable chance to attain their academic objectives. UCI does not discriminate against any applicant on the basis of race, religion, color, national origin, sex, age, handicap, or marital status.

### Admission to Graduate Standing

Applicants for admission to graduate study at UCI must apply for acceptance into a specific graduate program to work toward an advanced degree. A general requirement for admission is that the applicant hold the degree of Bachelor of Arts, Letters, Philosophy, or Science (or an acceptable equivalent) from a recognized academic institution. A grade point average of at least B (3.0 on a 4.0 scale) or better is required.

Each applicant's file is evaluated by the admissions committee of the specific graduate program and by the Graduate Dean on the basis of such factors as academic subject preparation, scholarship, letters of recommendation, test scores, and examples of previous work. A critical question is whether the applicant's academic objectives can reasonably be satisfied by the graduate programs on this campus. The University of California does not have the capacity to accommodate all applicants who meet the minimum admission requirements.

Prospective graduate students are encouraged to assess the professional placement opportunities that are anticipated in the field of interest. It is generally recognized that the number of traditional academic appointments in certain disciplines is limited. There are, however, other attractive career options, many of them as yet unrecognized, for highly motivated men and women who demonstrate intellectual strength, integrity, and discipline in earning an advanced degree from a respected university. UCI is committed to helping graduate students develop, in addition to their academic training, the communication and problem-solving skills that also may be critical to future careers.

### Application Procedures

#### How to Apply

Applicants must complete the Application for Admission which may be obtained by contacting individual graduate programs or the Division of Graduate Studies and Research. The application must be submitted on the forms supplied by UCI and accompanied by a check, draft, or money order payable to Regents-UC in the exact amount of the \$35 Application Fee. This fee is not refundable. Detailed instructions on how to complete the application are contained in the application packet.

#### When to Apply

For all graduate programs, applications should be completed by January 1 to receive full consideration for fellowship and assistantship awards. Some academic units will accept applications for winter or spring quarter admission for which deadlines are October 15 and January 15 respectively. In order to process applications in time for the applicant to receive full consideration, letters of recommendation, official transcripts, and test scores must be received before the published deadlines. Applications for admission received after the published deadline for the quarter requested will be deferred automatically to the next open quarter.

## Required Supporting Documents

### Letters of Recommendation

Applicants should arrange to have three letters of recommendation forwarded directly to their prospective major department or program. Recommendation forms are enclosed in the application packet. Only one set of recommendation letters needs to be submitted in support of an application for admission and fellowship or assistantship consideration. It is important that letters of recommendation be completed by professors or instructors in disciplines related to the proposed course of study who are in a position to analyze an applicant's abilities and academic promise.

### Graduate Record Examinations (GRE) Scores

All applicants are required to take the Graduate Record Examination (GRE) General Test, with the following exceptions: (1) the Graduate School of Management prefers that applicants take the Graduate Management Admission Test (GMAT), and (2) no tests are required of those who seek the Master of Fine Arts degree, the Master of Arts in Teaching degree, or California education credentials. There is no minimum GRE score. Several programs also require, or strongly recommend, that an applicant report the score of a GRE Subject Test. Applicants should register for either the October or December test dates to ensure the timely receipt of their score results for admission consideration. The GRE is administered five times a year in the United States and in 96 other countries. In addition, several administrative service tests are given each year in major U.S. cities (dates vary). Applications for the GRE may be obtained from the Educational Testing Service, P.O. Box 955, Princeton, New Jersey 08541.

### Academic Records

Domestic applicants should request that official transcripts be forwarded directly to their prospective major department or program. Two complete sets of official records covering all postsecondary academic work attempted, regardless of length of attendance, are required. University of California transcripts must also be requested by applicants, including those who are UCI undergraduates. Applicants with academic work in progress must expect to complete their undergraduate degree programs before the intended date of enrollment at UCI and must submit evidence of degree conferral before officially enrolling.

### Foreign Academic Records

Official records from overseas institutions should be sent *directly* to the Division of Graduate Studies and Research at UCI for an evaluation. The Division Office will then forward the documents to your major department. Records of academic study from foreign institutions must be official, bearing the signature of the registrar and the seal of the issuing institution. Do not send the original of an academic record which cannot be replaced; obtain instead properly certified copies. Unless academic records and diplomas are issued in English by the institution, the official records in their original language must be submitted with an authorized, complete, and exact English translation. Foreign academic records must be in duplicate and include all subjects or courses taken on a yearly basis, together with the units of credit or time allotted to each subject each term or year and the marks or ratings in each subject or examination passed. In all cases, the institutional grading scale or other standard of evaluation, including maximal passing and failing marks and definition of grades between them, should appear on official records or as an offi-



cial attachment. Official evidence of degree conferral must also be supplied, together with evidence of rank in class if available.

### Test of English as a Foreign Language (TOEFL)

All applicants whose primary language is not English are required to submit the test results of the TOEFL examination. The TOEFL examination should be taken at the earliest available date to allow for scores to be reported in time to meet the application deadlines. A score of 550 or better is required for admission consideration. Arrangements for taking the TOEFL may be made through the nearest United States Embassy or by writing to the Educational Testing Service, P.O. Box 2896, Princeton, New Jersey 08541.

### Test of Spoken English (TSE)

All applicants whose primary language is not English and who wish to be considered for a first-year Teaching Assistantship appointment must undergo and submit results for the Test of Spoken English (TSE). A minimum score of 220 is required in order for a TA offer to be made without an on-campus evaluation. The Test of Spoken English is given six times during the year at TOEFL test centers around the world. Information on taking the TSE may be obtained by writing to the Test of Spoken English, P.O. Box 2918, Princeton, New Jersey 08541.

### Special Note to Foreign Applicants

Foreign applicants are required to certify that they possess sufficient funds to cover all fees, transportation, and living expenses for the duration of their studies at UCI. A Foreign

Applicant Questionnaire for the purpose of verifying the amount and source of funds available for graduate study will be forwarded to foreign applicants upon receipt of the completed Application for Admission. The required financial verification must be provided before formal admission can be offered and visa forms issued.

## Admission and Registration

A formal notice of the admission decision is sent to each applicant by the Dean of Graduate Studies and Research as soon as possible after the application and complete records are received, and after the department has made a recommendation. Only the official Notification of Admission from the Dean of Graduate Studies and Research constitutes formal admission to a graduate program at UCI. The official notification will be mailed well in advance of the beginning of the quarter for which application has been made.

Admission to graduate standing does not constitute registration for classes. A student is not officially registered for classes until the entire registration procedure is completed each quarter. Information on registration dates and procedures will be mailed to new applicants prior to the registration cycle.

If any applicant wishes to defer admission to a later academic quarter, the Division of Graduate Studies and Research must be notified in writing. After formal admission has been offered, the academic unit must approve a request for deferral.

## Limited Status

University of California academic regulations provide for the admission of students to Limited Status for two purposes: (1) to prepare for admission to a graduate or professional program by enrolling for a prescribed set of courses; or (2) to pursue a specific academic program which does not lead to a graduate degree. While Limited Status is intended to serve a broad range of educational objectives, the most common objective for which the Graduate Dean offers Limited Status admission is study leading to California education credentials. The general requirements for admission to Limited Status are the same as those for graduate admission, with the exception that Graduate Record Examination scores are not required. Admission to Limited Status is ordinarily for a period of three quarters (one academic year) and does not imply admission to a UCI graduate degree program at some later date.

Although Limited Status does not represent graduate standing, admission is offered by the Dean of Graduate Studies and Research upon the recommendation of an academic unit which has agreed to oversee the student's program. Graduate courses taken while in Limited Status ordinarily qualify for transfer credit toward advanced degree requirements, but will not satisfy minimum degree or residency requirements for any UC graduate program to which the student eventually might be admitted.

## Academic Advising

In each academic unit with an advanced degree program, there is at least one formally appointed Graduate Advisor or Director of Graduate Studies. The Graduate Advisor is a regular faculty member responsible for supervising graduate study in that unit, for monitoring the academic progress of graduate students, and for seeing that each graduate student is assigned a faculty advisor. The Graduate Advisor plays a key role in the academic lives of graduate students, advising students and other faculty members about program requirements and the academic policies of the Division of Graduate

Studies and Research, approving study lists, and evaluating academic petitions. In many academic units the Graduate Advisor is instrumental in the selection of students for assistantship and fellowship appointments, and in the supervision of graduate student teachers. In most schools there also is an Associate Dean for Graduate Studies who coordinates many of the functions which affect graduate students within that school. Both Graduate Advisors and Deans are important links between the student and the Dean of Graduate Studies and Research.

Most graduate students also will have an individual faculty advisor or advising committee, especially after the first year of advanced study. When a student is advanced to candidacy for the Ph.D., the doctoral committee becomes the primary source of academic guidance; however, student academic petitions still must be approved by the Graduate Advisor.

## Academic Policies

The academic policies described in this section of the Catalogue apply to students enrolled in study leading to graduate degrees and California education credentials. Other regulations and procedures of importance to graduate students are covered in the Academic Regulations and Enrollment and Other Procedures sections and in the description of each graduate program.

## Scholastic Requirements

A graduate student is expected to make satisfactory progress toward an approved academic objective, as defined by the faculty of the program in accordance with policies of the Graduate Council, and to maintain a satisfactory grade point average for all work undertaken while enrolled in graduate study. Satisfactory progress is determined on the basis of both the recent academic record and overall performance. A graduate student normally is expected to complete satisfactorily at least eight units of academic credit applicable to the graduate program in each regular academic session (unless on an approved Leave of Absence), and satisfy all requirements of the academic program according to an approved schedule. For a graduate student, only the grades A, A-, B+, B, and S represent satisfactory scholarship and may be applied toward advanced degree requirements. However, a UCI course in which a grade of B- is earned may be accepted in partial satisfaction of the degree requirements if the student has a grade point average of at least 3.0 in all courses applicable to the degree. Graduate students may not apply courses graded Pass or Not Pass toward any degree or satisfactory progress requirements. A grade point average below the B level (3.0 on a 4.0 scale) is not satisfactory, and a student whose grade point average is below that level is subject to academic disqualification.

A student's academic progress ordinarily is evaluated on the basis of the academic record. A few weeks after the end of a quarter, an updated copy of each enrolled student's permanent academic record is available from the Registrar. This record lists all UCI courses for which a graduate student was enrolled (including courses taken through the Intercampus Exchange Program), the grades assigned, and the cumulative grade point average. Formal candidacy for an advanced degree, degrees conferred, certain examinations passed, unit credit accepted from other institutions, and other important academic information is recorded also.

A graduate student who has not demonstrated satisfactory progress is not eligible for any academic appointment, such as Reader, Research Assistant, or Teaching Assistant, and may not hold a fellowship or other award which is based upon academic merit.

## Grading

With the consent of the academic units involved, individual study and research courses at the graduate level may be graded Satisfactory or Unsatisfactory (S/U). Certain graduate courses are graded S/U only, with the approval of the Graduate Council. A grade of S is equivalent to a grade of B (3.0) or better. No credit is given for a course in which a grade of U was assigned.

Graduate students may take one course (up to four units) per quarter on a Pass/Not Pass basis. However, such courses are not considered part of the student's graduate program; may not be applied to the requirements for an advanced degree; and do not count toward the minimum number of units for which a graduate student must enroll.

The grade of *Incomplete* (I) may be assigned by an instructor when the student's work is of passing quality, but is incomplete because of circumstances beyond the student's control. Although Incomplete grades do not affect a graduate student's grade point average, they are an important factor in evaluating academic progress. The *maximum* amount of time that an instructor may allow for making up incomplete work is three quarters of enrollment, but stricter limits may be applied. When work is completed within the time allowed, the student should ask the instructor to submit a change of grade notice to the Registrar, ordinarily through the dean of the school in which the course was offered. If not made up within the time allowed, an I grade is recorded permanently.

IP (In Progress) is a transcript notation restricted to sequential courses extending over two or more quarters, for which use of the IP notation has been approved. When the last quarter of the sequence is completed, the grade for the final quarter is assigned for all quarters of the sequence. No credit is given until the student has completed the entire sequence.

A student who received an NR (No Report) transcript notation must immediately contact the instructor and arrange for the removal or replacement of the NR. After one quarter, an NR becomes an F which will remain permanently upon the student's record.

A graduate student may repeat once a course in which a grade below B (3.0) or a grade of U was received. Only the most recently earned grade is used in computing the student's grade point average for the first eight units of repeated work; thereafter both the earlier and the later grades are used.

Additional information about grading may be found in the Academic Regulations section.

## Academic Disqualification

After consultation with the student's academic unit, the Dean of Graduate Studies and Research may disqualify a student who has a grade point average in graduate and upper-division courses below 3.0 for two or more successive quarters; or fails to pass (or does not take) a required examination within the time specified for that graduate program; or does not maintain satisfactory academic progress toward completion of an approved program of study.

Unsatisfactory academic progress may be determined on the basis of explicit requirements, but the professional judgment of the faculty upon review of all graduate work undertaken by the student is paramount. Ordinarily, a student whose work does not meet academic standards will be given written notice and a reasonable period of time in which to make up all deficiencies.

Prior to taking final action to disqualify, the Graduate Dean ordinarily will notify a student who is subject to academic disqualification and will provide reasonable opportunity for the student to correct erroneous or outdated academic records, to submit other information or comments in writing, or to request a second review of his or her academic performance.

Upon written notice of academic disqualification by the Graduate Dean, *disqualification will be noted on the formal academic record of that student.* Following the formal notice of disqualification, the student may appeal to the Graduate Dean only on the basis of procedural error.

## Academic Residence

A graduate student is considered to be in residence during an academic quarter if at least four units of academic credit are earned in regular upper-division or graduate courses. Credit for one academic quarter of residence may be earned by completing at least two units of credit in approved courses in each of two Summer Sessions. In the case of Ph.D. students, these must be consecutive sessions.

## Enrollment Policy

Full-time academic enrollment ordinarily is expected of graduate students at the University of California. Full-time study is defined as enrollment in at least 12 units of upper-division or graduate academic credit per quarter, including credit for supervised research or teaching. Graduate students may enroll in lower-division courses with the approval of their academic advisors, but such courses are not considered to be part of any graduate program.

Graduate students ordinarily may not receive credit for more than 12 units per quarter in graduate courses, or 16 units in upper-division courses, or a proportionate number in combination. Course loads in excess of 16 units must be approved in advance by both the student's Graduate Advisor and the Dean of Graduate Studies and Research.

Although in most instances completion of an advanced degree at UCI requires full-time study, the University recognizes the legitimate need for part-time study opportunities and is committed to increasing those opportunities wherever possible. Graduate degree programs may be opened to part-time students wherever good educational reasons exist for so doing. Under this policy, part-time enrollment at the graduate level is defined as enrollment for eight units or less, including enrollment in Physical Education classes. Within the guidelines and limitations on the application form available in the Division Office, graduate students may petition for part-time status and, if the petition is approved, shall pay the full University Registration Fee and student activities fees, one-half the Educational Fee, and one-half the Nonresident Tuition Fee (if applicable).

## Continuous Registration

A graduate student is expected to enroll for each regular academic session (fall, winter, and spring quarters) until all requirements for an advanced degree or credential have been completed, including final examinations and the submission of an approved thesis or dissertation. Enrollment is not official until all required fees have been paid and the student's Enrollment in Classes Petition is completed correctly, signed where necessary, and submitted to the Registrar. Students are responsible for ensuring that their course enrollment is correct. For more information, see the Enrollment and Other Procedures section.

A student engaged in study or research outside the State of California for an entire quarter ordinarily will register *in absentia*. Unless an official Leave of Absence has been granted, or a petition to pay the Filing Fee in lieu of registration has been approved by the Dean of Graduate Studies and Research, a student who does not register by the final deadlines for any regular quarter will lose graduate standing, and candidacy for any advanced degree will lapse. Prior to resuming graduate study in the University, a former student must successfully apply for readmission. A readmitted student must register and then be advanced or reinstated to candidacy at least one quarter before receiving an advanced degree. A degree cannot be conferred earlier than the second quarter following readmission.

A graduate student who decides to leave the University after enrolling and paying fees for a quarter must file an official Notice of Withdrawal or Cancellation with the Dean of Graduate Studies and Research. A graduate student in good academic standing who withdraws from graduate study and intends to return within one year may submit an application for a Leave of Absence. If the leave is approved, the student remains in good standing and need not apply for readmission in order to enroll at the expiration of the leave period.

### Leave of Absence

A graduate student who withdraws from the University with the intention of returning within one year and wishes to avoid a lapse of student status should request a Leave of Absence. A Leave of Absence of up to one year's duration may be granted by the Dean of Graduate Studies and Research upon the recommendation of the student's academic unit, subject to the following guidelines:

1. The student must have completed satisfactorily at least one quarter in residence and be in good academic standing. The leave must be consistent with the student's academic objectives.
2. Leave ordinarily is approved in cases of serious illness or other temporary disability, or temporary interruption of the student's academic program for other appropriate reasons.
3. A student on leave is not eligible for assistance from a University fellowship, research grant, or financial aid program, and may not hold an academic appointment or comparable University employment. During a period of leave, a student may not take comprehensive or qualifying examinations or earn academic credit (except by a transfer of credit from another institution approved in advance by the Graduate Dean). Leave may not be granted to students who intend to make use of most University resources or facilities (including housing), and it may be revoked if they do so.
4. A student failing to register for the next regular academic session following the expiration of leave will lose graduate standing and will be subject to the following readmission policy.

### Readmission

A student who previously withdrew from the University, or whose student status has lapsed, may request readmission to graduate study by submitting an Application for Readmission with a \$35 fee, which is nonrefundable. The Dean of Graduate Studies and Research may grant readmission when recommended by the academic unit. If readmitted, a student's previous academic work will be applied toward the requirements for an advanced degree only with the approval of the Graduate Advisor and the Graduate Dean. A readmitted student must satisfy the academic requirements in effect at the time of readmission and may be required to satisfy certain

requirements a second time, including those for formal advancement to candidacy. A readmitted student must register and then be advanced or reinstated to candidacy at least one quarter before receiving an advanced degree, which will be conferred no earlier than the second quarter following readmission.

### Intercampus Exchange Program

A graduate student in good standing who wishes to take advantage of educational opportunities available only at another campus of the University of California may do so through the Intercampus Exchange Program. Ordinarily, an exchange student will have demonstrated a high level of scholarship during at least one year of graduate study at the home campus and will have well-defined academic objectives. Approval of the faculty advisor, the host department(s), and the Deans of the respective Graduate Divisions is required. Direct arrangements between faculty members on the two campuses are encouraged so as to ensure that courses, seminars, or facilities will be available to meet the participating student's needs. Students may take courses on more than one campus of the University in the same academic session.

The exchange student enrolls and pays fees on the home campus and then enrolls at the host campus, following the procedures of that Registrar's Office. A report of academic work completed will be transferred to the student's academic record on the home campus. Although eligible for all normal student services, the exchange student is a visitor and is not formally admitted to graduate study at the host campus. Application forms for the Intercampus Exchange Program may be obtained from the Graduate Division Office of the student's home campus and should be filed with the Office at least four weeks before the beginning of the quarter in order to avoid penalties for late filing of the study list.

### Transfers of Credit

At least one-half of the course requirement for a master's degree must be completed while in residence as a graduate student at UCI. Credit for up to one-fifth of the minimum number of units required for a master's degree may be allowed for graduate-level work completed at another institution or through University Extension prior to first graduate enrollment at UCI. Such courses do not count toward the required number of units in 200-series courses. Up to one-half the units required may be accepted from another Graduate Division of the University of California. After enrollment, the student must initiate a formal petition for such credit. The acceptance of unit credit earned in another program must be recommended by the academic unit to which the student has been admitted and be approved by the Dean of Graduate Studies and Research. No units of transfer credit will be given for any course in which a grade below B (3.0) or equivalent was assigned. Under no circumstances will grade credit be transferred.

A student currently enrolled in a master's degree program or on a Leave of Absence may receive unit credit (not grade credit) for graduate-level work completed at another institution or through University Extension only with the prior approval of the departmental Graduate Advisor and the Dean of Graduate Studies and Research. No transfer credit will be given for any course in which a grade below B or equivalent was assigned.

A student who begins graduate study at UCI in the fall quarter will receive appropriate credit for courses taken in preceding UCI Summer Sessions, provided that the formal date of admission precedes Summer Session enrollment. Continuing graduate students will receive credit for courses taken in intervening UCI Summer Sessions.

## Graduate Degrees

### Master's Degrees

The master's degree is conferred at the end of the academic quarter in which all requirements have been satisfied, subject to the final approval of the Graduate Council. The student must be advanced to candidacy for the degree prior to the beginning of the final quarter of enrollment. Therefore, an application for advancement to candidacy, initiated by the student and approved by the academic unit, should be submitted to the Dean of Graduate Studies and Research at least 30 days before the opening of the quarter in which the degree is expected.

The Master of Arts (M.A.) or Master of Science (M.S.) degree normally is attained by one of two routes: Plan I, a thesis; or Plan II, a comprehensive examination. Both require a minimum of one year in residence, satisfactory completion of prescribed course work, and an appropriate demonstration of achievement. Plan I includes a minimum of seven courses (28 units), 20 units or more of which must be at the graduate level; a thesis; and a general examination. Plan II requires at least nine courses (36 units), including 24 units or more at the graduate level, and a comprehensive examination covering a broad range of subject matter in the discipline. Only approved 200-series courses completed while in residence at the University satisfy the minimum graduate course requirement. Some programs will have course requirements exceeding the minimums cited above and may have additional or alternative degree requirements. Please refer to the description of the specific program for more information.

Master of Fine Arts (M.F.A.) degrees are awarded by the School of Fine Arts (M.F.A. in Fine Arts) and by the Program in Writing (M.F.A. in English) upon successful completion of the equivalent of two years or more of full-time study with an emphasis upon creative expression and professional development. Special thesis or comprehensive examination requirements are established for these programs.

Master of Arts in Teaching (M.A.T.) degrees are awarded upon successful completion of programs designed for the professional development of secondary school teachers and college instructors. A minimum of one year in residence is required, usually including Summer Session course work. A thesis project or other comparable evidence of professional attainment is part of each M.A.T. program.

Master of Business Administration (M.B.A.), Master of Public Administration (M.P.A.), and Master of Business and Public Administration (M.B.P.A.) degrees are awarded by the Graduate School of Management upon successful completion of the equivalent of two years of full-time study in the development of professional managerial skills.

### Doctor of Philosophy Degree

The Doctor of Philosophy (Ph.D.) degree is awarded on the basis of evidence that the recipient possesses knowledge of a broad field of learning and expert mastery of a particular area of concentration within it. The research dissertation is expected to demonstrate critical judgment, intellectual synthesis, creativity, and skill in written communication.

The candidate for the Ph.D. is expected to be in full-time res-

idence for at least six regular academic quarters. Four to six years of full-time academic work beyond the bachelor's degree typically is required to complete the degree. At the end of the first year or so of full-time study, many programs administer a preliminary examination on the student's mastery of fundamental knowledge in the discipline. Upon successfully demonstrating a high level of scholarship on this examination and after further study, the student will continue to a series of qualifying examinations which lead to formal advancement to candidacy for the Ph.D.

Graduate students ordinarily attain candidacy status for the Ph.D. degree when all preparatory work has been completed, when qualifying examinations have been passed, and when they are ready for the dissertation phase. Students are recommended for advancement to candidacy by unanimous vote of the candidacy committee appointed by the Dean of Graduate Studies and Research on behalf of the Graduate Council. The proposed candidacy committee list must be submitted to the Division Office (on the Ph.D. Form I) at least two weeks before the final qualifying examination is to be given, so that formal appointment can be made before the examination date. The Report on Qualifying Examination for the Degree of Doctor of Philosophy (Form II) must be signed by the committee at the time the candidacy examination is concluded and submitted to the Dean of Graduate Studies and Research. Following a unanimous favorable vote of the committee, the student will be advanced to candidacy upon payment of the \$25 Candidacy Fee. Candidacy for the Ph.D. will lapse automatically if the student loses graduate standing by academic disqualification or failure to comply with the University policy on continuous registration. A readmitted student who was a candidate for the Ph.D. must again advance to candidacy and thereafter enroll as a candidate for at least one academic quarter before the Ph.D. may be conferred.

Following advancement to candidacy for the Ph.D., a doctoral committee appointed by the Dean of Graduate Studies and Research (on behalf of the Graduate Council) supervises the student's program, approves the dissertation, and conducts the final oral examination if required. The chair of the doctoral committee is the member of the faculty responsible for providing primary guidance of the student's dissertation. Ordinarily, the final examination will be given just prior to completion of the dissertation and while the student is in residence during a regular academic session, and will be open to all members of the academic community. Ph.D. degrees are conferred, subject to the final approval of the Graduate Council, as of the last day of the regular academic quarter in which all requirements have been satisfied.

### The In-Candidacy Fee Offset Grant

By action of each academic unit, the Graduate Council, and the Academic Senate Coordinating Committee on Graduate Affairs, a Normative Time has been established for each Ph.D. program. This is the expected number of 12-month years from first enrollment to completion of the Ph.D. for students entering with normal preparation who are able to study without serious interruptions. The Normative Time established for UCI Ph.D. programs is five years in all fields except (years in parentheses): Administration (six), Anatomy (four), Classics (six), Comparative Culture (six), Comparative Literature (six), English (six), French (six), German (six), History (six), Philosophy (six), Physics (six), Social Ecology (six), Spanish (six).

A Ph.D. student in good standing will be eligible for a quarterly grant equal to the Educational Fee if:

1. the student is a formal candidate for the Ph.D., as of the first day of the quarter;
2. the student's accrued time since first enrollment is less than the Normative Time for completion of the Ph.D. established for that graduate program (accrued time is equal to elapsed time from first enrollment as a UCI graduate student less (a) up to three quarters of approved leave, and (b) any time between completion of a graduate program or formal withdrawal and readmission in a different field of study);
3. the student is not entitled to payment of the Educational Fee from an extramural fellowship, grant, or traineeship; and
4. satisfactory academic progress has been certified by the Graduate Advisor.

Additional information about the In-Candidacy Fee Offset Grant program and application forms are available from the Division of Graduate Studies and Research.

## Theses and Dissertations

Candidates for the Ph.D. and certain master's degrees must conduct an extensive research project and submit a thesis or dissertation in order to fulfill degree requirements. Research expenses are not supported by the University, and the cost of preparing the thesis or dissertation ordinarily ranges from \$200 to \$1,000, but may be considerably more.

Soon after advancement to candidacy, those Ph.D. or master's candidates who are writing a thesis or dissertation should consult with the Manuscript Advisor in the Division of Graduate Studies and Research. The Manuscript Advisor has the responsibility of ensuring that the established procedures and standards of UCI are upheld in the preparation of theses and dissertations. After approval by the doctoral or thesis committee appointed for each candidate by the Graduate Council, a copy of the dissertation (two copies of a master's thesis) must be filed with the Manuscript Advisor for placement in the UCI Library. The final copy must meet the University's requirements for style, format, and appearance before the degree can be conferred. Dissertations and theses must be filed no later than the end of the eighth week of instruction in order for them to be reviewed and accepted in time for the degree to be conferred in that quarter.

## The Filing Fee

Under certain circumstances, a student may be eligible to pay a Filing Fee equal to half of the Registration Fee in lieu of registration, subject to the approval of the Dean of Graduate Studies and Research. In general, all requirements for a degree must have been satisfied prior to the start of the quarter, except for the submission of the final version of the dissertation or thesis, or the completion of a final oral or comprehensive examination. The student who intends to make use of any University resource, to hold any academic appointment or comparable University employment, or to receive any student service for which official registration and payment of regular fees is a requirement is not eligible to pay the Filing Fee in lieu of registration. A Filing Fee will not be accepted immediately following readmission and will be accepted immediately following a Leave of Absence only under exceptional circumstances. The date for payment of the Filing Fee without a late service fee is the same as that for the payment of other student fees. If all degree requirements are not completed during the quarter in which the Filing Fee is paid, the student must subsequently register and pay all applicable fees.

## Conferral of Graduate Degrees

Prior to the beginning of the quarter in which an advanced degree is to be conferred, the student must have advanced to candidacy for that degree and should have received formal notice confirming candidacy from the Dean of Graduate Studies and Research. The student should consult the departmental Graduate Advisor to determine which degree requirements, if any, have not yet been satisfied.

No later than the beginning of the final quarter, the student should file a Diploma Information form with the Division of Graduate Studies and Research. If a master's thesis or doctoral dissertation is to be submitted, the Manuscript Advisor should be consulted well in advance about the final format and the deadline for submission of the approved manuscript.

Students are advised by mail when their diplomas are available, which is approximately 90 days after the quarter in which the degrees are awarded.

## Financial Assistance for Graduate Students

Several types of financial assistance are available to graduate students at UCI. These include fellowships, teaching and research assistantships, tuition fellowships for nonresident students, grants-in-aid, student loans, and Work-Study. Applicants interested in assistantships or fellowships should so indicate on their application when applying for admission.

For all graduate programs, applications should be completed by January 1 to receive full consideration for fellowship and assistantship awards. Continuing students interested in an assistantship or fellowship should contact the Graduate Advisor for their program. The awarding of fellowships for the following academic year will be made during the month of April.

The University of California, Irvine subscribes to the agreement of the Council of Graduate Schools of the United States, under which successful applicants for awards for financial support are given until April 15 to accept or decline such awards. An award accepted from one of the member universities may be resigned at any time through April 15. However, an acceptance given or left in force after that date commits the student to not accepting another appointment without first obtaining formal release for that purpose from the awarding institution.

Regents' Fellowships will be awarded to a number of promising students entering graduate study at UCI leading to the Doctor of Philosophy or Master of Fine Arts degree. Awards include a stipend, all required student fees, and, if applicable, Nonresident Tuition. Other fellowships are offered, including tuition awards for outstanding applicants who are not residents of California. In many cases, fellowship stipends may be supplemented by partial assistantship appointments.

Entering or continuing graduate students may be awarded research or teaching assistantships for all or part of the academic year. The types of assistantships, number available, and required duties vary according to the activities of the academic unit. Neither assistantship includes remission of fees or tuition, but a graduate assistant who is not a California resident also may receive a tuition fellowship.

Through the Graduate and Professional Opportunity Program, a number of fellowships and assistantships are awarded to first- and second-year graduate students from groups including minorities and women in certain fields who traditionally have been underrepresented in higher education in the United States. All fellowship awards and assistantships appointments are made in accordance with the affirmative action policies of the University.



Grants for doctoral research and a limited number of dissertation fellowships are awarded each year; additional information is available from the Division of Graduate Studies and Research. The Division Office also provides information and assistance to students who wish to apply for fellowships from federal agencies, foundations, and other non-University sources.

The Expenses and Fees and Financial Aid sections contain information about assistance based upon financial need that is administered by the Financial Aid Office, including grants, loans, and Work-Study awards. A Financial Aid Handbook is available from the Financial Aid Office.

## Research

The University of California is the State's primary research institution. Most scholarly research and creative activities are supported by University funds or by grants and contracts from federal and state agencies, foundations, corporations, and individual sponsors. In addition to University funding, more than \$41 million from extramural sources was awarded to the University of California, Irvine in the 1983-84 fiscal year for basic and applied research and for other scholarly activity.

Under direction of the Dean of Graduate Studies and Research, the Office of Contracts and Grants Administration (OCGA) is responsible for the submission of proposals, acceptance of grant and contract awards, and negotiation of all awards for extramurally funded research, training, fellowship, and public service programs. The OCGA maintains a Resource Center containing the most current information about extramural funding sources for student and faculty research.

While most research takes place at the academic unit level, the academic quality of many of UCI's educational programs is enhanced by Organized Research Units and Focused Research Programs that extend beyond unit boundaries.

### Organized Research Units

An Organized Research Unit (ORU) ordinarily consists of an interdepartmental group of faculty, students, and other researchers engaged in a continuing program of research, supported by both University and extramural funding. The work of some ORUs is directed toward the solution of complex contemporary problems, while others conduct basic research essential to the understanding of natural or social phenomena or of humanistic ideas and expressions. Organized Research Units established on the Irvine campus by The Regents of the University are the Cancer Research Institute, the Center for the Neurobiology of Learning and Memory, the Developmental Biology Center, the Institute of Transportation Studies (ITS), and the Public Policy Research Organization (PPRO).

### Cancer Research Institute

The Cancer Research Institute is an Organized Research Unit established by The Regents of the University in early 1980 to provide leadership and support for researchers working toward understanding and controlling cancer. The Institute serves as a means of focusing, coordinating, and directing efforts of scholars in basic and clinical sciences from several departments of the School of Biological Sciences and the UCI-California College of Medicine. The ORU provides a central source of information concerning cancer-related research, as well as a forum in which basic researchers and clinicians can assess advances that may be of immediate value in the diagnosis and treatment of cancer, and in the detection



of chemicals or conditions that cause cancer. Ongoing and projected research activities involve the regulation of cell function, tumor cell surfaces and control of proliferation and metastasis, viral carcinogenesis, environmental carcinogenesis, and clinically related studies.

### Center for the Neurobiology of Learning and Memory

The Center for the Neurobiology of Learning and Memory was established to foster multidisciplinary research which will provide an understanding of the neurobiological processes underlying learning and memory. Research efforts are stimulated and coordinated through research seminars, colloquia, and quarterly conferences, as well as collaborative research projects involving faculty members, visiting fellows, postdoctoral fellows, graduate students, and undergraduate students. The research programs of the Center include investigations at several levels of analysis, including cell chemistry, cell physiology, brain systems, and cognitive processes. Members include faculty from the Department of Psychobiology in the School of Biological Sciences, the Department of Pharmacology in the UCI-California College of Medicine, the Department of Information and Computer Science, the Department of Physics in the School of Physical Sciences, and the School of Social Sciences, as well as three faculty members from other UC campuses.

## Developmental Biology Center

The Developmental Biology Center is an Organized Research Unit that provides focus and support in several related areas of developmental biology and genetics. The major goal of the Center is to understand the mechanisms responsible for the control of growth and the generation of spatial patterns of differentiation during development. Experimental techniques and concepts from the fields of cell biology, embryology, genetics, neurobiology, molecular biology, immunology, and endocrinology are applied to developing insects, hydra, fish, amphibians, birds, and mammals. Undergraduate and graduate students and postdoctoral fellows all participate actively with faculty from the School of Biological Sciences and the UCI-California College of Medicine in these research programs. The Center also sponsors and organizes a variety of local, national, and international conferences and hosts visiting scientists for collaborative research work. The work carried out in the Center has potential implications in such areas as the control of growth; the regeneration of lost body parts; and the cause and prevention of cancer, nervous system anomalies, and birth defects in humans.

## Institute of Transportation Studies

The Institute of Transportation Studies (ITS) was established to foster research, education, and training in the field of transportation. The Institute has been an Organized Research Unit within the University of California since 1947. With the establishment of the Irvine branch in 1974, it became a University-wide Multi-campus Research Unit, the only such unit on the Irvine campus.

Emphasis at Irvine has been on the development of a strong interdisciplinary research capability. Completed and ongoing research projects have involved faculty and students from the School of Engineering, the Graduate School of Management, the School of Social Sciences, the Program in Social Ecology, and the Department of Information and Computer Science. Research at Irvine focuses upon transportation systems engineering, planning and evaluation, fiscal and administrative management of public transit systems, transportation economics, labor relations in the transit industry, and energy and environmental issues. Current projects include "Chaining Behavior in Urban Trip Making," "Rehabilitation Strategies for Urban Freeways and Highways," "Ownership-Management Forms and Transit Property Performance and Efficiency," "Performance Indicators and Peer Groups for Comparison of Transit Properties," "Fiscal and Organizational Impact on Part-time Labor in Public Transit," and "Evaluation of Private Sector Provision of Urban Freeways and Highways." The Institute of is also actively engaged in the development of microcomputer applications in transportation research. A portion of Institute funding is used to sponsor graduate student research assistantships, postdoctoral research fellowships, and visiting professorships.

The Institute maintains an extensive research collection to support these activities. The 18,000-volume collection includes books, journals, dissertations, and technical reports in the field of urban transportation. A wide range of services is provided. Students and faculty are encouraged to meet with the information center's trained personnel to discuss research needs and strategies.

## Public Policy Research Organization

The Public Policy Research Organization (PPRO) is an Organized Research Unit established to foster empirically grounded research into problems of public policy. In pursuing its broad policies studies mission, PPRO has focused its effort

since 1973 on information technology and public policy and more recently has developed research programs concerned with public management, community and environmental studies, and an annual survey of Orange County residents.

As a campuswide research unit, PPRO draws its research expertise from the full faculty and student resources of the Irvine campus. Of the 92 faculty and students currently doing research in PPRO, the majority are from the School of Social Sciences, the Department of Information and Computer Science, the Program in Social Ecology, the Graduate School of Management, and the UCI-California College of Medicine. Among PPRO researchers are experts in law, public administration, economics, public finance, political science, sociology, psychology, planning, and public health.

PPRO projects are multidisciplinary by nature. Among the 29 projects currently in progress are studies of the social dynamics of computer user in complex organizations; the use of information systems in local governments; the social and mental health impacts of economic change; stress and coping skills among U.S. Marine Corps drill instructors; incidence of injuries to children in auto accidents; and a national study of the impacts of computing in the home.

In support of survey research in the social sciences, PPRO has created the Survey Research Facility, designed to facilitate academic research using telephone survey methods. PPRO maintains extensive survey research, data analysis, and data archiving capabilities which support its research efforts and which serve researchers in various UCI academic units. A limited number of graduate assistantships and Work-Study positions are available to qualified UCI students who wish to participate in PPRO research projects or in the preparation of research proposals.

## Focused Research Programs

Focused Research Programs are established by the Chancellor for the purpose of developing and, for a limited period of time, sustaining interdisciplinary research that could not be carried out through individual effort or within a single academic unit. Because of the developmental nature of these programs, they ordinarily are approved for no more than three years and are supported partly by University funds. If a research program develops successfully, it may continue with extramural and/or University support. Nine groups of faculty, students, and other researchers have been recognized as Focused Research Programs.

## Convex Programming

Participants in this program include faculty from the Schools of Social Sciences and Engineering, the Department of Information and Computer Science, and the Graduate School of Management. Its interdisciplinary approach brings together optimization theorists and applied researchers to focus on a way of mathematically modeling and analyzing decision-making situations. Specific attention will be given to the potential and problems of convex programming in solving a variety of important problems associated with our modern society, in areas such as "high tech" industries and national defense.

## Critical Theory

Participants in this interdisciplinary program include faculty from the Departments of English and Comparative Literature, French and Italian, History, Philosophy, and Spanish and Portuguese in the School of Humanities as well as from the School of Fine Arts. The program is designed to provide a forum for debate among the competing theoretical movements in contemporary critical theory. A series of lectures and seminars for faculty and graduate students will be presented during each of the first two years by two distinguished visiting scholars and by members of the program. As a culmination, a major symposium will be held in the third year on issues being raised in the lectures and seminars presented the first two years.

## Gene Research and Biotechnology

Participants in this program currently include faculty from the School of Biological Sciences, the UCI-California College of Medicine, and the Department of Chemistry in the School of Physical Sciences. The objective of the program is to establish cooperative programs with appropriate industrial sponsors which will enhance graduate and undergraduate teaching and research programs. The program is also designed to facilitate rapid application of basic research discoveries in the area of biotechnology. The ultimate goal of the program is the establishment of a comprehensive Biotechnology Center of the UCI campus.

## Image Engineering

The Focused Research Program in Image Engineering is a cross-disciplinary collaboration among 12 faculty members in seven departments and more than 20 engineering firms in Orange County and other parts of the United States. The group is conducting research in four areas of image engineering: image instrumentation, image modeling, image-based automation, and basic image engineering. The disciplines represented include electrical engineering, radiological science, psychiatry, psychology, mechanical engineering, chemistry, and cardiology.

Imaging instrumentation includes projects on medical ultrasound, ocular fundus microscopy, and ultrasonic microscopy. Image modeling encompasses the modeling of fluid mechanics, geophysical turbulence, molecules, arteries, and brains. Image-based automation includes computer-aided engineering and multimicroprocessor systems. Basic image engineering includes projects on digital filtering, artificial intelligence, and human vision.

## Medieval Theatre

Faculty from the Departments of English and Comparative Literature, French and Italian, German, History, and Spanish and Portuguese in the School of Humanities and from the School of Fine Arts are involved in research and production activities centered on the Corpus Christi Plays produced in English between the fourteenth and sixteenth centuries. Project activities will include an annual symposium. Production of the plays in Aldrich Park will commence in September 1985 and continue during the second and third years of the project. Ultimate goals of the project include development of videotapes of the performances and the possible creation of a University of California Consortium in Medieval Studies.

## Mexico/Chicano Area Studies

Faculty participants include researchers representing the Schools of Biological Sciences, Fine Arts, Humanities, Social Sciences, and the Program in Social Ecology. The Mexico/Chicano area studies program is designed to provide coordi-

nation and development of support bases for faculty and graduate student research in Mexican studies, Chicano studies, U.S.-Mexico relations, and in collaborations between University and Mexican scientists. Research topics include immigration, public policy, culture, literature and film, communications, urbanization, and agriculture.

## Objective Drama

Researchers from the School of Fine Arts, the Department of English and Comparative Literature in the School of Humanities, the School of Social Sciences, and others are engaged in cross-cultural and interdisciplinary, practical research with the purpose of isolating and studying the technical aspects of ritualized interaction, i.e., the elements in ritual arts of various world cultures which have an objective impact on both performers and participants. Studies center on movements, sonorities, rhythms, and uses of space as they exist in the ancient cultures, with an eye toward better understanding the underlying elements of such performative phenomena.

## Orange County Area Studies

Researchers from the Departments of History and Spanish and Portuguese in the School of Humanities are involved in a collaborative effort of analysis and understanding of Orange County's economy, social composition, ethnic and racial characteristics, politics, and culture. Projects will examine the interrelationships of economic growth and development, class formation and social stratification, immigrant assimilation and exclusion, distributions of wealth and power, the evolution of family forms, and social and cultural cohesion and fragmentation.

## Vulnerable Populations

Faculty from the Program in Social Ecology, the School of Social Sciences, the School of Engineering, and the UCI-California College of Medicine are working to advance knowledge about "vulnerable groups" in the population. Interviews will be conducted with a random sample of Orange County residents, focusing on substantive issues such as population growth, housing, environmental quality, transportation, employment, and human services. A collaborative effort of data collection and survey analysis will provide systematic studies of the extent to which attitudes, life circumstances, and responses to change vary among distinguishable populations.

## School of Biological Sciences

### Grover C. Stephens Dean

Daniel G. Aldrich, Jr., Ph.D. University of Wisconsin, Chancellor Emeritus, Professor of Soils and Plant Nutrition, Developmental and Cell Biology, Ecology and Evolutionary Biology, and Social Ecology, Emeritus

Joseph Arditti, Ph.D. University of Southern California, Professor of Biological Sciences

Stuart M. Arfin, Ph.D. Albert Einstein College of Medicine, Professor of Biological Chemistry and Biological Sciences

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Peter R. Atsatt, Ph.D. University of California, Los Angeles, Professor of Biological Sciences

Kenneth M. Baldwin, Ph.D. University of Iowa, Vice Chair of the Department of Physiology and Biophysics and Professor of Physiology and Biophysics and of Biological Sciences

Ernest A. Ball, Ph.D. University of California, Berkeley, Professor Emeritus of Biological Sciences

Michel Baudry, Ph.D. Université Paris, Assistant Professor of Psychobiology in Residence

Albert F. Bennett, Ph.D. University of Michigan, Chair of the Department of Developmental and Cell Biology and Professor of Biological Sciences

Michael W. Berns, Ph.D. Cornell University, Professor of Surgery and Cell Biology

Kevin P. Bertrand, Ph.D. Stanford University, Assistant Professor of Microbiology and Molecular Genetics and of Biological Sciences

Robert H. Blanks, Ph.D. University of California, Los Angeles, Associate Professor of Anatomy, Surgery, and Biological Sciences

Hans R. Bode, Ph.D. Yale University, Associate Director Developmental Biology Center and Professor of Biological Sciences

Timothy J. Bradley, Ph.D. University of British Columbia, Assistant Professor of Biological Sciences

Ralph A. Bradshaw, Ph.D. Duke University, Chair of the Department of Biological Chemistry, Professor of Biological Chemistry and of Biological Sciences

Gayle A. Brenchley, Ph.D. The Johns Hopkins University, Assistant Professor of Biological Sciences

Marianne Bronner-Fraser, Ph.D. The Johns Hopkins University, Assistant Professor of Physiology and Biophysics and of Biological Sciences in Residence

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Susan V. Bryant, Ph.D. University of London, Professor of Biological Sciences

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Richard D. Campbell, Ph.D. The Rockefeller Institute, Professor of Biological Sciences

F. Lynn Carpenter, Ph.D. University of California, Berkeley, Professor of Biological Sciences

M. Arthur Charles, M.D., Ph.D. University of California, San Francisco, Associate Professor of Medicine and of Physiology and Biophysics

Carl Cotman, Ph.D. Indiana University, Professor of Psychobiology

Dennis D. Cunningham, Ph.D. University of Chicago, Vice Chair of the Department of Microbiology and Molecular Genetics and Professor of Microbiology and Molecular Genetics and of Biological Sciences

Earl A. Davis, Ph.D. University of Illinois, Lecturer in Anatomy and Biological Sciences

Rowland H. Davis, Ph.D. Harvard University, Professor of Molecular Genetics

Lyle C. Dearden, Ph.D. University of Utah, Professor of Anatomy, Radiology, and Biological Sciences

Peter S. Dixon, Ph.D., D. Sc. University of Manchester, Director of the Museum of Systematic Biology and Professor of Biological Sciences and of Civil Engineering (on leave F)

James H. Fallon, Ph.D. University of Illinois, Associate Professor of Anatomy and of Biological Sciences

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Franz Hoffmann, Ph.D. University of Hohenheim, Associate Professor of Biological Sciences

George L. Hunt, Jr., Ph.D. Harvard University, Professor of Biological Sciences (on leave W)

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Thomas E. Johnson, Ph.D. University of Washington, Assistant Professor of Molecular Genetics

Edward G. Jones, M.D., Ph.D. Oxford University, Chair of the Department of Anatomy and Professor of Anatomy

Robert K. Josephson, Ph.D. University of California, Los Angeles, Professor of Biological Sciences and Psychobiology

Keith E. Justice, Ph.D. University of Arizona, Associate Professor of Biological Sciences and of Information and Computer Science

Mary-Louise Kean, Ph.D. Massachusetts Institute of Technology, Associate Professor of Psychobiology and Cognitive Science

Herbert P. Killackey, Ph.D. Duke University, Professor of Psychobiology and Anatomy

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Gary S. Lynch, Ph.D. Princeton University, Professor of Psychobiology and of Social Sciences

Richard E. MacMillen, Ph.D. University of California, Los Angeles, Chair of the Department of Ecology and Evolutionary Biology and Professor of Biological Sciences

Jerry E. Manning, Ph.D. University of Utah, Associate Professor of Molecular Biology

J. Lawrence Marsh, Ph.D. University of Washington, Assistant Professor of Biological Sciences



John F. Marshall, Ph.D. University of Pennsylvania, *Acting Chair of the Department of Psychobiology and Associate Professor of Psychobiology*

Lee McAlister-Henn, Ph.D. University of Texas Health Science Center, Dallas, *Assistant Professor of Biochemistry and Biological Sciences*

James L. McGaugh, Ph.D. University of California, Berkeley, *Director, Center for the Neurobiology of Learning and Memory and Professor of Psychobiology, and Social Sciences*

Calvin S. McLaughlin, Ph.D. Massachusetts Institute of Technology, *Professor of Biochemistry and Biological Sciences*

Ronald L. Meyer, Ph.D. California Institute of Technology, *Assistant Professor of Biological Sciences*

Ricardo Miledi, M.D. Universidad Nacional Autónoma de México, UCI Distinguished Professor and Professor of Psychobiology

Harris S. Moyed, Ph.D. University of Pennsylvania, *Professor of Microbiology and Molecular Genetics and of Biological Sciences*

Masayasu Nomura, Ph.D. University of Tokyo, *Professor of Biological Chemistry*

William D. Nunn, Ph.D. City University of New York, *Professor of Molecular Genetics and Biochemistry*

Ian Parker, Ph.D. University College, London, *Assistant Professor of Psychobiology*

Donald H. Perkel, Ph.D. Stanford University, *Professor of Psychobiology in Residence*

Kathleen Postle, Ph.D. University of Wisconsin, Madison, *Assistant Professor of Microbiology and Molecular Genetics and of Biological Sciences in Residence*

Charles E. Ribak, Ph.D. Boston University, *Associate Professor of Anatomy and Biological Sciences*

Richard T. Robertson, Ph.D. University of California, Irvine, *Associate Professor of Anatomy and of Biological Sciences*

Eloy Rodriguez, Ph.D. University of Texas, Austin, *Professor of Biological Sciences*

Suzanne B. Sandmeyer, Ph.D. University of Washington, *Assistant Professor of Microbiology and Molecular Genetics and of Biological Sciences*

Rozanne Sandri-Goldin, Ph.D. The Johns Hopkins University, *Assistant Professor of Microbiology and Molecular Genetics and of Biological Sciences*

Howard A. Schneiderman, Ph.D. Harvard University, *Professor of Biological Sciences (on leave)*

Bert L. Semler, Ph.D. University of California, San Diego, *Assistant Professor of Microbiology and Molecular Genetics and of Biological Sciences*

Howard B. Shaffer, Ph.D. University of Chicago, *Assistant Professor of Biological Sciences*

Stephen J. Sharp, Ph.D. University of New South Wales, *Assistant Professor of Microbiology and Molecular Genetics and of Biological Sciences*

John T. Smiley, Ph.D. University of Texas, *Assistant Professor of Biological Sciences*

Eric J. Stanbridge, Ph.D. Stanford University, *Professor of Microbiology and Molecular Genetics and of Biological Sciences*

Wendell M. Stanley, Jr., Ph.D. University of Wisconsin, *Associate Dean for Undergraduate Affairs of the School of Biological Sciences, Associate Professor of Biochemistry*

Arnold Starr, M.D. New York University, *Chair of the Department of Neurology and Professor of Neurology, Psychobiology, and Social Sciences*

Grover C. Stephens, Ph.D. Northwestern University, *Dean of the School of Biological Sciences and Professor of Biological Sciences*

Katumi Sumikawa, Ph.D. Imperial College, London (England), *Assistant Professor of Psychobiology*

John E. Swett, Ph.D. University of California, Los Angeles, *Professor of Anatomy and Biological Sciences*

Paul S. Sypherd, Ph.D. Yale University, *Chair of the Department of Microbiology and Molecular Genetics and Professor of Microbiology and Molecular Genetics and of Biological Sciences*

Krishna K. Tewari, Ph.D. Lucknow University, *Chair of the Department of Molecular Biology and Biochemistry and Professor of Biochemistry*

Marcel Verzeano, M.D. University of Pisa Medical School (Italy), *Professor Emeritus of Psychobiology*

Larry E. Vickery, Ph.D. University of California, Santa Barbara, *Associate Professor of Physiology and Biophysics and of Biological Chemistry*

Edward K. Wagner, Ph.D. Massachusetts Institute of Technology, *Professor of Virology and Molecular Biology*

Harry Walter, Ph.D. Indiana University, *Professor of Physiology and Biophysics and of Biological Sciences in Residence*

Robert C. Warner, Ph.D. New York University, *Professor Emeritus of Biochemistry*

John J. Wasmuth, Ph.D. Purdue University, *Associate Professor of Biological Chemistry and Biological Sciences*

Norman M. Weinberger, Ph.D. Western Reserve University, *Professor of Psychobiology*

Stephen H. White, Ph.D. University of Washington, *Chair of the Department of Physiology and Biophysics and Professor of Physiology and Biophysics and of Biological Sciences*

Archie F. Wilson, M.D. University of California, San Francisco, Ph.D. University of California, Los Angeles, *Professor of Medicine and of Physiology and Biophysics*

Clifford A. Woolfolk, Ph.D. University of Washington, *Associate Professor of Microbiology*

Pauline I. Yahr, Ph.D. University of Texas, *Professor of Psychobiology*

No one can predict the future, but this much is known: the next quarter century is the time of the biologist, who will be in the midst of many of the activities that govern major aspects of life. These include some of the most challenging intellectual problems, such as the mechanisms of memory and of learning, the molecular basis of embryonic development, and the rules that help predict the behavior of the environment. Biology also lies at the heart of major social problems that face mankind in the coming decade, such as sensible management of the environment and the effective control of human populations. It is vital that educated men and women understand the contributions that biological sciences have made and will continue to make for the future welfare of mankind.

The School of Biological Sciences reflects new concepts of biology in both its curriculum and its research programs. The faculty is dedicated to providing students with the opportunity to avail themselves of the principles and ever-increasing knowledge of biology. The curriculum is designed to meet present and future educational needs of majors and non-majors. In keeping with the responsibilities of the University, the School encourages vigorous faculty and student research programs. It strongly believes that excellence in research is essential for effective, enthusiastic, and up-to-date teaching. The School provides an excellent opportunity for undergraduates to participate in research, through the Biological Sciences 199 program. Each quarter nearly 350 undergraduate students and 200 graduate and postdoctoral students participate in independent research programs.

In addition to the regular University requirements for admission, students interested in the biological sciences should include in their high school curriculum, in addition to a course in biology, four years of mathematics, as well as courses in chemistry and physics, which are now an integral part of most contemporary biological work.

The biological sciences are presented as an integrated area of study through the eight-quarter Biological Sciences Core, with lectures and laboratories developing the major concepts of modern biology. Satellite courses expand upon and intensify areas covered in the Core and provide students with the opportunity to specialize in a particular area of the biological sciences. In addition to the regular major in Biological Sciences, a concentration in Ecology and Environmental Biology, also leading to a B.S. degree in Biological Sciences, is available at the undergraduate level. The degree requirements of these

two programs are similar, with the concentration in Ecology and Environmental Biology placing a greater emphasis on ecology and the natural sciences and a lesser emphasis on chemistry and molecular biology. Introductory courses for nonmajors are designed to make the biological sciences meaningful and interesting and to inform intelligent citizens of biological phenomena that affect their daily lives. Graduate courses are offered in all the departments.

Students with an interest in the application of ecology to human needs may choose the Applied Ecology major, leading to a B.A. degree in Applied Ecology, which is offered jointly by the School of Biological Sciences and the Program in Social Ecology. See page 247.

## Degrees

Biological Sciences ..... B.S., M.S., Ph.D.

A concentration in Ecology and Environmental Biology is available at the undergraduate level. Opportunities are available at the graduate level to specialize in developmental and cell biology, ecology and evolutionary biology, molecular biology and biochemistry, psychobiology, anatomy, microbiology and molecular genetics, and physiology and biophysics.

Applied Ecology (offered jointly with the Program in Social Ecology) ..... B.A.

## Honors

**Graduation with Honors.** Of the graduating seniors, approximately 12 percent may receive honors: 1 percent *summa cum laude*, 3 percent *magna cum laude*, and 8 percent *cum laude*. The selection for these awards is based on winter quarter rank-ordered grade point averages. A general criterion is that students must have completed at least 72 units in residence at a University of California campus.

**Biological Sciences Scholastic Honor Society.** The Biological Sciences Scholastic Honor Society is composed of students who graduate with an overall grade point average of 3.5 or better and have carried 12 or more graded units with a grade point average of 3.5 per quarter for a minimum of six quarters. Their names will be inscribed on a permanent plaque in the Biological Sciences Student Affairs Office.

**Dean's Honor List.** The quarterly Dean's Honor List is composed of students who have received a 3.5 grade point average while carrying a minimum of 12 graded units.

**Robert H. Avnet Memorial Scholarship.** The Robert H. Avnet Memorial Scholarship has been established to assist a student interested in becoming a physician. The student must be a Biological Sciences major and demonstrate financial need.

**Dean's Academic Achievement and Service Awards.** Four Biological Sciences majors will be the recipients of the Dean's Academic Achievement and Service Awards. These awards are based on academic excellence and exceptional service to the School of Biological Sciences.

**Excellence in Research Award.** Undergraduates who have successfully completed the requirements for this program (detailed on p. 88) are presented with Excellence in Research certificates.

**Ralph W. Gerard Award.** Three students receiving the highest ratings for their papers and oral presentations at the Excellence in Research Program will receive the Ralph W. Gerard Award.

**William F. Holcomb Scholarship.** The intent of the William F. Holcomb Scholarship is to support biomedical or marine biological studies. The Scholarship is to be used to support continuing academic work over a specific period.

**Laurence J. Mehlman Prize.** The Laurence J. Mehlman Prize is awarded to an undergraduate student in the School of Biological Sciences who has demonstrated outstanding achievement in both scholarship and service to the School.

**Jayne Unzelman Scholarship.** The Jayne Unzelman Scholarship is presented to an undergraduate student who has shown academic excellence and been of service to the School of Biological Sciences and/or the University, and to the community.

**Robert Ernst Prize for Excellence in Student Research in Plant Biology.** This prize is awarded to a student for meritorious research conducted in plant biology.

**Robert Ernst Prize for Excellence in Research in the Biological Sciences.** This prize is awarded to a student for meritorious research conducted in the field of biology.

**Edward A. Steinhaus Memorial Award.** The Edward A. Steinhaus Memorial Award is given to an outstanding graduate Teaching Assistant. Three second-place awards also are given.

**Special Service Awards.** These awards are given to students who have demonstrated great service to the School, the University, and/or community.

The preceding Honors, Scholarships, Prizes, and Awards are presented at the annual Biological Sciences Honors Convocation held the first week of June.

## Requirements for the B.S. Degree in Biological Sciences

**University Requirements:** See pages 49-52.

### School Requirements

Biological Sciences Core Curriculum (90, 101, 102, 103, 103L, 104, 104L, 105, 105L, 106, 106L, 107); minimum of three satellite courses; Chemistry 1A-B-C, 51A-B-C, and 1LB-LC, 51LA-LB; Mathematics 2A-B-C or 2A-B and one quarter statistics; Physics 3A-B-C, 3LA-LB-LC or 5A-B-C, 5LA-LB-LC; and Humanities 1A-B-C, or another option of the lower-division writing requirement of the breadth requirement (Category I) and a three-quarter sequence in either Humanities or Literature (Category IV, Humanistic Inquiry).

Students must have a 2.0 cumulative grade point average in the Biological Sciences Core Curriculum and three satellite courses.

In addition to the listed Biological Sciences satellite courses, Chemistry 130A-B-C or 131A-B-C and Physics 18A-B-C can be used to satisfy the satellite requirement. Students with a double major in Psychology and Biological Sciences can also use Psychology 151A-B-C to satisfy the satellite requirement.

No student may enter as a double major, but students interested in other areas may possibly become double majors after the first quarter, if the second school or program approves. A strong academic performance in the second area is requisite for acceptance as a double major.

For information on requirements for the B.S. degree in Biological Sciences with a concentration in Ecology and Environmental Biology, see page 87.

### UCI Breadth Requirement

Those students majoring in Biological Sciences who have completed the School requirements and who have passed any two quarters of the writing component of the Humanities Core or its alternative with a grade of C or better will have satisfied the UCI breadth requirement, with two exceptions: the upper-division writing requirement and Category III, Social and Behavioral Sciences.



Specifically, the Humanities Core or its alternative satisfies Category IV, Humanistic Inquiry; it also satisfies the lower-division writing requirement when two quarters of the writing component are passed with a grade of C or better. Chemistry and physics satisfy Category II, Natural Sciences. Category V, Foreign Language, Linguistics, Logic, Mathematics, Computer Science, is satisfied by completion of the School mathematics requirement.

## Planning a Program of Study

Since biological sciences courses are built upon a base of the physical sciences, it is important for students to take their required physical sciences early. Note: The academic program shown below is only a suggested program. Students should consult the Biological Sciences Student Affairs Office for individual academic planning.

Freshmen will normally take eight units of the humanities requirement, Chemistry 1A, and a freshman seminar (Biological Sciences 2) during the fall quarter. Students with a score of 650 or higher on the mathematics part of the Scholastic Aptitude Test (SAT) may enroll in mathematics during the fall quarter and should note the prerequisites for Mathematics 2A. During their freshman year, students will begin the Biological Sciences Core with Biological Sciences 90.

Sophomores begin organic chemistry (Chemistry 51A), continue the Biological Sciences Core, and complete the Humanities requirement if they have not taken it during their freshman year. Sophomores often begin taking courses in other schools to meet the UCI breadth requirement and fulfill their mathematics requirement if they have not done so as freshmen. Sophomores who have completed the mathematics requirement as freshmen may enroll in physics. Students who intend to double major in Chemistry may be required to take Physics 5A-B-C in place of Physics 3A-B-C.

During their junior year, most majors continue the Biological Sciences Core and take physics if they have not yet done so. Juniors complete their breadth requirements and often become involved in the satellite course requirements. Since

most satellites are based upon material contained in the Core, it is usually preferable for students to have completed most of the Core before taking satellite courses.

Finally, during their senior year, students complete the Core and may become involved in an area of specialization within the School.

Individualized accelerated programs of study are designed for students entering the School with strong backgrounds in biology. Please see page 88 for details regarding the Freshman Honors Curriculum.

A special program of study should be considered by students who enter the biological sciences with a weak background in the sciences and in writing skills. A weak background might consist of not completing high school chemistry or mathematics through trigonometry, and not satisfying the Subject A requirement before entering the University. This program allows a student to gain the necessary background skills and may require five years of study at the undergraduate level. Before beginning this program of study, students must see an academic counselor in the Biological Sciences Student Affairs Office.

Freshmen should complete English and Comparative Literature WR39A, Mathematics 1, Biological Sciences 2, and an additional humanities course (to satisfy the alternative to the Humanities Core) during the fall quarter. The winter quarter should include Chemistry 10 and continuation of humanities and mathematics. Continuation of humanities and mathematics, and an elective, are taken during the spring quarter.

During the second year, students should begin general chemistry (Chemistry 1A-B-C), continue working on the breadth requirement and any remaining humanities requirements, and complete mathematics. During winter quarter, students will begin the Biological Sciences Core with Biological Sciences 90.

The Biological Sciences Core, organic chemistry (Chemistry 51A-B-C), and elective courses should be taken during the third year.

### Sample Program — Biological Sciences

	<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
Fall	Chem. 1A Human. 1A <sup>a</sup> Bio. 2 (Fr. Sem.) Math 2A <sup>b</sup>	Bio. Core Chem. 51A, LA Math 2A or Physics 3A, LA <sup>c</sup>	Bio. Core Physics 3A, LA or Elective <sup>d</sup> Bio. Satellite <sup>e</sup> Elective	Bio. Core Bio. Satellite Research Elective
Winter	Bio. Sci. 90 Chem. 1B, LB Human. 1B Math 2B	Bio. Core Chem. 51B, LB Math 2B or Physics 3B, LB	Bio. Core Physics 3B, LB or Elective Bio. Satellite Elective	Research Electives
Spring	Chem. 1C, LC Human. 1C Math 2C or 7	Bio. Core Chem. 51C Math 2C or 7, or Physics 3C, LC	Bio. Core Physics 3C, LC or Elective Bio. Satellite Elective	Research Electives

<sup>a</sup>Students may replace Humanities 1A-B-C with another option of the lower-division writing requirement of the breadth requirement (Category I) and a three-quarter breadth sequence in either Humanities or Literature (Category IV, Humanistic Inquiry). Normally students must satisfy the Subject A requirement prior to fulfilling the lower-division writing requirement. Students taking Humanities 1A must also enroll in Writing Workshop (2 units) if they have not satisfied the Subject A requirement.

<sup>b</sup>Students with a score of 650 or higher on the mathematics portion of the Scholastic Aptitude Test (SAT) may begin mathematics as freshmen. Students with a score below 650 on the mathematics portion of the SAT should defer mathematics to their sophomore year. Please note the prerequisites for Mathematics 2A.

<sup>c</sup>Students who have completed mathematics in their freshman year may take Physics 3A-B-C and 3LA-LB-LC in their sophomore year. Students who take the mathematics requirement in their sophomore year should defer physics to their junior year. Physics 3A-B-C is the course for nonmajors and is fully acceptable for a degree in the Biological Sciences. Physics 5A-B-C, which begins in the winter quarter, better prepares a student for Physical Chemistry 130A-B-C or 131A-B-C and for some graduate schools.

<sup>d</sup>Electives should be chosen with the following purposes in mind: UCI breadth requirements; students' own breadth; preprofessional training.

<sup>e</sup>In addition to the listed biological sciences satellite courses, Chemistry 130A-B-C or 131A-B-C, Physics 18A-B-C, and Psychology 151A-B-C (for Biological Sciences/Psychology double majors) are counted as satellites.

The fourth year should include Physics 3A-B-C, continuation of the Biological Sciences Core, biological sciences satellites, and possibly research or other electives.

The fifth year should be relatively free to explore additional satellites and research and to complete any remaining Biological Sciences Core courses.

### Requirements for the B.S. Degree in Biological Sciences with a Concentration in Ecology and Environmental Biology

The School of Biological Sciences offers a concentration in Ecology and Environmental Biology which provides a second pathway to a B.S. degree in Biological Sciences. The concentration in Ecology and Environmental Biology differs from the regular undergraduate program in having a greater emphasis on ecology and the natural sciences and a lesser emphasis on chemistry and molecular biology. Its principal objective is to afford the student an integrated, interdisciplinary program in environmental studies within the framework of a broad and rigorous physical and biological sciences background. A vital goal is to allow the student completing the course of study to be broadly trained as a biologist, with the breadth of educational experience to view environmental problems from an informed ecologist's perspective. In addition to completing basic required courses in the humanities and the physical and biological sciences, the student must complete a core of environmentally based courses from the Department of Ecology and Evolutionary Biology, the Program in Social Ecology, and the School of Engineering. Exposure to current thought in several subareas of ecology is emphasized, and the acquisition of elementary statistical and computer skills is stressed. Opportunities to specialize in several general study areas are furnished. Students will study theoretical concepts and experimental relationships in terrestrial or aquatic systems through Ecology and Evolutionary Biology satellite courses, but may also choose to specialize in the demographic and planning aspects of environmental management through classes in Social Ecology, or the technological approach to environmental problem solving through advanced course work in Environmental Engineering.

Students with an engineering perspective are encouraged to explore the program options in Environmental Engineering (p. 263), offered by the School of Engineering. Students should also investigate the Applied Ecology major (p. 247), offered jointly by the School of Biological Sciences and the Program in Social Ecology. The Applied Ecology major emphasizes ecology as it pertains to human needs, whereas the concentration in Ecology and Environmental Biology emphasizes ecology as a basic science.

**University Requirements:** See pages 49-52.

#### School Requirements

Biological Sciences 90, 101, 102, 103, 103L, 104, 104L, 105, 106, 106L, 120, 166, 174, and either 169 or 179; Chemistry 1A-B-C, 51A-B and 1LB-LC, 51LA-LB; Information and Computer Science 1A; Mathematics 2A-B and one quarter statistics; Physics 3A-B-C, 3LA-LB-LC; one of the following courses: Engineering CE173 or ME164, Social Ecology E125, E156A, or E158; one of the following courses: Engineering CE161, CE162, Social Ecology E162, E168, E171, E173, E176, E181; and Humanities 1A-B-C, or another option of the lower-division writing requirement of the breadth requirement (Category I) and a three-quarter sequence in either Humanities or Literature (Category IV, Humanistic Inquiry).

Students must attain a 2.0 grade point average in required Biological Sciences courses.

#### Planning a Program of Study

A normal program of study for the concentration in Ecology and Environmental Biology is similar to that for the regular Biological Sciences major. A program of study in Ecology and Environmental Biology requires Biological Sciences 166 and 120. In addition, required electives in biological sciences, engineering, and social ecology replace the requirement for three satellite courses.

The UCI breadth requirement may be satisfied in the concentration in Ecology and Environmental Biology in the same manner as the regular Biological Sciences major.

Further clarification on the concentration in Ecology and Environmental Biology may be obtained from the Biological Sciences Student Affairs Office.

#### Sample Program — Ecology and Environmental Biology Concentration

	Freshman	Sophomore	Junior	Senior
Fall	Bio. Sci. 2 (Seminar) Chem. 1A Human. 1A <sup>a</sup> Math 2A <sup>b</sup>	Bio. Sci. 101 Chem. 51A, LA Math 2A or Physics 3A, LA <sup>c</sup> Elective <sup>d</sup>	Bio. Sci. 104, 104L Bio. Sci. 166 Physics 3A, LA or Elective	Required Elective <sup>e</sup> Required Elective Elective Elective
Winter	Bio. Sci. 90 Chem. 1B, LB Human. 1B Math 2B	Bio. Sci. 102 Chem. 51B, LB Math 2B or Physics 3B, LB	Bio. Sci. 105 Bio. Sci. 120 Physics 3B, LB or Elective Breadth	Required Elective Elective Elective Elective
Spring	Chem. 1C, LC Human. 1C Statistics	Bio. Sci. 103, 103L ICS 1A Statistics or Physics 3C, LC	Bio. Sci. 106, 106L Physics 3C, LC or Elective Breadth	Required Elective Elective Elective Elective

<sup>a</sup>Students may replace Humanities 1A-B-C with another option of the lower-division writing requirement of the breadth requirement (Category I) and a three-quarter breadth sequence in either Humanities or Literature (Category IV, Humanistic Inquiry). (See School requirements for regular Biological Sciences majors and footnote "a" from the Sample Program for regular Biological Sciences majors.)

<sup>b</sup>Students with a score of 650 or higher on the mathematics section of the Scholastic Aptitude Test (SAT) may begin mathematics as freshmen. Students with a score below 650 on the mathematics section of the SAT should defer mathematics to their sophomore year.

<sup>c</sup>Students who have completed mathematics in their freshman year may take Physics 3A-B-C and 3LA-LB-LC in their sophomore year. Students who take the mathematics requirements in their sophomore year should defer physics to their junior year.

<sup>d</sup>Electives should be chosen with the following purposes in mind: UCI breadth requirements; students' own breadth; preprofessional training.

<sup>e</sup>Required electives are Biological Sciences 174 or 186, Biological Sciences 169 or 179, and two courses from among various Engineering and Social Ecology courses. See School requirements for the concentration in Ecology and Environmental Biology.

## Special Programs and Courses

### Freshman Honors Curriculum

Individually accelerated programs of study can be designed for freshman students who enter the School of Biological Sciences with strong backgrounds in biology and who have achieved scores of 4 or 5 in the biology section of the Advanced Placement Examination. Such freshmen are exempt from the first course in the Biological Sciences Core (Biological Sciences 90, Diversity of Life) and begin the second Core course (Biological Sciences 101, Evolutionary Biology and Genetics) during the fall quarter of their first year. This program enables participants to complete the fourth Core course by the end of their first year. Any student with such Advanced Placement credit should contact the Biological Sciences Student Affairs Office for more information regarding this program.

### Biological Sciences 199

Every undergraduate student in the School of Biological Sciences has the opportunity to pursue independent experimental laboratory or field research under the direct supervision of a professor in the School of Biological Sciences or in the UCI-California College of Medicine as an apprentice scientist. Under the guidance of a senior scientist, the student is able to experience the challenge and excitement of the world of science and to develop new scientific skills. This activity may commence as early as the sophomore year or, in the case of exceptional students, earlier.

Interested students should investigate the possibilities for research early in order to obtain a great deal of research experience, if they so desire, before they graduate. Although the School of Biological Sciences does not require training in a foreign language, some areas of research demand that students possess foreign language skills. Students are, therefore, encouraged to discuss foreign language needs with their advisors to see if such training is important for their own careers. Advising for research careers in the biological sciences is best accomplished by students working together with a faculty advisor.

### Excellence in Research Program

The School of Biological Sciences believes that successful participation in creative research is one of the highest academic goals its undergraduates can attain and accordingly rewards such students with Excellence in Biological Sciences Research certificates. Through undergraduate research and the Excellence in Research Program in Biological Sciences, students have the opportunity of presenting the results of their research endeavors to peers and faculty, and possibly of seeing their research papers published. Selected papers are published in the School's *Journal of Undergraduate Research in the Biological Sciences*.

All Biological Sciences majors doing experimental research under Biological Sciences 199 who have completed a minimum of three quarters (with at least one quarter taken during the academic year of the symposium) are eligible to participate. They must be in good academic standing, have a grade point average of 2.3 or better, and be making normal progress in Biological Sciences.

### Ecology Super Course

During one quarter of each academic year (usually either winter or spring), several courses are combined into a Super Course. Such courses include Biological Sciences 167 (Field Botany), 181 (Advanced Marine Ecology), 184 (Insect Ecology), and 189 (Ecological Energetics). These courses, together with a Biological Sciences 199 (Independent Study in Biological Sciences Research), constitute the student's entire curricu-

lum for that particular quarter. (During any quarter in which the Super Course is taught, students may not enroll in part of the Super Course requirements individually.) Extensive fieldwork is involved. Enrollment is limited to 20 students, with selection based upon a questionnaire available during the preceding quarter. Prerequisites are completion of Biological Sciences 102 and consent of instructor.

### Undergraduate Teaching Opportunities

Through the Tutoring Program, students can immediately put to practice skills they have learned in their biology training. This program provides opportunities for students to develop teaching abilities and to perform a worthwhile and necessary service. In the Tutoring Program, UCI students tutor other UCI students in biology, chemistry, mathematics, and physics.

### 3-2 Program with the Graduate School of Management

Outstanding students who are interested in a career in management and who will have completed all of the course requirements (including breadth requirements) for their bachelor's degree by the end of the junior year may apply for entry into the Graduate School of Management's 3-2 Program. This cooperative program leads to a Master's degree in either Business Administration (M.B.A.), in Public Administration (M.P.A.), or Business and Public Administration (M.B.P.A.), along with the bachelor's degree. Students should apply early in the junior year. The minimum overall grade point average required is 3.2. Completion of either the Graduate Management Admissions Test (GMAT) or the Graduate Record Examination (GRE) also is required prior to admission to the 3-2 Program. Upon admission, senior-year students will take courses in management which will count toward the 180 units needed to receive a bachelor's degree. Upon successful completion of the required courses and units, usually at the end of the first year in the 3-2 Program, the bachelor's degree will be awarded. The GSM master's degree will be awarded after completion of all the requirements for the advanced degree, usually at the end of the fifth year. For further information, students should refer to the Graduate School of Management section and contact their academic counselor.

## Special Research Resources

Special research resources include the Laser Microbeam Program (LAMP), a research, training, and service facility in the area of laser microbeam technology; the School of Biological Sciences Biohazard (P-3) Facility, which provides laboratory facilities for working with biological agents or biological molecules such as recombinant DNA which would be hazardous when used in open laboratories; the Museum of Systematic Biology, a teaching and research facility which currently contains material on local populations of plants, invertebrates, and vertebrates; the Developmental Biology Center, devoted to analyzing developmental mechanisms in amphibians, insects, and other invertebrates; the Center for the Neurobiology of Learning and Memory, a research center for studies of the brain mechanisms underlying learning and memory; the UCI Arboretum, a botanical garden facility; the San Joaquin Freshwater Marsh Reserve, which supports controlled marsh biota; the Burns Piñon Ridge Reserve, a high-desert habitat in San Bernardino County; the Theoretical Neurobiology Facility, which provides computational resources for physiologically realistic simulation of neuronal systems; and the UCI Ecological Preserve, which includes coastal hills on the campus, once under heavy grazing, but now returning to a more natural state. It is important to note that the School has access to the UCI-California College of Medicine, thereby providing an opportunity for the sharing of both teaching and research activities.



## Advising: Academic, Career, Health Sciences

### Academic Advising

The Biological Sciences Student Affairs Office coordinates the advising program and provides academic counseling as well as special services particularly in the area of preprofessional career counseling. Undergraduate Biological Sciences students should consult the Biological Sciences Student Affairs Office for information on academic requirements for the degree, career opportunities, the Biological Sciences 199 Research Program, available tutoring for Biological Sciences courses, Biological Sciences student organizations, and scholarship information. Students can also come to the Biological Sciences Student Affairs Office to change a grade, change their major, apply for graduation, or for any other help they might need related to their academic career at UCI.

All freshmen will enroll in small-group freshman seminars (Biological Sciences 2) and all other new students will enroll in special sections of Biological Sciences 190. Upper-division peer advisors are actively involved in these seminars.

**Peer Academic Advisors.** The Peer Academic Advisors are upper-division Biological Sciences majors who bring with them valuable academic and social experiences. Their functions include counseling students in matters of major selection, program planning, petitioning, tutoring, learning skills problems, and participation in cocurricular and extracurricular activities.

The Peer Advisors are located in the Biological Sciences Student Affairs Office. Office hours are posted at the beginning of each quarter.

### Career Advising

Information on graduate and professional schools in the health sciences can be obtained from the Biological Sciences Student Affairs Office. Additional career information and job opportunities are available through the UCI Career Planning and Placement Center (CPPC). The Student Affairs Office has developed a complete career library and a close relationship with the CPPC in an effort to provide current, relevant career information for biology students. Special events designed to provide career information are the annual Biological Sciences Career Fair and monthly career workshops, many of which are cosponsored by the Student Affairs Office and the CPPC.

Areas of opportunity open to those with a Bachelor of Science degree include laboratory technology, publishing, technical editing, pharmaceutical sales, and training programs in county, state, and federal agencies. The bachelor's degree is necessary to pursue studies leading to the M.S. and Ph.D. degrees.

A B.S. degree, plus short training periods, may prepare students for employment in education, medical technology (usually one year), physical therapy, and various other areas.

Education (community colleges, state colleges, or private schools), medical illustration, and public health (which includes hospital administration, biostatistics, epidemiology, environmental health sciences, social work, public health education, maternal and child health, and infectious and tropical diseases) are fields in which opportunities are available upon completion of a Master's program.

The Ph.D. degree may lead to research in many areas, among them bacteriology, biochemistry, biometeorology, botany, cytology, ecology, fishery biology, genetics, home economics, microbiology, pathology, physiology, psychobiology, public health, range management, soil conservation, and zoology.

Other areas where advanced degrees are necessary include medicine, dentistry, law, optometry, podiatry, osteopathy, and veterinary medicine.

### Health Sciences Advising

Advising for careers in the health sciences is a specialty of the Biological Sciences Student Affairs Office. Students desiring to enter the health sciences should have their programs checked in the Office. They also should check deadlines for taking the New Medical College Admission Test (MCAT) or other required tests and application deadlines. The New MCAT and the Dental Admission Test, required by most medical and dental schools, are administered in spring and fall each year on the Irvine campus. These tests should be taken in the spring, a year and one-half before the student plans to enter medical or dental school.

Many Biological Sciences students desire a career related to their education in the biological sciences. Students can go into medicine, dentistry, optometry, osteopathy, podiatry, veterinary medicine, and related medical fields; into teaching; and into research in the biological sciences. In properly preparing for such careers, planning is essential early in a student's education.

Leaders in dental, medical, and veterinary education recommend that students preparing to seek admission to their schools plan to obtain a bachelor's degree. Students who plan to enter a school of dentistry, medicine, or other areas of the health sciences may receive the required preprofessional training on the Irvine campus. This preprofessional training may be accomplished by (1) completing the major in Biological Sciences or (2) majoring in any school or department and fulfilling concurrently the specific course requirements of the dental, medical, or other professional school the student expects to attend.

Students interested in the health sciences should choose electives in the social sciences, possibly a foreign language, physical chemistry, or other specific courses required or recommended by graduate schools.

### Health Sciences Advisory Committee

The Health Sciences Advisory Committee consists of faculty and academic counselors in the School of Biological Sciences. The Committee offers specialized services, for a fee, to all students applying to postgraduate professional schools in the health sciences, including (1) a Committee interview and letter of recommendation for most professional school applications, (2) a personal file containing the student's letters of recommendation, and (3) a service of sending all recommendations for a student to professional and graduate schools.

### Student Participation

**BSSA.** The School of Biological Sciences highly recommends undergraduate participation in its student organizations. The Biological Sciences Student Association (BSSA) is an autonomous student-run organization which provides a liaison

among the administration, science faculty, Biological Sciences Student Affairs Office, other biology-oriented organizations, and other students. Some of its activities include an annual Biofaire, special quarterly events, publication of a list of 199 research courses available in the Biological Sciences.

**AED.** Alpha Epsilon Delta (AED) is an international honor society for students preparing for careers in the health professions. AED strives to stimulate an appreciation of health careers through interaction among prehealth students, health educators, and practitioners in a variety of health care fields. AED annually sponsors workshops on interview techniques and a series of talks on selecting, applying to, and financing medical school. Blood drives, sponsored by AED and offered in conjunction with the UCI Medical Center and the Student Health Center, take place twice per quarter, while guest speakers from every aspect of the health care field highlight weekly meetings. AED recruits new members early in the fall and spring quarters. Because AED is an honor society, membership is contingent upon class ranking (the top 35 percent), completion of five quarters of academic work, and a brief pledge period, during which commitment to the society is assessed.

**BSSO.** The Black Students Science Organization (BSSO) was established to maintain a unified and supportive community of successful Black science and prehealth professional students at UCI. The group holds bimonthly meetings; sponsors guest speakers; provides academic support in the form of study sessions, examinations, and study aids from previous courses; organizes trips to medical schools, hospitals, and conferences; arranges gatherings with physicians and medical students; hosts fund-raising events; and compiles and disseminates information on careers, conferences, hospital and laboratory positions, and issues affecting the Black community in particular. BSSO also works in close association with the UCI-California College of Medicine chapter of the Student National Medical Association. Major achievements have included "BSSO Week" and the cosponsoring of the annual UCI-CCM Third World Pre-Medical Awareness Conference.

**CCM.** Chicanos for Creative Medicine has been established to promote interaction among Biological Sciences and prehealth professional Chicano-Latino students at UCI. The aims of CCM are (1) to help members attain their career goals, (2) to provide resource information pertinent to the success of Chicano-Latino students at UCI, and (3) to create and maintain a sense of awareness and attitude of being a Chicano-Latino student at UCI. Activities include guest lecturers speaking on their research; Latino professionals, including physicians, dentists, and other health professionals, speaking on their careers; field trips to communities lacking adequate health care; and quarterly fund-raising activities. The group works closely with the Chicano Medical Student Association of the UCI-California College of Medicine and with the La Raza Medical Association, a Statewide organization.

**Dental Club.** The Dental Club is an organization designed to promote exposure to dentistry for students interested in a career in the dental profession. The Club provides an opportunity for students to learn about dentistry through listening to guest speakers and attending workshops featuring visiting dentists. The Dental Club helps students with their applications to dental school and offers information on dental schools, field trips to local schools, and counseling. The Club also offers mock Dental Admission Test examinations.

**Medspur.** Medspur, conceived in 1977, is dedicated to serving prehealth professional students in both social and academic endeavors while at UCI. As one of the largest registered campus organizations, Medspur brings together each year well over 500 students into the club who are interested in pursuing professional careers in human and animal medicine and in dentistry. Medspur's main goal is to bring students together in an environment conducive to the development of cooperation and friendship. Medspur is committed to providing members with the opportunity to learn about the realities of their prospective careers and the issues which face the health care specialist.

Medspur invites members of the medical community to speak about their professions and organizes interactions between undergraduate students, medical students, and faculty. In addition, Medspur sponsors dances, athletic events, MCAT preparation sessions, and examination reviews for Chemistry 1A-B-C, Chemistry 51A-B-C, and Biological Sciences 90, 101, 102, 103, 104. The highlight of each year is the annual UCI Medspur Southland Pre-Health Conference which allows students to explore all aspects of the health care professions.

**Flying Samaritans.** The Flying Samaritans subchapter at UCI was founded in 1983 to provide health care for the indigent people of Mexico. The student volunteer Flying Samaritans operate a clinic in El Testero, Baja California. One weekend per month, members staff the clinic and serve the community by translating, administering, and by assisting the health professionals. Volunteer services are also rendered at the Orange County Clinic in Santa Ana, California. The organization also holds diverse charity drives to support the El Testero Clinic and promote goodwill among the members and the needy of Mexico through volunteer service.

**Third World Women in Health.** Third World Women in Health provides an opportunity for women interested in pursuing careers in the health professions to learn how to succeed in them. It also enables members to participate in community outreach through individual and group volunteer work, to learn how cultural values affect health care delivery, and to be aware of health care delivery conditions in the minority community. In addition, the group sponsors workshops and guest lecturers including Third World women from all stages of career development; topics include academic success and health issues. Members also have the opportunity to attend prehealth conferences and to participate in study sessions, with access to a test file and note library.

## Graduate Program

The School of Biological Sciences offers graduate study in a wide variety of fields ranging across the spectrum of the biological sciences. The four Departments of the School of Biological Sciences (Developmental and Cell Biology, Ecology and Evolutionary Biology, Molecular Biology and Biochemistry, and Psychobiology) and four Departments of the UCI-California College of Medicine (Anatomy, Biological Chemistry, Microbiology and Molecular Genetics, and Physiology and Biophysics) cooperate in the conduct of a unified graduate program, administered by the School of Biological Sciences. The organization of the Departments encourages an interdisciplinary approach to scientific problems, especially at the graduate level.

All programs of study, regardless of emphasis, lead to the degrees of Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) in the Biological Sciences (with the exception of the Department of Physiology and Biophysics which offers only the Ph.D. in Biological Sciences). Each Department has a

graduate advisor whom students may consult in regard to the technical details of their individual programs.

Applications for admission to graduate study are evaluated both by the Division of Graduate Studies and Research and by the program or the Department to which the student has applied on the basis of letters of recommendation, Graduate Record Examination scores, grades, and other qualifications of the applicant. Candidates for graduate admission are urged to consult the department(s) whose faculty and expertise best fit their interests.

Some faculty are members of an interdisciplinary biophysics and biophysical chemistry group. These faculty are from the Department of Chemistry in the School of Physical Sciences; the Departments of Developmental and Cell Biology and Molecular Biology and Biochemistry in the School of Biological Sciences; and the Department of Physiology and Biophysics in the UCI-California College of Medicine. This program provides an opportunity for interaction among graduate students and faculty who share common interests in biophysics and biophysical chemistry. Participating graduate students pursue a degree in the department best suited to their own background and research interests. A program of seminars brings the group together monthly to discuss research problems of mutual interest, and a regular series of interdisciplinary courses is offered by the participating faculty to provide formal instruction in areas encompassed by biophysics and biophysical chemistry.

## Master of Science and Doctor of Philosophy in the Biological Sciences

While both the Master of Science and Doctor of Philosophy programs are offered (with the exception of the Department of Physiology and Biophysics), *emphasis at the graduate level is on the Ph.D. programs.* Most training takes place within one of the departments, although full facilities and curricular offerings are available to all graduate students in all departments of the biological sciences. Interdisciplinary study and research are encouraged.

Students are expected to maintain a B average at all times, attain the Master's degree in two years, and attain the Ph.D. in four or five years, depending on departmental affiliation. A Master's degree, however, is not a prerequisite for the Ph.D. degree.

During the first part of the initial year of graduate work, the student plans an academic program in consultation with the graduate advisor or a small committee. Faculty advisors are changed if the specific interests of the student change. Students are encouraged to consult with other faculty members with regard to their research and academic interests.

During their graduate training all students will serve some time as teacher apprentices under the direction of advanced teaching assistants and faculty. Advanced graduate students may work closely with faculty in the planning and execution of the teaching program. The amount and exact nature of the teaching experience varies with the department.

### Master of Science

**Plan I: Thesis Plan** — The student completes seven upper-division and graduate courses including a minimum of five nonresearch courses. The student then presents a thesis based upon research done while in the School.

**Plan II: Comprehensive Examination Plan** — The student completes a minimum of nine upper-division and graduate courses. At least six must be graduate courses (numbered 200-299) in the student's field specialization. This program is terminated with a comprehensive final examination.

### Doctor of Philosophy

**First Level of Competence** — The student attains this level by completing oral or written examinations at the discretion of the department.

**Second Level of Competence** — This level is attained by passing an examination dealing with the student's particular interests. A committee for the purpose of administering this examination is appointed by the Dean of Graduate Studies and Research.

Once this examination is completed, the student is advanced to candidacy for the degree and is considered to have formally begun dissertation research. The student submits a dissertation on this research and defends it at an oral examination during the final year of graduate study.

### Specialization Courses in Biological Sciences

Undergraduates have the opportunity to specialize in several areas of biology which may be defined by taking a series of related courses in the School. Examples of these areas and courses involved are listed below. (Graduate status or consent of instructor is required of all students taking graduate-level courses.)

**Anatomy:** Biological Sciences 148, 156, 157, 164

**Animal Physiology:** Biological Sciences 133, 138, 138L, 156, 160, 161, 162, 163, 173, 187, 187L; Developmental and Cell Biology 210

**Aquatic Ecology:** Biological Sciences 135, 169, 175, 179, 180, 181

**Biophysics:** Biological Sciences 123; Chemistry 130A-B-C or 131A-B-C; Molecular Biology and Biochemistry 262

**Cell Biology:** Biological Sciences 129, 144A, 144B, 151, 161, 192; Developmental and Cell Biology 205

**Developmental Biology:** Biological Sciences 136, 137B, 137LB, 147, 148, 148L

**Ecological Energetics:** Biological Sciences 138, 138L, 173, 189

**Genetics:** Biological Sciences 128, 137A, 137B, 137LB, 137C, 151; Developmental and Cell Biology 230; Molecular Biology and Biochemistry 207

**Invertebrate Biology:** Biological Sciences 135, 143, 169, 179, 180, 188

**Microbiology:** Biological Sciences 121, 122, 122L, 124 (an organized one-year sequence in the basic microbiological sciences designed to meet the requirements of professional schools in the topic areas, e.g., medical technology); Molecular Biology and Biochemistry 221

**Molecular Biology and Biochemistry:** Biological Sciences 1B, 1F, 91, 121, 123, 124, 125, 128, 137A, 141, 153; Chemistry 130A-B-C or 131A-B-C; Molecular Biology and Biochemistry 203, 204, 205, 206, 207, 208, 209, 211, 214, 215, 217, 221, 226, 231, 262, 264

**Molecular Genetics:** Biological Sciences 124, 125, 128, 137A, 137B, 137LB, 151; Molecular Biology and Biochemistry 203, 204, 205, 206, 207, 208, 209

**Neurobiology and Behavior:** Biological Sciences 108, 133, 152, 153, 154, 155, 156, 157, 158, 159, 161, 162, 163, 164, 165, 174

**Organismic Biology:** Biological Sciences 135, 143, 173, 175, 180

**Plant Biology:** Biological Sciences 129, 134A, 134LA, 134B, 139, 141, 147, 149L, 167, 175

**Theoretical Ecology:** Biological Sciences 120, 174, 186

### Courses for Nonmajors

Nonmajors may also take other courses for which they have the prerequisites.

**1 Fundamentals of Modern Biology.** Courses which, along with Biological Sciences 79, 80, and 81, provide the nonmajor with a fundamental knowledge of biology. Each course is an independent unit with no prerequisites. Students may take any combination of courses within the collection.

**1A Physiology (4) F, Summer.** Lecture, three hours. How animal cells and animals work, with attention to the structure and function of the human body. (II)

**1B Molecular Biology (4) W.** Lecture, three hours. Molecules of life, with emphasis on medical applications. (II)

**1C Introduction to Ecology (4) S, Summer.** Lecture, three hours. Principles of ecology with application to populations, communities, ecosystems, and humans. Same as Social Ecology E6. (II)

**1D Human Development: Conception to Birth (4) S.** Lecture, three hours. Processes leading to the birth of a healthy child and the avoidance of birth defects. Male and female reproductive systems; hormonal control of egg-sperm formation; sexual intercourse; contraception and venereal diseases; fertilization; cell division; embryonic development; fetal physiology; pregnancy; birth, lactation; chromosomal aberrations; birth defects; human genetics; genetic disease; counseling. (II)

**1E Botany (5) W.** Lecture, three hours; laboratory, three hours. Structure and function of flowering plants related to their roles in ecology and human needs. (II)

**1F Molecular Basis of Human Disease (4) W.** Lecture, three hours. Basic molecular biology and biochemistry of the human organism. Basic processes of disease in human populations are covered. Emphasis is on the molecular and biochemical basis of disease. (II)

**79-80-81 Biological Bases of Behavior.** Lecture, three hours. Three introductory courses, each an independent unit with no prerequisites. Students may take any combination of courses within the collection.

**79 Neurobiology (4) F.** The biology of the nervous system. The neuron, its structure and function. Role of glial cells. The physiology of nerve cell membranes and transmitter action. Emphasis on evolution and development of the nervous system.

**80 The Brain and Behavior (4) F.** Brain mechanisms underlying psychological processes, including consciousness and sleep, sex, food and water intake, perception, learning, memory, and language. (II)

**81 The Biology of Behavior Disorders (4) W.** Current facts and theories regarding mental illness, genetic disorders, brain damage, sexual deviance, drug abuse, and intellectual functioning. (II)

### Courses for Both Majors and Nonmajors

**1E Botany (5) W.** Lecture, three hours; laboratory, three hours. Structure and function of flowering plants related to their roles in ecology and human needs.

**5 Mountain Ecology (4) S.** Lecture, three hours. Introduction to ecological relationships within mountain environments. Characteristics of those environments and how organisms are adapted. Geological features such as mountain building and erosional processes. Recognition of key animals, plants, and geologic features, with emphasis on the Sierra Nevada and local ranges. Management of wildlife and forests, including endangered species, logging practices, and fire ecology. Problems of mountain survival, including equipment, emergency shelters, map reading, food sources, and hypothermia. Several field trips required.



**10 Coastal Ecology (4) F.** Lecture, three hours. Introduction to current ecological problems embracing the biology of coastal marine and adjacent terrestrial ecosystems. Physical environment, factors affecting species distribution and abundance, coastal pollution sources and their ecological effects, and use and management of the coastal ecosystem. Effects upon intertidal zonation of physical factors and such biological factors as competition, predation, and behavioral, physiological, and morphological adaptations. Several field trips required.

**15 Desert Ecology (4) W.** Lecture, three hours. Physical characteristics, climates, and diversity among North American deserts, and ecology and physiological ecology of desert floras and animal populations. Physiological, morphological, behavioral, and life history adaptations to desert environments, with emphasis placed on examples from California deserts. Several field trips required.

**20 Western Water Problems (4) W of odd years.** Seminar, four hours. Minimum streamflow, anadromous fisheries, riparian habitats, and characteristics of western river systems. Ecological effects of dams and impoundments, western water law, and mitigation strategies. California and the Northwest are emphasized.

**25 Biology of Cancer (4) W.** Lecture, four hours. Biological, clinical, and psychosocial nature of cancer through the perspectives of medical researchers, biologists, physicians, and health educators. For students of all majors, designed so that each can increase personal awareness of the biology of cancer.

**30 Biomedical Ethics (2) S.** Seminar, three hours. Ethical issues inherent in modern biological and medical advances. Behavior modification, food and resources distribution, malpractice, and other current ethical issues are covered by scientists and community members. Discussion with the guest speaker. Pass/Not Pass only.

**40 Biological Sciences Summer Science Program (4) Summer.** Lecture, five hours; laboratory, three hours. Developmental approach to the study of a scientific subject. The cell, plants and animals, diversity of life, and subdivisions in biology using indexes, journals, biological dictionaries, and personal public relations.

**50 The Biology of Heart Disease (4) S.** Lecture, four hours. Guest lecturers from the field of cardiovascular medicine discuss current concepts regarding cause, diagnosis, and treatment of heart disease. Topics include surgery, rehabilitation, and congenital defects, with emphasis on prevention.

**65 Conservation or Extinction (4) S of odd years.** Lecture, three hours. Reasons for the fact that a species of plant or animal becomes extinct each day. Topics covered include attempts at conservation and preservation of species; erosion, deforestation, desertification effects; major extinctions in geological history; and dinosaur extinction.

**78 Health (2) F, S.** Lecture, three hours. A practical health education course comprised of lectures by practicing professionals. Health topics covered include stress, physical fitness, cardiovascular disease, cancer, communicable diseases, nutrition, eating disorders, rape prevention, common illness, and trauma and emergency medical care. Pass/Not Pass only.

**91 Origin of Life and Biological Evolution (4) S.** Lecture, three hours. Origin of life starting with the primordial atmosphere of the earth about four billion years ago. Biological evolution of organisms traced in increasing steps of chemical complexity beginning with the formation of primitive biological molecules. Evolution of immune system, nervous system, and behavior.

## Seminars, Special Courses, and Independent Study

### Seminars

**2 Freshman Seminars (1) F.** Lecture, one hour. Weekly seminars conducted under the direction of New Student Peer Academic Advisors. Speakers, including faculty, will provide information about the School of Biological Sciences, campus resources, and special programs. Prerequisite: freshman Biological Sciences majors. Pass/Not Pass only.

**190 Transfer Student Seminars (1) F.** Lecture, one hour. Weekly seminars conducted under the direction of New Student Peer Academic Advisors. Speakers, including faculty, will provide information

about the School of Biological Sciences, campus resources, and special programs. Open only to new transfer students. Pass/Not Pass only.

### Special Courses

#### 98 Special Group Activities F, W, S.

**Sec. 1A Health Sciences Experience, Medicine, and Allied Health (0).** Opportunities to observe or participate in various health fields. Specific number of hours per quarter of volunteer work with approved health professionals required. Passing contingent on completion of minimum specified hours with satisfactory evaluation. Some agencies require a two-quarter commitment. Fields include optometry, veterinary and human medicine, and allied health. Pass/Not Pass only.

**Sec. 1B Health Sciences Experience, Dentistry (0).** Description same as Sec. 1A. Pass/Not Pass only.

**Sec. 2 Tutoring in Biological Sciences (2 to 4).** Students act as peer tutors and provide tutorial assistance in Biological Sciences Core classes. Prerequisite: consent of instructor. May be repeated for a total of eight units. Pass/Not Pass only.

**Sec. 5 Curriculum (2).** Initiation, planning, and coordination of student-run courses. Prerequisite: consent of instructor. May be repeated for a total of eight units. Pass/Not Pass only.

### Independent Study

No more than five units per quarter may be earned as independent study credit.

#### 197A-B-C Special Study in Biological Sciences (1 to 4 per quarter)

**F, W, S.** Tutorial, one to four hours. Library research, tutorial, and other independent projects under individual professors. Individualized instruction dealing with conceptual or theoretical problems in the biological sciences, rather than technical problems. Regularly scheduled meetings between student and faculty member and successful completion of a written report. Prerequisite: consent of instructor. An abstract form must be filed in the Biological Sciences Student Affairs Office. May be graded "IP." May be repeated for credit.

**199A-B-C Independent Study in Biological Sciences Research (1 to 5 per quarter) F, W, S.** Individual experimental laboratory or field research under a professor's direction. Required for participation in the Excellence in Research Program. Further information and a booklet describing many prospective projects are available in the Biological Sciences Student Affairs Office. Prerequisite: consent of instructor. An abstract form must be filed in the Biological Sciences Student Affairs Office. May be graded "IP." May be repeated for credit.

### Core Curriculum

Biological Sciences courses numbered 90, 101, 102, 103, 103L, 104, 104L, 105, 105L, 106, 106L, and 107 are required of all Biological Sciences majors. (See Concentration in Ecology and Environmental Biology for exceptions.) Lecture, three hours; laboratory, three hours unless otherwise noted. (Transfer students who have successfully completed one or more years of college biology should consult with the Biological Sciences Student Affairs Office for possible exemption from portions of the Core.)

**90 Diversity of Life (3) F, W, S.** Lecture, one hour; laboratory, four hours. Types of living organisms with an introduction to systematics and classification. Evolutionary aspects are stressed.

**101 Evolutionary Biology and Genetics (4) F.** Lecture. Introduction to genetics and evolutionary biology. Classic and modern concepts of genetics followed by processes of organic evolution. Variability, its organization within populations, the differentiation of populations, reproductive isolation, and the origin of species are stressed. Prerequisites: Biological Sciences 90 and concurrent enrollment in or completion of Chemistry 1A-B-C. Formerly Biological Sciences 101A.

**102 Ecology (4) W.** Lecture. Ecological principles and their relevance at several levels of organization. Individuals, populations, communities, and ecosystems and interactions of these levels with physical and biotic environments. Prerequisites: Biological Sciences 90 and 101. Formerly Biological Sciences 101E.

**103 Developmental and Cell Biology (4) S.** Lecture. Basic concepts of cell and developmental biology. Emphasis on structure of the cell and its components, and development of structure during embryology of plants and animals. Prerequisite: Biological Sciences 101. Formerly Biological Sciences 101B. Corequisite: Biological Sciences 103L.

**103L Developmental and Cell Biology Laboratory (2) S.** Corequisite: Biological Sciences 103. Formerly Biological Sciences 101LB.

**104 Physiology (5) F, W.** Lecture, four hours. Major functional features of plants and animals relevant to their survival. Focus on the whole organism and its constituent organs and organ systems; functional attributes of cells introduced as required. Discussion of neurophysiology and behavior deferred to 105. Prerequisite: Biological Sciences 103. Formerly Biological Sciences 101C. Corequisite: Biological Sciences 104L.

**104L Physiology Laboratory (2) F, W.** Corequisite: Biological Sciences 104. Formerly Biological Sciences 101LC.

**105 Psychobiology (4) F, S.** Lecture. Evolution of behavior, including ethological and psychological aspects and analysis of neuroanatomical, neurochemical, neurophysiological, and neuroendocrine systems underlying basic behavioral processes. Prerequisite: Biological Sciences 104. Formerly Biological Sciences 101D.

**105L Psychobiology Laboratory (3) F, S.** Prerequisite: Completion of or concurrent enrollment in Biological Sciences 105. Formerly Biological Sciences 101LD.

106 Biochemistry and 107 Molecular Biology form a continuous sequence covering modern biochemistry and molecular biology.

**106 Biochemistry (4) W, S.** Lecture. Structure and properties of proteins; major biochemical pathways and mechanisms for their control. Prerequisite: completion of or concurrent enrollment in Chemistry 51B. Formerly Biological Sciences 101F.

**106L Biochemistry Laboratory (3) W, S.** Properties of enzymes and the culture and isolation of mutants of microorganisms. Prerequisite: concurrent enrollment in or completion of Biological Sciences 106. Formerly Biological Sciences 101LF.

**107 Molecular Biology (4) F, S.** Lecture. Biochemistry and replication of nucleic acids; molecular genetics; protein biosynthesis; genetic code; regulation of expression of genetic information; biochemical evolution. Prerequisite: Biological Sciences 106. Formerly Biological Sciences 101G.

## Satellite Courses

**108 Behavioral Neuroscience Theory and Methods (4) W.** Lecture, three hours. Study of the nervous system and how behavior is mediated. Investigation of the neural mechanisms underlying both simple and complex aspects of behavior.

**118 Microbial Ecology of Natural and Polluted Waters (4) S.** Lecture, three hours. Microorganisms and their functions in the aquatic environment, specifically their role in biogeochemical cycles of nitrogen, sulfur, and mercury, and how man's activities affect these cycles. How and why indicator organisms are used in the determination of water quality for public health. Prerequisite: a general course in biology or Social Ecology E5. Same as Social Ecology E125.

**118L Microbial Ecology of Natural and Polluted Waters Laboratory (4) S.** Laboratory, six hours. Enumeration and identification of microorganisms from various aquatic environments. Microbial mediation of sulfur, nitrogen, and mercury cycles. Public health aspects of water quality. Corequisite: Biological Sciences 118. Same as Social Ecology E125L.

**119 The Chemical Components of Water Quality (4) F.** Lecture, three hours; laboratory, three hours. Chemical properties of water used for drinking, agriculture, and industry. Basic chemical analyses of water and significance of these tests in determining water quality. Prerequisites: Chemistry 1A and Social Ecology E5. Same as Social Ecology E140.

**120 Quantitative Ecology (4) W.** Lecture, four hours. Analysis and survey of quantitative ecological models: population growth and regulation, predation, competition, community composition, sociobiology, optimality theory, and similar topics. Interactive computer tutorials with graphics. Prerequisites: Biological Sciences 102 and Mathematics 2A-B.

**121 Immunology with Hematology (4) W.** Lecture, three hours; discussion, two hours. Antibodies, antigens, antigen-antibody reactions, cells and tissues of lymphoreticular and hematopoietic systems, and individual and collective components of cell-mediated and humoral immune response. Prerequisite: Biological Sciences 106 or consent of instructor.

**122 General Microbiology (4) F, Summer.** Lecture, three hours; discussion, one hour. Comparative metabolism of small molecules and cell structure and relationship to microbial classification. Macromolecule synthesis and regulation, sporulation, cell division, growth, and effect of antibiotics. Prerequisite: Biological Sciences 106.

**122L General Microbiology Laboratory (4) F, Summer.** Laboratory, nine hours. Selective isolation of wide variety of microbial types. Characterization and identification by morphological and comparative nutritional and biochemical approaches. Industrial, medical, and biological research applications. Prerequisites: concurrent enrollment in Biological Sciences 122 and consent of instructor.

**123 Biophysical Chemistry (4) S.** Lecture, three hours; discussion, one hour. Structure and properties of molecules and biological macromolecules using spectroscopic, hydrodynamic, thermodynamic, and radiation scattering methods. Prerequisite: Chemistry 130B or 131B. Same as Chemistry 130C.

**124 Virology (4) F.** Lecture, three hours. Infective cycle, growth, reproduction, and host interrelationships of animal viruses. Molecular effects of virus infection in cells and animals and the relation between virus infection and cancer. Prerequisite: Biological Sciences 106.

**125 Molecular Biology of Transformed Animal Cells (4) S.** Lecture, three hours. Molecular mechanisms of carcinogenesis. Consideration of transformation by DNA tumor viruses, RNA tumor viruses, and chemical carcinogens. Prerequisite: concurrent enrollment in Biological Sciences 107 or consent of instructor.

**127 Pathogenic Microbiology (4) W.** Lecture, three hours. Disease-causing microorganisms including bacteria, fungi, and viruses explored in light of their ability to cause disease. Nature of host-parasite relationship and role of immunity in the pathogenesis of infectious diseases. Prerequisite: Biological Sciences 122 or consent of instructor.

**128 Genetic Engineering (4) S.** Lecture, three hours. Basic biochemical and molecular biology of restriction endonucleases. Vectors for recombinant DNA. Cloning of genes. Sequence analysis of genes. Prerequisite: Biological Sciences 106; Biological Sciences 107 recommended.

**129 Cellular Methods in Crop Improvement (4) F.** Lecture, three hours, including discussions, field trips, and green house experience. Summary of important crops. Synopsis of conventional plant-breeding techniques, their limitations and supplementation through cellular techniques such as cloning, cell transformation, cell fusion, or the production of haploid somatic cell and haploid higher plants. Prerequisites: Biology 90, Biology 101, and Biology 103.

**133 Sensory Physiology (4) S of even years.** Lecture, three hours. Physiology and function of sense organs. Emphasis on transduction at the cellular level. Prerequisite: consent of instructor.

**134A Plant Physiology (4-4) S of odd years.** Lecture, three hours. Plant hormones, growth, and development. Plant metabolism, mineral nutrition, photosynthesis, cell physiology. Prerequisite: Biological Sciences 1E or consent of instructor.

**134LA Plant Physiology Laboratory (2) S of odd years.** Laboratory, three hours. Prerequisite: concurrent enrollment in or completion of Biological Sciences 134A.

**134B Plant Physiology (4-4) S of even years.** Lecture, three hours. Advanced topics in plant physiology. Prerequisite: Biological Sciences 1E or consent of instructor.

**135 Biology of an Organism: Hydra (4-4) S of even years.** Lecture, three hours. Some basic concepts of biology through study of the life history of the simple freshwater hydra. Reading material consists mostly of research and review articles. Prerequisites: Biological Sciences 103 and consent of instructor.

**136 Developmental Biology (4) W.** Lecture, three hours. Development of animal and plant cells, tissues, and organisms. Reproduction, growth, aging, differentiation, and pattern formation. Prerequisite: Biological Sciences 104 or consent of instructor.

### 137 Genetics

**137A Genetics of Bacteria and Viruses (4) F.** Lecture, four hours. Prerequisite: Biological Sciences 104.

**137B Eucaryotic Genetics (4-4) W.** Lecture, four hours. Basic genetics of animals, plants, and man. Covers transmission genetics, chromosome behavior, and molecular genetics unique to higher organisms. Prerequisite: Biological Sciences 104.

**137LB Eucaryotic Genetics Laboratory (4) W.** Laboratory, four hours. Experiments include generation and analysis of chemical- and x-ray-induced mutations, gynadromorph mapping, clonal analysis of mitotic crossing-over, chromosome analysis, and restriction mapping of recombinant DNA clones. Corequisite: Biological Sciences 137B.

**137C Human Genetics (4) S.** Lecture, four hours. Normal and abnormal genetic variation in the human population. Prerequisite: Biological Sciences 137B.

**138 Comparative Animal Physiology (4) W of even years.** Lecture, three hours. Maintenance aspects of physiology: water balance; feeding and digestion; metabolism; respiration and circulation. Prerequisite: Biological Sciences 104.

**138L Comparative Animal Physiology Laboratory (2) W of even years.** Laboratory, three hours. Prerequisite: concurrent enrollment in or completion of Biological Sciences 138.

**139 Experimental Phytochemistry Laboratory (5) F of even years.** Lecture, one hour; laboratory, six hours. Isolation, characterization, and determination of biological activity of toxic and medicinal plant natural products. Neurotoxins, cardiac glycosides (heart poisons), vitamin antagonists, allergens, and antineoplastic agents of plant origin. Purified extracts tested on experimental animals to determine biological activity. Prerequisites: Biological Sciences 1E and/or 102 and 141, and Chemistry 51C.

**141 Comparative Plant Biochemistry (4) F.** Lecture, three hours. Biological significance of toxic secondary metabolites such as neurotoxins, cardiac glycosides, allergens, and antineoplastic agents of plant origin. Structures, compartmentalization, biosynthesis, function, and role of naturally occurring compounds in plants, including phenolics, terpenoids, polyketides, and nitrogenous compounds. The importance of plant chemicals as biologically active drugs in human affairs is also discussed. Prerequisites: Biological Sciences 90 or 102 and Chemistry 51C.

**143 Human Parasitology (4) S of odd years.** Lecture, three hours. Introduction to human-animal parasitic diseases including worm and protozoan infections. Prerequisite: Biological Sciences 104 or consent of instructor.

### 144 Cell Biology

**144A Cell Organelles and Membranes (4) W of even years.** Lecture, four hours. Ultrastructure and function of cellular organelles and membrane systems. Prerequisite: Biological Sciences 103. Not offered 1985.

**144B The Nucleus (4) W of odd years.** Lecture, four hours. Ultrastructure and biochemical function of the nucleus, with emphasis on structure of chromatin, the mitotic cycle, and meiosis. Prerequisite: Biological Sciences 103.

**147 Growth and Development of Plants (4) W.** Lecture, three hours. Plant growth and development at the organismic, cellular, and molecular levels. Subjects include plant reproduction and embryology; morphogenesis of plant meristems; cell differentiation; and differentiation gene expression, genetic transformation, and somatic cell genetics. Prerequisite: Biological Sciences 103.

**148 Vertebrate Embryology (4) S.** Lecture, three hours. Introduction to animal development through organogenesis with emphasis on vertebrates. Prerequisite: Biological Sciences 103.

**148L Vertebrate Embryology Laboratory (2) S.** Laboratory, four hours. Optional laboratory.

**149L Plant Cell Culture Laboratory (4) W.** Lecture, six hours; laboratory, 48 hours. The laboratory (including six hours of lecture) will be run during 54 hours on two full three-day sessions. Isolation and culture of plant cells and tissues (protoplasts, anthers, microspores, etc.). Genetic and structural manipulation of cultured cells (fusion, laser-microsurgery, mutation, etc.). Regeneration of plants from manipulated cells. Prerequisites: Biological Sciences 90, 101, 103, 104, 129, and consent of instructor.

**151 Structure and Function of Eucaryotic Chromosomes (4) S.** Lecture, three hours. Molecular organization of chromosomes, comparisons of active vs. inactive chromatin structure, current research in chromosome function and its regulation, with emphasis on techniques utilized to probe these problems. Prerequisite: Biological Sciences 107.

**152 Neural Mechanisms of Learning (4).** Lecture, three hours. Neural mechanisms and processes underlying learning, ranging from habituation in simple neuronal systems through neural processes of learning in the intact mammalian brain to brain substrates of human information processing and language. Prerequisite: Biological Sciences 80 or 105.

**153 Chemistry and Pharmacology of Synaptic Transmission (4) S of even years.** Lecture and discussion, three hours. Introduction to chemistry and pharmacology of neural tissue with emphasis on the regulation of neurotransmitter synthesis. Prerequisite: Biological Sciences 105 or consent of instructor.

**154 Molecular Biology of the Neurotransmitter Receptor (4) S of odd years.** Seminar, three hours. Introduction to current research development in molecular biology of the receptor, including receptor biosynthesis, gene cloning, and neural control of gene expression. Prerequisite: Biological Sciences 107 and consent of instructor.

**155 Seminar in Psychobiology (4) F.** Seminar, three hours. Selected current research problems concerning neurobiology and behavior. Students prepare and present papers. Prerequisites: Biological Sciences 80-81 or 105 and consent of instructor.

**156 Neural Systems (4) W of even years.** Lecture, three hours. How modern neuroscience integrates several types of disciplines such as anatomy, physiology, developmental biology, and behavioral biology to develop hypotheses about the operation of particular brain regions. An attempt is made to unify these levels. Most useful to students who have had satellite courses or research experience in neurophysiology or neurochemistry. Prerequisite: Biological Sciences 105.

**157 Comparative Vertebrate Anatomy (6-6) W of odd years.** Lecture, three hours; laboratory, six hours. Structure and evolution of the major organ systems in vertebrates, from fish to mammals. Laboratory work includes detailed dissection of a shark and cat. Prerequisite: Biological Sciences 103 or 101C.

**158 Learning and Memory (4).** Lecture and discussion, three hours. Basic issues concerning the nature of behavioral plasticity and information storage and their neural substrates. Prerequisite: Biological Sciences 80-81 or 105.

**159 Animal Behavior (4) S.** Lecture, three hours. A survey of the proximate and ultimate causations of species-typic behavior. The role of neural and endocrine control of behaviors is stressed. Prerequisite: Biological Sciences 105 or consent of instructor.

**160 Language and the Brain (4) W.** Lecture, three hours. An analysis of current research on the biological bases of human linguistic capacity. Topics include: development, focusing on hemispheric specialization and plasticity; the localization of specific linguistic functions in adults, with an emphasis on the study of aphasia; the relation of linguistic capacity to general cognitive capacity, considering especially research on retardation. Prerequisite: Biological Sciences 105 or Social Sciences 3 or 50A, or Linguistics 50. Same as Social Sciences 142D.

**161 Cellular Neurobiology (4) S of even years.** Lecture and discussion, three hours. Introduction to biophysics and biochemistry of nerve cells emphasizing membrane potentials, conduction and transmission, synaptic chemistry, and information processing. Prerequisite: Biological Sciences 105.

**162 Synaptic Mechanisms (4) S of odd years.** Lecture and discussion, three hours. New concepts and current literature in developing areas of synapse function. Prerequisite: Biological Sciences 105 or consent of instructor.

**163 Psychoneuroendocrinology (4) F of even years.** Lecture and discussion, three hours. Introduction to materials showing that hormones are involved in neural development and mature function and behavior and that behavior is involved in the control of hormonal secretions. Prerequisite: Biological Sciences 105.

**164 Neuroanatomy (4) S of odd years.** Lecture and discussion, three hours. Introduction to comparative neuroanatomy, emphasizing mammalian central nervous system. Prerequisite: Biological Sciences 105.

**165 Theoretical Psychobiology (4) S of even years.** Lecture, three hours. The origin, development, and current status of major ideas and theories concerning the neurobiological bases of behavioral adaptation. Prerequisite: Biological Sciences 105 or Biological Sciences 80.

**166 Field Methods in Ecology (4) F.** Lecture, one hour; laboratory, six hours. Introduction to materials and methods techniques and statistical treatment. Emphasis on field studies with effort equally divided between plant and animal ecology in marine, freshwater, and terrestrial habitats. Requires outdoor-type durable clothing and footwear. Five papers are required, written in the style of a scientific journal. Each is critiqued by two instructors or Teaching Assistants. (I) Prerequisites: Biological Sciences 90 and completion of or concurrent enrollment in 102.

**167 Field Botany (4) S.** Lecture, three hours; laboratory and field, three hours. Taxonomic survey of selected plant families, including the role of floral biology and agencies of pollination in angiosperm evolution. Each student completes a short research problem. Prerequisite: consent of instructor.

**168 Evolutionary and Ecological Genetics (4) S.** Lecture, three hours. An examination of some of the mechanisms underlying evolutionary and ecological diversifications. Topics include population and quantitative genetics theory; patterns of life history evolution, speciation and coevolution, with emphasis on quantitative approaches. Prerequisite: Biological Sciences 102.

**169 Marine Ecology (4) F, Summer.** Lecture, three hours. Fundamental concepts of marine ecology. Physical and chemical factors, current systems and water masses, trophic ecology, distributions of organisms, survey of pelagic and benthic communities. Prerequisite: Biological Sciences 102.

**173 Physiological Animal Ecology (4) S of odd years.** Lecture, three hours; field, three hours. An examination of the functional means by which vertebrates cope with their environments; roles of osmoregulation, thermoregulation, and energy metabolism in the lives of tetrapods. Prerequisites: Biological Sciences 102 and consent of instructor.

**174 Behavioral Ecology (4) F.** Lecture, three hours; laboratory, two hours. Animal behavior as an evolutionary solution to problems encountered during an animal's life cycle. Includes a broad comparative approach to communication, social behavior, habitat selection, and food finding. Prerequisite: Biological Sciences 102 or consent of instructor.

**175 Phycology (4) W of odd years.** Lecture, three hours; laboratory, two hours. Structure, reproduction, and life histories of freshwater and marine algae. Prerequisite: Biological Sciences 102 or consent of instructor.

**179 Limnology and Freshwater Biology (4-4) W.** Lecture, three hours; discussion, one hour. Biology of freshwater environments: lakes, ponds, rivers, their biota, and the factors which influence distribution of organisms. Prerequisite: Biological Sciences 102 or consent of instructor.

**180 Invertebrate Zoology (6) S of odd years.** Lecture, three hours; laboratory, five hours. Survey of major invertebrate phyla. Emphasis on comparative morphology, evolution, adaptive physiology, behavior, and life history. Prerequisite: Biological Sciences 90 or 102.

**181 Advanced Marine Ecology (6) S of odd years.** Lecture, one hour; discussion, one hour; laboratory and field, six hours. Comparative studies of intertidal community structure with emphasis on soft bottoms. Analytical methods employed. Data collected from various

habitats presented as final report in manuscript form. May be taken only as part of the Ecology Super Course. Prerequisite: consent of instructor.

**184 Insect Ecology (4) S.** Lecture, three hours. Ecological and evolutionary aspects of insect lifestyles including evolution, morphology, and physiology. Major insect orders; role in ecosystem functioning; patterns of feeding, growth, and reproduction; relationship to humans. Prerequisites: Biological Sciences 102 and consent of instructor.

**186 Population and Community Ecology (4) W of even years.** Lecture, three hours. Population structure, function, development, and evolution. Topics include population age structure, population growth and regulation, population dispersion patterns, life history strategies, predation, competition, symbiosis, species diversity, niche theory, succession, island biogeography, and co-evolution. Prerequisite: Biological Sciences 102.

**187 Natural History of the Vertebrates (4) S.** Lecture, three hours. An examination of the phylogeny of the vertebrates and their adaptations to the environment. Emphasis on ecological, behavioral, morphological, and physiological adaptations of terrestrial vertebrates, illustrated with local examples. Prerequisite: Biological Sciences 102 or concurrent enrollment.

**187L Natural History of Vertebrates Laboratory (2) S.** Laboratory, three hours and field work. A practical and field introduction to the vertebrates with identifications of local amphibians, reptiles, birds, and mammals. Prerequisite: Biological Sciences 102 or concurrent enrollment, and concurrent enrollment in Biological Sciences 187.

**188 Introduction to Insect Physiology (4) W of odd years.** Lecture, three hours. Physiology of insects. Insect respiration, digestion, excretion, and neurobiology, including sensory systems and effectors. Prerequisite: Biological Sciences 102 or 103.

**189 Ecological Energetics (4) S of odd years.** Lecture, three hours. Role of energy and energetic transformations in ecological systems studied at four levels of organization: cellular, individual whole organism, population, and community. Effect of energy and its availability or limitation on the function of ecological systems and the evolution of adaptations. May be taken only as part of the Ecology Super Course. Prerequisite: consent of instructor.

**192 Comparative Animal Histology (4) S of even years.** Lecture, two hours; laboratory, three hours. Cell organization within tissue, tissue structure related to tissue function, organization of similar tissues in different animal phyla analyzed at the level of light microscopy. Prerequisite: Biological Sciences 104 or equivalent knowledge of cell structure and animal anatomy. Not offered 1985-86.

## Graduate Study in the School of Biological Sciences

Graduate student status or consent of instructor is a prerequisite for all 200-299 courses listed in the following departmental sections.

## Department of Developmental and Cell Biology

### Participating Faculty

Albert F. Bennett, *Department Chair*: Comparative physiology; exercise physiology; muscle physiology

Joseph Arditti: Plant physiology and development; orchid and taro biology

Michael W. Berns: Experimental cytology; laser microbeams; laser medicine

Hans R. Bode: Cell differentiation and pattern formation

Timothy J. Bradley: Comparative physiology of ion transport epithelia

Peter J. Bryant: Animal genetics and development

Susan V. Bryant: Regeneration and vertebrate development

Richard D. Campbell: Developmental biology of multicellular organisms

Donald E. Fosket: Cell growth and development

Patrick L. Healey: Plant morphogenesis and cell development

Franz Hoffmann: Plant somatic cell genetics and plant cell biology

Robert K. Josephson: Comparative neurophysiology

Daniel J. Knauer: Mammalian cellular biochemistry

Harold Koopowitz: Comparative neurophysiology; conservation of endangered species

Stuart M. Krassner: Parasite immunology and biochemistry

Howard M. Lenhoff: Physiology and developmental biology of marine invertebrates; immobilized enzymes

J. Lawrence Marsh: Molecular genetics of development and gene regulation

Ronald L. Meyer: Developmental neurobiology

Eloy Rodriguez: Biological and cellular chemistry of secondary metabolites in plant tissues and cell structures

Howard A. Schneiderman: Developmental biology and insect physiology

Grover C. Stephens: Comparative animal physiology

The Department of Developmental and Cell Biology is concerned with the development, physiology, structure, and function of organisms and their component cells. The main emphasis of the Developmental and Cell Biology graduate program is research training in developmental biology, comparative physiology of animals, or cellular and developmental plant biology. The Department maintains facilities for research involving biochemistry; genetics; electron microscopy; cell, tissue, and organism culture; microsurgery; and neurophysiology.

Students in the Department of Developmental and Cell Biology generally enter one of three graduate curricula. In the first year, those emphasizing comparative physiology take a three-quarter sequence of organismic physiology (Developmental and Cell Biology 210). Those emphasizing developmental biology take a series of three courses on molecular and cellular biology during the first year, followed by a total of five advanced courses during the subsequent years. Those emphasizing plant biology take a three-quarter sequence with topics which center on plant molecular, cellular, and developmental biology. The selection of the first-year course program is made in consultation with a faculty advisory committee when the student first arrives on the campus. This committee monitors the student's progress through the first year after which the student's thesis committee is established and takes over the advising function. Students are able to diverge from this basic core into their areas of special interest by means of graduate seminar courses in subsequent years. At the end of the first year students in comparative physiology and cellular and developmental plant biology take an oral examination that covers a broad area in the general and related fields of interest to that student. Students in developmental and cell biology prepare and defend a research proposal and are examined in fields related to the proposal. Since many doctoral students in the Department undertake



academic careers, the Department expects each graduate student to participate in a directed teaching experience during the graduate program. Students who enter with normal academic preparation and pursue a full-time program of study ordinarily should be able to earn the Ph.D. degree within five years or less.

Some faculty from the Department are members of an interdisciplinary biophysics and biophysical chemistry group. See page 91 for a description of the program.

### Courses in Developmental and Cell Biology

**200A-B-C Research in Developmental and Cell Biology (2 to 12 per quarter) F, W, S.** Individual research supervised by a particular professor. Prerequisite: consent of instructor.

**201A-B-C Developmental and Cell Biology Journal Club (2-2-2) F, W, S.** Seminar, two hours. Advanced study in various fields of organismic biology. Prerequisite: consent of instructor. May be repeated for credit.

**203A-B-C Graduate Tutorial in Developmental and Cell Biology (4-4-4) F, W, S.** Advanced study in areas not represented by formal courses. May involve individual or small group study through discussion, reading, and composition. Time and subject matter arranged individually.

**204 Mammalian Regeneration Journal Club (2-2-2) F, W, S.** Seminar, one hour. Discussion of recent papers in the area of mammalian regeneration, covering such systems as the nervous system, muscles, limbs. Prerequisite: consent of instructor. Satisfactory/Unsatisfactory only.

**205 Microscopy and Photography (2) F of odd years.** Lecture, two hours. Major techniques and instrumentation related to light microscopy and scientific photography. Course is practical in its aim. Students carry out projects using methods introduced. Prerequisite: completion of or concurrent enrollment in any laboratory research course.

**206A-B-C Membrane and Cytoskeleton Journal Club (2-2-2) F, W, S.** Seminar, two hours. Advanced study of various topics in membrane and cytoskeletal cell biology. Prerequisite: consent of instructor. Pass/Not Pass only. May be repeated for credit.

**207 Techniques for Instruction: Biology 104L (1) F.** Laboratory, two hours. A training course required of graduate students serving as teaching assistants in Biology 104L (Physiology). Prerequisite: Graduate enrollment in the Biological Sciences and assignment as a teaching assistant in Biology 104L. Satisfactory/Unsatisfactory only.

**208 Plant Cell and Molecular Biology Journal Club (2-2-2) F, W, S.** Seminar, two hours. Advanced study in various topics of plant cell and molecular biology. Prerequisite: consent of instructor. May be repeated for credit. Pass/Not Pass only.

**209 Molecular Genetics Journal Club (2-2-2) F, W, S, Summer.** Seminar, one and one-half hours. Advanced topics of current interest in molecular and developmental genetics. May be repeated for credit. Pass/Not Pass only.

**210A-B-C Foundations of Physiology (4-4-4) F, W, S.** Lecture and discussion, four to eight hours. Physical and functional principles common to many living forms stressed. Course forms a basis for subsequent specialization in any of the subdisciplines of physiology. May be repeated for credit. Satisfactory/Unsatisfactory only.

**230 Cell Biology (4) S.** Lecture, three hours. The third of a three-course sequence in graduate-level cell biology (first is Microbiology and Molecular Genetics 213; second is Molecular Biology and Biochemistry 206). Emphasis is on the biochemistry of cellular processes and the relationship between subcellular organization and function. Prerequisite: consent of instructor.

**231A-B-C Developmental Biology (4-4-4) F, W, S.** Lecture, two hours; discussion, one hour. Graduate core course in developmental biology. Prerequisite: consent of instructor. May be repeated for credit once.

**233 Cell Surface Receptors (4-4) S of even years.** Lecture, three hours. Modern concepts of cell surface organization and dynamics as well as cell-cell, cell-matrix, and hormone-cell interactions of normal and pathologic cells and tissues. Prerequisite: consent of instructor.

**240A-B-C Modeling of Developmental Processes (2 to 4 per quarter) F, W, S.** Lecture, one hour; seminar, two hours. Mathematical, logical, and computational methods for modeling developmental processes. Prerequisite: consent of instructor. May be repeated for credit.

**247 Insect Reproduction (4) F of every third year beginning fall 1985.** Lecture, four hours. Discussion of latest research on gametogenesis, fertilization, parthenogenesis, and early development of insects, with emphasis on genetic aspects in *Drosophila*. Prerequisite: consent of instructor. Open to senior undergraduate students with consent.

**248 Insect Embryology (4) F of every third year beginning fall 1986.** Lecture, four hours. Analysis of the embryonic development of insects integrating molecular, genetic, and classical approaches. Emphasis is placed on the most recent findings from *Drosophila* molecular genetics. Prerequisite: consent of instructor. Open to senior undergraduate students with consent.

**249 Insect Development (4) F of every third year beginning fall 1984.** Lecture, four hours. Postembryonic development of insects studied by classical methods as well as by genetic methods in *Drosophila*. Emphasis placed on studies of pattern formation in imaginal discs and regenerating appendages, on the development of the nervous system, and on the endocrine control of development. Prerequisite: consent of instructor. Open to senior undergraduate students with consent.

**251 Developmental Neurobiology (4) S of odd years.** Lecture, two hours; discussion, one hour. Developmental biology of the nervous system of vertebrates and invertebrates with emphasis on the cellular events underlying differentiation, morphogenesis, synaptic connectivity, and electrochemical activity. Prerequisite: consent of instructor. May be repeated for credit.

**253 Plant Cell Differentiation (4) W of odd years.** Lecture, three hours. The cellular and molecular basis of plant cell differentiation. Different areas covered each quarter. Over the course of several years will discuss hormone action, seed protein synthesis and

decomposition, cell wall deposition, nitrogen fixation, and chloroplast differentiation. May be repeated for credit.

**254 Practical Electron Microscopy (5) W.** Laboratory, four hours. Methods of electron microscopy including sample preparation, fixation, embedding, sectioning, staining, EM examination, EM photography, developing, printing, and data analysis. In addition, participants learn to use more than one type of EM including alignment, perform routine EM procedures, and use specialized EM accessory equipment such as an ultramicrotome, vacuum evaporator, and critical point dryer. Prerequisite: consent of instructor.

**255 Plant Morphogenesis (4) W of even years.** Lecture, three hours. Examination of current problems in plant differentiation and its control, primarily at the tissue and whole plant level. A single major topic will be selected each year and will include such subjects as control of morphogenesis in shoot and root apices, flowering, control of cambial growth, pattern formation, plant embryology, and control of the formation of plant organs in culture. Prerequisite: consent of instructor. Satisfactory/Unsatisfactory only. May be repeated for credit.

**265 Parasitology (4) F, W, S.** Seminar, one hour. Topics vary from year to year. Prerequisite: consent of instructor.

**285 Advanced Topics in Plant Biology (2) F, W, S.** Lecture, two hours. Seminars, lectures, and informal discussions by invited speakers, graduate students, and faculty. Topics vary from quarter to quarter, but major emphasis is in the areas of plant physiology, development, and biochemistry. Required for all graduate students working toward an advanced degree in the area of plant biology in Developmental and Cell Biology. Prerequisite: consent of instructor. Same as Ecology and Evolutionary Biology 285. May be repeated for credit.

**290A-B-C Colloquium in Developmental and Cell Biology (2-2-2) F, W, S.** Colloquium, one and one-half hours. Contemporary research problems. Research students, faculty, and other invited speakers introduce research and review topics. Satisfactory/Unsatisfactory only.

**399 University Teaching (4-4-4) F, W, S.** Limited to Teaching Assistants.

## Department of Ecology and Evolutionary Biology

### Participating Faculty

Richard E. MacMillen, *Department Chair*: Physiological animal ecology

Daniel G. Aldrich, Jr.: Soils and plant nutrition

Peter R. Atsatt: Plant ecology and evolution

Albert F. Bennett: Environmental physiology; physiological ecology

Gayle A. Brenchley: Marine ecology, population and community ecology

F. Lynn Carpenter: Community ecology

Peter S. Dixon: Phycology

George L. Hunt: Behavioral ecology, marine ornithology

Keith E. Justice: Terrestrial population ecology

Richard E. Lenski: Coevolutionary biology; microbial ecology

Eloy Rodriguez: Chemical ecology of plant-animal interactions; evolution and function of natural products in desert plants

H. Bradley Shaffer: Evolutionary genetics; functional morphology

John T. Smiley: Plant-insect interactions

Grover C. Stephens: Comparative animal physiology

Ecology and evolutionary biology deals with the establishment of adaptations over evolutionary time and with the significance of these adaptations in ecological time. The Department of Ecology and Evolutionary Biology focuses on problems at the population and community levels, with particular emphasis placed on coevolved processes. While the Department has faculty specialists in plant and animal ecology and in marine and terrestrial ecology, primary attention is given to important ecological questions rather than to particular habitats or taxa. Faculty and graduate student

research is often centered at the interface of two or more of these specialties. Departmental research activities include ecological energetics, plant-herbivore and plant-pollinator interactions, population and reproductive ecology, and community ecology. These research endeavors attempt to achieve a balance between empirical and theoretical approaches to evolutionary and ecological problems.

Primary emphasis in the Department graduate program is placed on training leading to the Ph.D. in Biological Sciences; under exceptional circumstances, a student may be admitted initially to the M.S. program. All entering students are required to enroll during the first year in a two-quarter graduate core sequence. At the end of the first year, these students will complete an oral examination based upon the core courses and other materials the Department might require. Satisfactory performance on this examination is required for continuation in the graduate program.

Students entering with a B.A. or B.S. degree will enroll in the graduate core for two consecutive years, while those entering with an M.A. or M.S. degree will enroll only for the initial year. Each entering graduate student will be assigned a faculty advisor and a three-person advisory committee for guidance, with whom the student will meet at least once each quarter. All students are encouraged to submit a research proposal to their advisory committee during their first year of residency. A comprehensive proposal is required before the end of the second year. The progress of each student is reviewed by the departmental faculty before the end of each academic year.

Normally, all requirements for the Ph.D. should be completed within five years. No more than seven years will be allowed for completion of the program. Prior to advancement to candidacy for the Ph.D., students must satisfy two breadth requirements at the discretion of their advisory committee. One of these must be satisfied with a foreign language and the second by the attainment of an additional skill equivalent to a second foreign language (i.e., a second foreign language, demonstrated skills in computer-statistics, attainment of unusual technical expertise necessary for dissertation research, etc.). Advancement to doctoral candidacy by a comprehensive oral examination will be expected during the third year for students entering with a B.A. or B.S. or during the second year for those entering with an M.A. or M.S. Applicants for this program should have a solid undergraduate program in biology and ecology, emphasizing both research and field work. In addition, course work in statistics, mathematics, and physical and chemical sciences is expected. All applicants are required to submit verbal, quantitative, and advanced biology GRE scores. The deadline for application is February 1.

## Courses in Ecology and Evolutionary Biology

**200A-B-C Research in Ecology and Evolutionary Biology (2 to 12 per quarter) F, W, S.** Individual research supervised by a particular professor. Prerequisite: consent of instructor.

**201A Seminar in Ecology and Evolutionary Biology (2) F, W.** One and one-half hours. Invited speakers present current research in ecology and evolutionary biology. Required of all graduate students. May be repeated for credit. Satisfactory/Unsatisfactory only.

**202A-B-C Ecology and Evolutionary Biology Research Reviews (1-1-1) F, W, S.** Seminar, one hour. Current research by graduate students and faculty. Satisfactory/Unsatisfactory only. Required of all graduate students. May be repeated for credit.

**203A-B-C Graduate Tutorial in Ecology and Evolutionary Biology (2 to 12 per quarter) F, W, S.** Advanced study in areas not represented by formal courses. May involve individual or small group study through reading, discussion, and composition. Prerequisite: consent of instructor.

**205A-B Special Topics in Ecology and Evolutionary Biology (2-2) F, W.** Lecture, three hours. Survey of special topics. Required of all incoming graduate students in first year of residence and in second year for students entering with baccalaureate degree. Corequisite: Ecology and Evolutionary Biology 206A-B. May be repeated for credit.

**206A-B Special Topics in Ecology and Evolutionary Biology (2-2) F, W.** Lecture, three hours. Survey of special topics. Required of all incoming graduate students in first year of residence and in second year for students entering with baccalaureate degree. Corequisite: Ecology and Evolutionary Biology 205A-B. May be repeated for credit.

Enrollment in the following courses may be approved for undergraduate students with advanced standing:

**222 Seminar in Phycology (2 to 4) W of even years.** Seminar, three hours. Discussion of recent developments in marine and freshwater phycology. Prerequisite: consent of instructor.

**223 Seminar in Population Biology (2 to 4) S of even years.** Seminar, three hours. A quantitative approach to the study of factors which influence distribution and abundance of organisms based on selections from recent and classic literature. Prerequisite: consent of instructor.

**224 Seminar in Vertebrate Biology (2 to 4) S of odd years.** Seminar, three hours. Topics arranged are consistent with graduate student interest and center around themes in vertebrate physiological ecology, paleontology, and evolution. Prerequisite: consent of instructor.

**226 Seminar in Marine Ecology (2 to 4) S of odd years.** Seminar, three hours. Selected topics in marine ecology such as community dynamics, benthic ecology, and paleoecology. Prerequisite: consent of instructor.

**227 Seminar in Population/Community Ecology (2 to 4) F of even years.** Seminar, three hours. Selected topics in population or community ecology (such as island biogeography, evolution of sex ratios, reproductive biology of marine birds) through discussion of current literature and preparation of papers. Prerequisite: consent of instructor.

**229 Seminar in Terrestrial Community Ecology (2 to 4) S of odd years.** Seminar, three hours. Modern topics in field and theoretical community ecology. Prerequisite: consent of instructor.

**233 Seminar in Plant/Herbivore Interactions (2 to 4 per quarter) F of odd years.** Seminar, three hours. Survey of current literature dealing with reciprocal adaptation of plants and their herbivores. May be repeated for credit. Prerequisite: consent of instructor.

**263 Seminar in Mathematical and Computer Models in Ecology (4) W of odd years.** Seminar, two hours; laboratory, three hours. An introduction to mathematical and computer models in ecology and evolutionary biology. Population growth and regulation, competition, predation, community interactions, island biogeography, optimal foraging, deterministic and stochastic models of population genetics, models that combine ecological and genetic effects. Prerequisite: Graduate standing or consent of instructor. Same as Information and Computer Science 263.

**273 Physiological Animal Ecology (4) S of odd years.** Lecture, two hours; discussion, one hour; laboratory and field, four hours. Studies of the roles of water, energy, and temperature in the lives of vertebrates. Prerequisite: consent of instructor.

**274 Behavioral Ecology (4) W of odd years.** Seminar, three hours. Selected topics in behavioral ecology through discussion of current literature and preparation of papers. Prerequisite: consent of instructor.

**285A-B-C Advanced Topics in Plant Biology (2-2-2) F, W, S.** Lecture, two hours. Seminars, lectures, and informal discussions by invited speakers, graduate students, and faculty. Topics vary from quarter to quarter, but major emphasis is in areas of plant physiology, development, and biochemistry. Required for all graduate students working toward an advanced degree in the area of plant biology in Developmental and Cell Biology. Prerequisite: consent of instructor. Same as Developmental and Cell Biology 285. May be repeated for credit. Satisfactory/Unsatisfactory only.

**399 University Teaching (4-4-4) F, W, S.** Limited to Teaching Assistants.



## Department of Molecular Biology and Biochemistry and Department of Biological Chemistry

### Participating Faculty: Molecular Biology and Biochemistry

Krishna K. Tewari, *Department Chair*: Chloroplast DNA; replication and transcription

Barbara K. Burgess: Biochemistry and genetics of nitrogen fixation

Rowland H. Davis: Regulation and genetics of lower eucaryotes

Hung Fan: Animal virology, nucleic acid studies in murine leukemia virus

Gale A. Granger: Cellular immunology; molecular immunology

Barbara A. Hamkalo: Structure of chromosomes; regulation of gene expression

Thomas E. Johnson: Genetics and molecular biology of aging

Jerry E. Manning: Gene sequence organization, eucaryotic DNA; electron microscopy

William D. Nunn: Regulation of lipid metabolism; fatty acid transport

Wendell M. Stanley, Jr.: Physical and biological properties of nucleic acids and proteins

Edward K. Wagner: Animal virology, nucleic acid synthesis, and function in infected cells

Robert C. Warner: Molecular biology of nucleic acids; physical chemistry of macromolecules; mechanism of genetic recombination

Clifford A. Woolfolk: General microbiology; enzymology

### Participating Faculty: Biological Chemistry

Ralph A. Bradshaw, *Department Chair*: Structure and function of enzymes and growth factors and their genes

Stuart M. Arfin: Genetic and biochemical regulatory mechanisms in mammalian systems

Chris L. Greer: Eukaryotic RNA processing pathways; RNA splicing and gene expression

Kenneth H. Ibsen: Properties, distribution, and control of expression of isoenzymes

Lee McAlister-Henn: Molecular genetics of compartmentalized isozymes

Calvin S. McLaughlin: Genetic and biochemical approaches to the synthesis of proteins and ribonucleic acids and their regulation in eucaryotic cells

Masayasu Nomura: Structure, function, and biosynthesis of ribosomes; regulation of gene expression

John J. Wasmuth: Regulation of amino acid metabolism; mammalian cell genetics

The Department of Molecular Biology and Biochemistry in the School of Biological Sciences and the Department of Biological Chemistry in the UCI-California College of Medicine jointly offer graduate study under the administration of the School of Biological Sciences. The program makes extensive use of health science facilities, in addition to those of the School of Biological Sciences. The curriculum is designed to produce creative and productive scientists who have an in-depth comprehension of modern biochemistry and molecular biology and who are highly competent in a given subspecialty.

The faculty's research interests include structure and synthesis of nucleic acids and proteins, regulation, metabolism, biochemical genetics, gene organization, and immunology. The first-year student is required to take a core of advanced courses (203, 204, 205, 206, 207, 208, and 209), to become associated with the laboratories of at least three different investigators, and to attend the 201A-B-C seminar series. During the first year, students are advised by members of the graduate committee. Upon successful completion of the first year, the student is given a comprehensive oral examination to test breadth and depth of knowledge. Although further supplemental work may be recommended, the student normally begins a specific research project with a faculty member in the second year. The student, by passing an oral examination by the end of the third year on the proposed dis-

sertation work, may advance to candidacy for the Ph.D. degree. Students normally complete their degree programs after a total of five years of graduate study. Participation in the seminar series (201A-B-C) and completion of at least one satellite course per year (210-279) are expected of all continuing students. Regular teaching of undergraduates is part of the training of graduate students at all levels. The graduate committee may waive some of the above requirements for candidates for the Master's degree.

Applicants should have adequate undergraduate preparation in calculus, physics, physical chemistry, organic chemistry, and biochemistry. Students who have not had an adequate physical chemistry course are expected to take Chemistry 130A-B-C during their first year.

Some faculty from the Department of Molecular Biology and Biochemistry are members of an interdisciplinary biophysics and biophysical chemistry group. See page 91 for a description of the program.

## Courses in Molecular Biology and Biochemistry

**200A-B-C Research in Molecular Biology and Biochemistry (2 to 12 per quarter) F, W, S.** Individual research supervised by a particular professor. See areas of interest listed under Faculty. Prerequisite: consent of instructor.

**201A-B-C Seminar in Molecular Biology and Biochemistry (2-2-2) F, W, S.** Seminar, two hours. Content varies. Presentation of research from departmental laboratories or, when pertinent, of other recent developments. Prerequisite: consent of instructor.

**202A-B-C Tutorial in Molecular Biology and Biochemistry (4-4-4) F, W, S.** Tutorials in the area of research of a particular professor which relate current research to the literature. May be conducted as journal clubs. Prerequisite: consent of instructor.

**203 Structure and Biosynthesis of Nucleic Acids (4) F.** Lecture, three hours. The structure and properties of nucleic acids. The fundamentals of nucleic acid hybridization and recombinant DNA methodology. Replication and repair of DNA. Prerequisites: Biological Sciences 106 and 107 or the equivalent and Chemistry 51A-B-C or the equivalent. (Coordinator, J. Manning)

**204 Structure and Biosynthesis of Proteins (4) F.** Lecture, three hours. The structure and properties of proteins. Enzymes and their kinetic properties. Mechanisms of the biosynthesis of proteins. Prerequisites: Biological Sciences 106 and 107 or the equivalent and Chemistry 51A-B-C or the equivalent. (Coordinator, R.C. Warner)

**205 Eucaryotic Gene Expression: Viral and Organelle Genes (4) W.** Lecture, three hours. The structure of eucaryotic genes and the role of transcriptional and posttranscriptional processing in their expression are discussed in light of state-of-the-art knowledge of viral and organelle systems. Primary research data on the major DNA and RNA viruses and cellular organelles emphasizes current efforts at UCI and other leading centers of study of eucaryotic gene expression. Graduate-level knowledge of the biochemistry and molecular biology of macromolecules is required. Prerequisites: Biological Sciences 106 and 107 or the equivalent and Chemistry 51A-B-C or the equivalent. (Coordinator, E. Wagner)

**206 Eukaryotic Gene Expression: Chromosomal Genes (4) W.** Lecture, three hours. Course focuses on several aspects of gene expression. First, the organization of the eukaryotic nucleus is described in terms of protein-nucleic acid interaction (i.e., chromatin and chromosome structure). Next, in order to create a basis of comparisons between prokaryotic and eukaryotic gene expression, the enzymology and regulation of RNA transcription in *E. coli*, and other prokaryotes is developed. Enzymology of transcription in eukaryotes is discussed from the points of view of the determination of polymerase-specific and general regulatory signals, and modes of regulation (e.g., selective gene replication and translational regulation). Prerequisites: Molecular Biology 203, 204, and 205. (Coordinator, B. Hamkalo)

**207 Molecular Genetics (4) S.** Lecture, three hours. Recombination, genome organization, and gene expression at the molecular level, with emphasis on genetic analysis. Prerequisites: Molecular Biology 203, 204, 205, and 206. (Coordinator, R. Davis)

**208 Metabolic Regulation (4) S.** Lecture, three hours. A consideration of the molecular mechanisms responsible for the regulation of metabolite flow. Examples are chosen from organisms ranging from bacteria to mammals and include regulation of enzyme activity, metabolic compartmentation, and regulation of enzyme content. Prerequisites: Biological Sciences 106 and 107 or the equivalent and Chemistry 51A-B-C or the equivalent. (Coordinator, S. Arfin)

**209 Biochemical Methodology (6) S.** Lecture, three hours; laboratory, six hours. Introduction to techniques available to the modern biochemist. Opportunity to experience many of the methods available for the isolation and characterization of molecules of biological interest. Experiences are provided in the context of a problem or problems in modern molecular biology, emphasizing the principles behind techniques employed. Prerequisite: consent of instructor. (Coordinator, K. Tewari)

**210A-B Basic Medical Biochemistry (10-10) F, W.** Lecture, ten hours. Classical and molecular biochemistry, including structure, function, and biosynthesis of macromolecules; metabolic interrelations and control mechanisms; and biochemical genetics. Application of recent advances in knowledge of molecular bases for cellular function to disease states (diagnosis, prevention, and treatment). Prerequisite: consent of instructor.

**211 Chromosome Structure and Function (4) S every third year beginning 1984.** Lecture, three hours; demonstration, one hour. Recent concepts of chromosomal function and structure, exposure to modern electronmicroscopic techniques and their interpretation. Prerequisite: consent of instructor.

**212 Molecular Genetics of Gene Expression in Eucaryotes (4) S.** Lecture or discussion, two hours. An examination of progress in elucidation of mechanisms controlling gene expression. Prerequisite: consent of instructor.

**214 Biosynthesis of Nucleic Acids (4) F every third year beginning 1985.** Lecture, three hours. Structure, function, and replication of DNA and RNA in procaryotes and eucaryotes; emphasis on current research. Prerequisite: consent of instructor.

**215 Mechanisms of Recombination (3) W every third year beginning 1980.** Lecture or discussion, two hours. Molecular mechanisms utilized in genetic recombination. Prerequisite: consent of instructor.

**216 Comparative Metabolism (4) W of every third year beginning 1984.** Lecture, two hours. Assumes a background in the more universal metabolic pathways. Examines metabolic diversity, particularly among the procaryotes, with emphasis on the mechanism of ATP production and important biosynthetic pathways involved in the recycling of elements. Reviews of these topics and specific research articles illustrating individual pathways are read. Prerequisite: consent of instructor.

**217 Genetics and Molecular Biology of Aging (4) F of every third year beginning 1985.** Genetic and molecular analysis of aging in human, animal, *in vitro*, and unicellular models. An in-depth analysis of a limited number of topics to be developed in detail. Prerequisite: consent of instructor.

**221 Advanced Immunology (4) S every third year beginning 1983.** Lecture, three hours; discussion, one hour. History, techniques, and concepts of humoral antibody formation and cellular immune patterns. Advanced topics in transplantation and tumor immunobiology. Prerequisite: Biological Sciences 121 or consent of instructor.

**226 Animal Virology (4) S every third year beginning 1986.** Lecture, two hours. Elements of viral infection, including the role of viruses as potential oncogenic agents. Prerequisite: consent of instructor.

**231 Genetic Analysis of Complex Cell Functions (4) F of every third year beginning 1984.** Lecture, three hours. The application of genetic and recombinant DNA technology to analysis of bacterial and lower eucaryotic cell structures and functions. Topics, which may vary from year to year, will include metabolic pathways, regulatory systems, the cell cycle, protein determination and secretions, assembly of cell structures, organelle biogenesis and other multi-

genic activities. Prerequisite: consent of instructor. May be repeated for credit.

**232 Metabolic Regulatory Mechanisms in Eucaryotes (4) W every third year beginning 1979.** Lecture, two hours. Classical and current literature relating to the genetic and biochemical regulation of enzyme activity in eucaryotes. Prerequisite: consent of instructor.

**234 Molecular Genetics and Regulation (4) S.** Lecture, three hours. Molecular mechanisms which control gene expression in both procaryotic and eucaryotic cells. Both specific and integrative control systems are studied, and these mechanisms are correlated with control and developmental phenomena. Modern methods of molecular genetics and recombinant DNA methodologies are emphasized. Prerequisites: Molecular Biology and Biochemistry 205A-B and consent of instructor.

**236 Regulation of Enzyme Expression (3) S every third year beginning 1981.** Lecture, two hours. Classical and current literature relating to control of energy metabolism at molecular and organismal levels. Prerequisite: consent of instructor.

**262 Biopolymers in Solution (4).** Lecture, three hours. Electronic, chiroptical, and magnetic resonance spectroscopy as applied to studies of biological molecules and macromolecules. Theoretical and practical aspects of sedimentation equilibrium and transport in the study of biological macromolecules. Prerequisites: Chemistry 130A-B-C or 131A-B-C or equivalent. Same as Chemistry 262 and Physiology and Biophysics 262.

**264 Colloquium in Biophysical Chemistry (2) W.** Colloquium, two hours. Presentation of research topics in biophysics and biophysical chemistry. Faculty and invited speakers address the fundamentals and background of physical approaches to biological problems and the experimental results obtained with them. Supplementary reading required. Prerequisites: Chemistry 130A-B-C, Chemistry 131A-B-C, or equivalent. Graduate standing. Satisfactory/Unsatisfactory only. Same as Physiology and Biophysics 264 and Chemistry 264. May be repeated for credit.

**280 Advanced Topics in Biochemistry and Molecular Biology (3) F.** Lecture, five hours. Selected topics in specified areas of concentration, e.g., nucleic acids, protein biochemistry, genetic expression, biochemical genetics. Specific topics announced in advance. Prerequisites: consent of instructor and Biological Sciences 106 and 107. Normally taken with Molecular Biology and Biochemistry 205A. Open to advanced undergraduates.

**290A-B-C Colloquium in Molecular Biology and Biochemistry (2-2-2) F, W, S.** Colloquium, one and one-half hours. Contemporary research problems in molecular biology and biochemistry. Invited speakers present research and/or review topics. Satisfactory/Unsatisfactory only. May be repeated for credit.

**291A-B-C Current Topics in Gene Regulation (2-2-2) F, W, S.** Seminar, two hours. Gene organization and expression and the physical, chemical, and biological properties of macromolecules. Students present a colloquium on their research or a topic related to their research. Satisfactory/Unsatisfactory only. May be repeated for credit.

**399 University Teaching (4-4-4) F, W, S.** Limited to Teaching Assistants.

## Department of Psychobiology

### Participating Faculty

- John F. Marshall, *Acting Chair*: Neural plasticity related to recovery of function after brain surgery  
 Dana Aswad: Biochemistry of neural function  
 Michel Baudry: Cell biology and neurochemistry  
 William E. Bunney: Clinical psychopharmacology and biological psychiatry  
 Carl Cotman: Neurochemistry, molecular psychology  
 Robert K. Josephson: Invertebrate neurophysiology  
 Mary-Louise Kean: Neural mechanisms of cognitive systems and human neuropsychology  
 Herbert P. Killackey: Comparative and developmental neuroanatomy  
 Michael Leon: Physiological and behavioral aspects of reproduction and development  
 Gary S. Lynch: Neural systems  
 James L. McGaugh: Neurobiology of learning and memory  
 Ricardo Miledi: Cellular and molecular neurobiology  
 Ian Parker: Nerve and muscle physiology  
 Donald H. Perkel: Theoretical neurobiology  
 Curt Sandman: Peptides and behavior; electrophysiology and cognitive activity  
 Jon F. Sassin: Sleep disorders  
 Arnold Starr: Neural bases of sensory and cognitive processes, evoked brain potentials  
 Katumi Sumikawa: Cellular and molecular neurobiology  
 Norman M. Weinberger: Neural bases of attention and learning  
 Pauline I. Yahr: Hormonal control of social behavior

Psychobiology is concerned with the biology of the nervous system and behavior. The Department of Psychobiology emphasizes the adaptive aspects of neural and behavioral plasticity. The faculty's research interests include the biochemical, endocrinological, genetic, and experiential determinants of nervous system function and behavior. Focal topics include synaptic processes, neurophysiology, neuroendocrinology, neuroanatomy, molecular neurobiology, neuropharmacology, theoretical neurobiology, arousal and attention, learning and memory, reproductive behavior, and communication. The importance of developmental and comparative approaches to these problems is stressed.

The Department of Psychobiology offers graduate training leading to the Ph.D. in Biological Sciences. Graduate students must complete a sequence of core courses (lectures and laboratories) during their first and second years. They also must take a minimum of four advanced courses before graduation and must participate in directed research and teaching each year. To advance to candidacy, the student must prepare a critical review paper in the area of the proposed dissertation research and must pass an oral examination in psychobiology by the end of the third year. Graduation depends on successful preparation and oral defense of a dissertation based on the student's research. Students are expected to complete this program in five years of study.

Ideally, applicants for this program should have taken undergraduate courses in biology (one introductory year plus some advanced work), psychology (experimental, physiological, and learning), chemistry through biochemistry, introductory physics, calculus, and statistics. They also must submit GRE Aptitude test scores. Because graduate training emphasizes research, preference is given to applicants having laboratory research experience as undergraduates. The Department accepts only those students seeking a doctorate, though students who do not successfully complete their course work or do not advance to candidacy may, with the consent of the faculty, complete a Master's thesis and receive an M.S. degree in Biological Sciences. Applicants with substantial outside commitments that would curtail laboratory research or pro-

long the time to degree are not accepted. Students are encouraged to take the GRE no later than October. The deadline for application is February 1.

### Courses in Psychobiology

**200A-B-C Research in Psychobiology (2 to 12 per quarter) F, W, S.** Individual research supervised by a specific professor. Prerequisite: consent of instructor.

**202 Neuroanatomy (1-4).** Lecture, four and one-half hours. An analysis of neural systems from an anatomical viewpoint. Emphasis on both gross aspects and cellular aspects of neural function. Course may not be offered each quarter. Prerequisite: Psychobiology graduate student or consent of instructor. May be repeated for credit.

**203 Neurochemistry (1-4).** Lecture, four and one-half hours. The chemical basis for neural function is addressed. Both intracellular and intercellular aspects of neural function are discussed with an emphasis on central nervous system activity. Course may not be offered each quarter. Prerequisite: Psychobiology graduate student or consent of instructor. May be repeated for credit.

**204 Neurophysiology (1-4).** Lecture, four and one-half hours. Biophysical mechanisms of membrane potentials, neuronal conduction synaptic transmission, and muscle contraction. Prerequisite: Psychobiology graduate student or consent of instructor. May be repeated for credit.

**205 Animal Behavior (1-4).** Lecture, four and one-half hours. An examination of species-typical patterns of behavior from the perspective of modern evolutionary thought. Content varies. Course may not be offered each quarter. Prerequisite: Psychobiology graduate student or consent of instructor. May be repeated for credit.

**206 Integrative Neurobiology (1-4).** Lecture, four and one-half hours. Discussion centers around an integrated view of neural systems, using anatomical, physiological, chemical, and behavioral approaches. Content varies. Course may not be offered each quarter. Prerequisite: Psychobiology graduate student or consent of instructor. May be repeated for credit.

**207 Methods in Psychobiology (1-4).** Laboratory, four and one-half hours. Histology, neurochemistry, electronics, behavior, and neurophysiology are taught in a laboratory, using modern methods. Content varies. Course may not be offered each quarter. Two sections may be taken concurrently. Prerequisite: Psychobiology graduate student or consent of instructor.

**208A-B-C Graduate Core Laboratory (2-2-2) F, W, S.** Laboratory, six hours. Use of contemporary techniques in neurobiology and behavioral biology. Neuroanatomy: gross and microscopic techniques for analyzing neural tissue, including neurohistology with normal and experimental material. Neurochemistry: biochemical techniques for analysis of brain tissue, including separation and identification of cellular constituents. Neurophysiology: bioelectronics, electrophysiological methods for single units, multiple units, gross field potential, and the electroencephalogram.

**209 Modern Processes in Psychobiology (1-4).** Lecture, four and one-half hours. Discussion of various aspects of psychobiological research. Content varies. Course may not be offered each quarter. Prerequisite: Psychobiology graduate student or consent of instructor. May be repeated for credit.

**210 Learning and Memory (1-4).** Lecture, four and one-half hours. A survey of the biological basis for learning and memory. Prerequisite: Psychobiology graduate student or consent of instructor. May be repeated for credit.

**240 Advanced Analysis of Learning and Memory (4) F of odd years.** Lecture and seminar, three hours. Advanced analysis of contemporary research concerning the nature and neurobiological bases of learning and memory. Special emphasis is given to time-dependent processes involved in memory storage. Open only to Psychobiology graduate students.

**241 Advanced Analysis of Hormones and Behavior (4).** Lecture and seminar, three hours. Relationships that exist among endocrine secretions, the brain, and behavior. The biology of reproduction is covered in detail as are the roles of hormones in development stress and social behavior.

**243 Advanced Analysis of Comparative and Developmental Neurobiology (4) S of odd years.** Lecture and seminar, three hours. The vertebrate nervous system approached from both its phylogenetic and ontogenetic history. Emphasis is given to contemporary experimental approaches to selected neuronal systems.

**244 Advanced Neurochemistry (4) W of odd years.** Lecture and seminar, three hours. Integrated survey of the chemical and physiological mechanisms of synaptic transmission. Selected topics include growth and modification of synaptic connections from a chemical viewpoint. Open only to Psychobiology graduate students.

**246 Advanced Analysis of Attention and Learning (4) S of odd years.** Lecture and seminar, three hours. Consideration of behavioral and neural aspects of attention. Examination of the concept of "attention" from a behavioral point of view, and classical and current approaches to brain mechanisms which form the substrates of behavioral attention.

**247 Advanced Integrative Neurobiology (4) S of even years.** Lecture and seminar, three hours. Consideration of selected topics in neurobiology in which multidisciplinary approaches have been used to analyze function.

**248A Fundamentals of Evoked Potentials (4).** Lecture, two hours. Introduction to the study of the electrical activity of the human brain from the brainstem to the cerebral cortex. Prerequisite: consent of instructor. Same as Social Sciences 252A.

**248B Evoked Potential of Sensory and Cognitive Aspects (4).** Lecture, three hours. An advanced course on the study of the electrical activity of the human brain concentrating on the cerebral cortex. Prerequisite: Psychobiology 248A or consent of instructor. Same as Social Sciences 252B.

**250 Advanced Analysis of Brain and Behavior (4).** Analysis of basic mechanisms underlying behavioral change and plasticity. Emphasis on recovery of function after brain injury and neuropharmacological/neurochemical approaches to cellular plasticity.

**251 Clinical Neurology for Neuroscientists (4) S of odd years.** Presentation of problems of clinical neurology through patient presentation, examination, and discussion. Patients with lesions or defects at various levels of the nervous system are examined.

**252 Advanced Analysis of Animal Behavior (4) W of odd years.** Lecture and seminar, three hours. Consideration of the adaptive functions of species-typical behavior patterns, as well as their physiological control and ontogeny. Open only to Psychobiology graduate students.

**253 Advanced Analysis of Muscle and Other Effectors (4) F of even years.** Biophysics and biochemistry of striated muscle, proteins of muscle and their organization, sliding filament model of muscle contraction, calcium as a regulator of contractile activity, structural organization of control systems, neurological control of contractile activity, muscle kinetics, and thermodynamics. Open only to Psychobiology graduate students.

**255 Topics in Behavioral and Cognitive Neuroscience (2-2) F, S.** Seminar, two hours. The biological basis of the internal knowledge which influences and in many cases determines behavior. Examination of the foundations of the study of cognitive capacities such as memory, perception, and action.

**NOTE:** Consent of instructor required for seminar courses numbered 260-274. In order to earn four units of credit, three quarters must be taken. Partial credit may be earned for individual segments.

**260 Seminar in Learning and Memory (1.3) F, W, S**

**261 Seminar in Neurochemical Basis of Plasticity (1.3) F, W, S**

**262 Seminar in Molecular Neurobiology (1.3) F, W, S**

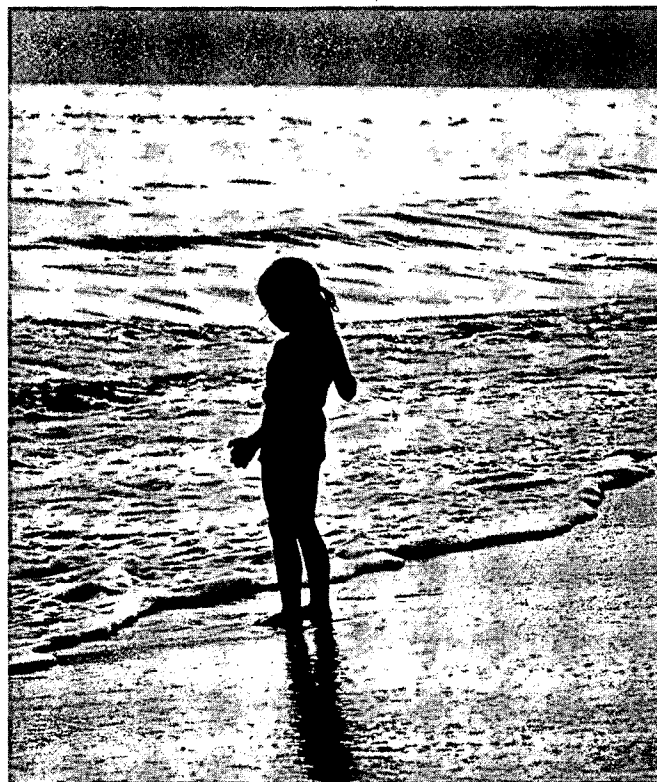
**263 Seminar in Comparative and Developmental Neurology (1.3) F, W, S.** Open only to Psychobiology graduate students.

**264 Seminar in Neurochemistry (1.3) F, W, S.** Open only to Psychobiology graduate students.

**265 Reproductive Physiology and Behavior (1.3) F, W, S**

**266 Seminar in Attention and Learning (1.3) F, W, S.** Open only to Psychobiology graduate students.

**267 Seminar in Neural Systems (1.3) F, W, S.** Open only to Psychobiology graduate students.



**268 Seminar in Theoretical Neurobiology (1.3) F, W, S**

**270 Seminar in Neuromechanisms (1.3) F, W, S.** Open only to Psychobiology graduate students.

**271 Seminar in Auditory Neurophysiology (1.3) F, W, S.** Open only to Psychobiology graduate students.

**272 Seminar in Neurophysiology of Behavior (1.3) F, W, S**

**273 Seminar in Comparative Behavior (1.3) F, W, S.** Open only to Psychobiology graduate students.

**290 Colloquium in Psychobiology (1.3) F, W, S.** Lecture, three-fourths hour; discussion, three-fourths hour. Presentation of contemporary research problems in psychobiology and related areas by invited speakers. Satisfactory/Unsatisfactory only. May be repeated for credit.

**399 University Teaching (4-4-4) F, W, S.** Limited to Teaching Assistants.

## Department of Anatomy

### Participating Faculty

Edward E. Jones, *Chair*: Sensory-motor anatomy and physiology

Robert H. Blanks: Vestibular physiology and anatomy

Lyle C. Dearden: Growth inhibition and pulmonary edema

James H. Fallon: Circadian rhythms; monoamine systems, neurotransmitter interactions

Christine M. Gall: Central nervous system morphological plasticity

Roland A. Giolli: Experimental neuroanatomy; visual system

Herbert P. Killackey: Developmental neuroanatomy; somatosensory system

Leonard M. Kitzes: Auditory neurophysiology; anatomy; development

Charles E. Ribak: Neurocytology; immunocytochemistry; neurotransmitters; neuronal circuitry

Richard T. Robertson: Experimental neurobiology; development; forebrain organization

John E. Swett: Peripheral nervous system, spinal cord, pain mechanisms

The Department of Anatomy in the UCI-California College of Medicine offers a doctoral program leading to the Ph.D. degree in Biological Sciences, with specialized research training in the neurosciences. Research programs in the neurosciences include neurotransmitter immunocytochemistry, the central neural regulation of circadian rhythms, forebrain organization, and function and development of sensory and motor systems. Research programs also include growth inhibition, cartilage, and pulmonary edema. The Department maintains research facilities so that the student can become experienced with the following techniques: electron microscopy; immunocytochemistry; fluorescence histochemistry; neuro-anatomical tracing; single- and multiple-unit neurophysiology; and computer analysis of neuroscientific data. Students are encouraged to become proficient in multiple areas of study using numerous techniques in various species.

Students in the Department of Anatomy have two major goals. The first goal is to attain the technical skills, theoretical background, and experimental knowledge necessary to conduct innovative and fundamentally sound research. The second goal is to become knowledgeable anatomists with the ability to teach graduate, undergraduate, and professional courses in anatomy and neuroscience. These two goals are achieved through a basic and extended academic program that is tailored to the individual needs of the student.

The core curriculum is designed to provide all students with a fundamental knowledge of modern neurobiology, with an emphasis on morphology, chemistry, and physiology. In the first year, students are required to take selected courses in anatomy, biochemistry, pharmacology, and physiology, including a year-long course in neural science techniques. Over the usual four-year training period the student is required to complete a practical course in statistics, selected departmental seminar courses, laboratory rotations, and a total of 50 credit hours of research in anatomy. Elective courses in the Department of Anatomy or other departments on campus may also be taken, and research and training in areas other than neurobiology are possible. The student typically devotes the majority of the first year to taking core courses and about half of the second year to taking electives. Only a minimal time in the third year is spent taking courses. Following the first year, the student is expected to act as an assistant in at least one major anatomy core course.

When a student is accepted into the graduate program, the student and the Graduate Committee decide to which laboratories the student will be assigned the first year. During the first year the student will spend approximately 25 percent of the time doing research. At the beginning of the second year the student and the Graduate Committee select a faculty sponsor who will supervise the dissertation research. A Qualifying Examination at the end of the summer of the second year is given to the student by a Candidacy Committee. The examination consists of written papers in three of the following: fundamental neuroscience, developmental neuroscience, neural systems I, or neural systems II, determined by the candidate's field of specialization.

The dissertation research is chosen by the student and faculty advisor under guidance of the Graduate Committee, and an oral research proposal is made. The majority of the second, third, and fourth years is devoted to completing the research and preparing a written dissertation suitable for publication.

An oral defense of the dissertation research before the student's advisor and Doctoral Committee constitutes the final examination. The Ph.D. degree in Biological Sciences is

awarded following completion of all the requirements, a process that normally will take four years to complete.

## Courses in Anatomy

**200 Research in Anatomy (2-12) F, W, S, Summer.** Individual research supervised by a particular faculty member. Prerequisite: consent of instructor. May be repeated for credit.

**201A-B Human Gross Anatomy (8-4) F, W.** Lecture, three hours; laboratory, nine hours. Study and dissection of the human body, including muscular, skeletal, nervous, and cardiovascular systems. Emphasis on both normal and abnormal structure and function. Prerequisite: consent of instructor.

**202 Human Neuroanatomy (7) S.** Lecture, four hours; laboratory, four hours. Survey of basic structure of the nervous system, with emphasis on clinical relevance and problem solving. Prerequisite: consent of instructor.

**203A-B Human Microscopic Anatomy (6-3) F, W.** Lecture, four hours; laboratory, four hours. Fall: emphasis on functional implications of structure of cells and tissues. Winter: emphasis on organization of cells and tissues in organs and organ systems. Prerequisite: consent of instructor.

**204 Human Embryology (2) F.** Lecture, one and one-half hours; laboratory, one and one-half hours. Development of the human embryo and fetus. Emphasis on early development and the development of organ systems. Prerequisite: consent of instructor.

**206 Tutorial in Anatomy.** Tutorial, three hours. Series of tutorials on advanced topics in anatomy. Each may be repeated for credit.

**206A Surgical Anatomy (3) F.** Exploration of topics in gross anatomy. Dissection/library work required. Prerequisites: Anatomy 201A-B.

**206B Neuroanatomy (3) S.** Exploration of special topics in neuroanatomy. Primarily library work, but study of prepared slides also included. Prerequisite: Anatomy 202.

**206C Microanatomy (3) F.** Special topics in microanatomy. Primarily library work, but study of prepared histological slides and photographs included. Prerequisites: Anatomy 203A-B.

**206D Embryology (3) F.** Special topics in embryology. Primarily library work, but study of prepared slides also included. Prerequisites: Anatomy 201A-B and 204.

**207 Series on Sensory Systems.** Seminar, three hours. The anatomy of brain sensory systems.

**207A Structure and Function of the Mammalian Visual System (3) F of odd years.** Seminars presented by students on topics dealing with select issues concerning the structure and function of the mammalian visual system. Seminars must emphasize a current issue or relate to a classical concept. Prerequisite: consent of instructor.

**207B Structure and Function of the Auditory System (3) F of even years.** Principles of transduction, stimulus coding, and information transfer in the mammalian auditory system. Functional organization and single neuron physiology of the auditory system emphasized. Students present seminars on relevant topics. Prerequisite: consent of instructor.

**207C Structure and Function of the Vestibular System (3) W of odd years.** Anatomy and physiology of the vestibular endorgans, the vestibulo-ocular and vestibulospinal systems, and the role of the cerebellum in control of these pathways. Prerequisite: consent of instructor.

**207D Structure and Function of the Somatosensory System (3) Summer of even years.** After a series of introductory lectures, students prepare seminars on the anatomy and physiology of the various somatosensory pathways, including the dorsal column, spinothalamic, spinocervical, spinocerebellar, and trigeminal-related systems. Prerequisite: completion of Anatomy Core or consent of instructor.

**207F Structure and Function of Polysensory Systems (3)**

**F of odd years.** Anatomy and physiology of multisensory systems of the brain. Topics include sensory properties of the reticular formation, nonspecific thalamus, limbic system, and association cortex. Prerequisite: consent of instructor.

**208 Neural and Cellular Anatomy.** Seminar, three hours. Seminars covering cellular aspects of anatomy.

**208A Neurocytology (3) W of even years.** Ultrastructure of the nervous system is studied so that an understanding of neuronal function may be gained. Topics include cell body, dendrites, axons, synapses, myelin, glia, blood-brain barrier, meninges, analysis of neuropil, and experimental techniques. Prerequisite: consent of instructor.

**208B Neurotransmitter Pathways: Monoamine Systems (3) F of even years.** Detailed review of the organization of central neuroamine pathways. Dopamine, norepinephrine, epinephrine, and serotonin systems analyzed with respect to cell bodies of origin pathways and terminal areas innervated in the brain. Prerequisite: consent of instructor.

**208C Cellular Diversification (3) S of odd years.** Ultrastructure of cells, including alterations and their organelles, as they relate to the myriad of diverse functions required in a complex functioning organism. Prerequisite: consent of instructor.

**208D Advanced Analysis of Comparative and Developmental Neurobiology (3) S of odd years.** Vertebrate nervous system approached from both its phylogenetic and autogenetic history. Emphasis on contemporary experimental approaches to selected systems. Prerequisite: consent of instructor.

**208E Functional Anatomy of the Peripheral Nervous System (3) F of even years.** Seminar program designed to review critically the modern literature pertaining to the detailed structure and functional organization of peripheral nervous systems of mammals with emphasis on specialization of nerve endings. Prerequisite: consent of instructor.

**208F Morphological Plasticity in the Central Nervous System (3) F of even years.** Lecture, three hours. Seminar intended to guide a review of the literature on morphological plasticity in the central nervous system. Each student selects a topic for which they will compile a reading list and lead a group discussion. Prerequisite: consent of instructor. May be repeated for credit.

**209 Advanced Laboratory Techniques.** Tutorial courses on laboratory techniques in the anatomical sciences.

**209A Experimental Methods in Neuroanatomy, Light Microscopy (2) F.** Mastery of currently used techniques for tracing neurons and for studying the structure of their somata, axons, and axon terminals. Techniques involving neuronal degeneration and axonal transport considered in detail. Prerequisite: consent of instructor.

**209B Techniques in Neurocytology (2) W.** Practical techniques for preparation, processing, and analysis of tissue from the central nervous system for observation with the electron microscope. Projects utilize either quantitative, Golgi, autoradiographic, immunocytochemical, or degeneration methods. Prerequisite: consent of instructor.

**209C Introduction to Small Animal Neurosurgery (2) F.** After a series of introductory lectures, students observe surgical demonstrations by faculty members of operative approaches used in various neuroanatomical and neurophysiological procedures. Each student participates in several surgical procedures and prepares a surgery handbook. Prerequisite: completion of Anatomy Core courses or consent of instructor.

**209D Fluorescence Microscopy (2) F.** Use of fluorescence microscopy in studying monoamine systems and labeling with fluorescent markers. The first application is a histochemical technique for studying endogenous monoamine neurotransmitters; the second application is a retrograde tracer technique.

**209E Techniques in Electron Microscopy (2) S.** Tissue preparation, sectioning, and staining (including spread histochemical stain) for electron microscopic observation. Electron microscopic and related photographic techniques, including developing and printing.

**209F Electrophysiological and Laboratory Computer Techniques (4) S.** Students conduct recommended neurophysiological experiments, analyze resulting data using a laboratory computer, and prepare a written report using scientific journal format.

**209G Critique of the Scientific Paper (2) F.** Review of the structure of scientific articles and techniques for evaluating strengths and weaknesses. Each weekly session devoted to analysis of two to three preassigned scientific papers in neurobiology. Prerequisite: consent of instructor.

**209H Light Microscopic Immunocytochemical Techniques (2) F.** Laboratory course intended to instruct and provide experience in the use of light microscopic immunocytochemical techniques for the localization of substances within the central nervous system. Prerequisite: consent of instructor. May be repeated for credit.

**209I Graphic Arts and Photography in Neurosciences (3) F.** Introduces the student to graphic and photographic techniques useful in preparing data for presentation. Photomicrography is covered in detail from photographing the image to making the final print. Poster design and layout as well as figure drawing and plate making.

## Department of Microbiology and Molecular Genetics

### Participating Faculty

Paul S. Sypherd, *Department Chair*: Molecular genetics of cellular morphogenesis in microorganisms

Dennis D. Cunningham, *Department Vice Chair*: Regulation of cell division; cell surface receptors for mitogenic proteases and polypeptides

Kevin P. Bertrand: Molecular basis of bacterial antibiotic resistance; regulation of bacterial gene expression

Gale A. Granger: Cellular immunology; molecular immunology

George A. Gutman: Immunogenetics; antibody structure and gene organization

G. Wesley Hatfield: Molecular genetics; recombinant DNA; regulation of gene expression in mammalian cells and bacteria

Harris S. Moyed: Molecular genetics of bacterial persistence

Kathleen Postle: Molecular biology of the *E. coli* cell envelope

Suzanne B. Sandmeyer: Eukaryotic gene organization; transposable elements and tRNA genes in yeast

Rozanne Sandri-Goldin: Molecular biology of herpes virus

Bert L. Semler: Molecular genetics of human RNA viruses

Stephen J. Sharp: Mechanisms and control of eukaryotic gene transcription

Eric J. Stanbridge: Mycoplasma pathogenetic mechanisms; genetic control of human malignancy; gene transfer and expression in mammalian cells

Graduate instruction and research in microbiology and molecular genetics leading to the Ph.D. in Biological Sciences is offered by the Department of Microbiology and Molecular Genetics, UCI-California College of Medicine. The curriculum of the Department is designed to provide advanced training to individuals interested in the molecular basis of genetic regulation in viruses, microorganisms and cultured mammalian cells, and in the structure, genetics, and synthesis of immunoglobulins. The core curriculum is centered about the molecular biology and genetics of viruses and bacteria, the fundamentals of the immune response, the biology of cultured animal cells, and the genetics and physiology of infectious agents.

It is strongly recommended that the student's undergraduate preparation include courses in calculus, physical chemistry, biochemistry, genetics, and general biology, and that the applicant take the Biology Advanced test of the Graduate Record Examination. Before a graduate degree will be awarded, the student must demonstrate competence by course work and examination in biochemistry, physical chemistry, genetics, and various aspects of microbiology and

immunology. During the first year, all students in the graduate program are expected to spend approximately six weeks in various faculty members' laboratories with the aim of becoming familiar with the research approaches and the laboratory techniques employed in each specific research area. Incoming students review their programs each quarter with the departmental graduate student advisor. During the second or third year, each student will take an advancement to candidacy examination. Graduate students are required to take Molecular Biology and Biochemistry 203 through 208 and Microbiology and Molecular Genetics 210, 214, and 280. Additional course work will reflect the interest of individual students. The major remaining requirement for the Ph.D. degree will be the satisfactory completion and oral defense of a dissertation consisting of original research carried out under the guidance of a faculty member. Students with adequate preparation should be able to complete the Ph.D. in five years or less.

## Courses in Microbiology and Molecular Genetics

**200A-B-C Research in Microbiology and Molecular Genetics (2 to 12 per quarter) F, W, S.** Individual research supervised by a particular professor. Prerequisite: consent of instructor. May be repeated for credit.

**201A-B-C Research Topics in Microbiology and Molecular Genetics (1-1-1) F, W, S.** Seminar, two hours. Seminars presented by graduate students and faculty of the Department which explore research topics in specialized areas of microbiology. Research topics in specialized areas of microbiology and molecular genetics. Opportunity for students to gain experience in the organization, critical evaluation, and oral presentation of current research developments. May be repeated for credit. Satisfactory/Unsatisfactory only.

**203 Tutorial in Microbiology and Molecular Genetics (1-1-1) F, W, S.** Tutorial, one to four hours. Advanced study in areas related to faculty research interests. Involves small group study based on readings, discussion, and guest speakers. Tutorials may be conducted as journal clubs. May be repeated for credit. Satisfactory/Unsatisfactory only.

**210A-B Medical Microbiology (4-6) F, S.** Lecture, five hours; laboratory, three hours. Advanced course for medical students in the UCI-California College of Medicine. Biochemical and genetic properties of infectious agents, identification and behavior of pathogens, activities of toxins, chemotherapy, biochemical genetics of drug resistance, humoral and cell-mediated immunity, introduction to diagnosis, treatment, and epidemiology of infectious diseases. Prerequisites: prior course work in microbiology and biochemistry and consent of instructor.

**212 Microbial Physiology (4).** Lecture, three hours. Structural and functional organization of cells, metabolism of organisms with respect to energetics, biosynthesis, and nutrition, and control of their proliferation and differentiation. Prerequisite: consent of instructor.

**213 Advanced Prokaryotic Molecular Genetics (4) W.** Lecture, three hours. Emphasis on molecular genetics of *Escherichia coli* and bacteriophage lambda. Topics include regulation of gene expression, transposable DNA elements, cell envelope structure and function, and aspects of *E. coli* and phage molecular genetics that are particularly relevant for recombinant DNA methods. Prerequisites: Molecular Biology and Biochemistry 203 through 208 and consent of instructor.

**214 Advanced Cell Biology (4) F.** Lecture, three hours. This is the first of a three-course sequence in graduate-level cell biology. The second course is Molecular Biology and Biochemistry 206, and the third course is Developmental and Cell Biology 230. Emphasis is on control of cell division and the role of the plasma membrane in cellular regulatory mechanisms. Topics include mechanism of action of growth factors, carrier proteins for growth factors, membrane structure, membrane receptors, protein kinase activity, receptor-mediated endocytosis, and membrane transport. Prerequisite: consent of instructor.

**217 Medical Virology (4).** Lecture, three hours. Animal viruses as elements of disease including mechanism of infection at both the cellular and organismic levels. Topics include comparative studies of various groups and role of immune response in virus infection. Prerequisite: consent of instructor.

**218 Advanced Eukaryotic Molecular Genetics (4) S.** Lecture, three hours. An advanced course which focuses on the various mechanisms affecting regulation of transcription in eukaryotic organisms. An in-depth consideration of the following topics will be emphasized: organization and expression of simple and complex multigene families; *in vivo* and *in vitro* properties of RNA polymerases I, II, and III; DNA sequences and protein factors that modulate transcription initiation; mechanisms of genomic rearrangements and DNA recombination; and the biochemistry and genetics of RNA processing. Prerequisites: Molecular Biology and Biochemistry 203 through 208 and consent of instructor.

**280A-B-C Advanced Studies in Microbiology and Molecular Genetics (2-2-2) F, W, S.** Discussion, two hours. Presented by various members of the faculty; will relate current laboratory research to the literature. May be repeated for credit.

## Department of Physiology and Biophysics

### Participating Faculty

Stephen H. White, *Department Chair*: Physical chemistry of membranes

Kenneth M. Baldwin: Effects of exercise on the physiology and biochemistry of muscles

Marianne Bronner-Fraser: Cell migration and differentiation during development; neurobiology

Michael D. Cahalan: Molecular properties of ionic channels in excitable cell membranes

M. Arthur Charles: Metabolic control and normalization by insulin infusion pump delivery systems and islet transportation and immunology of new onset insulin dependent diabetes

Scott E. Fraser: Developmental neurobiology and pattern formation

Harry T. Haigler: Polypeptide hormone regulation of cell growth

James E. Hall: Voltage-dependent conductances in membranes, reconstruction of membrane channels

Janos K. Lanyi: Transport and energy coupling in the membrane of *Halobacterium halobium*; functions of retinal proteins in photophysiology

Kenneth J. Longmair: Mechanisms of intracellular transport of lipid in eucaryotic cells; investigation of the structure, function and biosynthesis of lung surfactant

Larry E. Vickery: Steroid hormone biosynthesis; enzyme structure, mechanism and regulation

Harry Walter: Characterization of cell membrane surfaces by partitioning in two-polymer aqueous phase systems

Graduate instruction and research in physiology and biophysics leading to the Ph.D. in Biological Sciences is offered by the Department of Physiology and Biophysics, UCI-California College of Medicine. The Department provides research opportunities in the molecular biophysics of membranes and proteins; endocrinology; cellular physiology; developmental neurobiology; pulmonary and exercise physiology. The faculty research is generally oriented toward molecular and cellular physiology but opportunities for research in organ physiology also exist. The core curriculum provides the student with a broad background in physiology and biophysics and the closely related fields of anatomy and biochemistry. Elective courses permit in-depth exploration of particular areas. Interdisciplinary dissertation research involving the research of more than one faculty member is encouraged.

Prerequisites for admission normally include a bachelor's degree in one of the biological sciences, physics, chemistry,



mathematics, or engineering, as well as undergraduate courses in calculus, organic and physical chemistry, biochemistry, and advanced biology (e.g., neurophysiology, cell biology, neurobiology, psychobiology). Up to two prerequisites may be fulfilled as first-year electives. GRE Aptitude and Advanced tests are required. Preference will be given to those students who have prior research experience.

The Department admits about three highly qualified students each fall. The program emphasizes original research, and students are expected to become involved in the research of the Department as early as possible. The core program includes graduate courses in physiology, biophysics, biochemistry, morphology, and cell biology. After the first year, training will follow the classical tutorial pattern in which a small number of students are tutored by the faculty in an informal setting. Students also will participate in a program of laboratory rotations and attend the weekly colloquium in physiology. The third and fourth years will be spent primarily in research, with some participation in teaching physiology to medical students. Each student must submit a written dissertation on an original research project and successfully defend this dissertation in an oral examination.

Incoming students will receive academic advising from the Department Graduate Advisor until such time as they choose a dissertation advisor. The faculty conducts quarterly reviews of all continuing students to ensure that they are maintaining satisfactory progress within their particular academic program. Students who have completed all necessary prerequisites should be able to complete the Ph.D. within five years.

A comprehensive examination will be administered in June at the end of the second year. The examination is based upon the tutorials in advanced physiology and is designed to test the student's ability to organize a body of knowledge and to think critically. Some time during the third year, the student will present a seminar on a topic assigned by the formal candidacy committee. Following the seminar, the committee will critically examine the student's qualifications for the successful conduct of the doctoral dissertation. Advancement to candidacy for the Ph.D. is recommended to the Dean of Graduate Studies and Research upon the unanimous vote of the committee.

Some faculty from the Department are members of an interdisciplinary biophysics and biophysical chemistry group. See page 91 for a description of the program.

## Courses in Physiology and Biophysics

**200A-B-C Research in Physiology (2 to 12 per quarter) F, W, S.** Individual research supervised by a particular professor. Prerequisite: consent of instructor. May be repeated for credit.

**201A-B-C Methods of Physiology Research (1 to 4 per quarter) F, W, S.** Laboratory, eight hours. Introduction to current laboratory research techniques in physiology and related sciences. Students concentrate on techniques emphasized in the various laboratories of the Department of Physiology and Biophysics. Prerequisite: consent of instructor.

**204A-B-C Laboratory Methods in Physiology and Biophysics (3-3-3) F, W, S.** Lecture, one hour; laboratory, six hours; discussion, one hour. Introduction to techniques available to the modern physiologist. Fall: animal and cellular physiological recording methods and membrane biophysics. Winter and spring: methods of purification and characterization of cellular organelles, biochemicals, and enzymes as well as measurements of hormone actions *in vitro*. Prerequisite: consent of instructor.

**205 Instrumentation Laboratory in Physiology (3) S.** Lecture, one-half hour; laboratory, three and one-half hours. Instrumentation methods useful in physiological research. Linear circuits, operational amplifiers, digital circuits, transistors, special circuits, and machine tools for constructing special apparatus.

**206A-B Introduction to Medical Physiology (6-6) W, S.** Lecture, six hours; discussion, two hours; other, two hours. Vertebrate physiology with emphasis on humans and on the relationship between the function of normal tissues and the processes of disease. Fundamental principles of physiology and the interrelationships which control organ function. Prerequisite: consent of Department.

**206C Experimental Surgery (1-4).** Lecture, two hours; laboratory, six hours. Introduction to the basic principles of experimental surgery. Students will perform a series of approximately 10 experiments involving all of the major organ systems. Prerequisite: Physiology and Biophysics 206A-B. May be repeated for credit.

**206E Advanced Studies in Respiratory Physiology (4).** Lecture and discussion, three hours. Critical review of selected topics in respiratory physiology. Prerequisite: consent of instructor. May be repeated for credit.

**207A-B Advanced Physiology (8-8).** Discussion and seminar, four hours. For advanced graduate students in physiology. Collection of original papers describing significant achievements in specific areas of physiology read each week and discussed during a weekly four-hour meeting. Topics reflect interest and skills of faculty. Prerequisites: Physiology and Biophysics 206B and consent of instructor.

**208A-B-C Tutorials in Physiology (1 to 4 per quarter) F, W, S.** Advanced study in areas not represented by formal courses. May involve individual or small group study through discussion, reading, composition, and laboratory experiences.

**220 Physiology of Exercise (4).** Discussion and seminar, three hours. Acute and chronic effects of exercise on various organ systems, with emphasis on cardiovascular, respiratory, endocrine, and neuromuscular mechanisms. Prerequisite: Physiology and Biophysics 206A-B.

**230 Membrane Biophysics (4).** Lecture and discussion, three hours. Structure and function of biological membranes, including the thermodynamics and structure of lipid bilayers, properties of ionic channels, fluctuation analysis, surface charges, and surface receptors. Techniques for studying membranes emphasized. Original papers read and a research proposal formulated by each student. Prerequisites: Chemistry 130A-B-C or 131A-B-C and Physiology and Biophysics 206A-B, or consent of instructor. May be repeated for credit.

**261 Biomolecular Structure (4).** Lecture, three hours. Inter- and intramolecular interactions which govern biomolecular structure and organization. Theory of cooperative binding and conformation change in biological systems. Prerequisites: Chemistry 130A-B-C or 131A-B-C or equivalent. Same as Chemistry 261.

**262 Biopolymers in Solution (4).** Lecture, three hours. Electronic, chiroptical, and magnetic resonance spectroscopy as applied to studies of biological molecules and macromolecules. Theoretical and practical aspects of sedimentation equilibrium and transport in the study of biological macromolecules. Prerequisites: Chemistry 130A-B-C or 131A-B-C or equivalent. Same as Molecular Biology and Biochemistry 262 and Chemistry 262.

**264 Colloquium in Biophysical Chemistry (2).** Colloquium, two hours. Presentations of research on topics in biophysics and biophysical chemistry. Faculty and invited speakers address the fundamentals and background of physical approaches to biological problems and the experimental results obtained with them. Supplementary reading required. Prerequisites: Chemistry 130A-B-C, Chemistry 131A-B-C, or equivalent. Satisfactory/Unsatisfactory only. Same as Molecular Biology and Biochemistry 264 and Chemistry 264. May be repeated for credit.

**281A-B-C Advanced Topics in Endocrinology (1-1-1) F, W, S.** Seminar, one hour. Recent advances in endocrine physiology and biochemistry. Prerequisites: Physiology and Biophysics 206A-B or consent of instructor. May be repeated for credit.

**290 Colloquium in Physiology (1-1-1) F, W, S.** Seminar, one and one-half hours. Contemporary research problems in physiology. Research students, faculty, and other invited speakers introduce research and review topics. Prerequisite: consent of instructor. Satisfactory/Unsatisfactory only. May be repeated for credit.

## School of Fine Arts

Robert Garfias Dean

The primary activity of the School of Fine Arts is creating and performing works of art in an atmosphere in which the creative process is central. The School is committed to the creative act: to making and performing. A program based on such a commitment requires a faculty experienced in the creative process. The faculty in the School of Fine Arts is comprised primarily of permanent artists-in-residence. Studio courses in all areas are taught by eminent faculty who have earned their living professionally and who continue to maintain professional assignments and commitments.

In addition to the permanent artists-in-residence faculty, visiting artists comprise about one-third of the staff, providing a constant inflow of ideas and personalities. A variety of artists challenges the students' sensibilities and encourages them to think and to create freshly and freely.

The focus on the creative process, the professional and scholar-performer faculty, and the individual's commitment and courage provide, it is felt, an ideal condition for the serious student in the arts who wants to be painting, sculpturing, dancing, acting, singing, directing, choreographing, writing, or playing an instrument six to 10 hours a day during the most sensitive and formative years of life. The central concern of the faculty is the development of a creative talent in an atmosphere of creative activity. In addition to programs concerned primarily with studio and performance activity, courses of study in the history and theory of the arts are offered as major areas of concentration.

The School of Fine Arts is organized into areas of instruction rather than with formal departments.

Undergraduate majors are offered in Fine Arts (General Interdisciplinary), History of Art, Studio Art, Dance, Drama, and Music. Requirements include extensive studio and workshop experiences, essential theoretical and historical background studies, and exercises in criticism. The requirements for all performing and studio majors in the fine arts are designed to provide opportunities for the student-artist to work creatively for at least four hours a day from the freshman year through graduation. Courses in film writing and television are available in the Drama program.

A student who wishes to pursue a double major by combining two majors from the School of Fine Arts or by combining a major from the School with a major from another academic unit may do so with the proviso that only one major can be officially declared until the senior year. At that time, when the requirements for both majors are nearly completed, the student can be approved as a double major.

In addition to producing student concerts, musicals, and dramatic performances, the School of Fine Arts presents a varied offering of cultural events each year, including distinguished lecturers, world-renowned concert artists, outstanding dance and drama groups, jazz and folk performers, a film series, and a gallery program.

The Fine Arts Village includes studio and classroom space for the areas of History of Art, Studio Art, Dance, Drama, and Music. Specialized facilities for the studio art area include an Art Gallery and six well-lighted studios for drawing, painting, sculpture, graphics, and ceramics. Power equipment for sculpture, two presses for graphics (intaglio), print making and lithography, and two kilns for ceramics are available. The Village Theatre, conventionally designed, contains an orchestra pit, a large completely equipped stage, and seating for 420 people. The Concert Hall, seating 230, has a thrust plat-

form stage, a Baroque pipe organ, and excellent acoustics. The Studio Theatre provides an experimental stage base without fixed seats, allowing complete freedom in determining the style of production. The Little Theatre, located in Humanities Hall, and the Virginia and Norman Nixon Studio Theatre are intimate proscenium theatres for Drama Workshops and graduate directing projects. All theatres are completely equipped with modern sound and lighting systems, and students involved in productions work in completely equipped and professionally operated scenery and costume shops. Campus television studios are also located in the Village. Music students attend orchestra rehearsals in a special Village facility also utilized for choral and instrumental ensemble rehearsals. Practice rooms are equipped with Steinway and other practice pianos, and Steinway concert grands are used in concerts. A music listening laboratory is also available to music students. Dance classes in ballet, modern, and jazz are held in four locations: the two main studios in the Fine Arts Village, Crawford Hall (gymnasium), and the Studio Theatre.

In addition to their formal instruction and participation, students in the School of Fine Arts and qualified students from other academic areas are involved at a less formal level as participants, organizers, and coordinators throughout the year in the various production units, including University Chorus, UCI Symphony Orchestra, University Theatre, Student Exhibitions, Graduate Art Gallery, Dance Concerts, Dance Workshop, Drama Workshop, Music and Opera Workshop, and Television Production.

The opportunity is provided for all qualified UCI students to participate in the UCI Pep Band and Song Leaders, and to receive course credit for this participation. Those interested should see the instructor of Theatre Orchestra, Music 173, about requirements for participation and enrollment in the appropriate course.

All new Fine Arts students are assigned or may choose their own faculty advisors and are encouraged to meet with them during orientation week and periodically throughout the year to plan programs of study and to discuss educational and career objectives. In addition, students are invited to make use of the counseling services in the Fine Arts Counseling Office for assistance with programs, requirements, or any academic matter.

### Degrees

Dance .....	B.A.
Drama .....	B.A.
Fine Arts .....	B.A., M.F.A.
History of Art .....	B.A.
Music .....	B.A., B.Mus.
Studio Art .....	B.A.

### 3-2 Program with the Graduate School of Management

Outstanding students who are interested in a career in management and who will have completed all of the course requirements (including breadth requirements) for their bachelor's degree by the end of the junior year may apply for entry into the Graduate School of Management's 3-2 Program. This cooperative program leads to a Master's degree in either Business Administration (M.B.A.), Public Administration (M.P.A.), or Business and Public Administration (M.B.P.A.), along with the bachelor's degree. Students should apply early in the junior year. The minimum grade point average required is 3.2 overall. Completion of either the Graduate Management Admissions Test (GMAT) or the



Graduate Record Examination (GRE) also is required prior to admission to the 3-2 Program. Upon admission, senior-year students will take courses in management which will count toward the 180 units needed to receive a bachelor's degree. Upon successful completion of the required courses and units, usually at the end of the first year in the 3-2 Program, the bachelor's degree will be awarded. The GSM master's degree will be awarded after completion of all the requirements for the advanced degree, usually at the end of the fifth year. For further information, students should refer to the Graduate School of Management section and contact their academic counselor.

## Concentration in Religious Studies

The undergraduate Concentration in Religious Studies encourages the student to examine religion and religious phenomena in the context of the several disciplines represented in the Schools of Humanities, Fine Arts, and Social Sciences. The Concentration, which is available with any major offered by these three Schools, is, for the most part, made up of courses already offered in the undergraduate curriculum; it allows the student to organize these courses, however, into a program complementary to the student's major. It is the objective of the Concentration that participating students expand their appreciation and understanding of religion in the context of their own major discipline while also developing critical abilities in the area of religious studies in its own right. While the Concentration takes as its subject all religion and religious phenomena and courses are offered in non-Western religious subjects, the academic specialties of the majority of the contributing faculty lie in Western traditions.

Students electing the Concentration are required to take eight one-quarter courses from those approved for the Concentration. The courses are gathered into three generic categories: religious theory and comparative religions, canonical literature, and topics in religious studies. Students take two courses from each category as well as two additional courses from among those approved for the Concentration. For further information and a quarterly list of courses available, please contact the Coordinator of the Concentration, 343 Humanities Office Building.

## Honors

Students who have distinguished themselves academically will be considered for honors at graduation. A general criteria is that students must have completed at least 72 units in residence at a University of California campus. In keeping with the Academic Senate Resolution no more than 12 percent of the graduating seniors may receive honors.

## Undergraduate Program

### Requirements for the Bachelor's Degree

**University Requirements:** See pages 49-52.

**School Requirements:** None (see under programs).

## Graduate Program

The School of Fine Arts offers a program leading to the degree of Master of Fine Arts (in Fine Arts) with concentrations in Studio Art, Dance, Drama, and Music. The primary activity of the School of Fine Arts is performance—the creative act. Research activities are concerned with illuminating performance and inspiring the studio experience. The intellectual activity of theoretical, literary, and historical courses complements the practical work in studio workshops and performance. The aim of the program is, thus, to produce literate artists who are responsive to intellectual stimuli, who are

capable of integrating knowledge into creative acts, and who are disciplined to the point of freedom. It is the strong belief of the School that intellectual integrity and professional excellence cannot exist without each other.

## Admission to the Program

Applications are accepted for fall quarter admission only, and ordinarily must be completed by March 1 as the number of graduate students that can be admitted to the School of Fine Arts is limited. Applicants are advised to arrange for auditions, interviews, and the submission of portfolios, compositions, and dossiers, as appropriate, by March 1. Students applying for scholarships and fellowships should do so by March 1, and are also encouraged to apply for financial assistance through the Financial Aid Office. The School of Fine Arts has a modest number of teaching assistantships available in all areas, and all candidates are automatically reviewed for teaching assistantship positions; the School informs successful candidates by June 1 for the following academic year.

Upon admission to the program the student will be assigned an advisor. The student should discuss with this advisor the scope of undergraduate preparation to determine any areas which may need strengthening if the student is to derive full benefit from graduate study.

## Fine Arts

### General Interdisciplinary

Keith Fowler, D.F.A. Yale University, *Chair of General Interdisciplinary Studies, Assistant Professor of Drama, and Head of Directing*

The program in general interdisciplinary studies is designed for students who wish to combine the various disciplines in fine arts. Although participation in studio classes is required, the program emphasizes the study of the history, theory, and criticism of the arts in three of the School's instructional areas. The nature of the program provides each student the opportunity to plan a uniquely individual course of study with the approval of an advisor. Because the general interdisciplinary program is designed for students with a strong sense of personal direction and a desire for an academic appreciation of the arts, students wishing to enter the program must submit a statement of purpose to the General Interdisciplinary Studies Committee prior to the quarter in which they intend to declare their major. Admission to the program is based upon the statement of purpose and upon the student's prior record of high academic performance. Upon completion of this program, students will be awarded the B.A. in Fine Arts with General Interdisciplinary as the area of concentration.

### Requirements for the Bachelor's Degree

**University Requirements:** See pages 49-52.

**School Requirements:** Statement of purpose (see above).

### Program Requirements

Three one-year surveys in three different areas of the arts selected from Fine Arts 20, History of Art 40A-B-C, Dance 90A-B-C, Dance 191A-B-C, Dance 192A-B-C, Drama 40A-B-C, or Music 40A-B-C; nine performance/studio courses (e.g., acting, ballet, drawing, chorus, orchestra); six upper-division courses in the history, theory, and criticism of the arts in at least two areas of the arts; a senior thesis; two years in a single European language at University level (through 2C) or equivalent competence; related courses in disciplines other than fine arts are encouraged.

**Sample Program for Freshmen**

Fall	Winter	Spring
Survey Course	Survey Course	Survey Course
Studio Course	Studio Course	Studio Course
Foreign Language	Foreign Language	Foreign Language
English and Comparative Literature WR39A	English and Comparative Literature WR39B	English and Comparative Literature WR39C

**Courses in Fine Arts**

**20 The Arts and Man (4).** A general survey of the arts and man (dance, drama, music, and the visual arts) with a consideration of the social and historical context from which they sprang. The artistic expressions of humans from a worldwide perspective are emphasized, including the major artistic expressions of Asia, Africa, and the Middle East, and the folk and popular traditions of the West. (IV)

**22A-B The Nature of Film (4-4).** Not offered 1985-86.

**45A Modern Art, Dance, and Music (4) F.** Foundations of Western modernism in the visual arts, dance, and music before 1915. (With 45B-C satisfies category IV of the UCI breadth requirement.) Prerequisites: completion of the Subject A requirement. Same as History of Art 45A, Dance 45A, and Music 45A. (IV) Not offered 1985-86.

**45B Modern Art, Dance, and Music (4) W.** The scope of modernism in the visual arts, dance, and music, and their interrelationships and contradictions as evidenced in works by such artists as Picasso, Ernst, Graham, Balanchine, Stravinsky, and Varèse, as well as social realist realists and regionalists. Prerequisites: completion of the Subject A requirement. Same as History of Art 45B, Dance 45B, and Music 45B. (IV) Not offered 1985-86.

**45C Modern Art, Dance, and Music (4) S.** Post-modern movements in the visual arts, dance, and music; their sources and aesthetics, including abstract expressionism, pop art, conceptualism, minimalism, improvisational dance, indeterminate music, Cunningham, Halprin, Berio, Boulez. Prerequisites: completion of the Subject A requirement. Same as History of Art 45C, Dance 45C, and Music 45C. (IV) Not offered 1985-86.

**100A-B-C The Arts and Society (4-4-4) F, W, S.** An interdisciplinary study of the arts. Analyses of selected monuments and accomplishments in art, dance, drama, and music, with attention to the historical circumstances in which the works were produced. Not offered 1985-86.

**101 Kabuki and Modern Japanese Theatre (4-4-4) F, W, S.** Movement and exercise for training the Kabuki actor. Survey of Japanese theatre, Japanese culture, and Kabuki makeup. Same as Dance 158, Drama 135I, and Drama 219.

**History of Art**

George Bauer, Ph.D. Princeton University, *Associate Professor of Art History* (Renaissance/Baroque art)

Linda Bauer, Ph.D. Institute of Fine Arts, New York University, *Associate Professor of History of Art* (Renaissance/Baroque art)

Ann Bermingham, Ph.D. Harvard University, *Assistant Professor of History of Art* (Modern European art, American art, history of photography)

Hara Georgiou, Ph.D. Bryn Mawr, *Associate Professor of History of Art* (Ancient art) (on leave F, W, S)

Anna Gonosova, Ph.D. Harvard University, *Assistant Professor of Art History* (Medieval art)

Philip Leider, M.A. University of Nebraska, *Lecturer in History of Art* (Modern art)

The program in the history of art is designed to provide a comprehensive study of art as a humanistic discipline. The program is concerned with understanding the function and characteristics of the monuments of civilization. Artists' intentions and achievements are studied in their historical settings. Students majoring in the history of art should select appropriate courses in classics, history, literature, and philosophy,

as well as in other areas of the fine arts. All majors in the history of art are encouraged to study a second language beyond the minimum program requirement of two years in a single language at the university level.

**Careers for the History of Art Major**

A Bachelor's degree in the History of Art is excellent preparation for pursuing either a career as an art historian or museum curator, or professional study in an entirely different discipline. History of Art majors have gone on to graduate and professional school to study art history, archaeology, law, library science, business (in some cases with special focus in the fine arts), or teacher education. The study of the History of Art is a valuable part of a liberal education that provides a means of looking at the history and culture of both the past and the present through the world's great masterpieces.

**Requirements for the Bachelor's Degree**

**University Requirements:** See pages 49-52.

**School Requirements:** None.

**Program Requirements for the Major**

History of Art Major: History of Art 40A-B-C or any three courses from History of Art 20A, B, C, D, E, F; nine upper-division courses in history of art, with at least one course in each of the following areas: Ancient (History of Art 100, 101, 102), Medieval (History of Art 103), Renaissance/Baroque (History of Art 104, 105, 106, 107), and Modern (History of Art 108, 109, 110); two proseminars in art history (History of Art 198); two years in a single European language at University level (through 2C) or equivalent competence; three courses in fine arts outside the major (these courses may be taken Pass/Not Pass).

**Sample Program for Freshmen**

Fall	Winter	Spring
History of Art 40A	History of Art 40B	History of Art 40C
Foreign Language	Foreign Language	Foreign Language
English and Comparative Literature WR39A	English and Comparative Literature WR39B	English and Comparative Literature WR39C
Elective	Elective	Elective

**Program Requirements for the Minor**

History of Art 40A-B-C or any three courses from History of Art 20A, B, C, D, E, F; four upper-division courses (each of which must be taken at UCI) in history of art, one in each of the following areas: ancient, medieval, Renaissance-Baroque, and modern; and one proseminar.

**Lower-Division Courses in History of Art**

Lower-division courses are designed to provide the student with a comprehensive introduction to the history of art and the premises upon which such a history is based.

**20 Nature of Art** (a two-year survey of the history of art)

**20A Prehistoric, Ancient (4) F**

**20B Greek, Roman, Early Christian (4) W**

**20C Christendom (4) S**

**20D Early Renaissance (4) F**

**20E Late Renaissance and Baroque (4) W**

**20F Seventeenth Century and Eighteenth Century (4) S**

**35A-B-C Contemporary Artists (4-4-4) F, W, S.** A three-quarter course which explores the issues and artists of contemporary times, with special emphasis on the art of the last 40 years. Twentieth-century art movements such as Cubism, Expressionism, Dada, Surrealism, Constructivism, and Neo-Platism are examined as precursors of contemporary styles and attitudes. Same as Art Studio 35A-B-C. (IV)

**40A-B-C History of Art (4-4-4) F, W, S, (40B) Summer.** A one-year survey of the history of art from its beginnings to the modern world. (IV)

**42A-B-C History of Oriental Art (4-4-4) F, W, S.** An introductory survey of the arts and architecture of the oriental world including India, Southeast Asia, China, Korea, and Japan.

**45A-B-C Modern Art, Dance, and Music (4-4-4) F, W, S.** Same as Fine Arts 45A, B, C. (IV) Not offered 1985-86.

**46 The Nature of Architecture (4).** Selected topics determined by individual faculty members dealing with the development of styles and schools in Western architecture and covering all periods. Not offered 1985-86.

## Upper-Division Courses in History of Art

Upper-division courses in the history of art are intended to expose the student to a wide variety of aims and methods—archaeological, historical, and critical—used in the study of art. Topics within a given area may therefore vary from quarter to quarter, and courses may be repeated for credit when this occurs. History of Art 40A-B-C (or any three courses from History of Art 20A-B-C-D-E-F) is prerequisite for courses 100-112.

**100 Studies in Ancient Art (4).** Topics in Egyptian, Mesopotamian, and Prehistoric art of the Mediterranean area treated with specific reference to relevant cultural and historical settings. Specialized courses in Greek art are also taught. Not offered 1985-86.

**101 Studies in Greek Art (4).** The development of Greek architecture, sculpture, and vase painting is traced from the Prehistoric period through the end of the fifth century B.C. in a series of courses offered over a period of one to two years. Research on vase painting and sculpture is related to the collections of the J. Paul Getty Museum of Art. Not offered 1985-86.

**102 Studies in Roman Art (4).** Topics in Hellenistic and Roman art with stress on the historical and political background. The collections of the J.P. Getty Museum are used as the basis for research papers.

**103 Studies in Medieval Art (4).** Selected topics on the development of the art and architecture of the Middle Ages in western Europe and the Mediterranean. Examples: Islamic art, Gothic architecture.

**104 Studies in Southern Renaissance Art (4).** Selected topics determined by individual faculty members exploring historical developments and individual artists of the fifteenth and sixteenth centuries in Italy and Spain. Examples: Venetian Renaissance painting, Renaissance architecture.

**105 Studies in Northern Renaissance Art (4).** Selected topics determined by individual faculty members exploring historical developments and individual artists of the fifteenth and sixteenth centuries in northern Europe. Examples: Painting from Van Eyck to Bosch, late Medieval art.

**106 Studies in Baroque Art (4).** Selected topics determined by individual faculty members exploring historical developments and individual artists of the seventeenth and eighteenth centuries in Europe. Examples: Italian Baroque art, French Baroque painting.

**107 Studies in Eighteenth-Century Art (4).** Selected topics determined by individual faculty members exploring historical developments and individual artists of the eighteenth century.

**108 Studies in Nineteenth-Century Art (4).** Topic varies each quarter. Romanticism: Neoclassical and Romantic painting and sculpture in France, England, and Germany, 1750-1850; Impressionism: Realist and Impressionist painting and sculpture in France and England, 1850-1885; Symbolism: Post-Impressionist and Symbolist painting and sculpture in France and northern Europe, 1885-1900.

**109A-B-C Picasso: Twentieth-Century Art (4-4-4) F, W, S. 109A:** Life and art of Pablo Picasso from 1890 to 1916. Early work in Spain, Blue Period, Rose Period, origins and development of Cubism. **109B:** Development of Abstract art in relation to Cubism and Picasso. Special emphases on the art of Mondrian, Kandinsky, Malevich, Jackson Pollock, and the New York School. **109C:** Picasso's life and art from 1916 until his death in 1973. Particular

emphasis on Surrealism and its impact, Picasso's work on the 1980s, including *Guernica*, and work of the post-World War II period.

**110 Studies in American Art (4).** Not offered 1985-86.

**111 Studies in Primitive Art (4).** Not offered 1985-86.

**112 Studies in Oriental Art (4).**

History of Art 40A-B-C is not prerequisite for the following courses:

**100N Ancient Art (4)**

**103N Medieval Art (4)**

**104N Italian Renaissance (4)**

**105N Northern Renaissance (4)**

**106N Baroque (4)**

**107N Eighteenth-Century Art (4)**

**108N Nineteenth-Century Art (4)**

**109N Twentieth-Century Art (4).** Selected topics determined by individual faculty members exploring historical developments and individual artists of the period.

**110N Twentieth-Century Architecture (4)**

**112N Oriental Art (4)**

**127 History of Design (4)**

**128 Art and Technology (4)**

**129 New American Art (4)**

**140 Criticism of Art (4).** May be repeated for credit.

All advanced problems, special studies, and tutorial courses may be repeated for credit.

**196 Tutorial in Art History (4-4-4) F, W, S, Summer.** Independent research topics directed by individual faculty members.

**198 Proseminar in Art History (4) F, W, S, Summer.** A discussion and report-oriented seminar with emphasis on reading, writing, and thinking about problems in art history. Topics vary according to the faculty member in charge. Example: Caravaggio and his followers. Prerequisite: consent of instructor or History of Art major.

## Studio Art

Jerry Anderson, M.F.A. University of Arizona, *Chair and Lecturer in Studio Art* (new directions in art forms)

Judy Baca, M.A. California State University, Northridge, *Assistant Professor of Studio Art* (drawing with an emphasis on murals and mural technique)

Ed Bereal, Chouinard Art Institute, *Lecturer in Studio Art* (live art performance using social/political themes, video documentation and presentation)

Tony DeLap, Claremont Graduate School, *Professor of Studio Art* (architectural paintings and forms)

John Paul Jones, M.F.A. University of Iowa, *Professor of Studio Art* (suspended sculptural constructions of wood and metal which often use elements of light or movement)

Craig Kauffman, M.F.A. University of California, Los Angeles, *Professor of Studio Art* (formal paintings using silk, rhoplex, and paper, incorporating both Japanese and French interior school elements)

Gifford C. Myers, M.F.A. University of California, Irvine, *Visiting Lecturer* (ceramics)

Melinda Wortz, M.A. University of California, Los Angeles, *Lecturer in Studio Art, Director of the University Fine Arts Gallery* (art history, with emphasis on contemporary artists and exhibitions)

The program in studio art provides basic studio experiences in the fundamental knowledge and techniques of drawing, painting, sculpture, ceramics, and graphics (printmaking), and a study of the history and criticism of art. The curriculum constantly relates studio practice to the development of the visual arts and current critical theory. It aims to develop a sense of visual awareness by as wide a range of the study of art as possible. The student majoring in art experiences the creative aspects of art by learning to think with the materials and techniques of the medium.

## Careers for the Studio Art Major

UC Irvine's Studio Art faculty and gallery exhibitions have provided the starting point for a great many prospective practicing artists. An unusually high percentage of Studio Art alumni have gone on to successful careers as professional, exhibiting artists. Many graduates teach at all levels and work in museums as curators or preparators (those who prepare the gallery for an exhibit and hang or install the works). A Studio Art major is also good preparation for further study at the graduate level.

## Requirements for the Bachelor's Degree

**University Requirements:** See pages 49-52.

**School Requirements:** None.

### Program Requirements

Studio Art Major: Studio Art 30A-B-C; History of Art 40A-B-C or any three courses from History of Art 20A-B-C-D-E-F; one year in lower-division studio courses; three courses in history of modern art; 12 upper-division studio courses (Studio Art 145 through 194).

### Sample Program for Freshmen

Fall	Winter	Spring
Studio Art 30A	Studio Art 30B	Studio Art 30C
History of Art 40A	History of Art 40B	History of Art 40C
Elective	Elective	Elective
English and Comparative Literature WR39A	English and Comparative Literature WR39B	English and Comparative Literature WR39C

## Master of Fine Arts Program

### Degree Offered

M.F.A. in Fine Arts, with emphasis in Studio Art.

### General Information

The M.F.A. program focuses primarily on development of experimental concepts and format relevant to contemporary issues as they affect visual arts, rather than on processes of traditional techniques and ideas. A small, personal environment supports the individual's efforts in research, development, and exhibition of ideas by providing as much latitude for special needs as possible. By meeting with students on a one-to-one basis or in small groups, a variety of art experiences occur. Internships, selected field trips, contemporary exhibitions in the Art Gallery, contact with visiting professional artists, and seminars provide the framework for the program.

Off-campus graduate student studio space is available on a limited basis by application to the appropriate program chair or to the graduate advisor.

### Admission

Applicants for admission to the degree program must meet the general requirements for admission to graduate study, hold a B.A. or B.F.A. in Art, and submit by March 1 a portfolio of their creative work or 12 or more slides, on a #80 Kodak Carousel tray, of their most recent work. Normally, anyone who has earned an M.F.A. degree in Studio Art will not be considered for admission into the program.

### General Degree Requirements

Normally two years of residence are required. Each candidate must enroll for three courses each quarter for six quarters, exclusive of summer sessions.

The student's progress and body of work will be reviewed by a faculty committee, on a regular basis, yearly. A satisfactory



opinion by this committee will allow the student to progress to candidacy for the degree.

Satisfactory attainment must be demonstrated by a specific creative project. This project is to be supported by a thesis incorporating visual and written material relevant to the project and the candidate's creative research while at UCI. Oral defense of the project and essay may be required to test the candidate's general knowledge in the area in which the project falls.

### Specific Degree Requirements

Seventy-two quarter units in graduate or approved upper-division undergraduate courses must be completed with a grade of at least B or the letter grade S in each course. Not more than 20 units in upper-division courses may count toward the degree. Electives may be taken in any discipline. The 72 units will normally be made up in the following manner:

*First Year:* three courses in Graduate Problems (Studio Art 215); three seminars in Problems of Contemporary Art (Studio Art 230); three courses in Graduate Projects (Studio Art 240).

*Second Year:* two courses in Graduate Problems (Studio Art 215); three seminars in Problems of Contemporary Art (Studio Art 230); three courses in Graduate Projects (Studio Art 240); one course in Thesis (Studio Art 260).



## Lower-Division Courses in Studio Art

**30A-B-C Visual Arts Fundamentals (4-4-4) F, W, S.** A basic course designed for three consecutive quarters to fulfill general requirements. The studio course addresses the individual's relationship with art through a series of experiences and exercises which include reading materials, studio art projects using specifically limited materials, slides, and discussion. The art projects deal with environment, space, time, form, and personal content. (IV)

**35A-B-C Contemporary Artists (4-4-4) F, W, S.** Concepts and processes of contemporary artists. An exploration of the issues and artists of contemporary times, with special emphasis on art of the last 40 years. Slide lectures are supplemented with field trips to museum exhibitions, private collections, and artists' studios, and with films. Reading consists of artists' writings and those of contemporary critics. Same as Art History 35A-B-C. (IV)

**50 Drawing (4-4-4) F, W, S, Summer.** A five-hour course taught weekly by regular faculty members or visiting artists. The course deals largely with the exercises, attitudes, thinking, approaches, and psychology of drawing. The course also deals with a consideration of the technical and attitudinal relationship to contemporary art under the critical eye of a professional artist.

**60 Painting (4-4-4) F, W, S, Summer.** A five-hour course taught weekly by regular faculty members or visiting artists. This beginning course encourages experimental use of painting techniques dealing with a variety of problems in basic structure, elements of space, and surface quality. Since there is no formula which completely describes what a painting is, the classes often move into experimental fields with discussions on historical development of painting and formal approaches to this medium. Slides and discussion/critiques are included, as well as occasional field trips.

**70 Sculpture (4-4-4) F, W, S.** Working with popular and contemporary materials, students are given specific assignments in which they can interface their projects with ideas on contemporary issues. Space, movement, and light are a few of the concerns within the course parameters, as well as social and/or political issues which instigate the development of ideas into sculpture. The sculpture lab has a basic facility for building, cutting, and welding. Laboratory fees. Projects vary with the instructor.

**80 Graphics: Printmaking (4-4-4) F, W, S, Summer.** This course deals with the beginning techniques and processes of intaglio printing, such as dry point, hard ground, soft ground, photo-etching, and a variety of other experimental stop-out and etching techniques. Experimentation on the plate is encouraged to broaden the beginner's experience in printmaking. Laboratory fee. Photo lab available.

**86 Ceramics (4-4-4) F, W, S, Summer.** Exploration of the use of clay on a sculptural basis with an emphasis on idea development. Instruction includes techniques of hand building, glazing and a variety of finishing processes, and the use of other structural materials. Experimentation is encouraged. Laboratory fee.

## Upper-Division Courses in Studio Art

With the exception of Studio Art 197A, 197B, 197C, and 198, all advanced problems, special studies, and tutorial courses may be repeated for credit.

**145 Advanced Problems in Design: Architecture (4-4-4) F, W, S.** Introduction to architecture through awareness of man-made space. A wide range of aesthetic concerns is covered. Individual and group projects are presented. Field trips, slide lectures, and participation of visiting professionals are included. Open to beginning and advanced Studio Art majors as well as nonmajors. Prerequisites: Studio Art 30A-B-C.

**150 Advanced Problems in Drawing (4-4-4) F, W, S, Summer.** This course is a continuation of Studio Art 50 pertaining to the execution and understanding of the creative, visual arts, with emphasis on the developed technical, attitudinal, and to some extent, the social considerations in relation to "What am I doing?", "Why am I doing it?", and "For whom am I doing it?" Prerequisites: Studio Art 30A-B-C and 50.

**160 Advanced Problems in Painting (4-4-4) F, W, S, Summer.** Following the general guidelines established in the beginning painting classes, advanced painting courses encourage students to deal with

and present ideas which relate to contemporary painting. Slides, field trips, and discussions with the artist/instructor deal with the student's particular orientation and work in this area, and form a basis for personal development. Prerequisites: Studio Art 30A-B-C and 60.

**170 Advanced Problems in Sculpture (4-4-4) F, W, S.** Prerequisites: Studio Art 30A-B-C and 70.

**180 Problems in Graphics: Printing (4-4-4) F, W, S, Summer.** Prerequisites: Studio Art 30A-B-C and 80.

**186 Advanced Problems in Ceramics (4-4-4) F, W, S, Summer.** Advanced work in ceramics provides opportunity for discussion of ideas and advanced techniques on an individual, as well as group basis. Techniques and thought processes from Studio Art 86 will be continued on a more sophisticated level.

**190 Studio Problems (4-4-4) F, W, S, Summer.** Presentation of projects which cannot be dealt with in other more specifically defined studio courses. Emphasis on manifestation of ideas through conversation and presentation of work. Opportunity for student who is changing ideas about traditional art to experiment with nontraditional approaches to visual arts such as performance, text, video. The student must be mature enough to be self-motivated and use the class as a catalyst for the development of confidence and credibility.

**191 Studio in Advanced Drawing: Performance (4-4-4) F, W, S.** The exploration and use of ideas relating drawing, theatre, music, and movement in presentations of art. Instructed by visiting artists..

**192 Studio in Painting (4)**

**193 Studio in Sculpture (4)**

**194 Studio in Graphic Art (4)**

**195 Art Museum Problems (4).** Lectures and practical experience in staffing the UCI Fine Arts Gallery, preparing for exhibitions, receptions, and learning the basic technical and operational needs of a gallery. Students interact directly with professional artists. Field trips, critiques, and internship programs with other museums and galleries are available.

**196 Photography and Art (4-4-4) F, W, S, Summer.** A hands-on, aesthetic process on photography; lecture and critiques. Includes basic photoprocess, emphasis on application related to art: printmaking, mixed media, and experimentation. Materials fee required.

**197A Video Production A (4) F, W, S.** Introduction to basic aesthetic elements of film and television: lighting, camera set-ups, lenses, editing. Exploration of contextual usage to create or reinforce dramatic significance of images. Introduction to production hardware: lighting instruments, cameras, microphones, video recorders, editing machines.

**197B Video Production B (4) F, W, S.** Further exploration of the aesthetic elements introduced in 197A. Emphases divided equally between theory and practice. Students collaborate on a series of "minute movies" exploring in succession the possibilities of sound, lighting, camera angles, editing, composition.

**197C Video Production C (4) F, W, S.** Exploration of the aesthetic elements introduced in 197A, incorporating them into scene-length productions of the student's original material, as well as selected sequences from major motion picture and television scripts. Emphasis will be almost entirely on production.

**198 Video Production D (4) F, W, S.** Independent production: credit contingent upon instructor's approval of proposed project. Meets once a week to review works in progress, rewrites, and finished films. Students are responsible for planning, designing, producing, or playing a major role in the production of film.

**199 Special Study (4-4-4) F, W, S.** Individual study as arranged with faculty member. Used when special circumstances arise during normal progress of study. Prerequisite: consent of instructor.

## Graduate Courses in Studio Art

All graduate courses may be repeated for credit.

210 Graduate Studio: Painting (4)

211 Graduate Studio: Sculpture (4)

212 Graduate Studio: Ceramics (4)

214 Graduate Studio: Graphic Art (4)

215 Graduate Studio: Problems (4-4-4) F, W, S

230 Seminar in Problems of Contemporary Art (4-4-4) F, W, S

240 Graduate Projects (4-4-4) F, W, S

250 Directed Reading (4)

260 Thesis (4) S. Limited to second-year graduate students preparing for candidacy during their final quarter.

399 University Teaching (4-4-4) F, W, S. Limited to Teaching Assistants.

## Dance

- James Penrod, M.F.A. University of California, Irvine, *Chair and Professor of Dance* (ballet, modern, dance notation, choreography, movement analysis)
- Don Bradburn, Columbia Broadcasting System (CBS-TV), *Visiting Lecturer in Dance* (ballet, choreography, video performance)
- Lenna DeMarco, M.F.A. University of California, Los Angeles, *Visiting Lecturer in Dance* (ballet, modern, theory, and teaching of dance)
- El Gabriel, M.F.A. Manuel Quezon University, Manila (Philippines), *Artistic Director, Bat Dor Dance Company of Israel; Artistic Advisor, Montgomery Ballet Company, Lecturer in Dance* (ballet, modern, pas de deux)
- Robert Garfias, Ph.D. University of California, Los Angeles, *Dean of the School of Fine Arts and Professor of Music* (music for dancers)
- Clayton Garrison, Ph.D. Stanford University, *Professor of Drama* (tap, musical theatre)
- Kenneth Green, B.F.A. U.S. International University, *Visiting Lecturer in Dance* (jazz)
- Wendy Hilton, Wendy Hilton Baroque Dance Company, *Visiting Lecturer in Dance* (drama, music/historical choreography, Baroque dance)
- Jillana, American Ballet Theatre, New York City Ballet, *Visiting Lecturer in Dance* (ballet, repertory)
- Jim Jones, B.A. University of California, Irvine; Frankfort Ballet, *Visiting Lecturer in Dance* (ballet, repertory)
- Karen Lerner, M.A. New York University, *Visiting Lecturer in Dance* (modern, choreography)
- David Massey, A.A. Citrus College, Academy Awards Show, Birch Mann Americana Dance Theatre, *Visiting Lecturer in Dance* (jazz, performance)
- Olga Maynard, Senior Editor, *Dance Magazine*, *Professor of Dance* (dance history, aesthetics, and criticism)
- Janice Gudde Plastino, Ph.D. University of Southern California, *Professor of Dance* (modern, kinesiology/anatomy, research methods, choreography, dance medicine)
- Barbara Bailey Plunk, M.G.M., NBC-TV, *Visiting Lecturer in Dance* (ballet, teaching of dance, theory)
- Larry Rosenberg, B.A. University of California, Los Angeles; Eliot Feld Ballet, *Visiting Lecturer in Dance* (ballet, repertory)
- Nancy Lee Ruyter, Ph.D. Claremont Graduate School, *Associate Dean of Fine Arts and Associate Professor of Dance* (dance history, modern dance, ethnic dance, choreography)
- Kiyooki Terajima, Kuroemon, *Visiting Lecturer in Dance and Drama* (Kabuki and modern Japanese theatre)
- Sallie Whalen, San Francisco Ballet, CBS-TV, *Visiting Lecturer in Dance* (ballet, pas de deux)

The program in dance provides studio experiences in the fundamental knowledge and techniques of classical ballet and of contemporary dance movements. The classical academic approach to ballet adheres to those principles developed from Noverre through Petipa and Cecchetti modified to accommodate our current understanding of those laws of physics and of the human anatomy applicable to the study of dance. The workshops in contemporary dance explore and extend the

various approaches to modern dance and jazz, concentrating on physiological and rhythmic problems encountered in contemporary choreography. Studies in preclassical dance forms and their musical structures provide additional workshop experience as well as significant research materials for choreographic problems. Workshops in ethnic dance provide additional choreographic resources in the context of their cultural setting. Theoretical and historical courses complement the practical work in workshops, choreography, and performance. The program is designed for students preparing to continue professionally as dancers, as choreographers, as teachers, or as historians, as well as for students who, while not planning to make dance their vocation, have a serious interest in the theory, practice, criticism, research, or therapy and history of dance.

The traditional technique of classical ballet constitutes a craft and style that serves not only as a physiological center for the logical training of the body, but also as a basic language of movement for the choreographer. Workshop experiences build progressively on the techniques of ballet and extend through the contemporary idioms of modern and jazz. The aim is to develop kinetic resources, precision, flexibility, and freedom in a coordinated and intelligently responsive body.

## Careers for the Dance Major

In addition to the perhaps more obvious careers in professional dance, choreography, and teaching, a major in Dance also can serve as a basis for graduate study or job opportunities in, for example, dance therapy, dance history, kinesiology/anatomy, and dance notation. Related fields such as administration, design, and music also offer positions in dance.

## Requirements for the Bachelor's Degree

**University Requirements:** See pages 49-52.

**School Requirements:** None.

### Performance Requirements

Students planning to major in dance should develop basic ability in techniques of ballet, modern, and jazz dance forms. Although freshmen entering with fewer than 12 units are not required to audition, a placement examination is offered. The evaluation of the examination indicates the level of ballet and modern at which the student is placed. Freshmen declaring the dance major are encouraged to take the placement examination, especially if they feel they could be placed at a higher level than Ballet I and Modern I. At the end of the freshman year the student should select one of the four major emphases with faculty approval. At the end of the sophomore year, the faculty will determine whether the student is making sufficient progress to proceed as an upper-division major.

All advanced standing applicants (entering students with 12 units or more) to the University who have indicated an interest in majoring in dance are required to audition and will be notified by the School of the date. Evaluations of the student's audition will indicate whether or not the student may major in dance and will indicate the appropriate placement level in ballet and modern for students admitted to the major. This placement level determines the minimum amount of years it will take to complete the degree requirements.

Inasmuch as the level of performance ability generally determines the length of time in study, and all transfer students must anticipate meeting the total performance requirements for the B.A. degree, students deficient in level of performance in comparison to their level of academic study should be prepared to extend their studies in order to meet performance requirements.

### Program Requirements

The following program requirements in choreography, history, performance, and teaching are in effect for students entering UCI fall quarter, 1983 and thereafter. Program requirements applying to students who entered prior to fall quarter, 1983 are described in previous editions of the General Catalogue.

### Choreography Emphasis:

Three years studio work in ballet (Dance 31A-B-C, 132A-B-C, 133A-B-C); three years studio work in modern (Dance 41A-B-C, 142A-B-C, 143A-B-C); two years studio work in jazz (51A-B-C, 152A-B-C); one quarter in fundamentals of music (Music 25); and one quarter in musical theatre workshop (Drama 165); one year in dance notation (Dance 80A-B-C); one year in dance history (Dance 90A-B-C); two years in choreography (Dance 60A-B-C, 162A-B-C, or 164A-B-C); one course in acting (Drama 30A); one course in theatre production (Drama 101).

### History Emphasis:

Two years studio work in ballet (Dance 31A-B-C, Dance 132A-B-C); two years studio work in modern (Dance 41A-B-C, 142A-B-C); one year in jazz (51A-B-C); one course in fundamentals of music (Music 25); one course in history of art (History of Art 20A, 20B, or 20C); one course in choreography (Dance 60A); one course in ethnic (155 or 156); one year in dance notation (Dance 80A-B-C); two years in dance history (Dance 90A-B-C and either 191A-B-C or 192A-B-C); one course in philosophy, aesthetics and criticism (Dance 198); one course in Baroque dance (138); one course in choreography (162A or 164A); one course in senior thesis (194).

### Performance Emphasis:

Four years studio work in ballet (Dance 31A-B-C, 132A-B-C, 133A-B-C, 134A-B-C); three years studio work in modern (41A-B-C, 142A-B-C, 143A-B-C); two years studio work in jazz (51A-B-C, 152A-B-C); one course in tap (150 or 151); one course in pas de deux (Dance 136); one quarter in repertory (Dance 137A, 137B, 137C); one course in fundamentals of music (Music 25); one course in choreography (Dance 60A); one course in dance notation (Dance 80A); one year in dance history (Dance 90A-B-C); one course in kinesiology for dance (Dance 100); one course in technique analysis (Dance 102); one course in Baroque dance (Dance 138); two courses in performance (faculty approved) (Dance 170); one course in acting (Drama 30A); one course in musical theatre workshop (Drama 165).

### Teaching Emphasis:

Three years studio work in ballet (Dance 31A-B-C, 132A-B-C, 133A-B-C); three years studio work in modern (41A-B-C, 142A-B-C, 143A-B-C); two years studio work in jazz (51A-B-C, 152A-B-C); one course in fundamentals of music (Music 25); one course in music for dancers (Dance 21); one year in choreography (Dance 60A-B-C); one year in dance notation (Dance 80A-B-C); one year in dance history (Dance 90A-B-C); one course in kinesiology for dance (Dance 100); one course in technique analysis (Dance 102); two courses in teaching of dance (111A-B); one course in musical theatre workshop (Drama 165); one course in technical theatre (Drama 101 A, B, C, D, or E).

### Sample Program for Freshmen

Fall	Winter	Spring
Dance 31A	Dance 31B	Dance 31C
Dance 41A	Dance 41B	Dance 41C
English and Comparative Literature WR39A	English and Comparative Literature WR39B	English and Comparative Literature WR39C
Breadth	Breadth	Breadth
Breadth	Breadth	Breadth

### Program Requirements for the Minor

Dance 21A (Music for Dancers); Dance 90A, 90B, 90C (History of Dance); Dance 100 (Kinesiology for Dance); Dance 132A-B-C (Studio Workshop in Ballet II); Dance 142A-B-C (Studio Workshop in Modern II); one course selected from Dance 150 (Studio Workshop in Tap I), Dance 151 (Studio Workshop in Tap II), Dance 155 (Ethnic Dance of Eastern Cultures), or Dance 156 (Ethnic Dance of Western Cultures); two to four units selected from Dance 170 (Dance Performance), Dance 171A-B-C (Dance Workshop), or Dance 172 (Master of Fine Arts Concert).

**Residency Requirement for the Minor:** A minimum of four of the upper-division courses for the minor must be taken at UCI.

### Master of Fine Arts Program

#### Degree Offered

M.F.A. in Fine Arts, with emphasis in choreography, history, and research, or teaching and administration.

#### Admission

Applicants for admission to the degree program must meet the general requirements for admission to graduate study and hold a B.A. or B.F.A. in Dance. Candidates must meet the minimum requirements for the B.A. degree in Dance at the Irvine campus of the University of California. A paper of 500 words or more on a dance subject and proposals for three choreographic works that could be completed in the graduate program must be submitted for the file. Proof of practical ability in ballet, modern, and other dance forms must be provided by personal audition on the announced date shortly following the March 1 deadline for applying. Also on this date, applicants must present a prepared five-minute choreographed piece: a solo performed by the applicant and/or a work for a small group. Interviews with faculty will be conducted following the audition.

#### Teaching Assistantships

Graduate students are encouraged to apply for teaching assistantships in areas such as notation, dance medicine, history, music for dancers, choreography, ethnic, and all technique classes. Students with expertise in any of these areas would be given special consideration.

#### General Degree Requirements

Normally two years of residence are required. Each candidate must enroll for three courses each quarter for six quarters, exclusive of summer sessions. Each student is required to declare an emphasis with the approval of the faculty advisor during the first quarter of graduate study.

In the second year, satisfactory attainment must be demonstrated by a major thesis: in choreography this would be the composition and production of a choreographic work; in teaching this would be a practical and comprehensive project concerned with the teaching of dance. A written thesis in a chosen area of research must be prepared. This thesis is to be defended in a one-hour oral examination which may also test the candidate's general knowledge in the area.



### Specific Degree Requirements

Seventy-two quarter units in graduate or approved upper-division undergraduate courses must be completed with a grade of at least B in each course. Not more than 20 units in upper-division courses may count toward the degree. Fulfillment of the technique course requirements must be approved by the faculty advisor.

### Choreography Emphasis:

One course in teaching of dance (Dance 211); six courses chosen from any graduate or upper-division technique course (Dance 231, 241, and 251); One course in graduate choreography (Dance 261); two courses in graduate projects/productions (Dance 240); one course in movement analysis and notation (Dance 280); one course in philosophy, aesthetics, and criticism (Dance 291); one course in choreographic resources (Dance 292); one course in thesis (Dance 260); one course in ethnic dance (Dance 155 or 156); one course in technical theatre (Drama 101); and two elective courses normally chosen from upper-division or graduate dance courses.

For this emphasis, the graduate projects will consist of the production of one group work and one solo piece in the first year, and a full evening program in the second. The thesis will be a philosophical argument supporting the second year's choreographic production.

### History and Research Emphasis:

Six courses chosen from any graduate or upper-division technique courses (Dance 231, 241, and 251); one course in graduate project/production (Dance 240); one course in movement analysis and notation (Dance 280); one course in bibliography and research (Dance 290); one course in philosophy, aesthetics, and criticism (Dance 291); two courses in

thesis (Dance 260); one course in choreographic resources (Dance 292); one course in dance and related arts (Dance 293); one course in period and style (Dance 294); one course in ethnic dance (Dance 155 or 156); and three elective courses normally chosen from upper-division or graduate dance courses.

For the history and research emphasis, research skills and writing ability are required. Students in this area write an historical research thesis or produce a concert based on historical treatise material supported by a smaller written work.

### Teaching and Administration Emphasis:

One course in kinesiology (Dance 201); one course in teaching of dance (Dance 211); one course in administration and management (Dance 212); six graduate courses in technique chosen from Dance 231, Dance 241, and Dance 251; one course in graduate project/production (Dance 240); one course in movement analysis and notation (Dance 280); one course in bibliography and research (Dance 290); one course in period and style (Dance 294); two courses in thesis (Dance 260); one course in technical theatre (Drama 101); and two elective courses normally chosen from upper-division or graduate dance courses.

For the teaching and administrative emphasis, graduate projects will consist of, in the first year, experience in the field with a supporting paper and/or experience in administration. In the second year, a major thesis is required that explores theory and pedagogy of teaching or administrative methods.

## Lower-Division Courses in Dance

**Note:** All courses are not offered every year. Please check with Department Advisor.

**20A-B-C Theories of Dance (4-4-4) F, W, S, (30) Summer.** Ballet and modern technique analysis and its relationship to selected choreographers and ballets for two quarters. Principles and applications of kinesiology and anatomy for one quarter. Open only to students enrolled in workshop courses.

**21A-B Music for Dancers (4-4) W, S, (30) Summer.** A survey of historical styles and forms in music. Score reading for choreographers. Prerequisite: Music 25.

**30A-B-C Studio Workshop in Ballet I (2-2-2) F, W, S, (30) Summer.** Beginning ballet: principles of the Classical tradition developed from Noverre, Petipa, and Cecchetti. Pass/Not Pass only.

**31A-B-C Studio Workshop in Ballet I (2-2-2) F, W, S, (31) Summer.** Beginning ballet: principles of the Classical tradition developed from Noverre, Petipa, and Cecchetti. Open to Dance majors or nonmajors by audition. May be repeated for credit.

**34 Men's Studio Workshop in Ballet (2) F, W, S, (10) Summer.** Emphasis on men's traditional ballet, techniques, and movements. Prerequisites: Dance 31A-B-C. May be repeated for credit.

**40A-B-C Studio Workshop in Modern I (2-2-2) F, W, S, (40) Summer.** Beginning modern dance: principles of modern tradition developed from Graham, Humphrey, and Wigman. Pass/Not Pass only.

**41A-B-C Studio Workshop in Modern I (2-2-2) F, W, S, (41) Summer.** Beginning modern dance: principles of modern tradition developed from Graham, Humphrey, and Wigman. Open to Dance majors or nonmajors by audition. May be repeated for credit.

**44 Weight Training for Dancers (.7) F, W, S, (10) Summer.** Principles and theories of weight training specifically designed for the dancer. Special programs are devised to strengthen problem areas in the dancer's body.

**45A-B-C Modern Art, Dance, and Music (4-4-4) F, W, S, (30) Summer.** Same as Fine Arts 45A, B, C. (IV) Not offered 1985-86.

**50A-B-C Studio Workshop in Jazz I (2-2-2) F, W, S, (50) Summer.** Beginning jazz: principles of jazz dance and contemporary forms incorporating the personal point of view of the instructor. Prerequisites: Dance 40A-B-C. Pass/Not Pass only.

**51A-B-C Studio Workshop in Jazz I (2-2-2) F, W, S, (51) Summer.** Beginning jazz: principles of jazz dance and contemporary forms incorporating the personal point of view of the instructor. Prerequisites: Dance 40A-B-C. Open to Dance majors or nonmajors by audition. May be repeated for credit.

**60A-B-C Choreography I (4-4-4) F, W, S, (30) Summer.** Beginning-to-intermediate study of principles of dance composition. May include composition assignments for stage and video. By audition, works may be shown quarterly in public studio performances.

**80A-B-C Dance Notation (4-4-4) F, W, S, (30) Summer.** Beginning-to-intermediate principles of Labanotation, score reading, and dictation for two quarters. Principles of Labanotation, movement analysis, and selected other notation systems for one quarter. Prerequisite: one year in a studio workshop course.

**90A Dance History IA (4) F, (10) Summer.** Introduction to the history of dance from prehistory through the Middle Ages. (IV)

**90B Dance History IB (4) W, (10) Summer.** The history of dance in the western tradition from the Renaissance through the eighteenth century. (IV)

**90C Dance History IC (4) S, (10) Summer.** The history of dance in the western tradition: the nineteenth and twentieth centuries. (IV)

## Upper-Division Courses in Dance

**100 Kinesiology for Dance (4) F, (10) Summer.** The study of the production of dance movement or lack of dance movement by the muscles of the body. Anatomical and dynamic analysis of dance movement.

**102 Technique Analysis/Injury Prevention (4) W, (10) Summer.** The analysis, management, and prevention of dance injuries. Analysis of body types and technical ability and the means by which to improve dance ability.

**111A-B Teaching of Dance (4-4) W, S, (111A) Pedagogy.** The pedagogy and theory of teaching dance forms. **111B. Practicum.** The application of theory in the studio.

**130A-B-C Pointe Class (2-2-2) F, W, S, (130) Summer.** Intermediate pointe work; principles of Classical tradition developed from Noverre, Petipa, and Cecchetti. Emphasis on basic pointe techniques and performance styles. Prerequisites: Dance 132A-B-C. May be repeated for credit.

**131 Studio Workshop in Renaissance Dance I (2-2-2) F, W, S, (10) Summer.** Beginning class in Renaissance court dance as described by Thoinot Arbeau in his *Orchésographie* (1588).

**132A-B-C Studio Workshop in Ballet II (4-4-4) F, W, S, (132) Summer.** Intermediate ballet and beginning pointe work: principles of Classical tradition developed from Noverre, Petipa, and Cecchetti. Prerequisites: Dance 31A-B-C or audition.

**133A-B-C Advanced Studio Workshop in Ballet III (4-4-4) F, W, S, (133) Summer.** Advanced ballet, pointe work, and performance style: principles of the Classical tradition developed from Noverre, Petipa, and Cecchetti. Prerequisites: Dance 132A-B-C or audition.

**134A-B-C Advanced Studio Workshop in Ballet IV (4-4-4) F, W, S, (134) Summer.** Advanced ballet, pointe work, and performance style: principles of the Classical tradition developed from Noverre, Petipa, and Cecchetti. Prerequisites: Dance 133A-B-C or audition.

**135A-B-C Advanced Studio Workshop in Ballet V (4-4-4) F, W, S, (135) Summer.** Progressive development of ballet techniques presented in Dance 134A-B-C with a special emphasis on solo variations and performance style. Prerequisites: Dance 134A-B-C or audition.

**136 Studio Tutorial in Ballet (2) F, W, S, (10) Summer.** Advanced instruction in ballet technique. Prerequisites: Dance 133A-B-C or consent of instructor. May be repeated for credit.

**137A-B-C Ballet Repertory (2-2-2) F, W, S, (10) Summer.** Principles of partnering (pas de deux) for one quarter. Rehearsal and performance of repertoire from established ballets for two quarters. Studio and public performances presented quarterly. Prerequisites: Dance 132A-B-C. May be repeated for credit.

**138 Studio Workshop in Baroque Dance I (2) F, (10) Summer.** Basic style, technique, and theory of late seventeenth- and early eighteenth-century court dance and ballet. Basic theory of eighteenth-century dance notation culminating in the performance of a complete dance. May be repeated for credit.

**139 Studio Workshop in Baroque Dance II (2) F, (10) Summer.** Style, technique, and theory of late seventeenth- and early eighteenth-century court dance and ballet. Repertoire studied from eighteenth-century dance notation or direct instruction. May be repeated for credit. Prerequisite: Dance 138 or by audition.

**142A-B-C Studio Workshop in Modern II (2-2-2) F, W, S, (142) Summer.** Intermediate modern tradition developed from Graham, Humphrey, and Wigman, incorporating the personal point of view of the instructor. Prerequisites: Dance 41A-B-C.

**143A-B-C Advanced Studio Workshop in Modern III (2-2-2) F, W, S, (143) Summer.** Advanced modern dance: principles of modern tradition developed from Graham, Humphrey, and Wigman, incorporating the personal view of the instructor. Prerequisites: Dance 142A-B-C.

**146 Studio Tutorial in Modern (2-2-2) F, W, S, (10) Summer.** Advanced instruction in modern dance technique. Prerequisites: Dance 143A-B-C or consent of instructor.

**147 Modern Dance Repertory (2-2-2) F, W, S, (10) Summer.** Rehearsal and performance of repertoire from established modern dance choreographers; i.e., Lewitzky, Graham, Limon, Humphrey, and others. Studio and public performances presented quarterly. Prerequisites: Dance 142A-B-C.

**148 Improvisation (2-2-2) F, W, S, (10) Summer.** Structured and experiential improvisation to heighten the personal intuitive processes, the kinesthetic sense, spatial and temporal awareness, and to encourage insights into the potential movement resources of the individual for performance and choreography. Course encourages freedom of exploration.

**150 Studio Workshop in Tap I (2) F, (10) Summer.** Beginning tap: principles of rhythm and basic tap steps.

**151 Studio Workshop in Tap II (2) S, (10) Summer.** Intermediate tap: principles of beginning tap continued and developed. May be repeated for credit. Prerequisite: Dance 150.

**152A-B-C Intermediate Studio Workshop in Jazz II (2-2-2) F, W, S.** Intermediate jazz: principles of jazz dance and contemporary forms incorporating the personal views of the instructor. Prerequisites: Dance 51A-B-C.

**153A-B-C Advanced Studio Workshop in Jazz III (2-2-2) F, W, S.** Advanced jazz: principles of jazz dance and contemporary forms incorporating the personal views of the instructor. Prerequisites: Dance 152A-B-C.

**154A-B-C Advanced Jazz: Performance Techniques IV (2-2-2) F, W, S.** Advanced jazz emphasizing performance techniques. Prerequisites: Dance 153A-B-C. May be repeated for credit.

**155 Ethnic Dance of Eastern Cultures (2).** Studio workshop of dances and movement sources of specified countries or areas. May be repeated for credit.

**156 Ethnic Dance of Western Cultures (2).** Studio workshop of dances and movement sources of specified countries or areas. May be repeated for credit.

**157 Studio Tutorial in Jazz (2) F, W, S.** Advanced instruction in jazz styles and techniques. May be repeated for credit. Prerequisites: Dance 153A-B-C or consent of instructor.

**158 Kabuki and Modern Japanese Theatre (4-4-4) F, W, S.** Movement and exercise for training the Kabuki actor; survey of Japanese theatre, Japanese culture, and Kabuki makeup. Same as Fine Arts 101, Drama 135I, and Drama 219.

**162A-B-C Choreography II (4-4-4) F, W, S.** Directed choreographic projects for stage or video integrating the elements of stagecraft. In process or completed works may be shown quarterly in public studio or stage performances. By audition only. Prerequisites: Dance 60A-B-C.

**163A-B-C Choreography III (4-4-4) F, W, S.** Directed choreographic projects. May include choreography for groups. Projects may be presented in public concert. Prerequisites: Dance 162A-B-C.

**164A-B-C Video Choreography (4-4-4) F, W, S.** Introduction and overview of video dance, choreography for the camera, and documentation of existing stage choreography. History and aesthetics of dance on video and basics of technical equipment, video techniques, and editing. A major final project is required.

**168 Studio Tutorial in Choreography (4-4-4) F, W, S.** Prerequisites: Dance 163A-B-C.

**170 Dance Performance (1-4).** Rehearsal and performance in a faculty-choreographed production. By audition only. May be repeated for credit.

**171A-B-C Dance Workshop (1-4) F, W, S.** Rehearsal and performance in a student-choreographed production. By audition only. May be repeated for credit.

**172 Master of Fine Arts Concert (1-4) F, W, S.** Rehearsal and performance in a graduate student-choreographed production. By audition only. May be repeated for credit.

**173 UCI Dance Ensemble Performance (1-4) F, W, S.** Performance with the UCI Dance Ensemble. Pass/Not Pass only. Prerequisite: consent of instructor.

**191A-B-C History of World Dance (Specified Areas from Prehistoric to Contemporary) (4-4-4) F, W, S.** Offered alternate years with Dance 192A-B-C.

**192A-B-C History of Theatre Dance (Specified Areas from Neoclassical and Modern) (4-4-4) F, W, S.** Offered alternate years with Dance 191A-B-C.

**193 Selected Topics in Dance (1-4) F, W, S.** Directed group studies of topics in dance. May be repeated for credit when topic changes.

**194 Tutorial in History of Dance (4).** May be repeated for credit.

**195 Tutorial in Dance Notation (4-4-4).** May be repeated for credit.

**198 Philosophy, Aesthetics, and Criticism of Dance (4).** Introduction to the aesthetics and philosophy of Dance. Based upon this foundation, principles and application of criticism will be applied to dance performances. Prerequisites: Dance 191A-B-C or Dance 192A-B-C.

**199 Senior Thesis (4-4-4) F, W, S.** Directed research for senior Dance majors focusing on dance history. Research consists of a substantial essay on dance history. A reconstructed performance may be required. Pass/Not Pass only.

## Graduate Courses in Dance

**201 Seminar in Kinesiology for Dance (4) F.** Brief introduction to biomechanics, physiology of exercise and equipment, movement principles, and their application to dance techniques.

**211 Seminar in the Teaching of Dance Techniques (4) W.** Principles and theories of teaching dance techniques. Supervised presentation and teaching of technique class. Prerequisite: Dance 201.

**212 Administration and Management: Dance (4) F, W, S.** Introduction to practice and theory of administration of dance companies, dance departments, and dance schools.

**231A-B-C Graduate Studio: Ballet (2-2-2) F, W, S.** Advanced ballet, pointe work, and performance style: principles of the Classical tradition developed from Noverre, Petipa, and Cecchetti. By audition only. May be repeated for credit.

**240 Graduate Projects (4-4-4) F, W, S.** Choreography project to be presented in concert. Papers of substantial length supporting the work are required.

**241A-B-C Graduate Studio: Modern (2-2-2) F, W, S.** Advanced modern dance: principles of modern tradition developed from Graham, Humphrey, and Wigman, incorporating the personal view of the instructor. By audition only. May be repeated for credit.

**251A-B-C Graduate Studio: Jazz (2-2-2) F, W, S.** Principles of jazz dance and contemporary forms, incorporating the personal views of the instructor. By audition only. May be repeated for credit.

**260 Thesis (4-4-4) F, W, S, Summer.** Substantial research in a topic approved by the student's graduate committee. Results of the research must be written in approved thesis style. Prerequisite: consent of department.

**261A-B-C Graduate Choreography (4-4-4) F, W, S.** Review of basic principles of composition based on Noverre, Horst, and Humphrey. Overview of new trends and methods. Major thrust is on creation of several works based upon movement studies. May be repeated for credit.

**280 Seminar in Dance Notation and Movement Analysis (4) F.** Theories and application of dance notation, movement analysis, and nonverbal communication.

**281 Seminar in Theories of Dance (4) W.** Directed research projects. Prerequisite: consent of instructor.

**290 Bibliography and Research (4-4-4) F, W, S.** Survey of dance literature; research styles for writing in dance publications.

**291 Philosophy, Aesthetics, and Criticism (4-4-4) F, W, S.** Discussion of aesthetics and philosophy as they specifically apply to dance. Advanced critical skills are presented. Written critiques of concerts and performances are required.

**292 Choreographic Resources (4-4-4) F, W, S.** A core course of studies centered on the investigation of choreographic resources in art, drama, literature, and poetry, from the classical into the contemporary traditions. Students must satisfy choreographic assignments drawn from drama, opera, and other theatrical sources.

**293 Dance and Related Arts (4-4-4) F, W, S.** A core course of study on the natures of the performing arts, with particular relevance to the relationship between dance and its sister arts.

**294 Period and Style: Studio Workshop (4-4-4) F, W, S.** Advanced studies in the theory, history, style, and technique of one of the following periods of Western dance: Medieval, Renaissance, Baroque, or nineteenth century.

**295 Graduate Lectures in Dance (1-4) F, W, S.** A series of lectures and discussions of announced topics in dance. Content may be from history, ethnology, notation, medicine, music, or other areas in the field. May be repeated for credit as topics change. Prerequisite: consent of instructor.

**297 Directed Reading (1-4) F, W, S, Summer.** Topic to be approved by instructor. Paper required. Prerequisite: consent of instructor. May be repeated for credit.

**399 University Teaching (1-4) F, W, S.** Limited to Teaching Assistants. Prerequisite: consent of instructor. May be repeated for credit.

## Drama

Robert Cohen, D.F.A. Yale University, *Chair and Professor of Drama* (acting, directing, dramatic literature)

Keith Bangs, M.F.A. Yale University, *Adjunct Lecturer in Drama* (technical production)

Dennis Castellano, M.F.A. University of California, Irvine, *Visiting Lecturer in Drama* (music theatre)

Keith Fowler, D.F.A. Yale University, *Assistant Professor of Drama, Head of Directing, and Chair of General Interdisciplinary Studies* (acting and dramatic literature)

Clayton Garrison, Ph.D. Stanford University, *Professor of Drama* (opera and musical theatre, movement, dramatic literature)

Douglas S. Goheen, Ph.D. University of Denver; M.F.A. Yale University, *Visiting Lecturer in Drama* (scenery, costume design, and history of design)

Jerzy Grotowski, Polish Laboratory Theatre, *Visiting Lecturer in Drama* (objective drama)

Cameron Harvey, M.F.A. University of California, Irvine, *Professor of Drama, Head of Theatre Design* (lighting design, production)

Eric Kline, M.A. San Francisco State University, *Visiting Lecturer in Drama* (television acting)

Dudley Knight, M.F.A. Yale University, *Visiting Lecturer in Drama* (voice, speech for actors)

William E. Lewis, M.F.A. University of California, Irvine, *Adjunct Lecturer in Drama* (makeup design)

David McDonald, Ph.D. Stanford University, *Associate Professor of Drama* (critical theory)

Mary Anne McGarry, Ph.D. Northwestern University, *Visiting Lecturer in Drama* (acting)

Carla Meyer, B.F.A. Carnegie Mellon University, *Visiting Lecturer in Drama* (acting)

William Needles, Stratford Shakespearean Festival, *Visiting Lecturer in Drama* (acting styles)

Gloria Rossi, B.A. University of California, Santa Barbara; Center for Classical Greek Drama, Athens, Greece, *Visiting Lecturer in Drama* (stage movement)

Thomas Ruzika, M.F.A. University of California, Irvine, *Adjunct Lecturer in Drama* (lighting design, production management)

Kiyoaki Terajima, Kuroemon, *Visiting Lecturer in Drama and Dance* (Kabuki and modern Japanese theatre)

Franco Tonelli, Ph.D. Louisiana State University; Laurea, University of Catania, *Associate Professor of French and Italian and Drama* (dramatic literature and theory of drama)

Richard Triplett, Otis Art Institute, *Professor of Drama* (scenery and costume design, history of design)

Christopher Villa, Oregon Shakespeare Festival, *Visiting Lecturer in Drama* (stage combat)

The program leading to the Bachelor of Arts in Drama provides the professional training and the liberal study essential to attaining the highest standards in theatre. Each major in drama experiences exacting and rigorous training in the mutually interrelated areas of the theatre: performance, design, literature, history, and criticism. The curriculum constantly relates studio practices, technical resources, and production techniques to the development of dramatic literature and current critical theory. The student specializes during the last two years of study in acting, directing, design, television, or criticism.

The continuous production of plays, musicals, operettas, and operas constitutes the major activity of the program. Students are treated as members of a theatrical organization, and they acquire experiences in all phases of theatrical production in a professionally disciplined atmosphere. Dramatic production centers on an exhaustive analysis of the script and on the challenge of communicating the complexities of the plan to an audience in a unified and meaningful production.

The program is designed for students preparing to continue professionally as actors, directors, designers, critics, and teachers, as well as for students who, while not planning to make the theatre their vocation, have a serious interest in the literature, theory, and practice of drama.

## Careers for the Drama Major

A degree in Drama may or may not lead to professional employment in theatre or films. A professional career in acting demands, in addition to excellent training, great talent, great dedication, and not a little bit of luck—intangibles no drama program can promise or even imply.

Graduates in Drama at UCI have performed in Broadway plays, regional and summer theatres, and in films and television. At least seven thriving repertory theatres in the country have been created by UCI Drama graduates; all of these theatres regularly add new members from the UCI alumni.

Not all Drama students become professional theatre artists. Many embark upon careers in law, business, arts management, advertising, and teaching; others pursue further study earning the Master of Fine Arts degree at Irvine or elsewhere.

## Requirements for the Bachelor's Degree

**University Requirements:** See pages 49-52.

**School Requirements:** None.

### Program Requirements

One year survey in the development of dramatic literature (Drama 40A-B-C); one year in acting (Drama 30A-B-C); three courses in design (Drama 50A-B-C); one course in makeup (Drama 153); an introductory course in production theory (Drama 10); two upper-division courses in dramatic literature; six upper-division courses in addition to the two in dramatic literature mentioned above (these may be in studio work and/or dramatic literature, playwriting, film writing, television production, and criticism); two quarters in dance (these courses may be taken on Pass/Not Pass); two quarters of theatre production (Drama 101).

### Sample Program for Freshmen

Fall	Winter	Spring
Drama 30A	Drama 30B	Drama 30C
Drama 40A	Drama 40B	Drama 40C
English and Comparative Literature WR39A	English and Comparative Literature WR39B	English and Comparative Literature WR39C
Elective	Elective	Elective

### Program Requirements for the Minor

Drama 10 (Introduction to Production Theory); Drama 30A-B-C (Acting); Drama 40A-B-C (Development of Drama); four upper-division courses in drama, each of which must be taken at UCI, including one course in Drama 100 (University Theatre) or Drama 198 (Drama Workshop).

## Master of Fine Arts Program

### Degree Offered

M.F.A. in Fine Arts, with emphasis in acting, directing, design, or music theatre.

### Admission

Applicants for admission to the degree program must meet the general requirements for admission to graduate study and hold a B.A., B.F.A., or higher degree.

By March 1 applicants must submit dossiers of biographical information and theatrical experience, together with photographs, essays, reviews, production books, and portfolios, as appropriate.



Normally an audition is required for all applicants who intend to follow the curriculum in acting or music theatre; auditions are scheduled at UCI, San Francisco, and in New York City shortly after the application deadline. Interviews for applicants in directing are also required; for applicants in design, interviews are strongly recommended.

### General Degree Requirements

Normally three years of residence is required. Each candidate must enroll for three courses each quarter for nine quarters, exclusive of summer sessions.

During the first year of residence each candidate will prepare, for credit, two graduate projects, in either acting, directing, design, theatrical research, or a combination of two of these. Satisfactory completion of these projects, as determined by the faculty, is prerequisite to entering the second year of the program.

The required thesis normally consists of directing, designing, or playing a principal role in a major production, and collecting in essay form the evidences of research, analysis, and judgments which formed a part of the production experience.

Each graduate student is expected to participate in productions throughout residence at UCI.

One hundred eight quarter units in graduate or approved upper-division undergraduate courses must be completed with a grade of at least B- in each course. Specific course requirements must be satisfied in one of the following four areas:

### Directing

Nine graduate studios in directing (Drama 211)

Two courses in history of design and production (Drama 120A-B)

Three courses in acting (Drama 210, 130A-B, or 135 as qualified)

Alternative: up to 36 quarter units of objective drama (Drama 289) may be substituted for six studios in directing and three courses in acting, with consent of the area head

One seminar in script analysis and research (Drama 235)

Two seminars in dramatic literature, performance theory, criticism, and/or history of the theatre (Drama 220-223)

One course in production management (Drama 171)—must be taken the first quarter in residence

One seminar in contemporary theatre (Drama 230)

Seven projects, of which one is the thesis, one a professional internship, and one a project in stage management or theatre production (Drama 240, 295)

One elective

### Acting

Nine graduate studios in acting (Drama 200), taken in tandem with nine graduate studios in voice (Drama 201), stage speech (Drama 202), and stage movement (Drama 203)

Three master classes in acting or music theatre (Drama 219, 216, or 135)

Alternative: up to 36 quarter units of objective drama (Drama 289) may be substituted for six studios in acting, and their tandem studios, and/or for three master classes

One seminar in script analysis and research (Drama 235)

Two courses in history of theatre (Drama 105A-B)

One seminar in dramatic literature, performance theory, criticism, history of theatre, or contemporary theatre (Drama 220-223, 230)

Six graduate projects, of which two may be professional internships (Drama 240 or 295)

### Design

Nine graduate studios in design, one of which is the thesis (Drama 255)

Seven courses in graduate projects (Drama 240)

Three courses in production theory (Drama 150-159)

One seminar in dramatic literature, performance theory, criticism, and/or contemporary theatre (Drama 220, 221, 223, or 230)

Two courses in history of theatre (Drama 105A-B)

Two courses in history of design and production (Drama 120A-B)

One course in production management (Drama 171)

One seminar in script analysis and research (Drama 235)

One seminar in theatre history (Drama 222)

### Music Theatre

Nine courses in graduate music theatre (Drama 216)

Three courses in graduate projects, of which one is the thesis (Drama 240)

Three courses in acting (Drama 210, 130A-B, or 135 as qualified)

One seminar in dramatic literature, performance theory, criticism, or history of the theatre (Drama 220-223)

Nine courses in graduate voice tutorial (Music 218)

Two courses in history of music theatre and opera (Drama 148A-B)

Nine courses in dance

## Lower-Division Courses in Drama

**10 Introduction to Production Theory (4) F, S.** An introduction to modern production techniques as practiced in realizing scenic designs. The lecture/laboratory course covers the equipment, theories, techniques, and history of production practices in the technical theatre; laboratory sections integrate class instruction with practical applications wherever possible. Drama 10 is a prerequisite for Drama 50B.

**20 The Nature of Drama: Structure and Style (4).** A general introduction to the dramatic literature of several periods, with an emphasis on dramatic form and meaning.

**25 Shakespeare (4) F, W, S.** A reading of selected plays by Shakespeare, with a focus on thematic and theatrical aspects of Shakespeare's art.

**30A-B-C Acting (4-4-4), (30A) F, W, S, Summer, (30B) F, W, S, (30C) F, W, S.** A one-year course (must be taken sequentially) in basic acting technique and discipline. (Note: All acting classes require strict adherence to stage discipline; unexcused class absences, for example, are not permitted.) **30A** Stage technique and stage discipline. Freeing vocal and physical movement and liberating emotional power. Elementary stage movement and voice. Elimination of regionalisms in speech. Overcoming stage fright. Readings in acting theory. **30B** Improvisations and scenes. Rehearsal and presentation of at least two scenes with different partners. Developing stage contact with tactics in a "play" situation. **30C** Characterization, scenes, and auditioning. Development of character in at least three rehearsed scenes from different plays. Script analysis and performance technique. Preparation of audition pieces. The profession of acting.

**32 Beginning Playwriting (4).** Writing of assigned exercises and the completion of the equivalent of a one-act play. Analysis of alternative forms: Absurdist, Brechtian, Naturalistic, and Symbolic, as well as the more traditional forms of comedy, tragedy, and melodrama. Same as English and Comparative Literature WR 32.

**35 Speech for the Theatre (4) F, W, S.** A course aimed at 1) improving natural, clear, unaffected speech and 2) eliminating negative habits and regional accents: exercises for physical tension, vocal support, tone production, vocal quality, and articulation. Open only to General Interdisciplinary majors. May be repeated for credit.

**40A-B-C Development of Drama (4-4-4) F, W, S.** A one-year lecture-discussion course (each quarter may be taken independently) in the development of Western Drama, concentrating on the drama's intellectual, social, and artistic foundations. About 15 plays and supplementary critical material are read each quarter. **40A** Greek Drama through Shakespeare. Readings from Aeschylus, Sophocles, Euripides, Aristophanes, Marlowe, Shakespeare, and the anonymous playwrights of the medieval theatre. **40B** Restoration Drama through Ibsen. Readings from Neoclassic, Romantic, and Naturalistic European playwrights in the eighteenth and nineteenth centuries. Molière, Racine, Congreve, Goethe, Ibsen, and Chekhov are included. **40C** Contemporary Drama. This quarter concentrates on the Post Naturalistic theatre: Expressionism, Epic Theatre, Theatre of the Absurd, and Contemporary American Theatre. Among the playwrights studied are Shaw, Pirandello, Giraudoux, Ionesco, Beckett, Williams, Brecht, Weiss, and Albee. Same as English and Comparative Literature CL 40A-B-C. (IV)

**50A Introduction to Costume Design (4) F, W, S.** An introduction to the process and procedures employed by the costume designer for the theatre. The elements of design are discussed in the context of character development, historical period, and style. Exercises extend to drawing, rendering, and investigation of human proportions.

**50B Introduction to Scenic Design (4) F, W, S.** Introduction to the principles and practice of scenic design. Weekly problems include research into various periods and styles of production with an emphasis on the conceptual idea. Perspective drawing, rendering, and model building are covered in studio exercises and assignments. Prerequisite: Drama 10.

**50C Introduction to Lighting Design (4) F, W, S.** Introduction to the principles, theories, and equipment employed by the lighting designer for the stage. Areas of investigation include history, technology, and script analysis. Detailed studio attention is given to the theory and practice of design.

## Upper-Division Courses in Drama

**100 University Theatre (4-4-4) F, W, S.** Rehearsal and performance in a faculty-directed production. By audition only.

**101 Theatre Production.** The production courses are offered to give students the opportunity to participate in departmental productions. Students will be engaged in the construction of designed work as well as its applied execution during performance. Although there are no prerequisites for Drama 101, an instructor's signature is required for enrollment to assure that the student is provided with a production capacity. May be repeated for credit.

**101A Theatre Production: Costume (2-4) F, W, S**

**101B Theatre Production: Scenic (2-4) F, W, S**

**101C Theatre Production: Lighting (2-4) F, W, S**

**101D Theatre Production: Stage Management (2-4) F, W, S**

**101E Theatre Production: Audio (2-4) F, W, S**

**103 Lectures in Dramatic Literature (4).** May be repeated, provided topic changes. Courses include Medieval and Tudor Drama, Elizabethan and Jacobean Drama, Shakespeare, Restoration and Eighteenth-Century Drama, Modern British Drama, Modern American Drama, Tragedy, and Comedy.

**104 Greek Drama (4).** A concentrated examination of the major works of Aeschylus, Sophocles, Euripides, and Aristophanes, with additional readings in Greek dramatic theory and theatre history.

**105A-B History of Theatre (4-4) F, W.** The history of the stage, including the development of acting, directing, design, dramatic literature, and dramatic criticism. **105A:** to 1642. **105B:** after 1642.

**109 History of Film (4).** May be repeated for credit, provided topic changes.

**114 Film Writing (4) F, W, S.** A course in the writing of scenarios, scenes, and scripts for television and films. Much of the instruction in this course is on a tutorial basis. The final project is the completion of a script for a short film. May be repeated for credit.

**115A-B-C Filmmaking (4-4-4).** A three-quarter course in the practical foundation of Super-8 and 16mm-sound filmmaking, including lighting, sound, direction, cinematography, and editing. Prerequisite: Drama 114 or consent of instructor. Not offered every year.

**116 Film Criticism (4).** May be repeated for credit, provided topic changes. Not offered every year.

**117 Russian Stage and Film Drama (4).** The course will trace the development of the Russian theatre through the Symbolist drama to Futurism and the post-Revolutionary era. Attention will be paid to the innovation of twentieth-century stage directors, and masterpieces of the Soviet cinema will be viewed and discussed. Open to freshmen. Lectures, readings, and discussions in English. Same as Russian 130.

**120A-B History of Design and Production (4-4).** The history of theatrical design and production. Scenery, costuming, stage lighting and machinery, and theatre architecture receive special attention, as do production methods and techniques. Prerequisite: Drama 105A-B.

**130A-B Advanced Acting (130) Summer.** A two-quarter course in rehearsal and presentation of acting scenes. 130A is prerequisite to 130B. Either section may be repeated for credit.

**130A Basic Scenes (4) F, W, S.** Rehearsal and presentation of at least five scenes from contemporary material. Exercises in developing relationship communication and character-to-character contact.

**130B Characterization and Style (4) W, S.** Rehearsal and performance of four scenes developing characters in depth; examination of the credibility and theatricality of characterization and style. Prerequisite: Drama 130A.

**132 Advanced Playwriting (4-4-4).** Completion of a full-length play or its equivalent; discussion of student writing and of relevant literary texts. Same as English and Comparative Literature 112. Prerequisites: Drama 32 and consent of instructor.

**133A-B Stage Combat (2-2) F, W.** **133A:** Stage combat including unarmed combat, knife-fighting, and sword-fighting. **133B:** Rapier and dagger. Basic techniques, attacks, parries, footwork, cloakwork; staff fighting—Eastern and Western. May be repeated for credit. Prerequisites: Drama 130A-B.

**134 Movement: Footwork and Spatial Relationships (4) S.** Analysis and practice of basic performance movement: footwork, step sequence, dance patterns, spatial relationships, and rhythms. Prerequisites: Drama 30A-B-C or consent of instructor.

**135 Master Classes in Acting.** Drama 130A-B prerequisite for all master classes. All master classes may be repeated for credit.

**135A Television Acting (4).** Rehearsal, taping, and playback analysis of television scenes developed in the class.

**135B Improvisation (4).** Exploration of theatre games and improvisation as acting styles in themselves and as liberating devices for conventional acting. Scenes and exercises.

**135C Movement for the Actor (4).** Exploration of basic and complex stage movements: accelerations, decelerations, turns, walks, runs, stops, and starts. Development of physical control and physical timing.

**135D Acting: Body Language (4).** Exploration and practice in nonverbal communication as it occurs in both staged and daily-life activity. Use of body language as a communicative tactic.

**135E Acting: Shakespeare (4).** Preparation and presentation of a number of Shakespearean scenes.

**135F Acting: Molière (4).** Preparation and presentation of a number of scenes from Molière.

**135G Acting: Restoration (4).** Preparation and presentation of a number of scenes from Restoration Drama.

**135H Acting: Theories (4).** A reading and practice course surveying the basic literature of acting, including the historical work of Diderot, Coquelin, Artaud, Stanislavski, Brecht, and Grotowski, and an examination of contemporary acting theories. A paper and two scenes will be required.

**135I Kabuki and Modern Japanese Theatre (4) F, W, S.** Movement and exercise for training the Kabuki actor; survey of Japanese theatre, Japanese culture, and Kabuki makeup. Same as Fine Arts 101, Dance 158, and Drama 219.

**140 Contemporary American Theatre (4).** A close examination of works and trends in the American theatre since World War II. Including current playwriting as represented by new plays produced in Los Angeles, New York, Chicago, San Francisco, Dallas, and other major repertory theatre centers.

**141 Contemporary British Theatre (4).** A close examination of British theatre in the post-Suez (1956-on) period, with special attention to political trends in current British playwriting.

**142 Contemporary Continental Drama (4).** A close examination of continental European dramatic literature and theory. Readings from Camus, Sartre, Beckett, Ionesco, Genet, Mrozek, Handke, Brecht, and others.

**148A-B History of Music Theatre and Opera (4-4) F, W.** A general survey of the principal forces and styles at work in the musical theatre from 1600 to the present. Close study of the best examples of these styles.

**150 Costume Production Techniques (4).** Studio instruction in pattern making, draping, millinery, and construction techniques. Prerequisite: Drama 50A. May be repeated for credit.

**151 Scenery Production Techniques (4).** Theatre architecture, the physical stage and its equipment, the principles of scenery construction, and the nature and sources of scenic materials are among the lecture topics. Theatre engineering is studied as a drawing subject. Particular emphasis is given to the maintenance of design integrity in scenic execution. Prerequisite: Drama 50B.

**152 Lighting Production Techniques (4).** An exploration of the methods and resources used by the lighting designer in the theatre. Class tours are conducted to leading theatres and commercial suppliers to examine equipment and procedures first hand. Detailed studio attention is given to the development of stage lighting graphics and problems related to road troupings. Prerequisite: Drama 50C.

**153 Makeup Production Techniques (4).** A studio laboratory course in the techniques of stage makeup including projects in prosthesis and ventilation of hair. Prerequisite: consent of instructor.

**154 Audio Production Techniques (4).** A studio-lecture course in the basic theories and techniques of using audio reproduction and reinforcement as an integral part of a theatrical production.

**155 Lighting Systems (4).** A study of basic electrical practice used in theatrical lighting. Areas of investigation include control system design, system wiring, maintenance of equipment, and new developments in the field of lighting and illumination. Prerequisite: Drama 50C.

**156 Scene Painting (4).** A studio course in scenery painting. Full-scale projects in the techniques of the scenic artist will be practiced in the scenery studio. Prerequisite: Drama 50B or consent of instructor.

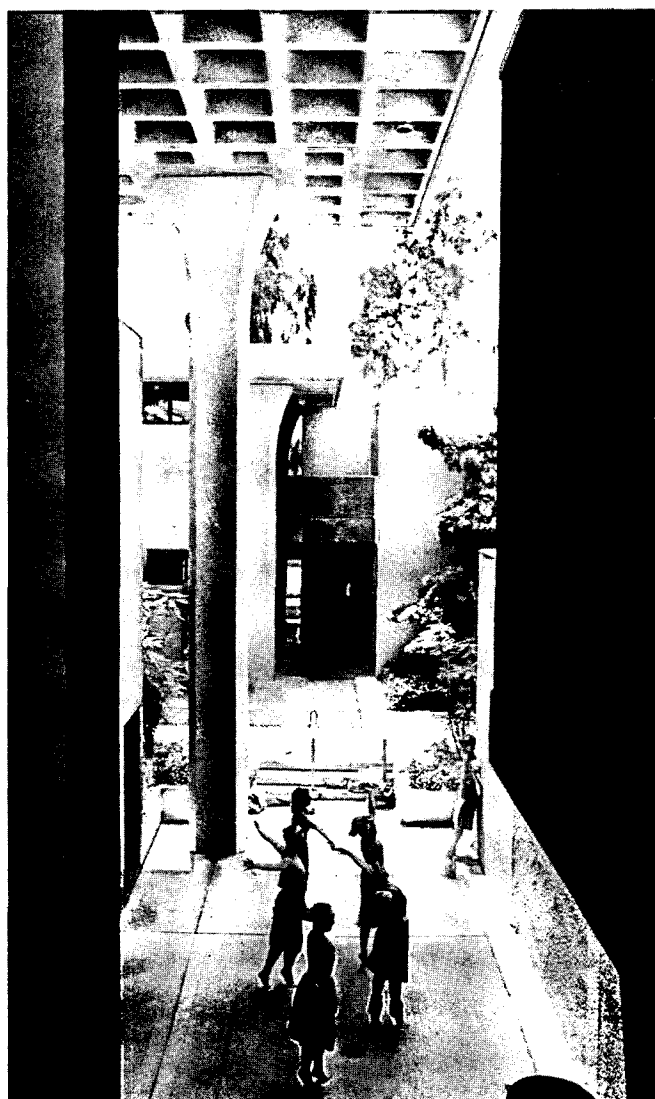
**157 Lighting Composition (4).** The class provides an opportunity for students to pursue stage lighting composition in a studio atmosphere. Laboratory practice will include weekly exercises in style and genre. Emphasis is placed on the realization of conceptual ideas. Prerequisite: Drama 50C. May be repeated for credit.

**158 Studio in Theatre Design (4).** An advanced course in theatrical design which examines the various functions of scenery and costume: locale, historical period, mood, and atmosphere, with special assignments in each area. Discussion of problems in scenic metaphors and visualization, with emphasis on techniques of planning and presentation (floor plans, models, rendering, etc.) Prerequisite: Drama 50A or 50B, or consent of instructor. May be repeated for credit.

**159 Proseminar in Theatre Design (4).** Content will vary. Prerequisite: consent of instructor. May be repeated for credit.

**165 Music Theatre Workshop (4).** A workshop in movement, vocal performance, and acting in the musical theatre. Exercises, preparation for auditions, scenes, and projects. Prerequisites: Drama 30A-B-C. May be repeated for credit.

**170 Directing (4) F.** A basic course in the principles of stage directing, covering the director's functions in the areas of interpretation, composition, coaching, and styling a theatrical production. Directing exercises and projects are assigned; the final project is the preparation of a hypothetical proposal for a play production. May be repeated for credit.



**171 Production Management (4) F.** An examination of stage and production management. Areas of study include production organization, management practices, production scheduling, rehearsal and performance duties, union regulations, and production touring.

**172 Contemporary Theories on Play Directing (4)**

**173A Theatre Orchestra (2).** Not offered every year. Same as Music 173A. May be repeated for credit.

**175 Staging Shakespeare (4) W.** A seminar in Shakespearean staging practice, both Elizabethan and contemporary. Students prepare a hypothetical production book for an assigned play as it could have been produced at the Globe Theatre in 1610, and a proposal to produce the same play in a contemporary manner today. Prerequisites: Drama 170 and consent of instructor. May be repeated for credit.

**180 Contemporary Dramatic Criticism and Theory (4).** Reading and analysis of theories and critical approaches to contemporary theatre: Stanislavski, Brecht, Artaud, and others who have contributed to the form and idea of the modern theatre. Writing of assigned exercises in dramatic criticism. May be repeated for credit.

**182 History of Dramatic Criticism (4).** Reading and analysis of the principal theorists and critics of dramatic art, including Aristotle, Corneille, Diderot, Dryden, Lessing, Coleridge, Zola, and Nietzsche, among others.

**185 Advanced Directing (4).** A seminar in directorial organization and research. Student prepares a textual and dramaturgical analysis, a production timetable, and a hypothetical production book of an assigned play. Prerequisites: Drama 170 and consent of instructor. May be repeated for credit.

**186 Projects in Filmmaking (4).** May be repeated for credit. Prerequisites: Drama 115A-B-C and consent of instructor.

The following courses may be repeated for credit:

**189 Objective Drama (1-8) F, W, S.** A practical study of ancient aspects of performance from various cultures.

**190 Studio in Acting (4)**

**191 Studio in Directing (4)**

**194 Criticism (4)**

**195 Television Production (4-4-4) F, W, S.** A basic course in all practical phases of television production, including lighting, directing, producing, editing, and camera work.

**196 Projects in Television (4)**

**197 Dramatic Literature (4)**

**198 Drama Workshop (4) F, W, S.** By audition or accepted proposal only. This course consists of directing or acting in a regularly scheduled Drama Workshop production and submitting a final evaluation of all work performed. Workshop productions must be proposed by directors on departmental forms, and each project must be approved by the Workshop Committee. Pass/Not Pass only. May be repeated for credit.

**199 Project in Theatre (4) F, W, S.** Prerequisite: consent of instructor. May be repeated for credit.

## Graduate Courses in Drama

All graduate courses in Drama may be repeated for credit.

**200 Graduate Studio: Acting (4) F, W, S.** Work in graduate studio taken for one unit in tandem with nine graduate studios in stage voice (Drama 201), stage speech (Drama 202), and stage movement (Drama 203).

**201 Graduate Studio: Voice (1) F, W, S.** Graduate studio in vocal production for actors.

**202 Graduate Studio: Speech (1).** Work in graduate studio: speech taken for one unit in tandem with nine graduate studios in stage voice (Drama 201), stage movement (Drama 203), and acting (Drama 210).

**203 Graduate Studio: Movement (2).** Training the body for acting; coordination, flexibility, pacing, and physical dynamics.

**204A-B Graduate Studio: Combat (2) W, S.** 204A: Stage combat including unarmed combat, knife-fighting, and sword-fighting. 204B: Rapier and dagger. Basic techniques, attacks, parries, footwork, cloakwork; staff fighting—Eastern and Western.

**210 Graduate Studio: Acting (1) F, W, S.** Work in graduate studio: acting taken for one unit in tandem with nine graduate studios in voice (Drama 201), stage speech (Drama 202), and stage movement (Drama 203).

**211 Graduate Studio: Directing (4) F, W, S**

**212 Graduate Studio: Playwriting (4)**

**214 Graduate Studio: Film Writing (4)**

**215 Graduate Studio: Filmmaking (4)**

**216 Graduate Music Theatre (4) F, W, S.** A workshop in movement, vocal performance, audition technique, and acting for the Musical Theatre. Exercises, scenes, and projects.

**217 Opera Workshop (4) F.** Participation in staged performances of scenes from complete operas. The aim is to broaden the repertoire of singers by offering them opportunities to become acquainted with a wide variety of operatic roles.

**218 Graduate Drama: Objective Drama (1-8).** A practical study of the prehistory of performance, including traditional rituals from various world cultures.

**219 Graduate Master Class (1-4) F, W, S.** Various topics such as Shakespeare, comedy, Molière, improvisation, Kabuki, television acting. Same as Fine Arts 101, Drama 135, or Dance 158.

**220 Seminar in Dramatic Literature (4) F, W, S**

**221 Seminar in Criticism (4)**

**222 Seminar in Theatre History (4)**

**223 Seminar in Performance Theory (4).** A study of major performance theories since Diderot's *Paradox of Acting*.

**225 Seminar on Theatre Pedagogy (1) F, W, S.** A seminar on the major teaching systems in the dramatic arts with particular attention to professional arts training. Graduate students in Drama only; required prior to applying for Teaching Assistantships in studio areas.

**230 Seminar in Contemporary Theatre (4)**

**235 Script Analysis and Research (4) F.** Analysis of dramatic scripts. Examination of dramaturgic structure, character intentions and interactions, historical and literary milieu, and potentials for theatrical realization.

**240 Graduate Projects (1-4) F, W, S, Summer.** Various projects depending on student's concentration (acting, design, musical theatre, directing).

**245 Directorial Concepts in Design and Technology (4) S.** A study of the potential for directorial conceptualization, and collaboration with designers, in the areas of scenery, costume, lighting, and sound.

**250 Directed Reading (4)**

**255 Graduate Theatre Design (4) F, W, S.** Studio exercises and projects in costume, scenery, and lighting design. Open only to Drama graduate students pursuing the design emphasis.

**256 Designers' Presentational Techniques (4) F.** A studio course in rendering techniques employed by costume and scenic designers for the stage. Projects will include graphic development for costume plates, atmospheric rendering, painters' elevations, and model building.

**289 Objective Drama (1-8) F, W, S.** A practical study of ancient aspects of performance from various cultures. Satisfactory/Unsatisfactory only.

**295 Professional Internship (1-8) F, W, S, (1-12) Summer.** An arranged internship at the South Coast Repertory Theatre, or other equity theatre company, for qualifying M.F.A. students in acting and directing. A stipend and equity points are provided by the theatre company.

**399 University Teaching (4) F, W, S.** Limited to Teaching Assistants.



## Music

Peter S. Odegard, Ph.D. University of California, Berkeley, *Chair and Professor of Music* (theory, composition)  
 Robert Becker, M.Mus. The Juilliard School, *Lecturer in Music* (viola)  
 Gary Bovyer, M.Mus. The Juilliard School, *Visiting-Lecturer in Music* (clarinet)  
 Kalman Bloch, Los Angeles Philharmonic Orchestra, *Visiting Lecturer in Music* (clarinet)  
 Kay Brightman, B.A. Stanford University, Los Angeles Wind Quintet, *Visiting Lecturer in Music* (bassoon)  
 Andrea Byers, B.Mus. The Juilliard School, *Visiting Lecturer in Music* (violin)  
 Brian Dembow, B.Mus. The Juilliard School, *Visiting Lecturer in Music* (violin)  
 Stephen Erdody, M.Mus. The Juilliard School, *Visiting Lecturer in Music* (violoncello)  
 Peter Fournier, M.Mus.Ed. University of Southern California, *Visiting Lecturer in Music* (wind ensemble)  
 Kathleen Fraider, B.Mus. University of Southern California, *Visiting Lecturer in Music* (oboe)  
 Robert Garfias, Ph.D. University of California, Los Angeles, *Dean of the School of Fine Arts and Professor of Music and Social Sciences* (non-European musics)

Bernard Gilmore, D.M.A. Stanford University, *Associate Professor of Music and Director of the UCI Symphony Orchestra* (composition, conducting, theory)  
 Phyllis Gilmore, M.A. University of Oregon, *Visiting Lecturer in Music* (fundamentals of music)  
 Richard Glenn, M. Mus. University of Redlands, *Visiting Lecturer in Music* (guitar and lute)  
 William C. Holmes, Ph.D. Columbia University, *Professor of Music* (history, opera)  
 Joseph B. Huszti, M.Mus. Northwestern University, *Professor of Music and Director, Voice and Choral Music* (conducting, choral ensembles, voice)  
 Rosemary Hyler, B.Mus. Catholic University of America, *Visiting Lecturer in Music* (accompanying, piano, vocal coaching)  
 Arnold Juda, Music Lyceum Amsterdam, *Lecturer Emeritus in Music*  
 Alfred Lang, M.F.A. University of California, Irvine, *Visiting Lecturer in Music* (jazz band, trumpet)  
 Claudia Barret Levine, B.Mus. The Juilliard School, *Visiting Lecturer in Music* (string bass)  
 Margaret Murata, Ph.D. University of Chicago, *Professor of Music* (history, theory)

Eiki Paik, M.Mus. University of Southern California, *Visiting Lecturer in Music* (basic piano)  
 Ronald W. Sainio, M.Mus. University of Wisconsin, *Visiting Lecturer in Music* (basic voice, choral ensembles)  
 Mahlon Schanzenbach, M.A. California State University, Long Beach, *Visiting Lecturer in Music* (voice)  
 Nina Scolnik, Performance Diploma, The Juilliard School, *Visiting Lecturer in Music* (piano)  
 H. Colin Slim, Ph.D. Harvard University, *Professor of Music* (history)  
 Howard Swan, M.A. Claremont Colleges, *Visiting Lecturer in Music* (choral music, conducting)  
 James Thatcher, B.A. Brigham Young University, Composers' Brass Quintet and Los Angeles Wind Quintet, *Visiting Lecturer in Music* (French horn)  
 Joanne Turovsky, M.Mus. University of Southern California, *Visiting Lecturer in Music* (harp)  
 Willem F. Van Overeem, M.A. University of California, Berkeley, *Visiting Lecturer in Music* (piano)  
 Marianne Whitmyer, B.A. University of California, Irvine, Los Angeles Wind Quintet, *Visiting Lecturer in Music* (flute)  
 Eric Wright, B.Mus.Ed. George Peabody College, *Visiting Lecturer in Music* (percussion)

Additional professional staff in instrumental music supplement the staff in accordance with the needs of the program.

The School of Fine Arts offers two undergraduate degrees in music, the Bachelor of Music (B.Mus.) and the Bachelor of Arts (B.A.), with concentration in all areas of performance. In addition, a five-year program coordinated with the Office of Teacher Education is available for students interested in obtaining a California Teaching Credential.

**Bachelor of Music Degree:** Students preparing for the B.Mus. degree receive continuous private instruction and present solo recitals during their senior year. Specific requirements are outlined below. In addition, the B.Mus. candidate participates in the appropriate performance class each quarter:

*Vocal performance (Music 163):* Diction, stage presentation, repertory, criticism, style. Special topics vary (e.g., Mozart operas, Italian Baroque cantatas).

*Guitar and lute workshop (Music 174):* Ensembles, repertory with other instruments and voice, criticism, pedagogy.

*Piano repertory (Music 175):* Weekly solo performances before other students; criticism, style, interpretation.

*Chamber ensembles (Music 176):* For strings, winds, brass, percussion, and accompanists: quartets, small ensembles, and solo sonatas privately coached and rehearsed. (See also Music 194: Chamber Music)

Several music scholarships are offered to promising performers. Application for a scholarship audition (usually held in May) should be made at the Music Office as soon after the student has applied to the University as possible, telephone number (714) 856-6615.

**Bachelor of Arts Degree in Music:** Students preparing for the B.A. must meet minimum performance levels in order to be accepted into or to continue in the program. Two years' private instruction on an instrument or in voice, as well as basic keyboard instruction provide corequisite skills for any college-level study of music. In addition to the core courses, the B.A. program allows students to pursue elective subjects in music (such as composition, history, teacher training, conducting), in Fine Arts, or in other academic units at UCI. Specific requirements are outlined below.

All students receive lessons on their instruments, or in voice and perform in the orchestra or chorus, chamber ensembles, and in solo recitals.

## Recommended in Addition to the UCI Admission Requirements

**For the B.A. and B.Mus.** Ensemble experience in chorus, orchestra or band. Basic keyboard instruction desirable. Some experience as a solo performer.

**For the B.A.** Knowledge of scales; fundamental notation; reading in treble and bass clefs; triads. (Students lacking this preparation may enroll in Music 25: Fundamentals of Music as a remedial course.) Two to four years' instruction on an instrument or in voice. Ensemble or stage experience.

**For the B.Mus.** Knowledge of scales, chords, arpeggios. Sight-reading. Three to six years' private instruction. Solo repertory: sonata and chamber literature, art song or oratorio.

**Transfer students (both degrees).** College-level private instruction on an instrument or voice. Two years of theory, history of western music, ear-training, sight-singing, piano sight-reading. Transfer students are given placement examinations in their first quarter of study. Transfer students interested in obtaining a California Teaching Credential (Single Subject) are advised to consult with the Office of Teacher Education for credential requirements.

## Specific Recommendations for Entrance to B.Mus. Program

**Voice Majors.** At least two years of private study and/or participation in choral or orchestra ensemble and some facility at the keyboard are recommended. Background in Italian, French, and German art songs is recommended.

**Piano Majors.** Entering piano majors should be able to perform a Haydn or Mozart sonata, a two-part invention of Bach, and all the major and minor scales and arpeggios.

**Woodwind Majors: Flute, Oboe, Clarinet, Bassoon.** Sustained tone production, accurate intonation over a dynamic range from *pianissimo* to *fortissimo*, control of breath and articulation, all major and minor scales and arpeggios *legato* and *staccato* commensurate with the range and technique of the instrument are required. The student should be able to play and read repertoire of a difficulty comparable to the symphonies of Haydn, Mozart, Beethoven, and Schubert and should demonstrate knowledge of the sonata literature for the particular instrument.

**Brass Majors: French Horn, Trumpet, Trombone, Tuba.** Requirements are essentially the same as for woodwinds.

**Percussion Majors.** Mastery of rudimentary drum techniques and some knowledge of the piano are required.

**String Majors: Violin, Viola, Violoncello, Double Bass.** Requirements are clear tone production; precise intonation with and without vibrato; controlled vibrato; slurred, *detaché*, *louré*, *staccato*, and simple *spiccato* bow strokes. Knowledge of all major and minor scales and arpeggios is highly desirable. The student should also be able to satisfy the same general repertoire requirements listed above under woodwinds.

**Special String Performance Majors: Violin.** Major and minor scales and arpeggios through three octaves, one movement from a Bach unaccompanied sonata or partita, one movement from a Classical or Romantic sonata, and two contrasting movements of a Classical or Romantic concerto from the standard repertoire are required.

**Viola.** Major and minor scales and arpeggios through three octaves, one movement from a Bach suite, and one movement of a sonata or concerto from the standard repertoire (e.g., Brahms sonata, concertos by Handel, Hoffmeister, Bartók, Telemann, etc.) are required.

**Violoncello.** Major and minor scales and arpeggios through three octaves, one movement from a Classical sonata (e.g., Sammartini G major sonata, Beethoven sonata) or two contrasting movements from a Bach suite, and one movement from a Romantic sonata (e.g., Brahms, Strauss, etc.) or one movement of a concerto from the standard repertoire (e.g., Lalo, Saint-Saens, Dvorak, Haydn) are required.

**Double Bass.** Major and minor scales and arpeggios, solo from Saint-Saens *Carnival of the Animals* or a comparable work, and two contrasting movements from any concerto of the standard repertoire are required.

**Guitar and Lute Majors.** The requirements are the mastery of all major and minor scales and etudes such as those of Fernando Sor to demonstrate the ability to play arpeggios, chords, slurs, and the rest stroke cleanly and with good tone; the ability to sight-read single lines on all parts of the fingerboard, and similar pieces in more than one part up to the fifth position; the ability to demonstrate knowledge of repertoire from different periods, and to perform at least one extended work (sonata, suite, theme and variations, etc.). Prior knowledge of the lute is desirable but not required.

#### Sample Program — B.A.

	<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
<b>Fall</b>	Music 5A Music 30A Ensemble English and Comparative Literature WR39A	Music 15A Music 35A (Music 10) Breadth II Elective	Music 40A Instrument Breadth III Elective Elective	Music 155A Instrument Ensemble Breadth V Elective
<b>Winter</b>	Music 5B Music 30B Ensemble English and Comparative Literature WR39B Elective	Music 15B Music 35B (Music 10) Breadth II Instrument	Music 40B Breadth III Instrument Elective Elective	Music 155B Breadth V Ensemble Elective
<b>Spring</b>	Music 5C Music 30C Ensemble English and Comparative Literature WR39C	Music 15C Music 35C Instrument (Music 10) Breadth II Elective	Music 40C Music 145 Instrument Breadth III	Ensemble Breadth V Elective Elective

#### Sample Program — B.Mus.

	<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
<b>Fall</b>	Music 5A Music 30A (Music 10) English and Comparative Literature WR39A	Music 15A Music 35A Music 40A Breadth III	Music 135A Breadth II Elective Major group <sup>1</sup>	Music 155A Breadth V Elective Major group <sup>1</sup>
<b>Winter</b>	Music 5B Music 30B (Music 10) Major group <sup>1</sup> English and Comparative Literature WR39B	Music 15B Music 35B Music 40B Breadth III <sup>1</sup>	Music 135B Breadth II Elective Major group <sup>1</sup>	Music 155B Breadth V Elective Major group <sup>1</sup>
<b>Spring</b>	Music 5C Music 30C (Music 10) English and Comparative Literature WR39C	Music 15C Music 35C Music 40C Breadth III	Music 145 Breadth II Elective Major group <sup>1</sup>	Senior recital Breadth V Elective Major group <sup>1</sup>

<sup>1</sup>Three courses taken concurrently that are determined by the student's major. See *Course Groups by Major* chart below.

#### Course Groups by Major

<b>Piano major</b>	<b>Voice major</b>	<b>Guitar major</b>	<b>String major</b>	<b>Woodwind/ Brass major</b>	<b>Percussion major</b>
Music 65, 165	Music 68, 168	Music 190	Music 166	Music 167	Music 190
Music 175	Music 163	Music 174	Music 160	Music 160	Music 160
Music 176	Music 162	Music 176	Music 176	Music 176	Music 176



## Careers for the Music Major

A baccalaureate degree in Music offers many career opportunities. Music is a highly competitive profession and a degree may or may not lead to professional employment with an orchestra or as a concert artist. Many graduates do, however, become members of symphony orchestras, successful freelancing composers, and performers. Many others go on to pursue graduate degrees in performance, music history, conducting, arts management, music librarianship, composition, or secondary or postsecondary education.

## Requirements for the Bachelor's Degree

**University Requirements:** See pages 49-52.

**School Requirements:** None.

## Program Requirements (General)

**Performance requirements.** Entering majors are expected to have competence in reading and performing music, and must audition for placement in the program.

**Instruments or voice.** All students receive lessons on their instruments or in voice and participate in various choral or instrumental ensembles. These requirements vary for the B.A. and B.Mus. degrees; see below.

**Musicianship.** All students must complete two years' work in sight-singing, one to four-part dictation, and keyboard harmony.

**Piano sight-reading.** Basic to the program for all majors are keyboard skills. Students must pass an examination in sight-reading Bach chorales and moderately difficult accompaniments, no later than the end of the first quarter of the junior year. (Music 10 assists the student in preparing for this examination.)

### Further core requirements

All students complete two years' study of theory, analysis, and a year survey of the history of music from the Middle Ages to Wagner.

All transfer students must pass a performance audition in order to declare a major in music in either the B.A. or B.Mus. degree programs. For the B.Mus., the audition will determine the minimum number of quarters necessary to complete degree requirements. All transfer students must take placement tests in musicianship, theory, and history in order to receive transfer credit toward fulfilling degree requirements.

Transfer students should pass the piano sight-reading examination no later than their second quarter at upper-division standing.

## Program Requirements (Specific)

**Core requirements for the B.A. and B.Mus.:** two years of theory (Music 30A-B-C, 35A-B-C); two years of musicianship (Music 5A-B-C, 15A-B-C); one year of music history; one quarter of counterpoint (Music 43); passing of Basic Piano Examination (sight-reading).

**B.A.:** Six core courses; two quarters of form and analysis (Music 155A-B); one quarter of twentieth-century music (Music 145); two years of instrumental or vocal instruction (12 units maximum to be taken from Music 65-68, 165-168, or 190; neither Music 10 nor 18 fulfill this requirement); two years of ensemble or repertory classes (12 units to be chosen from Music 160-164, 169, 171-176, 178, 194).

Transfer students must complete at least six units of instrumental or vocal instruction in residence and six units in ensemble or repertory courses in residence.

**B.Mus.:** Six core courses; two quarters of form and analysis (Music 155A-B); one quarter of twentieth-century music (Music 145); modal and tonal Counterpoint (Music 135A-B); instrumental or vocal instruction each quarter of residence (Music 165-168 or 190); senior recital. All B.Mus. majors who are studying an orchestral or band instrument are required to enroll in Orchestra or Wind Ensemble (Music 160 or 161) and in Chamber Ensembles (Music 176) each quarter of residence. Majors studying guitar or lute are required to enroll in Guitar and Lute Workshop (Music 174) and Chamber Ensembles (Music 176) each quarter of residence. Majors studying piano are required to enroll in Piano Repertory (Music 175) and Chamber Ensembles (Music 176) each quarter of residence. Majors studying voice are required to enroll in Chorus or Chamber Singers (Music 162 or 171) and Vocal Performance (Music 163) each quarter of residence. With permission of the director of the program in voice, a student when in residence may substitute two quarters of Drama 30A-B (Acting) and two quarters of Drama 165 (Music Theatre Workshop) for a maximum of four quarters of Music 163 and Vocal Performance (Music 163). During the quarter of their Senior Recital students, by permission, may be exempted from their ensemble requirement.

## Sample Programs — Special String Performance B.Mus.

	Freshman	Sophomore	Junior	Senior
Fall	Music 5A	Music 15A	Music 40A	Music 194
	Music 30A	Music 35A	Music 194	Music 177
	(Music 10)	Music 77	Music 177	Music 160
	Music 77	Music 160	Music 160	Breadth V
	Music 160	Fine Arts course	Breadth III	Music Elective
	English and Comparative Literature WR39A	Breadth II		
Winter	Music 5B	Music 15B	Music 40B	Music 194
	Music 30B	Music 35B	Music 194	Music 177
	(Music 10)	Music 77	Music 177	Music 160
	Music 77	Music 160	Music 160	Elective
	Music 160	Fine Arts course	Breadth III	Breadth V
	English and Comparative Literature WR39B	Breadth II		
Spring	Music 5C	Music 15C	Music 40C	Music 194
	Music 30C	Music 35C	Music 194	Music 177
	(Music 10)	Music 77	Music 177	Music 160
	Music 77	Music 160	Music 160	Music 196
	Music 160	Fine Arts course	Music Elective	Breadth V
	English and Comparative Literature WR39C	Breadth II	Breadth III	

### B.Mus. (Special String Performance)

This special program is designed to provide the student with the necessary skills to be able to compete, upon graduation, at a professional level in a highly competitive field. Special emphasis is put on the student's progress and achievement through intensive private study and the maximum opportunity to perform. Students will be expected to give during their senior year a full public recital which will reflect the high performance standards of this special program. Participation in the University Orchestra is required during all four years of residence.

Core requirements; four years of instruction in major instrument (Music 77, 177); four years in orchestra (Music 160); two years in chamber music (Music 194); three courses in fine arts (to be chosen from history or criticism of art, dance history, development of drama, dramatic literature, or film criticism); an elective in music, totaling four to eight units (to be chosen from Music 145, 135A-B, 155A-B, 140-144); command of piano; a full, public senior recital (Music 196).

#### Program Requirements for the Minor

Music 30A-B-C (theory); Music 40A-B-C (history of music) (students may select class sections of 40A-B-C either for majors or for nonmajors); 12 units in studio tutorial selected from among Music 165, 166, 167, or 168; six units in performance organization selected from among Music 160, 161, 162, or 178. A minimum of four of the upper-division courses for the minor must be taken at UCI.

### Master of Fine Arts Program

#### Degree Offered

M.F.A. in Fine Arts, with emphasis in composition, choral conducting, voice, piano performance, and instrumental performance.

#### Admission

Applications for admission to the degree program are normally submitted by March 1 for the following fall quarter. Applicants for admission to the degree program must meet the general requirements for admission to graduate study and hold a B.A. in Music, or B.Mus., or the equivalent. Applicants must demonstrate their competence in basic musical skills: ear-training, sight-singing, written and keyboard harmony, dictation, score-reading, and minimal facility at the piano (including sight-reading). Applicants must submit proof of at least two years of college study, or the equivalent, of at least one of the following languages: French, German, Italian.

Applicants must also submit an 8-10 page paper on a musical subject (analytical, theoretical, historical); this requirement may be fulfilled by the submission of an undergraduate term paper.

All applicants for programs in performance must audition for members of the music faculty. In special cases, a recently recorded demonstration of performance may be accepted. Applicants for the program in composition must submit scores and tapes of their works.

#### General Degree Requirements

Normally, two years of residence are required. Each candidate must enroll for three courses each quarter for six quarters, exclusive of summer sessions. Reading knowledge of one language other than English (French, German, Italian, Latin) must be demonstrated by a written examination administered by the music faculty. This examination must be passed before the candidate may schedule the comprehensive examination.

Comprehensive examinations are normally taken after three to four quarters in residence as a prerequisite to candidacy



for the M.F.A. A student failing these examinations may reschedule them once in the following quarter. Participation in performance at UCI throughout residence is required.

#### Specific Degree Requirements

Seventy-two quarter units in graduate or approved upper-division undergraduate courses must be completed with a grade of at least B in each course. Not more than 20 units in upper-division courses may count toward the degree. Specific course requirements must be completed in one of the following areas:

**Composition:** two courses in bibliography (Music 200); two courses in directed reading (Music 250); six courses in graduate studio composition (Music 212); three courses in graduate projects (Music 240); two quarters of tutorials (Music 190); one quarter of tutorials (Music 191); three electives; preparation of a project in composition, supported by a written essay of about 20 pages.

**Choral Conducting or Voice:** two courses in bibliography (Music 200); two quarters of tutorials (Music 190); five courses in graduate studio vocal literature (Music 210); one quarter of tutorials (Music 191); two courses in directed reading (Music 250); three quarters of graduate projects (Music 240); four electives; preparations of a project in performance, supported by a written essay of about 20 pages.

**Piano Performance:** two courses in bibliography (Music 200); one course in directed reading (Music 250); six courses in graduate studio instrumental literature (Music 211); three quarters of graduate projects (Music 240); six quarters of chamber ensembles and performance, of which at least two will be devoted to contemporary music (Music 176); three electives. There will be a solo recital at the end of each of the two years of residence.

**Instrumental Performance:** two courses in bibliography (Music 200); one course in directed reading (Music 250); six courses in graduate studio instrumental literature (Music 211); six quarters of chamber ensembles and performance, of which at least two will be devoted to contemporary music (Music 176); three quarters of graduate projects (Music 240); three electives. There will be a solo recital at the end of the second year of residence.

## Lower-Division Courses in Music

**5A-B-C Musicianship I (2-2-2) F, W, S.** Sight-singing, harmonic, rhythmic, and melodic dictation; exercises in rhythm. Prerequisite: Music major or consent of instructor. Corequisites: enrollment in freshmen theory (Music 30A-B-C) and piano (Music 10), or demonstrated proficiency.

**10 Basic Piano (2) F, W, S.** For music majors with little or no piano experience, this course provides the necessary background for realizing keyboard exercises required in the theory and harmony courses, and to enable them to play and sight-read simple music from different periods.

**15A-B-C Musicianship II (2-2-2) F, W, S.** Two- to four-part dictation, sight-singing including simple atonal melodies, keyboard harmony, C clefs. Corequisites: Music 130A-B-C. Prerequisites: Music 5A-B-C or equivalent.

**18 Basic Voice (2) F, W, S, Summer.** Class instruction for nonmusic majors. Students must be enrolled in Music 162 or Drama 165 in the current year. Prerequisite: Music 25 or consent of instructor.

**20 The Nature of Music (4) F.** A nonhistorical introduction designed to teach students how to listen to music by immediate response to its basic elements. Neither an ability to read music, nor any extensive familiarity with it, is required. Not offered every year.

**25 Fundamentals of Music (2) F, S, Summer.** Scales, key signatures, notation, basic progressions, intervals, reading, intonation, transposition, basic rhythms.

**30A-B-C Theory I (4-4-4) F, W, S.** The study of traditional common-practice diatonic harmony, through written and keyboard drill. Basic harmonic theory, triads, seventh chords, sequences, modulation, elementary figured bases. Prerequisite: Music 25 or equivalent.

**35A-B-C Theory II: Chromatic Harmony (4-4-4) F, W, S.** Two-, three-, and four-part writing; altered and chromatic chords; extended modulations and large-scale harmonic structure. Prerequisites: Music 30A-B-C or equivalent, concurrent enrollment in Music 15A-B-C. Open only to Music majors.

**40A-B-C History and Literature of Music (4-4-4) F, W, S.** A survey of styles in Western music from ancient times to Richard Wagner. Emphasis is placed on acquiring a thorough knowledge of specific musical examples representing the principal styles of Western art music to 1880. For majors only. Prerequisites: Music 5C and Music 30A or equivalents. Another section of History and Literature of Music for nonmajors has no prerequisites. (IV)

**43 Tonal Counterpoint (4) S.** Exercises and composition in two- and three-part writing, canon, and fugue, as well as some contemporary forms. Prerequisite: Music 35B or equivalent. Open only to Music majors.

**45A-B-C Modern Art, Dance, and Music (4-4-4) F, W, S.** Same as Fine Arts 45A, B, C. (IV) Not offered 1985-86.

**65 Intermediate Piano (1-2) F, W, S.** Private weekly lessons. Prerequisite: By audition, for piano majors in the B.A. program only. May be repeated for a maximum of 12 units of credit.

**68 Intermediate Voice (1-2) F, W, S.** Private weekly lessons and coaching for lower-division Music majors and upper-division Music

majors in the B.A. program. Concurrent requirement: enrollment in Music 162 or 171. May be repeated for a maximum of 12 units of credit.

**77 Private Lesson (Special String Performance majors) (4) F, W, S.** A one-hour weekly private lesson. Instruction in technique and literature for Special String Performance option at freshman and sophomore levels. May be repeated for credit.

## Upper-Division Courses in Music

**135A Counterpoint (4) F.** Exercises and composition in two- and three-part writing, canon, and fugue, as well as some contemporary forms. Modal counterpoint. Prerequisite: Music 30C.

**135B Counterpoint (4) W.** Exercises and composition in two- and three-part writing, canon, and fugue, as well as some contemporary forms. Tonal counterpoint. Prerequisite: Music 35A.

Courses in the 140-145 sequence are for Music majors and include such topics as: The Motet in the Thirteenth and Fourteenth Centuries (140), Renaissance Keyboard Music (141), The Cantatas of Bach (142), Mozart's Operas (143), Early Nineteenth-Century Opera (144), Schoenberg, Bartók and Stravinsky (145). Topics vary from quarter to quarter; each course may be repeated for credit. In addition, special courses in the 140-145 series numbered N are also offered for nonmajors.

**140 Studies in Medieval Music (4)**

**141 Studies in Renaissance Music (4)**

**142 Studies in Baroque Music (4)**

**143 Studies in Classical Music (4)**

**144 Studies in Romantic Music (4)**

**145 Studies in Twentieth-Century Music (4) S**

**150A-B-C Composition (4) F, W, S.** Exercises and projects for diverse instrumental-vocal combinations; contemporary techniques and problems. Participation in the improvisation ensemble and working with electronic media. Prerequisites: Music 15C or 30C or equivalent; or consent of instructor. May be repeated for credit.

**155A-B Analysis (4-4) F, W.** Methods of formal analysis applicable to all Western musical styles: additive, continuous, transformational, and hierarchic forms; rhythm, texture, and sonority as form and process. Prerequisites: Music 15C and Music 35C or equivalents. Offered alternate years with Music 135A-B.

**160 University Orchestra (1-2) F, W, S.** One unit of credit for majors; two units of credit for nonmajors. The Orchestra is composed of students and community members; open by audition only. It performs regularly on campus, and its repertoire includes major works of the classical symphonic literature as well as representative works by contemporary composers. Musicians are required to attend all rehearsals (Tuesdays and Thursdays, from 7-10 p.m.). May be repeated for credit.

**161 University Wind Ensemble (2).** An ensemble devoted to the study and performance of music written for varying combinations of wind and percussion instruments. Concerts typically include works for small groups (e.g., octets), as well as those for full symphonic wind ensemble. Membership open to both Music majors and nonmajors by audition only. May be repeated for credit.

**162 University Chorus (2) F, W, S.** Included in the University Chorus are Concert Choir, Freshman Chorus, Men's Chorus, Women's Chorus, Jazz Choir, Collegium Musicum. Each quarter a major concert is prepared, often with orchestral accompaniment. Membership is open to all University members by audition. May be repeated for credit.

**163A Vocal Performance: English/Italian (2) F.** Technique, diction, and interpretation through the preparation of repertory in English and Italian (in alternate years), mastering the International Phonetic Alphabet and developing a critical ear for intelligibility. May be repeated once for credit. Only for Music majors concentrating in voice. Voice majors prepare songs from the standard repertoire to be presented in public recitals scheduled during the academic year.

**163B Vocal Performance: French/German (2) W.** Technique, diction, and interpretation through preparation of repertory in French and German (in alternate years), mastering the International Phonetic

Alphabet and developing stage presentation and style. May be repeated once for credit. Only for Music majors concentrating in voice.

**163C Vocal Performance: Special Topics (2) S.** A workshop on changing topics such as operatic scenes, modern music, extended vocal techniques, single composers (e.g., Mozart). Gesture, stance, stage presence, and acting are stressed. Only for Music majors concentrating in voice. May be repeated for credit.

**164 Opera Workshop (2).** Students participate in staged performances of scenes from complete operas. The aim is to broaden the repertoire of singers by offering them opportunities to become acquainted with a wide variety of operatic roles.

**165 Advanced Study in Piano (2) F, W, S.** Designed to give students the technique, musical insight, and performance experience for interpreting works of the piano literature in concert performances of true artistic value. Private weekly lessons. Open to Music majors only. May be repeated for credit.

**166 Advanced Study for String Instruments (2) F, W, S.** Private weekly lessons. Open to Music majors only. May be repeated for credit.

**167 Advanced Study for Wind Instruments (2) F, W, S.** Private weekly lessons. Open to Music majors only. May be repeated for credit.

**168 Advanced Study in Voice (2) F, W, S.** Designed for voice majors; students are selected by audition. Private weekly lessons. Corequisite: Concurrent enrollment in Music 162 or 171. May be repeated for credit.

**169 Conducting (4).** Fundamentals of baton technique, score study, transposition, and orchestration. Prerequisites: Music 15C and Music 40A-B-C or equivalents. Not offered every year.

**170 Orchestration (4).** Ranges and capabilities of modern orchestral instruments. Exercises in writing for various combinations of wind, string, and percussion instruments and for full orchestra. Although designed for music majors, the course is open to anyone possessing the requisite theoretical background. Prerequisites: Music 30C or equivalent; Music 5C. Not offered every year.

**171 Chamber Singers (2).** A select ensemble specializing in vocal chamber music from all periods. Frequent performances on and off campus. Membership is open to all UCI members by audition.

**172 Chamber Orchestra (2).** An ensemble of 12-20 members. Open to all UCI students by audition. May be repeated for credit.

**173A Theatre Orchestra (2) F, W, S.** Not offered every year. May be repeated for credit. Same as Drama 173A.

**173B Theatre Band (2) F, W, S.** Not offered every year. May be repeated for credit. Same as Drama 173B.

**174 Guitar and Lute Workshop (2) F, W, S.** A practical class for the improvement of sight-reading skills by ensemble playing. The workshop also covers specialized forms of notation employed for the guitar and lute, and the history and literature of these instruments. May be repeated for credit.

**175 Piano Repertory (2) F, W, S.** Weekly two-hour meetings of students to perform before each other, followed by open discussion. The aim is to develop a sense of self-criticism and the ability to listen intelligently. Normally each student also participates quarterly in piano recitals. May be repeated for credit.

**176 Chamber Ensembles and Performance (2) F, W, S.** A class for instrumental majors (woodwind, brass, strings, percussion, guitar, lute, piano) wherein members perform solo and chamber music at each meeting before their fellow students. Critical listening and constructive criticism are encouraged. May be repeated for credit.

**177 Private Lesson (Special String Performance majors) (4) F, W, S.** A one-hour weekly private lesson. Instruction in technique and literature for Special String Performance option at junior and senior levels. May be repeated for credit.

**178 Jazz Band (2) F, W, S.** Rehearsal and performance of literature written for large jazz ensemble with emphasis on methods and materials. Laboratory setting for new arrangers and/or composers of modern jazz pieces. Prerequisite: consent of instructor. May be repeated for credit.

**179 Percussion Ensemble (2) F, W, S.** Instrumental performance experience in percussion. Principles of percussion performance prac-

tices including individual styles. Prerequisite: ability to read music and/or understanding of common musical usages and notations. May be repeated for credit.

**180 Music Criticism (4).** Topics vary.

**190 Studio Tutorials in Music (2) F, W, S.** Piano, strings, winds, voice, conducting, guitar, lute, percussion for majors. Violin, viola, cello, double bass for qualified nonmajors with consent of instructor and with concurrent enrollment in Music 160. May be repeated for credit.

**191 Tutorial in Music (4) F, W, S.** May be repeated for credit.

**194 Chamber Music (2) F, W, S.** Performance of classical, romantic, and contemporary chamber music works. Includes private coaching (every other week) and an open forum for constructive criticism by class members. Open to string players and a limited number of woodwind players and pianists by audition. May be repeated for credit.

**195 String Quartet Proseminar (2) F, W, S.** Designed to acquaint string players with the repertoire of the string quartet through open rehearsals and seminars. May be repeated for credit.

**196 Senior Recital (4) F, W, S.** A full, public recital to be given in the senior year. The program must include works from the major periods of music (e.g., Baroque, classical, romantic, modern). May be repeated for credit.

**197 Vocal Accompanying (2-2-2-2-2) F, W, S.** Designed for advanced singers and pianists. Performance practice, styles of vocal literature: German lieder, French melodies, twentieth-century art song.

**198 Music Workshop (4) F, W, S.** May be repeated for credit.

## Graduate Courses in Music

All graduate courses may be repeated for credit.

**200 Bibliography and Research (4-4) F, W.** Required of all entering students. A systematic introduction to the bibliographical tools both in the general field of music and in the students' areas of specialization.

**210 Graduate Studio: Vocal Literature (4-4-4) F, W, S.** Includes studies in vocal literature, vocal pedagogy, and diction and performance.

**211 Graduate Studio: Instrumental Literature (4-4-4) F, W, S.** Contents will vary according to the student's major instrument. The core of this course is intensive private instruction and study of the various instrumental literatures.

**212 Graduate Studio: Composition (4-4-4) F, W, S.** Intensive work in composition geared to each student's level of competence.

**218 Graduate Voice Tutorial (2-2-2) F, W, S.** Advanced studies in vocal technique. Private weekly lessons. May be repeated for credit. Prerequisite: acceptance into graduate program in Drama with an emphasis on music theatre.

**220 Seminar in Music History (4)**

**230 Seminar in Contemporary Music (4) F, W, S.** Special seminar projects dealing with music of the twentieth century with emphasis on analytical techniques and style criticism. May be repeated for credit.

**240 Graduate Projects (4-4-4) F, W, S.** Contents vary according to the student's area of concentration. For composers contents include preparation of works for performance; for vocalists and choral conductors contents include study of conducting and the preparation of solo and choral works for performance; for pianists contents include master classes in performance; and for other instrumentalists contents include participation in the University Orchestra.

**250 Directed Reading (4)**

**260 Thesis (4).** By consent.

**399 University Teaching (4-4-4) F, W, S.** Limited to Teaching Assistants.

## School of Humanities

Kendall E. Bailes **Dean**

The School of Humanities sets for itself the goal of helping to develop both the analytical and creative powers of its students with particular respect not only to vocational goals, but also the larger questions of human conduct, the modes of human communication and symbolization, speculative thought, and the verbal arts. The School includes those basic disciplines of language, literature, history, and philosophy that deal fundamentally with the texture and dimensions of experience, both individual and social, past and present. The School takes as its concern a large portion of the liberal education not only of students who intend to major within its confines, but also of students who come to it from other parts of the campus. Because of the nature of the disciplines collected in the School, it is deeply concerned with language and its many facets. Further, though the School has established a number of specific major courses of study, it is intent on integrating the basic disciplines in a variety of ways at the undergraduate level and to some extent at the graduate level.

### Degrees

Classical Civilization .....	B.A.
Classics .....	B.A., M.A., Ph.D.
Comparative Literature .....	B.A., M.A., Ph.D.
English .....	B.A., M.A., M.F.A., Ph.D.
French .....	B.A., M.A., Ph.D.
German .....	B.A., M.A., Ph.D.
History .....	B.A., M.A., Ph.D.
Humanities .....	B.A.
Linguistics .....	B.A.
Philosophy .....	B.A., M.A., Ph.D.
Russian .....	B.A.
Spanish .....	B.A., M.A., M.A.T., Ph.D.

### Honors

Students are nominated for honors at graduation on the basis of scholarship and special achievements. To be nominated the student must achieve a UC grade point average of at least 3.40 and receive strong recommendation from the department. A minimum of 18 courses (72 units) in residence at a UC campus is a necessary condition for honors at graduation. To be eligible for nomination, the student must meet all honors criteria and file an application for graduation by the end of the winter quarter of the senior year.

### Undergraduate Programs

The School offers undergraduate majors in Classical Civilization, Classics, Comparative Literature, English, French, German, History, Humanities (including Emphases in Film Studies and Women's Studies), Linguistics, Philosophy, Russian, and Spanish. It offers lower- and upper-division courses in Italian and Portuguese.

A corps of lower-division advisors is designed to meet the special needs of freshmen and sophomores who are interested in the humanities but who have not chosen a major in the School. The advisors are particularly interested in undergraduate education and especially knowledgeable about University regulations, requirements in and outside the School, course content, options to major, and other matters that may present difficulties. For the first two years, students in Humanities are encouraged to explore the various disciplines represented in the School. During that time the lower-division advisor is prepared to help the undeclared student keep options to major open, plan a coherent program of humanistic study, and reach an eventual decision about the major.

**NOTE:** In many undergraduate courses in the School of Humanities, additional meetings between individual students and the instructor may be required.

Generally each major stipulates a one-year course that is both an introduction to the discipline and a prerequisite to the major itself. Students who plan wisely with their advisors will construct programs that include a good number of such courses.

Undergraduate students in the School of Humanities participate in the affairs of the School in a number of ways: by serving on committees of various departments, by sitting with the faculty in its meetings, and by serving on the Humanities Council, which directly advises the Dean.

Graduates of the School of Humanities often go on to graduate and professional schools. An undergraduate major in the humanities is excellent preparation for future careers in law, teaching at all levels, business, journalism, administration, government service at all levels, and also medicine.

### Humanities Honors Program

The Honors Program of the School of Humanities is designed to challenge superior students and provide them with unique opportunities for interdisciplinary work. Honors Program participants will have the added advantage of being able to pursue independent research with a faculty member and to participate in advanced seminars in humanistic inquiry. The Program is open by invitation to students from programs and disciplines outside the School of Humanities.

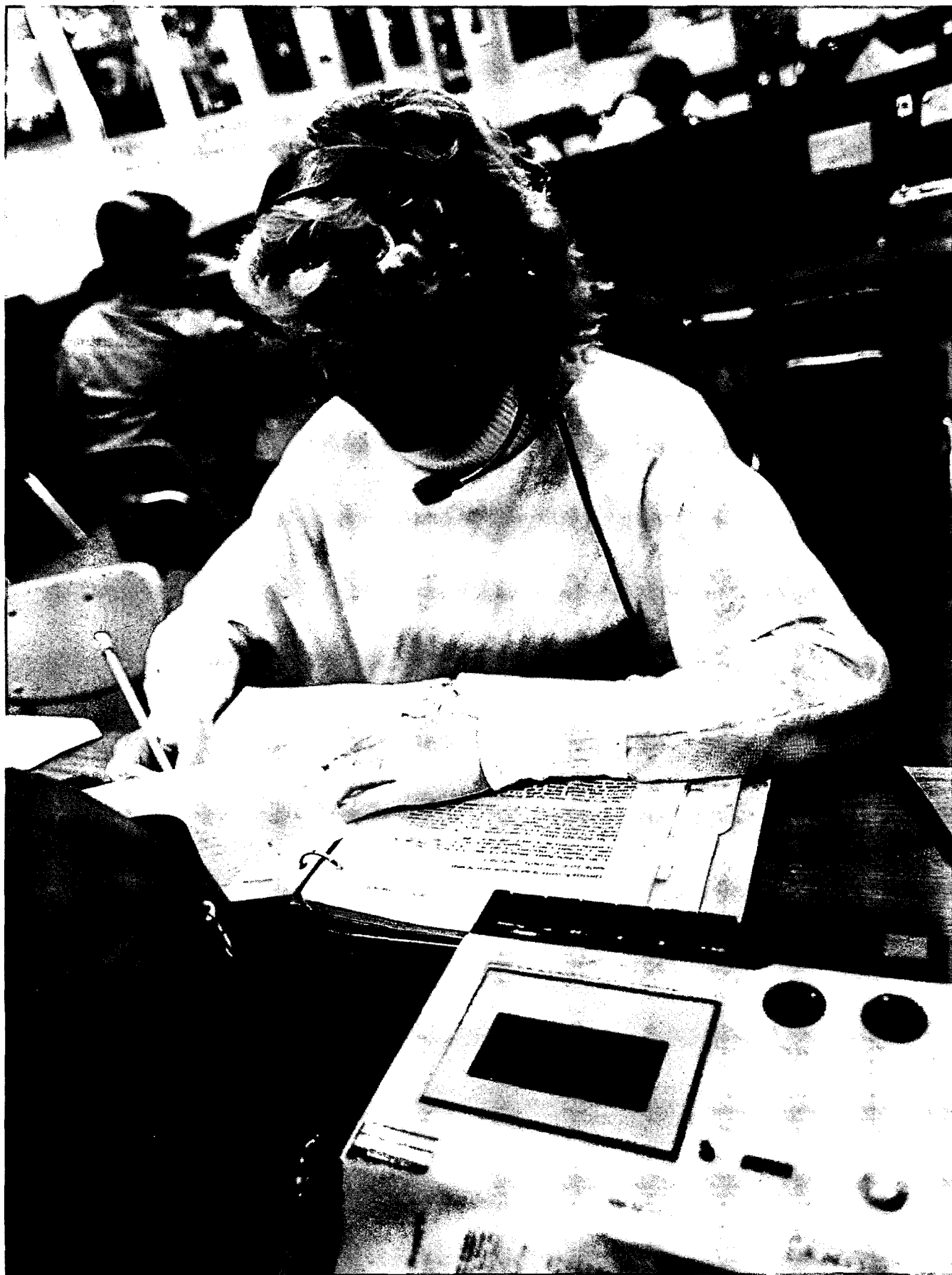
The Humanities Honors Program offers three honors sequences. Honors Humanities 1A-B-C, open by invitation to selected students, provides special discussion sections for honors students enrolled in the Humanities Core Course. Honors Humanities 2A-B-C compares and contrasts modes of analysis and critical thinking in history, literary studies, and philosophy in a small seminar setting. The third honors sequence (Humanities H138, H139, H140) combines critical analysis with the writing of an honors thesis in the student's major field.

Honors students are invited to participate in special student-faculty colloquia as well as informal gatherings. Individualized counseling on courses and careers is available. Entering freshmen participants may request priority consideration for housing. For additional information, please contact the Office of the Dean, School of Humanities, University of California, Irvine; Irvine, CA 92717, telephone (714) 856-5132.

### Language Laboratory

The Language Laboratory serves as the audio-lingual resource center for the following languages taught in the School of Humanities: Spanish, French, German, Russian, Portuguese, and Italian. Students, faculty, and staff may listen to cassettes of audio material in the Laboratory, or they may check out cassettes and cassette players to practice at home. Members of the community are welcome to use the Language Laboratory facilities on campus.

In addition to the languages offered in the School of Humanities, the Language Laboratory has a tape library that includes reels in Persian, Romanian, Chinese, Japanese, Dutch, Swedish, Norwegian, English, Hebrew, and Swahili. Arrangements can be made to provide these languages on cassette.



Through the business office, the Language Laboratory operates a translation referral service for students, faculty, staff, members of the community, and local businesses. The Language Laboratory is located in 207 and 213 Humanities Hall and is open from 8:00 a.m. until 4:00 p.m., Monday through Friday. The telephone number is (714) 856-6344.

## Requirements for the Bachelor's Degree

**University Requirements:** See pages 49-52.

### School Requirements

Humanities 1A-B-C, taken in the freshman year (transfer students may substitute appropriate course work in composition, literature, history, humanities, and philosophy for the Core Course by permission: apply in the Dean's Office); two years of work in a single acceptable foreign language, either modern or classical (through 2C), or equivalent competence; quarterly consultation with an assigned advisor and the advisor's written approval for the program of study decided upon. Consultation should be made by the second week of each quarter.

**School Residence Requirement:** At least five upper-division courses required for each major must be completed successfully at UCI. See individual major requirements for specific courses.

## Graduate Programs

The School offers a wide program of graduate degrees. Although the Master's degree is offered in most departments, the programs emphasize the Ph.D. and give distinct preference in admission to those students who intend to take that degree. Exceptions are the two-year Master of Fine Arts in English (Creative Writing) and the two-year Master of Arts of Teaching in Spanish. In addition to the seminars offered by the various departments, the School sponsors a number of interdisciplinary seminars annually. These courses are taught jointly by faculty members from various departments. Further, several departments offer a few students the opportunity to do part of their work for the Ph.D. in a related discipline.

A limited number of students is accepted annually to study for teaching credentials. This program is a cooperative effort between the School and the Office of Teacher Education.

Graduate students in the School of Humanities participate in the affairs of the School in a number of ways: by serving on committees of the various departments, by sitting with the faculty in its meetings, and by serving on the student graduate advisory committee, which directly advises the Dean.

## Department of Classics

Richard I. Frank, Ph.D. University of California, Berkeley, *Chair of the Department and Associate Professor of Classics and History* (Roman history, Classical tradition)

Luci Berkowitz, Ph.D. The Ohio State University, *Professor of Classics* (pastoral poetry, literary criticism)

Theodore F. Brunner, Ph.D. Stanford University, *Professor of Classics and Director, Thesaurus Linguae Graecae Project* (computer application to classical literature; Augustan literature)

B.P. Reardon, D.U. Université de Nantes, *Professor of Classics* (Late Greek literature, Greek novel)

Dana F. Sutton, Ph.D. University of Wisconsin, *Associate Professor of Classics* (Greek drama, satyr-play)

## Undergraduate Program

The Department of Classics aims to provide the undergraduate student with an exposure to the origins and heritage of

Western civilization. The Department is committed to a two-fold purpose: (1) disseminating interest in and knowledge of classical civilization through the teaching of Greek and Latin language and literature; and (2), through English translation courses in classical literature, history, civilization, and mythology, helping students to appreciate the pervasive influence of Greece and Rome on our own civilization. The Department offers both a major in Classics with an emphasis on Greek, Latin, or Linguistics and a major in Classical Civilization in which most of the required courses are in English translation. Students are encouraged to consult with the Classics faculty regarding the appropriate choice of major and design of program.

For the Classics major the basis of studying the Classics must be competence in both of the classical languages. The Classics program is designed to provide the student with this competence as rapidly as possible, so that by the end of first-year Latin or Greek the student has already been introduced to some of the major classical authors in the original. From then on the student is concerned with reading and interpreting the literature of ancient Greece and Rome, and will devote study to literary and textual criticism. In addition, students obtain an extensive background in ancillary fields such as ancient history, archaeology, art, drama, philosophy, and religion.

The major in Classical Civilization is designed for those students who have no plans to pursue graduate studies in the classical languages, yet wish to obtain an undergraduate degree based on a sound knowledge of the classical world. The nucleus of this major consists of one year of study (or its equivalent) in either classical language and a minimum of 10 courses in English translation (seven of which are given by the Department) concerning such topics as classical literature, civilization, history, archaeology, art, and drama.

The student planning to major in Classics or Classical Civilization should obtain a copy of the pamphlet, "The Classics," available in the departmental office.

Students entering UCI with previous Greek or Latin training will be given advanced standing as follows: in general, one year of high school work is equated with one quarter of UCI work. Thus, students with one, two, three, and four years of high school Latin will enroll in Latin 1B, 1C, 2S, and 100 respectively. Exceptions to this ruling can be made but must have the approval of the Department Chair. Students with high school training in the classical languages are encouraged to consult with the Classics staff before enrolling in Classics courses.

The Department adheres to the policy of giving its students an opportunity to participate in the departmental decision-making process. Student representatives, elected from and by the undergraduate majors, participate in all departmental meetings. They are responsible for maintaining close liaison with their constituency, for representing the students' interest in curriculum and personnel matters, and for the evaluation of both the academic program and the academic staff.

Inquiries regarding language placement, prerequisites, planning a program of study, or other matters related to the Department's offerings should be directed to the Office of the Chair, 142 Humanities Hall, (714) 856-6735/5896.



### Hebrew and Judaic Studies

Courses in Hebrew and Judaic Studies were initiated by the Department of Classics in September 1976, through a joint agreement between the School of Humanities and the University of Judaism in Los Angeles. Normally two years of Hebrew are offered which meet the Humanities foreign language requirement. Emphasis is on modern Israeli-spoken Hebrew, with some instruction in Biblical Hebrew during the second year. Hebrew language courses will not be offered in 1985-86 but may be resumed in 1986-87. Courses will continue to be offered in aspects of Jewish history, philosophy, and literature (Classics 180A-B-C, 181, and 182A-B-C). Through this program the Department of Classics is able to broaden its offerings to include both the Greek and Hebrew contributions to Western civilization.

### Requirements for the Bachelor's Degree

**University Requirements:** See pages 49-52.

**School Requirements:** See page 134.

#### Departmental Requirements for Majors

Two separate majors: Classics (with an emphasis in Greek, Latin, or Linguistics) and Classical Civilization.

**Classics (Greek emphasis):** Greek 1A-B-C; Greek 24; five courses in Greek 100; Latin 1A-B-C; Latin 25; two courses in Latin 100.

**Classics (Latin emphasis):** Latin 1A-B-C; Latin 25; five courses in Latin 100; Greek 1A-B-C; Greek 25; two courses in Greek 100.

**Classics (Linguistics emphasis):** two possible plans of study. *Greek concentration*—Greek 25; five courses on the Greek 100 level; Greek 110; Latin 25; two courses on the Latin 100 level; Linguistics 50, 110, 120, 130 (Greek 120 recommended) or *Latin concentration*—Latin 25; five courses on the Latin 100 level; Latin 110; Greek 25; two courses on the Greek 100 level; Linguistics 50, 110, 120, 130 (Latin 120 recommended).

NOTE: With the permission of the Department, an additional 100 series course in the same language may be substituted for Greek or Latin 25.

**Classical Civilization:** Latin (or Greek) 1A-B-C, or equivalent; Classics 35A-B-C or 50A-B-C; four upper-division Classics courses; three additional courses in classical history, classical philosophy, or classical art.

**Residence Requirement:** At least five upper-division courses required for the major must be completed successfully at UCI.

#### Departmental Requirements for Minors

The Department also offers minors in Greek, Latin, and Classical Civilization.

**Greek:** Greek 1A-B-C; Greek 25; five courses in Greek 100 or 120.

**Latin:** Latin 1A-B-C; Latin 25; five courses in Latin 100 or 120.

**Classical Civilization:** Classics 35A-B-C or Classics 50A-B-C; five courses from Classics 140, 150, 151, 160, 165, 169, 170.

### Planning a Program of Study

The Department believes in close consultation with students on academic advising, program planning, and discussion of goals and direction. Students planning to major in Classics or Classical Civilization are strongly urged to consult with the departmental faculty at the earliest possible moment, in order to familiarize themselves with the nature of the various pro-

grams. All majors are assigned to a faculty member for academic advising.

### Career Opportunities

The practical value of the study of the ancient world extends very distinctly into modern life. The discipline of Classics is primarily a valuable component of a liberal education; a knowledge of Greek and Roman language and literature, history and philosophy, religion and mythology offers an excellent foundation for the investigation and appreciation of many aspects of modern civilization; in effect, it is an interdisciplinary study. For this reason, the student who chooses to major in Classics or Classical Civilization may find many professional opportunities open. Graduate and professional schools in law, medicine, management, and other fields welcome students with training in the Classics. So do many business corporations. In a world of rapid industrial development, in which highly specialized skills quickly become obsolete because of changes in technology, many enterprises find it necessary to train prospective executives themselves, to suit their own needs. Businesses are well acquainted with the value of a classical training; they are aware that a student with a strong background in a respected and demanding major such as Classics has been trained in disciplined thinking, ability to learn, and the ability to express oneself in clear, coherent, and cogent language, capabilities which they find valuable in a future manager.

There are also specific vocational opportunities open to the graduate in Classics or Classical Civilization. Most immediately, a major in this field may lead to a career in high school teaching, or (after appropriate further study) in college or university teaching. It is also an excellent preparation for advanced study in other academic disciplines, such as archaeology, history, comparative literature, and linguistics, as well as for theological studies and for work in a wide range of humanities and social science subjects.

### Graduate Program

The Classics graduate program emphasizes individual attention under tutorial conditions and study in small groups. The number of students admitted is carefully limited and work is closely supervised. Each student is associated with various faculty members while developing general competence in the discipline, research methods, and teaching. The principal strength of the program is in the area of literature. The entering student should be qualified at least to the level of the B.A. in Classics; some students may be required to do additional work at the undergraduate level.

Students entering with the B.A. are normally expected to complete the Ph.D. program in five years. Completion of a dissertation and its successful oral defense are required. A sample Ph.D. curriculum can be obtained on request from the Department. The M.A. degree may be conferred after two years of satisfactory work.

Students meet in one group for regular course work consisting of three elements as follows:

- (1) a single weekly seminar, covering a different topic each quarter, which may meet on another UC campus in some quarters; most seminars are devoted to major literary topics;
- (2) a topically arranged directed reading course covering, in a three-year cycle, texts on the reading list;
- (3) tutorial instruction in Greek and Latin language and stylistics and advanced prose composition.

In addition to the above, instruction is given regularly in the tradition, methods, and tools of classical scholarship, including computer application to literature.

In addition to course work, students are required to read extensively in the general field of Classics, under faculty guidance.

Students take written examinations, and their progress is assessed periodically. Students are required to pass reading examinations in German and French at an early stage. After course work is completed, each student must pass an individually designed qualifying examination, covering both the general field of Classics and the student's own interests, in order to become a candidate for the Ph.D. and enter the dissertation stage.

The resources of the program are appreciably enhanced by contributions from other sources. In particular, cooperative arrangements are in force among the Classics graduate programs of the UC campuses at Irvine, Los Angeles, and Santa Barbara. Additionally, the program calls on visiting scholars, faculty from other UCI departments, and members of the Thesaurus Linguae Graecae Project (see below).

## Thesaurus Linguae Graecae Project

The Thesaurus Linguae Graecae Project, a unique resource for research in Greek literary and linguistic studies, is closely affiliated with the Department of Classics although it is administratively separate. For further details, see page 10.

## Undergraduate Courses

### Greek

**Greek 1A-B-C Fundamentals of Greek (5-5-5) F, W, S. 1A-B:** Elements of classical Greek grammar, syntax, and vocabulary. **1C:** Introduction to reading texts, including study of one of the Gospels.

**Greek 20A-B-C Intensive Greek (5-5-5) Summer.** Offered in summer session only. Covers, in eight weeks, the equivalent of Greek 1A-B-C. Will be offered if enrollment warrants; those interested should contact the Department.

**Greek 25 Intensive Greek Review (5) F.** Review of grammar and an introduction to selected major authors for students who have passed 1C or its equivalent, or have had two years (with consent) or more of the language at the high school level. Especially qualified students may bypass this course with the consent of the Department and go directly to the 100 level. (V)

**Greek 99 Special Studies in Greek (4-4-4) F, W, S.** Consultation with instructor necessary prior to registration.

**Greek 100 Seminar in Greek Literature (4-4-4) F, W, S.** May be repeated for credit provided topic varies. History (F), Epic (W), Drama (S). Prerequisite: Greek 25, equivalent, or consent of the Department. (V)

**Greek 120 Reading of Selected Portions of the New Testament (4).** Portions read may change each time course is offered. May be repeated for credit provided content varies. Prerequisite: Greek 1C or equivalent.

**Greek 198 Directed Group Study (4-4-4) F, W, S.** Special topics in Greek culture and civilization through directed reading and research. Consultation with instructor necessary prior to registration.

**Greek 199 Independent Studies in Greek (4-4-4) F, W, S.** Consultation with instructor necessary prior to registration.

### Latin

**Latin 1A-B-C Fundamentals of Latin (5-5-5) F, W, S. 1A-B:** Elements of Latin grammar, syntax, and vocabulary. **1C:** Introduction to reading texts, including study of the poetry of Catullus and selected readings.

**Latin 20A-B-C Intensive Latin (5-5-5) Summer.** Offered in summer session only. Covers, in eight weeks, the equivalent of Latin 1A-B-C. Will be offered if enrollment warrants; those interested should contact the Department.

**Latin 25 Intensive Latin Review (5) F.** Review of grammar and an introduction to selected major authors for students who have passed 1C or its equivalent, or have had two years (with consent) or more of the language at the high school level. Especially qualified students may bypass this course with the consent of the Department and go directly to the 100 level. (V)

**Latin 99 Special Studies in Latin (4-4-4) F, W, S.** Consultation with instructor necessary prior to enrollment.

**Latin 100 Seminar in Latin Literature (4-4-4) F, W, S.** May be repeated for credit provided topic varies. History (F), Epic (W), Drama (S). Prerequisite: Latin 25, equivalent, or consent of the Department. (V)

**Latin 120 Introduction to Vulgar and Medieval Latin (4).** Morphological, syntactical, and lexical developments in post-classical Latin illustrated by a variety of texts. Prerequisite: Latin 1C or consent of instructor.

**Latin 198 Directed Group Study (4-4-4) F, W, S.** Special topics in Roman culture and civilization through directed reading and research. Consultation with instructor necessary prior to enrollment.

**Latin 199 Independent Studies in Latin (4-4-4) F, W, S.** Consultation with instructor necessary prior to enrollment.

### Classics

**Classics 5 Building English Vocabulary through Greek and Latin Roots (4) F.** Formation and use of English words from Greek and Latin derivatives. Particularly useful for first-year students who wish to augment their vocabulary systematically.

**Classics 10 Scientific and Specialized Terminology (4) W.** A study of English terms derived from Greek and Latin and important to contemporary medicine, science, and other professions, with emphasis on development of word-building skills. No prior knowledge of Greek or Latin required. For undergraduates, particularly those in the sciences, interested in development of their technical vocabulary.

**Classics 35A-B-C The Formation of Ancient Society (4-4-4) F, W, S.** A unified view of the cultures of the Mediterranean world in antiquity from beginnings of civilization to the disintegration of the Roman Empire. Focuses on major institutions and cultural phenomena as seen through study of ancient literature, history, archaeology, and religion. Same as History 35A-B-C. (IV)

**35A Myth and Religion in Ancient Society (IV)**

**35B Literature and Ancient Society: Greece (IV)**

**35C Archaeology and Ancient Society: Rome (IV)**

**Classics 50A-B-C Classical Literature (4-4-4) F, W, S.** A survey of Greek and Latin literature with attention to relations with social developments.

**50A Archaic and Classical Greek**

**50B Hellenistic Greek and Republican Latin**

**50C Imperial Literature (Pagan and Christian)**

**Classics 99 Special Studies in Classics (4-4-4) F, W, S.** Consultation with instructor necessary prior to enrollment.

**Classics 111 The Thesaurus Linguae Graecae (4) W.** A course designed to expose undergraduate students to the history, objectives, and activities of UCI's Thesaurus Linguae Graecae Project, and to provide them with basic understanding of the principles and procedures inherent in computer application to literary texts. Prerequisite: one year of Ancient Greek, or consent of instructor.

**Classics 139 Writing in Classics (4).** A course requiring at least 4,000 words of assigned composition based upon Greek and Latin texts in English translation, as well as upon pertinent secondary materials. Topics vary. Classics or Classical Civilization majors will be given admission priority. Prerequisites: satisfaction of lower-division writing requirement; junior standing or consent of instructor.

**Classics 140 Classics and History: The Ancient World (4).** Selected topics in society and culture of the Graeco-Roman world. May be repeated for credit provided topic varies. Readings in translation.



**Classics 145 Introduction to Classical Archaeology (4) W.** Range and variety of materials used as evidence for reconstruction or recovery of the Greek and Roman civilizations and methods by which information is inferred from artifacts. Emphasis on particular facets of daily life.

**Classics 150 Classical Mythology (4).** Selected myths and legends as used in classical literature, and their modern interpretations.

**Classics 151 The Olympians (4) S.** Examination of the origins and development of the Greek Olympian divinities with emphasis upon those who became central figures in pre-Christian religious cults.

**Classics 160 Topics in Classical Literature in English Translation (4).** Subject matter variable. May be repeated for credit provided topic varies.

**Classics 165 New Testament Literature (4).** Analysis of texts and their literary, historical, and religious contexts.

**Classics 169 Ancient Literary Criticism (4).** Study in English translation of the major literary critics in classical antiquity including Plato, Aristotle, Horace, "Longinus," and Quintilian. Designed particularly for students majoring in Comparative Literature, English, Classics, and the various languages.

**Classics 170 Topics in Classical Civilization in English Translation (4).** Subject matter variable. May be repeated for credit provided topic varies.

**Classics 198 Directed Group Study (4-4-4) F, W, S.** Special topics in classical studies through directed reading and research. Consultation with instructor necessary prior to registration.

**Classics 199 Independent Studies in Classics (4-4-4) F, W, S.** Consultation with instructor necessary prior to registration.

### Hebrew and Judaic Studies

**Classics 2A-B-C Hebrew Reading and Composition (4-4-4) F, W, S.** Not offered 1985-86. (IV)

**Classics 180A-B-C Judaic Studies (4-4-4) F, W, S.** Jewish culture, history, and philosophy. Topics vary. May be repeated for credit provided topic varies.

**Classics 181 Christian-Jewish Relations (4) S**

**Classics 182A-B-C The Epic of the Jews (4-4-4) F, W, S.** Panorama of Jewish history highlighting great events, ideas, leaders, and interaction with other cultures. Sponsored by the Jewish Chautauqua Society in honor of Rabbi Edgar I. Magnin.

### Graduate Courses

**Classics 210 Proseminar (4) F.** Introduction to tools and methods in various fields of classical studies, including textual criticism, literary criticisms, epigraphy, papyrology, and semantics.

**Classics 220 Classics Graduate Seminar (4-4-4) F, W, S.** Subject matter variable; mainly but not exclusively major literary topics.

**Classics 230 Directed Reading (4-4-4) F, W, S.** Texts from the reading list; several topics each year.

**Classics 240 Greek and Latin Language (4-4-4) F, W, S.** Prose composition, translation, and language studies.

**Classics 299 Dissertation Research (4-4-4) F, W, S**

**Classics 399 University Teaching (4-4-4) F, W, S.** Required of and limited to Teaching Assistants.

## Department of English and Comparative Literature

Edgar T. Schell, Ph.D. University of California, Berkeley, *Chair of the Department and Professor of English* (Medieval and Renaissance literature)

Stephen A. Barney, Ph.D. Harvard University, *Professor of English* (Medieval literature and culture, allegory)

Joseph N. Bell, B.A. University of Missouri, *Visiting Lecturer in English* (journalism, nonfiction)

Homer Obed Brown, Ph.D. The Johns Hopkins University, *Professor of English* (eighteenth-century, novel, theory, Romanticism)

James L. Calderwood, Ph.D. University of Washington, *Professor of English and Associate Dean of Graduate Studies, School of Humanities* (drama, Shakespeare)

Michael P. Clark, Ph.D. University of California, Irvine, *Associate Professor of English* (Colonial American literature, critical theory)

Robert Folkenflik, Ph.D. Cornell University, *Professor of English* (eighteenth-century, novel, biography, and autobiography)

Alexander Gelley, Ph.D. Yale University, *Associate Professor of Comparative Literature* (eighteenth- and nineteenth-century European novel, critical theory, comparative literature)

Linda Georgianna, Ph.D. Columbia University, *Associate Professor of English* (Medieval literature and culture)

Oakley Hall, M.F.A. University of Iowa, *Professor of English* (fiction writing, contemporary fiction)

Carl Hartman, M.F.A. University of Iowa, *Senior Lecturer in English and Associate Vice Chancellor Academic Affairs* (fiction writing)

Donald Heiney, Ph.D. University of Southern California, *Professor of Comparative Literature and Director of the Writing Program in Fiction* (fiction writing; translation; modern, continental, and American fiction)

W. Lawrence Hogue, Ph.D. Stanford University, *Assistant Professor of English* (American literature)

John Hollowell, Ph.D. University of Michigan, *Lecturer in English and Writing Director* (rhetorical theory, teaching of composition, American literature)

Renée Riese Hubert, Ph.D. Columbia University, *Professor of Comparative Literature and French* (literature and fine arts, modern poetry, surrealism, Romanticism, comparative literature)

Wolfgang Iser, Ph.D. University of Heidelberg, *Professor of English* (eighteenth-century English literature, modern novel, critical theory)

Murray Krieger, Ph.D. Ohio State University, *University Professor of English* (critical theory, Renaissance lyric, eighteenth-century figures)

Juliet MacCannell, Ph.D. Cornell University, *Associate Professor of Comparative Literature* (eighteenth-century French literature, modern semiotics, comparative literature)

James McMichael, Ph.D. Stanford University, *Professor of English and Director of the Writing Program in Poetry* (contemporary poetry, poetry writing, prosody, Joyce)

Robert L. Montgomery, Ph.D. Harvard University, *Professor of English* (Renaissance literature, critical theory, comparative literature)

Robert Newsom, Ph.D. Columbia University, *Associate Professor of English* (nineteenth-century fiction)

Robert L. Peters, Ph.D. University of Wisconsin, *Professor of English* (Victorian literature, contemporary poetry, poetry and fiction writing)

Barbara L. Reed, Ph.D. Indiana University, *Lecturer in English and Assistant Vice Chancellor Academic Affairs for Administration and Academic Personnel* (American literature, children's literature)

John Carlos Rowe, Ph.D. State University of New York at Buffalo, *Professor of English* (American literature, modern literature, critical theory, comparative literature)

Myron Simon, Ed.D. University of Michigan, *Professor of English and Education* (American and Canadian literature, early twentieth-century English poetry, ethnic literature, rhetoric)

Owen Thomas, Ph.D. University of California, Los Angeles, *Professor of Linguistics, English, and Education* (history of English, American literature)

Harold Toliver, Ph.D. University of Washington, *Professor of English* (Renaissance and seventeenth-century literature, theory of genre)

Christiane von Buelow, Ph.D. Stanford University, *Assistant Professor of Comparative Literature* (modern poetry, Latin American literature, comparative literature)

Albert O. Wlecke, Ph.D. Michigan State University, *Associate Professor of English* (English and American Romanticism, teaching of composition)

The Department of English and Comparative Literature is concerned with the nature and value of literature, possible approaches to literary works, and the relation of literary criticism to the intellectual issues of the day. Fundamentally it is concerned with the humanistic problem of value. Thus its main literary concern is critical and theoretical. Though not alone in the task, the Department recognizes a continuing obligation to help all students write the English language with clarity and grace.

Students are given the opportunity to participate in departmental affairs through two elected student committees, one of undergraduates, one of graduates, which are concerned primarily with matters of personnel and curriculum. The committees meet periodically with faculty committees of the Department, and the recommendations of student committees become matters of record which accompany any recommendations emanating from the Department. Each quarter all students taking classes within the Department have the opportunity to evaluate the particular course and teacher.

### Careers for the English or Comparative Literature Major

The study of literature helps students to express their ideas clearly, do independent research, and think analytically and imaginatively. These capabilities will help qualify majors for careers in education, law, technical writing, communications, journalism, public relations, business, and management. An undergraduate major in either English or Comparative Literature is also an especially good preparation for graduate study. The Undergraduate Majors Committee and the departmental faculty work closely with the Career Planning and Placement Center to help majors plan careers appropriate to the education in English or Comparative Literature at Irvine. Advisors encourage their students to investigate various careers—especially those outside the traditional fields for such majors (e.g., graduate study and law)—before these students have completed their undergraduate educations.

### Undergraduate Program

The Department offers to the undergraduate three areas of study:

**The Program in Literary Criticism**, which emphasizes a variety of critical approaches in the reading and criticism of English, American, and comparative literature.

**The Program in Writing**, which offers an emphasis in the writing of poetry, fiction, or drama. Undergraduate courses in journalism and nonfiction are also available, including formal instruction and workshop experience for staff members of the campus newspaper. The aim of the program is to encourage the creative powers of students while introducing them to the discipline of reading and practical criticism, often in workshop situations. Under certain circumstances, creative writing courses may satisfy part of the writing requirement portion of the UCI breadth requirement (Category I). See page 51.

**The Program in Comparative Literature**, which though administratively a part of the Department, is basically interdisciplinary in its orientation, drawing on faculty and other resources from the fields of the various modern and classical literatures and drama. The consciousness of the modern educated person is the product of centuries of cultural heritage, including not only works of literature in one's own language but world literature from Homer to Gide and Thomas Mann. At UCI, Comparative Literature is regarded as the study of literature from the international point of view rather than in a national framework. A student who completes a degree in Comparative Literature will be expected to have a grasp of the history of literature in its broad outlines and to be able to deal competently with literary texts, whatever their period or national origins.

Since the Department believes that a student of literature should recognize the importance of understanding theoretical problems in literature, of developing a broad acquaintance with literary texts, and of experiencing the problems of literary creation at first hand, the Department invites students to take work in all three of its programs, with an emphasis in one of the first two (toward a Bachelor's degree in English) or a major in the third (toward a Bachelor's degree in Comparative Literature).

Many of the courses will vary in specific content from year to year, depending on the plans of individual teachers, since the Department recognizes that no course can treat all the major authors and works relevant to a given period or topic.

Students intending to major in English or Comparative Literature should obtain a copy of *Undergraduate Study in English and Comparative Literature* from the departmental office. Comparative Literature is well-suited for students interested in a double major.

## Requirements for the Bachelor's Degree

**University Requirements:** See pages 49-52.

**School Requirements:** See page 134.

### Departmental Requirements for the English Major

Two courses from the E 28A-B-C or CL 50A-B-C groups (including either E 28A or CL 50A) and a third course either from those two groups or from E 6, 7, 8 or CL 8; CR 100A; CR 100B and CL 100 (approved seminars from the course groups numbered in the 103s and 104s may be substituted for these courses); at least four courses from the E 101 group; at least five Department courses numbered above 101; competence in a foreign language, either classical or modern, equivalent to six quarters of work at Irvine (in classical languages, 1A-B-C and Greek or Latin 100 three times, though Greek or Latin 25 may be substituted for one of the 100 courses), plus (in modern languages) one course in a foreign literature in which texts are read in the original language. Students selecting a writing emphasis have some flexibility in substituting writing workshops for period and genre courses; their total courses normally number more than the usual major.

**Residence Requirement for the English Major:** CR 100A, CR 100B, and three E 101s must be completed successfully at UCI.

### Departmental Requirements for the English Minor

Three courses selected from E28A-B-C, CL50A-B-C, or E6, 7, 8 sequences, including at least one quarter of E28; and at least five English or writing courses numbered 101 or higher, although two courses from the following may be substituted: CR100A, CR100B, WR100B, CL100, CL104.

**Residence Requirement for the English Minor:** Four upper-division courses must be successfully completed at UCI.

### Departmental Requirements for the Comparative Literature Major

Sufficient competence in a foreign language, either modern or classical, to be able to read any standard literary or critical text in that language. If the student intends to continue with graduate work, the study of a second foreign language is highly recommended before graduation.

Three quarters of lower-division work: Comparative Literature majors are normally required to take CL 50A-B-C. Transfer students may be required to take one or more courses in the sequence depending on the courses they have taken previously.

Normally 10 upper-division courses in addition: usually these will include CR 100A, CL 100 twice, two courses (one 101 and one above 101) in a selected foreign language, or two 101s in two different foreign languages, or two years of a classical language; two courses from CL 103 or CL 104; three additional upper-division courses chosen from the offerings in comparative literature, English, literary criticism, and creative writing. Courses in allied areas, e.g., history, philosophy, social science, may be counted toward the major if they deal with literary or philosophical texts, though prior approval of a faculty advisor is necessary.

The Comparative Literature Program maintains a comprehensive reading list in world literature, on which CL 50A-B-C is based. Students may, *by prior arrangement with the Director of the Program*, take an examination on one or more parts of the list and thereby become exempt from one or more quarters of CL 50A-B-C.

### Residence Requirement for the Comparative Literature

**Major:** CR 100A and four upper-division English or Comparative Literature courses must be completed successfully at UCI.

### Departmental Requirements for the Comparative Literature Minor

CL50A-B-C, CR100A, CL100, CL103 or 104 (three courses), and one upper-division literature course taught in a foreign language.

### Residence Requirements for the Comparative Literature

**Minor:** Four upper-division courses must be successfully completed at UCI.

## Planning a Program of Study

Students should plan, with their faculty advisors, coherent programs of study, including undergraduate seminars, workshops in writing (for students choosing a writing emphasis), and courses in allied areas outside the Department. It is possible to combine a cluster of courses in literature with other majors in the sciences and social sciences, and to use an English or Comparative Literature major as preprofessional training in government, law, medicine, etc. Students who wish advice in planning such programs should consult both the Department and people in their prospective professional areas.

Students who intend to pursue a single subject or multiple subject teaching credential must consult with Professor Myron Simon (as well as with the Office of Teacher Education) to ensure that they understand the departmental and State requirements.

A student who intends to continue with graduate work is urged to study a second foreign language before graduation.

## Graduate Program

The Department's three principal areas of work on the undergraduate level—English and American Literature, Comparative Literature, and the English major with writing emphasis—are reflected in the graduate programs: the M.A. and Ph.D. in English, the M.A. and Ph.D. in Comparative Literature, and the M.F.A. in English (Creative Writing). A student's courses for the M.A. and Ph.D. in English may include or emphasize work in American literature as well; and the faculty is particularly equipped to guide students with special interests in criticism and theory, an area which candidates for the Ph.D. in English or in Comparative Literature may stress in their qualifying examinations and dissertations. Ordinarily students are not admitted to the English or Comparative Literature programs unless they plan to continue, and are qualified to continue, to the degree of Ph.D. Students are admitted to the M.F.A. program chiefly on the basis of submitted creative work. A committee of the Department, with the consent of the Dean of Graduate Studies and Research, admits students to these programs. Each program has a director appointed by the Department Chair. A deliberate effort is made to maintain close administrative and intellectual ties among the programs.

Specific requirements for the graduate degrees will be reached by consultation between members of the faculty and the candidate. The first-year graduate student or the candidate for the Master of Fine Arts in English (Creative Writing) plans a program with an assigned advisor; candidates for the Ph.D. plan with an advisor and three-person committee. At the time of the M.A. examination, the Graduate Committee evaluates the student's graduate career up to that point and offers advice about future prospects. Candidates for literary degrees are encouraged to study philosophy, history, foreign languages and literatures, and the fine arts.

Applicants for graduate degrees in English and Comparative Literature must submit scores for the Graduate Record Examination (GRE) including the Subject Literature in English Test; applicants must also submit sample papers and a statement about competence in foreign languages.

Only in exceptional circumstances will students be permitted to undertake programs of less than six full courses during the academic year. The normal expectation, however, is enrollment in three courses each quarter, except for Teaching Assistants, who take two courses in addition to earning credit for University teaching. Students who are not teaching should be able to complete course work in two years. The Ph.D. qualifying examination should be taken within a couple of quarters after courses are finished. Dissertations can frequently be written in a year. The Ph.D. in English or the Ph.D. in Comparative Literature normally should be completed in six years or less.

The Department recognizes that many of its graduate students intend to become teachers, and it believes that graduate departments should be training college teachers as well as scholars—indeed, that teaching and most literary scholarship complement one another. Thus the Department has initiated a program by which all its Ph.D. candidates, in English as well as in Comparative Literature, may gain supervised training as part of the formal seminar work required for the degree. M.F.A. candidates also have the opportunity to participate in this program.

All those interested in graduate study in the Department should obtain the brochure on graduate programs from the departmental office.

## English

### Master of Arts in English

Each candidate for the M.A. will be assigned to a graduate advisor who will supervise the student's program. The M.A. plan of study includes (1) the completion of course work, as advised, for three quarters or the equivalent; (2) demonstrated proficiency in reading a designated foreign language, modern or classical; and (3) the submission of materials (including a statement about work accomplished and plans for future study, and a sample essay) to the Graduate Committee, who will review and assess the student's progress, recommend whether further study toward the Ph.D. is advisable and, if so, give advice about areas for further study.

### Master of Fine Arts in English

The Master of Fine Arts (M.F.A.) is a degree in creative writing.

The M.F.A. degree is normally conferred upon the completion of a two-year residence. Each quarter the candidate will be enrolled in either the poetry or fiction section of the Graduate Writers' Workshop, which will constitute two-thirds of a course load, the other course to be selected in consultation with the student's advisor. It is expected that M.F.A. candidates will complete at least one supervised teaching seminar.

In addition to course work, the candidate is required to pass an examination on a reading list of literary works in the genre selected, and to present as a thesis an acceptable book-length manuscript of poetry or short stories, or a novel.

### Doctor of Philosophy in English

The program for the Ph.D. in English requires about two years of full-time enrollment in regular courses beyond the B.A. (two courses of which may be in the graduate teaching program); proficiency in the reading of two acceptable foreign languages, modern or classical; the dissertation; and satisfactory performance on designated examinations.

The languages acceptable depend upon the nature of the student's program as determined by the student's advisors. Reading competence in one of these languages must be established in the first year of residence, and competence in the second well before the general examination.

Students admitted at the post-M.A. level must provide evidence of satisfactory competence in foreign languages. Competence in one of the two languages required for the Ph.D. is verified through a course in theory and practice of translation; the other language may be verified through examination.

Upon completion of course work the student takes general examinations on literary theory and criticism; some particular literary form, genre, style, theme, or structure; a historical period; a group of authors; and a specific topic. The first four of these examinations are written; the fifth is oral. The student has the opportunity to present personal choices for the examination, but the choices must enable an individual to demonstrate breadth of knowledge as well as literary understanding and therefore must be approved by the advisory committee.

Upon satisfactorily completing the general examination and the oral Qualifying Examination, the student is admitted to candidacy for the degree. As soon after completion of the general examination as is practical, the student presents an essay leading to dissertation for the approval of the doctoral committee. The dissertation itself must also be approved by

the committee, which may or may not require an oral examination on it. All work for the Ph.D. degree must be in courses limited to graduate students.

## Comparative Literature

There are at least four avenues by which the student may approach graduate work in Comparative Literature:

1. An undergraduate major in Comparative Literature equivalent to the one described above;
2. An English major, provided that a sufficient background in at least one foreign language is demonstrated (a beginning on a second foreign language is desirable);
3. A normal major in drama, with same proviso as 1 above;
4. A normal major in a foreign language, provided that a sufficient general background in world literature is demonstrated.

Make-up work will be required before graduate studies can begin if one of these avenues has not been taken.

At the graduate level, the study of Comparative Literature becomes more specialized, with the student engaged in a particular area of research and concerned with such problems as the development of genres, interrelations between literatures, the theory and practice of translation, and other literary questions transcending national boundaries.

For the graduate student in Comparative Literature a professional competence in foreign languages is essential. French and German are usually required for all doctoral candidates, since these languages along with English are the accepted tools of international literary scholarship. A classical language may prove indispensable for work in many traditional fields of literary study, and the scholar's own specialty may require the mastery of other languages. The underlying assumption of language requirements is that, after the tool languages have been mastered, the professional scholar's own interests should determine the specific kinds and degrees of language skill to be acquired.

At the graduate level, the nucleus of the foreign language requirement is the course CL 220 (Problems in Translation) in which, after a suitable theoretical preparation, the student plans and carries out a high-quality translation of a literary text. The translation, along with an introduction or other scholarly apparatus explaining and defending the technical decisions involved in the task, is then submitted as a paper for course credit.

### Master of Arts in Comparative Literature

Students entering the Master of Arts program should complete their course work in three quarters. This course work should include CL 220 (Problems in Translation) with a project in either French or German and appropriate graduate-level work in English, foreign languages, drama, comparative literature, and other areas as recommended by the advisor. Soon after beginning graduate work the student, with the advice and approval of the assigned advisor, will decide on a field of specialty, which will be emphasized in progressing toward the M.A. degree. (Normally this choice will be a preliminary step toward the selection of an area of specialty for the Ph.D.)

Graduate study in Comparative Literature requires an exceptional facility in foreign languages, and the student should not attempt a Master's degree without a thorough knowledge of one foreign language and literature and a considerable knowledge of a second language. Normally the greatest part of the student's work will involve the study of literary texts in the original languages.

At the end of course work, normally about nine courses at the graduate level, the student will be examined on a reading list in world literature that the student's committee has approved. This list should be designed by the student in consultation with the committee and based on the general World Literature list for Comparative Literature. The student's own list should follow some organizing principle, such as an emphasis on the fields and languages of the student's specialization. Nevertheless, every list should include works from all of the different groups represented on the general World Literature list. The M.A. examination is a three-hour written examination, which focuses on essay questions based on the student's approved reading list. Exceptional students may be exempted from taking the examination by petitioning the Graduate Committee, which will review the student's performance and qualifications in arriving at its decision.

### Doctor of Philosophy in Comparative Literature

The doctoral program is designed to prepare the student for a professional career as a scholar and critic of literature. Details of the doctoral program in Comparative Literature may be obtained from the Director of the Program in Comparative Literature. Normally the degree requires two years of course work (usually a minimum of three courses per quarter). Of these courses, the only required course is CL 220 (Problems in Translation), which is taken twice, with projects in acceptable languages. The rest of the student's work will be in seminars or other graduate-level courses in Comparative Literature, English, the various foreign language departments, or drama.

In general an exceptional command of foreign languages is required, normally involving a professional competence in two or more foreign languages, either modern or classical. The doctoral student is encouraged to design and carry out a personal plan of study (the area of specialty) in a particular field of interest. The requirements for the doctorate also include an area of competence in literary theory and practical criticism; a student may also stress theory in preparation for the Qualifying Examination.

Upon completion of the course work, the student will be examined in the following areas of knowledge: (1) mastery of a limited topic in literary theory or history of criticism, along with general knowledge of major critical texts in the history of literature; (2) an area of specialty as described above; and (3) major works and authors appropriate to the study of comparative literature. Following this examination, and upon recommendation of a candidacy committee appointed by the Graduate Dean on behalf of the Graduate Council, the student is formally admitted to candidacy.

The study toward the degree of Doctor of Philosophy will culminate in the writing of a suitable dissertation, normally on a comparative subject, although subjects lying within a single literature or dealing with general literary and aesthetic problems not confined to any specific literatures may also be acceptable. Studies of the relation between literature and the other arts are also encouraged.

### Undergraduate Courses

Satisfaction of the Subject A requirement is a prerequisite for all departmental courses except E 6, 7, 8 and CL 8. However, students scoring from 550 to 600 on the College Board English Composition Achievement Test normally should be able to satisfy the Subject A requirement with the same courses they take to satisfy the lower-division writing requirement of the breadth requirement (Category I). See page 51.



Descriptions of the topics to be offered in the undergraduate literary courses during a given year are available in the departmental office in the fall.

**Writing Workshop (0).** Course conveys no units for baccalaureate credit but does convey two units of workload credit. Open as space allows to students enrolling simultaneously in the Humanities Core Course. Students are admitted to the Workshop on the basis of results of a placement examination. For further information, consult the Core Course Office. Must be passed with a grade of C.

**E 6 Major British Writers: Chaucer to Pope (4) F, Summer.** Lecture, three hours. Reading of major works by such figures as Chaucer, Shakespeare, Milton, Swift, Pope, and others. Primarily designed for nonmajors. (IV)

**E 7 Major British Writers: Wordsworth to Joyce (4) W, Summer.** Lecture, three hours. Reading of major works by such figures as Wordsworth, Keats, the Brontës, Dickens, Arnold, Joyce, and others. Primarily designed for nonmajors. (IV)

**E 8 Major American Writers (4) S, Summer.** Lecture, three hours. Reading of major works by such figures as Emerson, Hawthorne, Melville, Whitman, Twain, James, Eliot, Faulkner, and others. Primarily designed for nonmajors. (IV)

**CL 8 Major European Authors (4) W.** Comparative study of two or more European writers related by genre, style, etc., for instance, Balzac and Dickens, Kafka and Beckett. May be substituted for one quarter of the E 6, 7, 8 series.

**E 28A-B-C The Nature of Literature (4-4-4) F, W, S.** Discussion, three hours. Lyric and Epic Imagination (A); Comic and Tragic Vision (B); Realism and Romance (C). Reading of selected texts to explore the ways in which these modes formulate experience. Students will write several short papers in each course. (IV)

**WR 30 The Art of Writing: Poetry (4) F, W, S, Summer.** Beginners' workshop in the writing of poetry, evaluation of student manuscripts, and parallel readings. May be repeated once for credit with a different instructor. (I)

**WR 31 The Art of Writing: Prose Fiction (4) F, W, S, Summer.** Beginners' workshop in fiction writing, evaluation of student manuscripts, and parallel readings. May be repeated once for credit with a different instructor. (I)

**WR 32 The Art of Writing: Drama (4).** Beginners' workshop in playwriting, evaluation of student manuscripts, and parallel readings. Same as Drama 32. (I)

**WR 38 The Art of Writing: Nonfiction and Journalism (4) F, W, Summer.** Beginners' workshop in the writing of nonfiction and news articles, evaluation of student manuscripts, projects. (I)

**WR 39A Fundamentals of Composition (0-2) F, W, S, Summer.** Discussion, three hours. Deals with the fundamentals of grammar, usage, paragraph development, principles of rhetoric, and the writing of expository essays. Some exercises; frequent papers. Students achieving a letter grade of at least a C in Writing 39A satisfy the Subject A requirement. A student seeking to satisfy the Subject A requirement who receives a grade below C must repeat the course, normally in the next quarter of residency. Students held for Subject A should satisfy the requirement within the first three quarters of residency. Students who satisfy the Subject A requirement by passing an examination at midterm will receive two units of baccalaureate credit in addition to two units of workload credit. Students who do not pass the midterm examination will receive no baccalaureate credit but will receive four units of workload credit.

**WR 39B Expository Writing (4) F, W, S, Summer.** Discussion, three hours. Guided practice in the writing of expository prose. Readings selected from current fiction and nonfiction; writing topics require analysis of the readings and demonstration of rhetorical principles. Prerequisite: English and Comparative Literature WR 39A or satisfaction of Subject A requirement.

**WR 39C Argument and Research (4) F, W, S, Summer.** Discussion, three hours. Guided writing practice in argumentation, logic, and inquiry. Readings are selected from current nonfiction and from materials students select from the University library. Research strategies emphasized. Prerequisite: English and Comparative Literature WR 39B.

**CL 40A-B-C Development of Drama (4-4-4) F, W, S.** Same as Drama 40A-B-C. (IV)

**CL 50A-B-C The Literary Tradition (4-4-4) F, W, S.** The reading of selected major works in the Western literary tradition. Required of Comparative Literature majors. (IV)

**CR 100A Literary Theory and Criticism (4) F.** Required of beginning majors in English and Comparative Literature. A series of lectures and discussions devoted to the theoretical dimensions of literary criticism as reflected in major theorists from Plato to the present. Prerequisite: a lower-division series in literature.

**CR 100B Undergraduate Seminar in Literary Theory (4) W, S.** Seminar, three hours. Open to upper-division majors in English and Comparative Literature only, and required of them soon after the completion of CR 100A. Sections limited to 15 students. Each instructor announces a theoretical topic deriving from CR 100A and explores it through a number of theoretical and literary texts. May be repeated as the topics change. May be cross-listed with CR 139 when the topic is appropriate. Prerequisite: CR 100A.

**WR 100B Undergraduate Seminar in Literary Theory (4).** Seminar, three hours. Substitute for CR 100B (above) for writing emphasis students. Prerequisite: CR 100A.

**CL 100 Undergraduate Seminar in Literary Theory and Practice (4) F, W, S.** Seminar, three hours. Open to upper-division majors in English and Comparative Literature only, and required of them. Sections limited to 15 students. Each instructor announces a topic that joins theoretical considerations of comparative literary study with the practical criticism of individual literary texts. May be repeated as the topics change. Prerequisite: a lower-division series in literature.

**E 101 English and American Literary History (4) F, W, S, Summer.** English majors are required to take four different E 101 courses. Topics are announced by instructors, but the E 101 curriculum is offered in such a way as to cover the following periods in any two-year academic cycle: Medieval, Renaissance (through 1660), Restoration and eighteenth century, Romanticism and Victorian, nineteenth-century American, Anglo-American Modernism. Required of English majors with junior or senior standing. May be repeated as topics vary.

**E 103 Undergraduate Lectures in English Literature (4) F, W, S, Summer.** Three hours. May be taken more than once provided the topic changes. A series of lectures on and discussions of announced topics in literary criticism, history, genres, modes, major authors. Prerequisite: none for most topics; check descriptions of individual course topics.

**CL 103 Undergraduate Lectures in Comparative Literature (4) F, W, S, Summer.** Three hours. May be taken more than once provided the topic changes. A series of lectures on and discussions of announced comparative topics in literary criticism, history, genres, modes, major authors. Prerequisites: none for most topics; check descriptions of individual course topics.

**CL 104 The Interdisciplinary Course (4) F, W, S.** Lecture and discussion course open to all students, three hours. May be taken more than once provided the topic changes. Treats interdisciplinary topics of various kinds (e.g., literature and politics, literature and religion, literature and science, literature and other arts). Prerequisites: none for most topics; check descriptions of individual course topics.

**WR 109 Nonfiction and Journalism (4) S.** Three hours. The course develops out of WR 38 for students with special competence for advanced work in journalism. Prerequisite: consent of instructor.

**WR 110 Short Story Writing (4) F, W, S, Summer.** Three-hour workshop in short fiction; discussion of student writing and of relevant literary texts. May be repeated once for credit toward graduation, but not repeated for credit within the major. Prerequisite: consent of instructor.

**WR 111 Poetry Writing (4) F, W, S, Summer.** Three-hour advanced poetry writing workshop; discussion of student writing and of relevant literary texts. May be repeated once for credit toward graduation, but not repeated for credit within the major. Prerequisite: consent of instructor.

**WR 112 Playwriting (4).** Three-hour advanced playwriting workshop; discussion of student writing and of relevant literary texts. Prerequisite: consent of instructor. Same as Drama 112.

**WR 113 Novel Writing (4) S.** Three-hour advanced workshop in fiction writing; discussion of student writing and of relevant literary texts. Prerequisite: consent of instructor.

**WR 115 Conference in Writing (4).** Primarily for writing emphasis seniors. May be repeated for credit toward graduation but not repeated for credit within the major. Prerequisite: consent of instructor.

**WR 139 Advanced Expository Writing (4) F, W, S, Summer.** Discussion, three hours. Study of rhetorical techniques; practice in writing clear and effective prose. Several essays of varying lengths, totaling at least 4,000 words. Prerequisites: satisfaction of the lower-division writing requirement of the breadth requirement and junior standing. Students meeting the pre-1980 breadth requirement may be admitted by consent of the instructor. (I)

**E 139E Critical Writing: Topics in English Literature (4) F, W, S, Summer.** Discussion, three hours. Study and practice of critical writing on various topics in English literature. Four essays of varying lengths, totaling at least 4,000 words. Open to all juniors and seniors; priority given to English majors. Prerequisites: satisfaction of lower-division writing requirement; junior standing or consent of instructor.

**E 139F Critical Writing and the Craft of Fiction (4) F, W, S, Summer.** Study and practice of various fictional forms and the critical understanding of these forms. Critical essays and exercises in aspects of the craft of fiction, totaling at least 4,000 words. Priority given to writing-emphasis majors in English and Comparative Literature. Prerequisites: satisfaction of lower-division writing requirement; junior standing or consent of instructor.

**E 139G Critical Writing and Poetic Practice (4) F, W, S, Summer.** Study and practice of various poetic forms and the critical understanding of these forms. Critical essays and poetic exercises of varying lengths, totaling at least 4,000 words. Priority given to writing-emphasis majors in English and Comparative Literature. Prerequisites: satisfaction of lower-division writing requirement; junior standing or consent of instructor.

**CL 139 Critical Writing: Topics in Comparative Literature (4) F, W, S, Summer.** Study and practice of critical writing on various topics in comparative literature. Four essays of varying lengths, totaling at least 4,000 words. Open to all juniors and seniors; priority given to Comparative Literature majors. Prerequisites: satisfaction of lower-division writing requirement; junior standing or consent of instructor.

**CR 139 Critical Writing: Topics in Literary Theory (4) W, S.** Study and practice of critical writing on various topics in literary theory. Four essays of varying lengths, totaling at least 4,000 words. Restricted to English and Comparative Literature majors. May be cross-listed with CR 100B when the topic is appropriate. Prerequisites: satisfaction of lower-division writing requirement; junior standing or consent of instructor.

**E 140 Children's Literature (4) F.** Lecture course open to all students. Explores the nature of children's literature and the special critical problems raised by it. Primarily for nonmajors; may not be counted toward the upper-division requirement in English or Comparative Literature.

**E 150 Topics in Literature for Nonmajors (4).** Lecture, three hours. Major texts in English, American, and Comparative Literature explored for basic humanistic issues and themes, on announced topics. Primarily for upper-division students, but not requiring previous training in literature. May be repeated as topics change; may not be counted toward the major.

**WR 179 Advanced Composition for Teachers (4).** Examines principles of formal composition as well as problems in teaching composition. Same as Education 179.

**E 181 The Structure of English (4).** Study of the morphology of the English language. Prerequisite: Linguistics 50 or an equivalent course. Same as Linguistics 162.

**E 184 History of the English Language (4).** External (historical and social) and internal (linguistic) changes which have affected the English language from its Germanic roots to the present day. Same as Linguistics 132.

**E 187 Selected Topics in English Linguistics (4)**

**E 198 Special Topics (4-4-4).** Directed group study of selected topics. By consent, by arrangement.

**E 199 Reading and Conference (4-4-4).** To be taken only when the materials to be studied and the topic to be pursued lie outside the

normal run of departmental offerings, when the student will have no formal chance in the course of several years to pursue the subject of interest, and when the subject fits significantly into the student's major program. Prerequisites: consent of the student's advisor, the course instructor, and the Department Chair; the student must submit a written description of the course to the Chair.

**CL 198 Special Topics (4-4-4).** Directed group study of selected topics. By consent, by arrangement.

**CL 199 Reading and Conference (4-4-4).** See the description of E 199 above.

## Graduate Courses

All graduate courses may be repeated when the topic varies. Descriptions of the topics to be treated in a given academic year are published by the Department in the fall. Enrollment in each graduate course requires the consent of the instructor. The courses are limited to registered graduate students, except for specially qualified fifth-year students seeking teaching credentials, who may enroll if they have first received permission from the Department's Graduate Committee and if space permits.

In addition to the following courses, graduate students in the Department of English and Comparative Literature might find these Humanities courses of special interest:

Humanities 200 (The Nature and Theory of History); Humanities 210 (Approaches to Linguistic Study); Humanities 230 (Philosophical Analysis); and Humanities 291 (Interdisciplinary Topics).

**E 200 Selected Topics in English Linguistics (4)**

**CL 200 Methods of Comparative Literature (4) F.** Introduction to comparative literary study required of first-year graduate students in Comparative Literature. Study of representative theories of the discipline.

**E 210 Studies in Literary History (4) F, W, S**

**CL 210 Comparative Studies (4) F, W, S**

**CL 220 Problems in Translation (4) F, W, S**

**CR 220A-B Studies in Literary Theory and Its History (4-4-4) F, W, S.** CR 220A same as Humanities 220.

**E 225 Studies in Literary Genres (4) F, W, S**

**E 230 Studies in Major Writers (4) F, W, S**

**E 235 Methods of Literary Scholarship (4)**

**CR 240 Advanced Theory Seminar (4) F, W, S**

**WR 250A-B Graduate Writers' Workshop (Fiction) (4-4) F, W, S**

**WR 250C Graduate Writers' Workshop (Poetry) (8) F, W, S.** Satisfactory/Unsatisfactory only.

**WR 251A-B Writing in Conference (Fiction) (4-4) F, W, S**

**WR 251C Writing in Conference (Poetry) (8) F, W, S.** Satisfactory/Unsatisfactory only.

**E 290 Reading and Conference (4) F, W, S**

**CL 290 Reading and Conference (4) F, W, S**

**E 291 Guided Reading Course (4)**

**CL 291 Guided Reading Course (4)**

**E 299 Dissertation Research (4 to 12) F, W, S.** Satisfactory/Unsatisfactory only.

**CL 299 Dissertation Research (4 to 12) F, W, S**

**E 398 Rhetoric and the Teaching of Composition (4) F.** Readings, lectures, and internship designed to prepare graduate students to teach composition. Formal instruction in rhetoric and practical work in teaching methods and grading. Consent of instructor required.

**E 399 University Teaching (4-4-4) F, W, S.** Required of and limited to Teaching Assistants. Satisfactory/Unsatisfactory only.

## Department of French and Italian

Richard L. Regosin, Ph.D. The Johns Hopkins University, *Chair of the Department and Professor of French* (sixteenth- and seventeenth-century French literature)

Daniel Brewer, Ph.D. The Johns Hopkins University, *Assistant Professor of French* (eighteenth- and nineteenth-century French literature)

David Carroll, Ph.D. The Johns Hopkins University, *Professor of French* (literary theory and twentieth-century French literature)

James Chiampi, Ph.D. Yale University, *Associate Professor of Italian* (Italian Renaissance)

Judd D. Hubert, Ph.D. Columbia University, *Professor of French* (seventeenth- and nineteenth-century French literature)

Renée Riese Hubert, Ph.D. Columbia University, *Professor of French and Comparative Literature* (literature and fine arts, modern poetry, surrealism, Romanticism, comparative literature)

Alice M. Laborde, Ph.D. University of California, Los Angeles, *Professor of French* (eighteenth-century French literature)

Elizabeth Leemann, M.A. University of Illinois, *Lecturer, Director of the French language program*

Leslie W. Rabine, Ph.D. Stanford University, *Associate Professor of French* (nineteenth-century French literature and women's studies)

Aliko Songolo, Ph.D. University of Iowa, *Associate Professor of French* (French African and Caribbean literature)

Franco Tonelli, Ph.D. Louisiana State University; Laurea, University of Catania, *Professor of French and Italian* (dramatic literature and theory of drama)

Bernard Tranel, Ph.D. University of California, San Diego, *Professor of French and Linguistics* (French linguistics)

The Department of French and Italian offers courses designed to provide linguistic competence and a broad knowledge of diverse aspects of French and Italian culture: literary, social, historical, aesthetic. It seeks to enrich the students' appreciation of their own civilizations and to create a deeper sense of international understanding.

The program brings the students to participate in the creative process of language, to think in French or Italian as they learn to understand, speak, read, and write. Most classes are taught entirely in the foreign language, and a multiple approach stresses the interdependence of the four basic skills and makes them mutually reinforcing. The Language Laboratory is used to complement classroom activity.

Representatives chosen by the undergraduate French majors and by the graduate students serve on departmental committees. These representatives also participate in Department meetings and are responsible for student evaluation procedures.

### Careers for the French Major

The great majority of students who major in French pursue careers in various sectors of the world of business and commerce, where they can take advantage not only of their competency in communicating in French but also of their knowledge of French literature and civilization. They gain an international perspective which provides them with a clearer picture of their own cultural heritage. In practical terms, this perspective will allow them to operate efficiently in marketing, publicity, and public relations, where sophistication has become essential. A number of students also follow careers in education, continue their studies in graduate school, or enter the diplomatic service.

### Undergraduate Program in French

While preparing the student for graduate work and for the teaching profession, the French major is essentially a liberal arts program offering a broad, humanistic course of study.

At the intermediate lower-division level, texts of contemporary literary and social interest provide the focus for advanced conversation, reading, and composition.

After the second year, courses in speaking (conversation and phonetics) and writing enable the students to attain a greater degree of proficiency, preparing them for further study in French literature and linguistics and in French civilization and culture.

In the introductory courses in literature, complete texts are studied in historical context. The student learns to analyze and interpret different types of creative literature and is introduced to various critical techniques. At the more advanced level, literature courses may emphasize a single author, movement, or genre within a historical period. The content of these courses changes yearly according to the interests of both faculty and students. Senior seminars are offered periodically to discuss literary problems which cannot be dealt with in depth in the regular offerings.

Courses in civilization and culture explore aspects of French history, intellectual thought, and the arts. Courses are offered with a historical emphasis (for instance, the world of the Renaissance in France; the Age of Louis XIV; colonialism; anti-Semitism) and with a comparative orientation (for instance, poetry and painting; literature and society; women in literature; Paris and the history of art; literature and history).

Courses in linguistics introduce students to aspects of the structure of the French language and to the application of linguistic techniques to problems of literary analysis.

Students are placed in elementary and intermediate courses according to their years of previous study and their grades; placement examinations are given. One year of high school is equated with one quarter of work at UCI. A student may not go back more than one quarter and receive credit.

### Requirements for the Bachelor's Degree

**University Requirements:** See pages 49-52.

**School Requirements:** See page 134.

#### Departmental Requirements for the Major

##### **French Major with Emphasis in Literature and Culture:**

French 11, 100A-B, 101A-B-C, and eight other upper-division courses taught in French, at least six of which must be in literature, culture, or civilization.

**French Major with Emphasis in Linguistics:** French 11, 100A-B, 101A-B-C, two courses in French civilization, Linguistics 50, 110, 120, 130, and French 113, 131. Prospective elementary and secondary school teachers who choose this option should take as electives additional courses in French language, civilization, and/or literature. Work in French civilization is required by State credentialing authorities.

**Residence Requirement for the Major:** At least five upper-division courses required for the major must be completed successfully at UCI.

#### Departmental Requirements for the Minor

French 100A-B plus five other French courses, four of which must be upper-division. Prerequisite: French 2C or equivalent.

**Residence Requirement for the Minor:** Four upper-division courses must be successfully completed at UCI.

## Planning a Program of Study

The student and the faculty advisor (assigned upon entering the major) should plan a coherent program of courses to fulfill the literature and culture or the linguistics emphasis during the junior year.

The Department encourages the student to study in France, either through the University's Education Abroad Program or independently. Information is available in the Department Office.

Students should consult with the departmental coordinator of advisors concerning career plans in the areas of teaching, industry, journalism, law, civil service, etc.

## Undergraduate Program in Italian

Third- and fourth-year offerings provide an introduction to Italian literature and culture that serves as a basis for composition, conversation, and phonetics.

Tutorial and seminar courses are available for advanced students. Students are encouraged to pursue their interests through a major in Humanities, leading to a B.A. degree in Humanities, which combines Italian literature, culture, history, art, and music.

## Graduate Program in French

The Department stresses understanding rather than encyclopedic knowledge, experimentation with various critical approaches rather than the perpetuation of a tradition, creativity rather than conformity. Internationally known scholars often participate in the graduate program as guest lecturers. Students choose their courses from three categories: (1) Critical Theory: problems in French literature and criticism; (2) Comparative Methods; (3) Author, Genre, Period, Movement.

## Master of Arts in French

The Master of Arts degree is considered to be a step toward the Ph.D. degree; only students intending to pursue studies for the doctorate are admitted to the program. Performance on the Master's examination, usually given in the second year of graduate study, determines entrance into the doctoral program. Most candidates take a minimum of 11 graduate courses, with at least six in literature, one in linguistics, and one in writing and style. Particularly well-prepared students may receive special permission to take a minimum of nine courses and to write a short thesis, for which two course credits are given. All entering graduate students are assigned a faculty advisor. Individual programs are arranged in consultation with the faculty advisors. During the spring quarter of each year, the teaching performance and academic record of each student who is a Teaching Assistant are evaluated. All graduate students are also given a written evaluation of their work on a course-by-course basis. Proficiency in a foreign language in addition to French is required (proficiency is defined as the equivalent of the level attained at the end of course 2C).

All M.A. candidates are required to pass a written and oral comprehensive examination on material drawn from the class program and the Master of Arts reading list. The student writes essays demonstrating an understanding of theoretical concepts and their application to the study of specific literary texts as well as an ability to establish relationships among literary works of different periods, genres, or authors. The oral part of the examination allows elaboration on aspects of the written examination, but seeks primarily to test the students' broader knowledge.

The Master's examination is given in mid-fall quarter and at the end of winter quarter. Students who are Teaching Assistants normally take the examination in the fifth quarter of their studies.

## Doctor of Philosophy in French

Upon successful completion of the Master's examinations and admission to the Ph.D. program, or admission with a Master's degree from an accredited institution, a Guidance Committee is appointed to advise the candidate in the choice of courses to help prepare for the written and oral Qualifying Examinations leading to advancement to candidacy for the Ph.D. degree. The formal Guidance Committee is composed of five members in fields closely related to the student's interest and projected area of specialization in which the dissertation will be prepared and one member who is not affiliated with the School. One member of the committee will be expected to direct the dissertation.

**Language Requirements:** A reading knowledge of two foreign languages relevant to the student's area of specialization, and subject to the approval of the Guidance Committee.

**Course Requirements:** A minimum of 18 graduate courses or seminars in French beyond the B.A., including one graduate course in French linguistics, one graduate course in writing and style, and three graduate courses outside the Department in areas related to the field of specialization. Students entering with a B.A. degree are required to take at least three courses in each of these three course categories as they progress to the Ph.D. degree; students entering with an M.A. degree must take at least two in each area.

A student may pursue the Ph.D. with particular emphasis in literary theory by taking additional course work in theory beyond the minimum number required.

**Teaching:** Since the overwhelming majority of Ph.D. candidates plan to teach, the Department recognizes its responsibility to train them as teachers. Therefore, as far as it is possible, all candidates without previous teaching experience are required to participate in a program of supervised teaching for at least one year.

**Qualifying Examination — Written and Oral:** Upon completion of course work, the student takes a series of written open book examinations involving clearly defined problems of a critical or historical nature. The student may be given from one to three days to answer any part of the examination. The oral Qualifying Examination assesses the student's knowledge of French literature and understanding of a given literary movement. The student will be examined on (a) five of the following six periods of French literature: Medieval; Sixteenth Century; Seventeenth Century; Eighteenth Century; Nineteenth Century; Twentieth Century; or four of these periods plus the development of a single literary genre through all periods of French literature; (b) a given literary movement (e.g., Romanticism, Baroque, etc.) in a non-French literature. The written and oral parts of the examination are based both on material covered in the graduate seminars and on the Ph.D. reading list. Upon successful completion of the written and oral Qualifying Examinations, the student is advanced to candidacy for the Ph.D. degree.

**Dissertation:** The dissertation topic chosen by the candidate will normally, but not necessarily, fall within one of the major fields covered by the Qualifying Examination. The dissertation must be defended in an oral examination and approved by the Doctoral Committee before the candidate is recommended for the degree.

Three faculty members, chosen by the candidate, proposed by the Department, and appointed by the Graduate Council, constitute the Doctoral Committee which directs the preparation and completion of the doctoral dissertation. The Doctoral Committee supervises an oral defense, the focus of which is the content of the doctoral dissertation, and certifies that a completed dissertation is satisfactory.

## Lower-Division Courses in French

**1A-B-C Fundamentals of French (5-5-5) 1A (F, W), 1B (F, W, S), 1C (F, W, S).** Students are taught to conceptualize in French as they learn to understand, read, write, and speak. Classes are conducted entirely in French and meet daily. Language Laboratory attendance is required.

**S1A-B Fundamentals of French (7.5-7.5) Summer.** First-year French in an intensified form.

**R1 French for Reading (4).** Serves those students not planning to major in French who want to develop their reading ability in French rapidly; recommended for graduate students in any field who need a reading knowledge of another language.

**2A-B-C Intermediate French (4-4-4) 2A (F, W, S), 2B (F, W, S), 2C (F, W, S).** Texts of contemporary literary or social interest provide the focus for more advanced conversation, reading and composition. Classes are conducted entirely in French. Prerequisite: normally three years of high school French or one year of college French. (V)

**11 French Phonetics (4) W.** Designed to help students improve their pronunciation; serves also as a preparatory course for language teaching, since it provides a basic understanding of the French sound system. Prerequisite: French 2C or equivalent.

**13 Conversation (4) F, W, S.** Helps students increase their fluency and enrich their vocabulary. Prerequisite: French 2C or equivalent.

**30 Literature and Society (4) S.** In English. An interdisciplinary introduction to literature within the context of social and political history, focusing on French literature and society. Variable topics. Same as Humanities 30A. (IV)

**50A-B-C French Connections (4-4-4) F, W, S.** In English. This three-quarter sequence of courses introduces students to essential aspects of French culture from the Renaissance to modern times, from the perspective of France's interaction with other cultures. With special emphasis given to the study of the relations of France with England, America, and the Third World, the literature, art, and philosophy of France are studied in order to understand the role of France in the formation of the modern world. (IV)

## Upper-Division Courses in French

### 100 Composition and Grammar Review

**100A Advanced Grammar and Composition (4) F, W.** Systematic review of grammar with written compositions on various topics. Students study and practice forms of descriptive and imitative writing, techniques of translation, and textual analysis including *explication de texte* of prose and poetry passages.

**100B Essay Writing (4) W, S.** Drawing topics for weekly compositions from texts of literary, historical, and social interest, this course trains students to write about literature in French, and introduces them to specific critical approaches and strategies for utilizing library resources, organizing arguments, and developing a coherent essay. Prerequisite: French 2C or equivalent; 100A or equivalent is the prerequisite for 100B.

**101A-B-C Introduction to French Literature (4-4-4) F, W, S.** Skills in literary analysis are developed through study of various critical techniques. Various genres are introduced through study of different historical periods in terms of specific literary problems. The historical period studied varies quarterly and also may vary from year to year.

**105 Advanced Composition and Style (4).** Helps the student attain greater proficiency and elegance in the written language. Prerequisites: French 100A-B.

The prerequisite for the following upper-division courses, except French 113 and 131, is French 101A-B-C or the equivalent. The content of these upper-division courses changes yearly. Students should consult the offerings in linguistics under the Program in Linguistics. NOTE: Courses numbered 110A-B-C through 140A-B-C, except 139, may be repeated for credit.

**110A-B-C French Civilization (4-4-4)**

**112A-B-C French Culture (4-4-4)**

**113 Topics in French Linguistics (4) S.** Prerequisites: French 11 or Linguistics 50, and French 100A-B. Recommended: Linguistics 110 and 120.

**115A-B-C Medieval Literature and Culture (4-4-4)**

**116A-B-C Sixteenth-Century French Literature (4-4-4)**

**117A-B-C Seventeenth-Century French Literature (4-4-4)**

**118A-B-C Eighteenth-Century French Literature (4-4-4)**

**119A-B-C Nineteenth-Century French Literature (4-4-4)**

**120A-B-C Twentieth-Century French Literature (4-4-4)**

**125A-B-C African Literature of French Expression (4-4-4) F, W, S.** Introduction to the principal African and Caribbean works written in French. Offers opportunity to read French in a non-European context. Lectures and papers in French. Reading assignments average 100 pages per week.

**130 Junior-Senior Seminar in French Literature (4).** These seminars provide students with a chance to work on original projects. May be repeated. Prerequisite: two upper-division literature courses beyond French 101.

**131 Junior-Senior Seminar in French Linguistics (4).** Prerequisites: French 11 or Linguistics 50, and French 100A-B. Recommended: Linguistics 110 and 120.

**139 Literature and Society (4) F, W, S.** In English. Readings of masterpieces of French literature in their social, political, and historical contexts. Course requires at least 4,000 words of assigned composition based on French works. Several essays required. Topics vary from quarter to quarter. French majors have admission priority. Prerequisites: satisfaction of lower-division writing requirement; junior standing or consent of instructor. May not be repeated for credit.

**140A-B-C Readings in French Literary Genre (4-4-4)**

**150A-B-C Topics in French Literature and Culture (4-4-4).** In English. May not be counted toward the major.

**160 French Cinema (4) F, W, S, Summer.** In English. May have discussion sections in French. May be repeated, but can be taken only twice for credit toward the major. Same as Humanities 160.

**198 Special Studies in French Linguistics (4-4-4) F, W, S.** To be taken only when the materials to be studied and the topic to be pursued lie outside the departmental offerings, when the student will have no formal chance in the course of several years to pursue the subject of interest, and when the subject fits significantly into the student's major program. Prerequisites: consent of instructor and of Department Chair; student must submit a written description of the course to the Chair prior to the end of the first week of classes to obtain consent. May be repeated for credit.

**199 Special Studies in French (4-4-4) F, W, S.** To be taken only when the materials to be studied and the topic to be pursued lie outside the departmental offerings, when the student will have no formal chance in the course of several years to pursue the subject of interest, and when the subject fits significantly into the student's major program. Prerequisites: consent of instructor and of Department Chair; student must submit a written description of the course to the Chair prior to the end of the first week of classes to obtain consent.

## Graduate Courses in French

The content of these courses changes yearly. Students should also consult the offerings of the Program in Linguistics.

In addition to the following courses, graduate students in French might find these Humanities courses of special interest: Humanities 200 (The Nature and Theory of History); Humanities 210 (Approaches to Linguistic Study); Humanities 220 (Literary Theory); and Humanities 230 (Philosophical Analysis):

**200 Selected Topics in French Linguistics (4).** May be repeated.

**201 History of the French Language (4)**

**202 Contrastive French Phonology (4)**

**203 Contrastive French Morphology and Syntax (4)**

**208 Stylistics (4)**

NOTE: Courses numbered 210A-B-C through 252A-B-C may be repeated for credit.

**210A-B-C Studies in Medieval Literature (4-4-4)**

**216A-B-C Studies in Renaissance Literature (4-4-4)**

**217A-B-C Studies in Baroque and Classical Literature (4-4-4)**

**218A-B-C Studies in Eighteenth-Century Literature (4-4-4)**

**219A-B-C Studies in Romanticism and Symbolism (4-4-4)**

**219D-E Studies in Naturalism and Realism (4-4)**

**220A-B-C Contemporary Novel (4-4-4)**

**221A-B-C Contemporary Poetry (4-4-4)**

**222A-B Contemporary Theatre (4-4)**

**230 Studies in Dramatic Literature (4)**

**231 Studies in Fiction (4)**

**232 Studies in Nonfictional Prose (4)**

**233 Studies in Poetry and Poetics (4)**

**240 Studies on a Major Writer (4)**

**251A-B-C Theory of Literature I (Comparative Methods) (4-4-4)**

**252A-B-C Theory of Literature II (Study of Genre) (4-4-4)**

**260A-B Literary Criticism (4-4)**

**270 Writing and Style (4)**

**280 Directed Study in French Literature (4) F, W.** Restricted to graduate students taking the Master's examination the same quarter.

**290 Research in French Language and Literature (4-4-4) F, W, S.** A project proposal must be prepared by the student and approved by the faculty member who will direct the project. This proposal, with the faculty member's signature, must be given to the Chair for approval and will be put in the student's file. This procedure can be completed before or after registration or at the very latest must be by the end of the first week of classes. After the end of the first week no 290s can be approved. M.A. candidates may take this course once; Ph.D. candidates may take it twice.

**291 Research in French Linguistics (4-4-4) F, W, S.** A project proposal must be prepared by the student and approved by the faculty member who will direct the project. This proposal, with the faculty member's signature, must be given to the Chair for approval and will be put in the student's file. This procedure can be completed before or after registration or at the very latest must be by the end of the first week of classes. After the end of the first week no 291s can be approved. M.A. candidates may take French 291 or French 290 only once; Ph.D. candidates may take French 291 or French 290 twice.

**299 Dissertation Research (4 to 12) F, W, S**

**399 University Teaching (4-4-4) F, W, S.** Required of and limited to Teaching Assistants.

## Lower-Division Courses in Italian

**1A-B-C Fundamentals of Italian (5-5-5) F, W, S.** Students are taught to conceptualize in Italian as they learn to understand, read, write, and speak. Classes are conducted entirely in Italian and meet daily. Language Laboratory attendance is required.

**2A-B-C Intermediate Italian (4-4-4) F, W, S.** Texts of contemporary literary or social interest provide the focus for more advanced conversation, reading, and composition. Classes are conducted entirely in Italian. Prerequisite: normally three years of high school Italian or one year of college Italian. (V)

**99 Special Studies in Italian (4-4-4) F, W, S.** Both student and instructor will arrive at the theme of the course and the critical approach to be followed in consultation. This tutorial is intended to offer courses in Italian otherwise unavailable. Such courses may fulfill requirements for the Humanities major focusing in Italian. Prerequisites: consent of instructor and Department Chair; student must submit a written description of the course to the Chair prior to the end of the first week of classes to obtain consent.

## Upper-Division Courses in Italian

**100A-B Italian Language and Civilization (4-4).** Systematic review of grammar with written and oral composition on topics chosen from readings on Italian culture and civilization. Prerequisite: completion of at least Italian 2C or equivalent.

**101 Introduction to Italian Literature.** In this series of courses students learn to analyze and interpret creative literature by genre and are introduced to various critical techniques.

**101A Introduction to Poetry (4)**

**101B Introduction to Theatre (4)**

**101C Introduction to Novel (4)**

**140A-B-C Readings in Medieval and Renaissance Literature (4-4-4).** In English.

**150 Topics in Modern Italian Culture (4).** In English; no prerequisites. May be repeated.

**160 Italian Cinema (4-4).** In English. May have special discussion sections in French. May be repeated but may be taken only twice for credit. Same as Humanities 160.

**199 Tutorial in Italian Literature and Culture (4-4-4) F, W, S**

## Department of German

Thomas P. Saine, Ph.D. Yale University, *Chair of the Department and Professor of German* (eighteenth-century German literature, Goethe)

Meredith Lee, Ph.D. Yale University, *Dean of Undergraduate Studies, UCI, and Associate Professor of German* (lyric poetry, Goethe and eighteenth-century literature, German-Scandinavian literary relations)

Herbert Lehnert, Ph.D. University of Kiel, *Professor of German* (modern German literature)

William J. Lillyman, Ph.D. Stanford University, *Executive Vice Chancellor, UCI, and Professor of German* (Romanticism, Goethe, Tieck)

Bert Nagel, Ph.D. University of Heidelberg, *Professor Emeritus of German* (medieval German literature)

Jane O. Newman, Ph.D. Princeton University, *Assistant Professor of German* (sixteenth- and seventeenth-century German literature, contemporary theory and criticism, feminism)

Eric Rentschler, Ph.D. University of Washington, *Director of Film Studies and Associate Professor of German* (German film, modern German literature, German comedy)

Helmut Schneider, Ph.D. University of Bonn, *Associate Professor of German* (pastoral poetry, Enlightenment, Jean Paul, contemporary German literature)

John H. Smith, Ph.D. Princeton University, *Assistant Professor of German* (eighteenth- and nineteenth-century literature and intellectual history, literary theory)

Wilfried M. Voge, Ph.D. University of California, Berkeley, *Lecturer in German and Linguistics* (Germanic and applied linguistics, second-language acquisition, supervisor of Teaching Assistants)

The Department of German sees its contribution in the context of the humanistic endeavor to understand and evaluate Western culture. We can understand ourselves and our immediate culture more clearly through the study of allied and diverse languages and cultures. The Department offers courses on the German language and on German literature and film. The study of German literature is pursued from various critical perspectives. Some courses emphasize its historical, social, and political significance and setting; in others literature is approached as an imaginative experience which transcends its immediate context. The history of German literature and film, the theory of literature and literary criticism, and the relations of German literature to other literatures are also studied in the Department's courses.

## Undergraduate Program

The German major offers alternative emphases, one in literature and another in linguistics.

All courses in the Department are taught in German to the extent compatible with the aim of the course. In the basic courses the student will develop an understanding of the nature of the language, based on linguistic principles, while learning the necessary skills. Use is made of the Language Laboratory. At the end of the first year, students will have attained mastery of the basic structure of the language.

At the intermediate and advanced levels the student's ability to read and write German will be developed gradually. A three-quarter, third-year course stresses composition and provides an introduction to contemporary German culture. It can be followed by a course in phonetics which aims to perfect the pronunciation as well as to introduce historical and dialectal variants. The introductory course in literature, usually taken in the third year, presents a first view of some periods of German literary history, familiarizes the student with German terminology used in the interpretation of literature, and uses these concepts in practical interpretations. A certain number of courses in the series German 117, 118, 119, 120 will be designated as "core courses" which cover German literature from the Reformation to the present and are especially recommended for majors. It is assumed that the student is familiar with basic concepts of literature in English. A further series of courses (German 130, 140, 160) treats questions of theme, genre, topics in literary theory and criticism, as well as perspectives in German cinema.

Students are given the opportunity to participate in programs of work and study abroad during the summer and the junior year. The University's Education Abroad Program has study centers in Göttingen and Vienna among other locations. Certain courses taken while participating in the Education Abroad Program are recommended as contributing to fulfillment of the German major requirements.

Students entering UCI with previous German training will be given advanced standing as follows: In general, one year of high school work is equated with one quarter of UCI work. Thus students with one, two, three, and four years of high school German will normally enroll in German 1B, 1C, 2A, and 2B respectively. Exceptions to this placement procedure must have the approval of the director of first- or second-year German instruction. Credit is given for the Advanced Placement Test in German.

## Careers for the German Major

German is excellent preparation for professional schools. It can be combined successfully with work in the natural sciences, business and management, and the computer sciences, and it is invaluable for advanced work in the humanities and

the fine arts. The ability to speak and write German, when combined with other skills and specific training, can open up opportunities in communications, foreign trade and banking, transportation, government, science and technology, tourism, library services, and teaching.

Recent graduates of the German Department have begun careers in international law, business, the foreign service, the airline industry, professional translating, journalism, and all levels of education, including university teaching.

## Requirements for the Bachelor's Degree

**University Requirements:** See pages 49-52.

**School Requirements:** See page 134.

### Departmental Requirements for the Major

**German Major with Literature Emphasis:** German 100A-B-C; German 101; eight upper-division literature courses; two courses selected from German 140, 150, Linguistics 50, German 30, English and Comparative Literature 50A-B-C, a course in German history, and a course in German philosophy. German 139 may not be used to satisfy major requirements.

Students who plan to acquire a teaching credential, or intend to do graduate work in literature, are encouraged to take the major with literature emphasis.

**German Major with Linguistic Emphasis:** German 100A-B-C; German 101; five upper-division literature courses; Linguistics 50, 110, 120; one course selected from Linguistics 130, a Middle High German course, or a course in the history of the German Language; one course selected from German 140, 150, 160. German 139 may not be used to satisfy major requirements.

The German major with linguistic emphasis is recommended especially for students who intend to do graduate work in linguistics or enter a linguistics-related profession.

**Residence Requirements for the Major:** At least five upper-division courses required for the major must be completed successfully at UCI. At least four of the courses required for the minor must be completed successfully at UCI.

### Departmental Requirements for the Minor

Seven upper-division courses, which must include German 100A-B-C and German 101. German 139 may not be used to satisfy minor requirements.

## Graduate Program

In its graduate courses the Department stresses theoretical understanding of the nature of literature in its specific application to literature written in the German language. The Department also offers regular courses devoted to the history, analysis, and theory of German film, viewing the medium in its relationship to other forms of expression as well as considering it as an art form in its own right.

Courses also are offered elucidating the structure and history of the German language.

The graduate program in German is essentially a program leading to the Ph.D. The M.A. requires a minimum of one year in academic residence and must be completed in no more than two years of full-time graduate study. The Department will decide after completion of the M.A., at the latest, whether or not to permit the student to continue in the Ph.D. program. The M.A. thus may be in some cases a terminal degree. In those cases where the student enters the



UCI graduate program in German with an M.A. from another institution, the Department will evaluate the student's progress during the first year of study before deciding to allow continuation toward the Ph.D.

Students who enter with normal academic preparation and pursue a full-time program of study ordinarily should be able to earn the Ph.D. degree within six years or less.

## Master of Arts in German

Before entering the program, a candidate is expected to have the equivalent of our undergraduate major. Students with a bachelor's degree in another subject may be considered for admission. Normally their course of studies will have to be extended in order to make up for the deficiency. However, each case is considered individually by the faculty. The minimum course requirement for the M.A. degree is nine courses, eight of which must be taken within the Department of German. Reading knowledge of a foreign language other than German also is required for the M.A. degree. Whenever possible, a candidate is urged to complete this requirement before entering the program. Further requirements follow.

**The Preparation of a Reading List.** All candidates should prepare as early as possible a list of works read in the field of German literature, e.g., both primary texts and critical works. This list should preferably be augmented by critical texts and by works from other literatures which, in the candidate's opinion, relate to the German works in the list. Since it should ultimately contain representative selections from various eras of German literature and some works of criticism, a tentative list must be discussed with the graduate advisor before the end of the fall quarter. Candidates should indicate on the list a number of works with which they are especially familiar. In its final form (e.g., including works read during the year both in and out of class) the list will be submitted together with the essay two weeks before the oral examination. It is the student's responsibility to keep the reading list current.

**The Master's Essay.** The purpose of the written part of the M.A. comprehensive examination is to show the candidate's methodological progress in interpreting German literature. It consists of an essay in which a text is elucidated and related to: (a) pertinent works by the same author, (b) its social and historical context, and (c) other works of German or other literatures with which the candidate is familiar. The level of the discussion will normally be enhanced by the candidate's knowledge of the relevant secondary literature. The topic of the essay should be tentatively formulated and reported to the graduate advisor before the end of the second quarter of the student's residence.

**The Oral Examination.** During the oral examination the following items will be discussed: (a) the essay, (b) the reading list. The discussion based on the reading list will focus on works which the student knows well, but may broaden into other areas.

**One Course in University Teaching (399)**

**One Year of Residence**

**Ph.D. in German**

The Department requires a minimum of 22 approved courses from students entering with a bachelor's degree. Students entering with the master's degree will be advised individually as to remaining course requirements. These may include courses in philosophy, history, comparative literature, etc., suitable for the individual student's program of study. The

course Introduction to Middle High German and one course in medieval German literature are required. The student also will participate in each of the German Department's colloquia. The student will augment the reading list and keep it current during the whole course of study. At least two years of residence are required.

Since the majority of Ph.D. candidates choose careers as teachers, the German Department recognizes its obligation to offer them preparatory experience. Therefore, all candidates for the Ph.D. are required to teach under the supervision of a faculty member at least one course in each of three quarters (for which they will receive credit as German 399). Three of these courses may be counted toward the 22 required courses for the Ph.D.

**Comprehensive Examination.** There are two parts to the examination. In order to fulfill the written examination requirement the student will choose either (1) to present a lecture to the faculty and to the other graduate students, or (2) to write a three-part examination (one part on a significant author, one on a major genre, and one on an historical period) within a period of two weeks. These examination essays may be either closed-book or take-home, by agreement with the candidate's examination committee. The examination essays or the lecture will be on a text or texts selected by the faculty from a reading list submitted by the student for the comprehensive examination. The second part of the comprehensive examination is the formal oral qualifying examination of up to three hours duration ranging over the whole field of the student's studies, to be taken within two weeks after completion of the written examination. The student will submit the reading list at least two weeks before the written examination after consultation with the members of the examination committee.

**Language Requirements.** The candidate must demonstrate reading competence in two languages or extensive competence in one language other than German or English. Choice of language(s) depends on the student's area of specialization. French and Latin are recommended. For the various ways in which this requirements may be fulfilled, the student should see the graduate advisor.

**Dissertation.** Toward the end of the second year of study, the student should formulate a tentative dissertation topic. Three faculty members proposed by the Department and appointed by the Graduate Council constitute the Doctoral Committee which directs the preparation and completion of the dissertation. The Doctoral Committee certifies that a completed dissertation is satisfactory through the signature of the Committee members on the title page of the dissertation.

## Lower-Division Courses

A student may take any one of the three first-year courses: German 1A-B-C; R1A-B-C; S1A-B.

**1A-B-C Fundamentals of German (5-5-5) F, W, S.** Basic language skills of understanding, speaking, reading, and writing. Classes conducted in German. Language Laboratory attendance is required.

**R1A-B-C Fundamentals of German (with emphasis on reading) (4-4-4) F, W, S.** For students not planning to major in German who want to develop reading ability rapidly. Does not serve as prerequisite for any higher-level course in German.

**S1A-B Fundamentals of German (7.5-7.5) Summer.** First-year German in an intensified form.

**2A-B-C Intermediate German (4-4-4) F, W, S.** Conversation, reading, and composition skills; texts of literary and social interest. Intensive review of grammar. Conducted in German. Prerequisite: German 1C. (V)

**30 Literature and Society (4).** An interdisciplinary introduction to literature within the context of social and political history, focusing on German literature and society. In English translation. Variable topics. Same as Humanities 30B. Not offered 1985-86. (IV)

**53 Advanced Conversation (2) S.** Includes reading of political and cultural material. Prerequisite: German 2C.

## Upper-Division Courses

Upper-division courses normally are taught in German. Exceptions are German 103, 139, 140, 150A-B-C, and 160.

**100A-B-C Advanced Composition (4-4-4) F, W, S.** Competence in writing and reading expository German.

**101 Introduction to Literature (4) F.** Sample interpretations of poetry and prose. Introduction to critical language in German. Prerequisite: German 2C.

**102A Literature and Society Since World War II (4).** Interdisciplinary introduction to recent German literature not only as an aesthetic phenomenon but also as a social and political force. Methodological problems arising from an analysis of literature in its historical context. Prerequisite: German 2C or consent of instructor.

**102B Literature and Society 1918-1945 (4).** See above description. Prerequisite: German 2C or consent of instructor.

**103 German Phonetics (4) S.** Contrastive analyses of the sound of English and German. Emphasis on standard German pronunciation. Prerequisite: German 2C.

Courses numbered 117 to 199 (with the exception of German 139) may be repeated provided course content changes. German 101 or consent of instructor is prerequisite for courses 117 to 120.

**117 Topics in German Literature 750-1750 (4).** Specific course content determined by individual faculty members. Example: Luther and the European Renaissance.

**118 Studies in the Age of Goethe (4).** Individual authors such as Lessing, Goethe, Schiller, Kleist, and Hölderlin, or the drama of the "angry young men" of the German 1770s.

**119 Studies in Nineteenth-Century German Literature (4).** Individual authors such as Büchner, Grillparzer, Keller, and Nietzsche, or broader social-literary phenomena.

**120 Studies in Twentieth-Century German Literature (4).** Individual authors such as Thomas Mann, Brecht, Kafka, Rilke, and Grass, or topics addressing questions of genre such as the drama of German Expressionism.

**130 Topics in German Literature (4).** Literary works not fully contained within the period listed above, such as "German Comedy," "The Novel from Wieland to Fontane."

**139 Writing about Literature (4) S.** A course requiring at least 4,000 words of assigned composition based upon readings in Germanic literatures. Several essays required. Topics vary from year to year. German majors given admission priority. Prerequisites: satisfaction of lower-division writing requirement; junior standing or consent of instructor.

**140 Topics in Literary Theory and Criticism (4-4-4).** In English. Theoretical dimensions of literary criticism and the German philosophical tradition. Topics such as Marxism, Freudian thought, the German Idealistic tradition of aesthetics, Historicism, twentieth-century hermeneutics, Frankfurt School, and *Rezeptionsästhetik* are explored in a selection of theoretical, critical, and literary texts.

**150A-B-C German Literature in Translation (4-4-4) F, W, S.** Major German literary works in translation.

**160 German Cinema (4).** Historical, theoretical, and comparative perspectives on German cinema.

**199 Individual Study (4) F, W, S.** May be repeated for credit.

## Graduate Courses

All graduate courses offered in the Department fall under the generic titles German 200, 210, 220, and 230. Course titles and contents change according to the instructor teaching them; courses offered under these numbers may be repeated for credit provided the content has changed. Complete course descriptions are available quarterly from the Department and School of Humanities.

Three core courses dealing with the lyric, drama, and novel traditions are offered, normally one each year. These courses combine theoretical with historical considerations and practical interpretations. Other graduate courses aim at letting the student share in the research interests of the faculty at the frontiers of on-going scholarship. Such courses may be devoted to topics, methods of interpretation and research, or individual authors.

**200 Literary Criticism (4)**

**210 Literary Theory (4)**

**220 Selected Topics in German Linguistics (4)**

**230 Literary and Cultural History (4)**

**290 Independent Study (4).** Counted toward course requirements for the M.A. or Ph.D. A term paper or project is required. Letter grade only. May be repeated for credit.

**298 Directed Reading (4).** For students preparing for doctoral examination. Satisfactory/Unsatisfactory only.

**299 Dissertation Research (4).** For students who have been admitted to doctoral candidacy. Satisfactory/Unsatisfactory only.

**398A-B The Teaching of German (2-2) F, W.** Required of all Teaching Assistants in the German Department. Also open to present and prospective German instructors who are not Teaching Assistants.

**399 University Teaching (4-4-4) F, W, S.** Required of and limited to Teaching Assistants.

## Department of History

Jonathan S. Dewald, Ph.D. University of California, Berkeley, *Chair of the Department and Associate Professor of History* (early modern European social)

Kendall E. Bailes, Ph.D. Columbia University, *Professor of History and Dean, School of Humanities* (modern Russian and Soviet)

John P. Diggins, Ph.D. University of Southern California, *Professor of History* (American intellectual)

Richard I. Frank, Ph.D. University of California, Berkeley, *Associate Professor of History and Classics* (Roman empire, classics)

James B. Given, Ph.D. Stanford University, *Assistant Professor of History* (Medieval Europe)

Christine L. Heyrman, Ph.D. Yale University, *Associate Professor of History* (American intellectual and social)

Lamar Mott Hill, Ph.D. University of London, *Associate Professor of History* (Britain in the Tudor-Stuart era)

Karl G. Hufbauer, Ph.D. University of California, Berkeley, *Associate Professor of History* (social history of science)

Jon S. Jacobson, Ph.D. University of California, Berkeley, *Associate Professor of History* (European international)

Michael P. Johnson, Ph.D. Stanford University, *Professor of History* (American social and political)

Theodore S. Koditschek, Ph.D. Princeton University, *Assistant Professor of History* (nineteenth- and twentieth-century European social)

Samuel C. McCulloch, Ph.D. University of California, Los Angeles, *Professor of History* (British empire and commonwealth, nineteenth-century)

Henry Cord Meyer, Ph.D. Yale University, *Professor Emeritus of History*

Keith L. Nelson, Ph.D. University of California, Berkeley, *Associate Professor of History* (American foreign relations)

Patricia A. O'Brien, Ph.D. Columbia University, *Associate Professor of History* (modern French social)

Spencer C. Olin, Jr., Ph.D. Claremont Graduate School, *Professor of History* (American social and political)

Mark S. Poster, Ph.D. New York University, *Professor of History* (modern European intellectual)

David C. Rankin, Ph.D. The Johns Hopkins University, *Adjunct Associate Professor of History* (American social, Black history)

Jaime E. Rodríguez, Ph.D. University of Texas, *Professor of History and Dean of the Division of Graduate Studies and Research* (Latin America, Mexico)

Mary P. Ryan, Ph.D. University of California, Santa Barbara, *Professor of History* (American social and family)

Steven C. Topik, Ph.D. University of Texas, *Assistant Professor of History* (Latin America)

Gerald T. White, Ph.D. University of California, Berkeley, *Professor Emeritus of History*

Jonathan M. Wiener, Ph.D. Harvard University, *Professor of History* (history and social theory)

## Undergraduate Program

The undergraduate program in History is designed to develop critical intelligence and to foster an awareness of ourselves and our world through the study of the past. The Department offers a variety of approaches to history, and each emphasizes basic disciplinary skills: weighing evidence, expository writing, constructing logical arguments, and exploring the role of theory in historical analysis and human action.

In addition to offering a number of lower-division history courses open to nonmajors, the Department requires all History majors to participate in an introductory core course, History 29A-B-C. This is a comparative course that acquaints students with the modern world by examining some of the basic characteristics of modernity and by focusing on the historic process of modernization in different societies over time.

The Department has established a minor in History, designed for students who are interested in the study of history but who are majoring in other disciplines. The program incorporates the main elements of the Department's program for majors but allows students enough flexibility to pursue programs in other departments and schools.

From this introductory course the student moves on to a series of upper-division courses, the contents of which range from the examination of individual nation-states (e.g., British History), to studies of the relations among nation-states (e.g., European International History), to historical analyses of political, socio-economic, and cultural factors (e.g., Women and the Family in the United States). Students are also provided the opportunity for small-group learning experiences in a series of colloquia in the following areas: social history, political history, international history, intellectual history, social thought, and comparative history. The colloquia are conducted as discussion groups and involve close reading and analysis of secondary texts. The senior seminar is a two-quarter research seminar in primary materials that culminates in the writing of a research paper.

Faculty members in the Department of History work closely with their students. All upper-division History majors are assigned a faculty advisor, whom they are encouraged to consult at least once each quarter.

## Careers for the History Major

The training and discipline derived from historical studies provide a valuable experience for all educated persons seeking to understand themselves and their world. Many students who complete undergraduate degrees in the Department of History go on to graduate school in a variety of fields, including history, law, business, international relations, and teacher education. The study of history is valuable preparation for many other careers as well. The strong academic and professional orientation acquired by History majors is necessary to pursue successful careers in such diverse fields as advertising, banking, journalism, management, public relations, publishing, and government service.

## Requirements for the Bachelor's Degree

**University Requirements:** See pages 49-52.

**School Requirements:** See page 134.

### Departmental Requirements for the Major

Fourteen courses are required, including History 29A-B-C (for which transfer students may substitute such year-long surveys as European, American, Asian, or Latin American history), six upper-division Historical Studies courses, three colloquia, and a senior seminar (two-course sequence) or two additional colloquia.

**Residence Requirement:** Three historical studies and a senior seminar (or two colloquia) must be completed successfully at UCI.

### Departmental Requirements for the Minor

Seven courses are required, including either at least one quarter of History 29 or at least one quarter of History 50. (Minors are encouraged to take the full History 29 sequence.) At least four of the remaining six courses must be upper-division History courses and must include two colloquia or one senior seminar.

**Residence Requirement:** At least four upper-division History courses must be completed successfully at UCI.

## Graduate Program

The graduate program leading to the M.A. and Ph.D. degrees in History is designed to provide students with both basic historical skills and a rigorous grounding in historical theory. This combination of theoretical study with training in historical method reflects the Department's conviction that scholars should be encouraged to deal with significant questions about the past and to approach these questions in a methodologically sophisticated way. This approach requires that the student develop the critical abilities necessary to deal with primary sources, secondary syntheses, and the interrelationship of history and theory. Candidates for any advanced degree in History are expected to gain teaching experience as an integral part of their graduate training. Ordinarily this is accomplished through service as a Teaching Assistant or Associate.

Basic to the Department's curriculum is a year-long course in History and Theory which deals with both theoretical texts and historical studies that have utilized theoretical concepts and models. The History and Theory course also examines the phenomenon of modernization—the general world transformation of the past four hundred years—and seeks to understand the social institutions through which this process has occurred. The course directs attention to the diverse implications of modernity in the modern world, to the groups which dominated and were dominated by it, and to the costs and benefits of the process. These matters can be studied most satisfactorily by the historian whose theoretical self-consciousness and methodological facility have been systematically and carefully developed.

A three-quarter research seminar is offered every year and is required of all graduate students (including those entering with an M.A. degree). This course offers guidance in the selection of significant research topics, the formulation of coherent statements of historical problems, the carrying out of projects of original research, and the writing of research papers.

The colloquium, a reading course that examines the chief historical works in a "time-place" field, enriches the student's knowledge of the main areas of historical research and develops critical reading skills. Colloquia are offered yearly in American history and Modern European history, and biannually in Early Modern European history, Latin American history, and Ancient history. A student may prepare a dissertation in any of these fields. In addition, independent reading and research courses are provided for advanced, specialized study in tutorial form.

The immediate objective for the doctoral student is to develop four fields of competence in preparation for a comprehensive examination. These fields are: history and theory; first "time-place" field (field in which the dissertation is written); second "time-place" field; "focus" field (such as social, political, intellectual, or international history).

The subsequent objective, to write a distinctive dissertation, is of crucial importance. To assist in accomplishing both objectives, the Department offers intensive consultation with the faculty as well as a lively intellectual atmosphere. Students have long shared in the decision-making processes of the Department, which engages the entire historical community at Irvine in the collective pursuit of excellence. Students profit also from a vigorous visiting speakers program that brings scholars from other campuses and other nations to meet and interact with UCI students and faculty.

## Master of Arts in History

**Requirements for Admission.** Although it is desirable that an applicant have the equivalent of an undergraduate major in History, the Department also welcomes students who have previously specialized in other subject areas and who show promise of sustained and self-disciplined work in history. Typically, a minimum undergraduate grade point average of 3.0 (B) is required for admission, with evidence of better work in history. In addition, all applicants are asked to submit three letters of recommendation, scores from the Graduate Record Examination, and examples of written work in history from their undergraduate classes. Students living in Southern California must arrange to come to UCI for an interview with the Department Chair or the Coordinator of Graduate Advising. Students are accepted for admission for fall quarter only, and the deadline for application for fall admission is May 1.

**Program of Study.** The M.A. program emphasizes the theoretical and historical dimensions of the field in general, and of European, American, or Latin American history in particular. Each candidate for the M.A. will choose a graduate advisor who will supervise the student's program. Nine courses are required for the degree: three in History and Theory (History 200A-B-C), three in "time-place" colloquia (taken in sequence, as a unit), and three in a research seminar. Students intending to pursue the Ph.D. should begin at once to delineate doctoral interests in order to fit their work for the M.A. into the total program.

**Language Requirements.** Normally a reading knowledge of one foreign language is required for the M.A. degree. Students in American history, with an advisor's permission, may substitute a sequence of courses in communications science, statistics, or comparable studies for the M.A. foreign language requirement. Language proficiency can be demonstrated either by achieving a score of at least 500 on the appropriate ETS examination or by passing a departmental examination.

**Comprehensive Examination.** At the end of the final quarter the M.A. candidate must pass a comprehensive examination

covering the student's major field (e.g., American, Early Modern Europe) and focusing upon material assigned in the three-quarter "time-place" colloquium series.

**Time Limits.** The M.A. requires a minimum of one year in academic residence and must be completed in no more than two years of graduate study.

## Doctor of Philosophy in History

**Requirements for Admission.** Continuing students must have satisfactorily passed a departmental evaluation in order to be admitted to the doctoral program. This includes students entering with an M.A. from elsewhere who will be evaluated at the end of the first year.

New students must undergo a more formal admissions procedure, submitting transcripts, letters (three), papers, and aptitude scores from the Graduate Record Examination. These documents must be supplemented by an interview whenever possible.

The potential doctoral student is advised to begin graduate work on this campus, since the doctoral student who has taken the M.A. elsewhere will be expected to enroll in all of the same courses required of all incoming students. Greater experience will work to advantage later, in the second and third years, in speeding the student to examinations.

Incoming students are admitted for fall quarter only, and the deadline for application for fall admission is May 1.

**Program of Study.** The Department requires doctoral students to prepare themselves in four different areas:

1. History and Theory.
2. The first "time-place" field (such as Modern Europe), which is designed as a teaching field as well as the focus of the student's dissertation.
3. The second "time-place" field (such as American History), which is designed as a second teaching field.
4. A "focus" field (such as social history, etc.), which is designed to enhance the student's capability for dealing with the problems and phenomena of the field, to make comparisons, and to introduce the student to the theory and method of relevant related disciplines (e.g., sociology).

The courses required in this preparation include the History and Theory sequence, colloquia series in both time-place fields, and a research seminar sequence. The normal academic load is three courses per quarter. Every doctoral student will be assisted by a departmental advisor in the same general area of study who will be responsible for approving defined fields, guiding the student to consultant faculty, and supervising the examinations.

**Language Requirements.** All students, except as specified below, must demonstrate a reading knowledge of one foreign language relevant to the field of graduate study, no later than the end of the second year in the program. Normally, completion of the M.A. foreign language requirement will fulfill this requirement. Proficiency can be established by a score of at least 500 on the appropriate ETS examination or by passing a department test. Students in American history who have opted for a language substitute in completing the UCI Master's degree will be allowed to submit this work in fulfillment of the alternate skill requirements discussed below, and will not be subject to the time limit in achieving a foreign language competence.

Additional language requirements depend on the subject the student selects for the first "time-place" field and must be met before the student takes the candidacy qualifying examinations. An individual with a first "time-place" field in American history may either demonstrate a reading knowledge of a second useful foreign language (by achieving an ETS score of 500 or by passing a language test designed by the advisor), or complete, as a doctoral student, a sequence of courses in an alternate skill (e.g., communications science, statistics, computer work, content analysis, linguistics) that will be useful in mastering the chosen historical fields.

An individual with a first "time-place" field in a non-American subject must demonstrate a reading knowledge of a second foreign language. This may be done either by achieving an ETS score of 500 or by passing a language test arranged by the advisor.

**Qualifying Examinations and Dissertation.** After completing the appropriate courses and other preparatory work (normally seven to nine quarters after entering the graduate program at UCI), the student will take written examinations in the History and Theory and two "time-place" fields, followed by the oral Qualifying Examination in the "focus" field, first "time-place" field, and dissertation topic. Upon successful completion of these examinations, the student will be advanced to candidacy and will begin intensive work upon the dissertation. The research and writing involved in this effort are expected to require from one to two years. At the end of this period an oral defense of the dissertation will be held, focusing on the adequacy of the student's research and thesis.

Students who enter with normal academic preparation and pursue a full-time program of study should be able to earn the Ph.D. degree within six years or less.

## Undergraduate Courses

### University Courses

Special studies of general interest for all students. No prerequisites. Specially designated History 6 and 9 courses may be used to fulfill the American History portion of the American History and Institutions requirement.

**6 Topics in Recent History (4-4-4) F, W, S.** Historical analysis of forces which have shaped the contemporary world. Topics include war, revolution, communism and anticommunism, and new attitudes toward sex, family, and race. Topics vary.

**9 Historical Problems (4-4-4) F, W, S.** How historians define problems and answer them is shown through careful study of particular questions.

**11 Introduction to Peace and Conflict (4)**

### The Core Course

**The Formation of Modern Society.** Histories of Europe and the United States, focusing on general social transformation from traditional to modern industrial society. (IV) Humanities 15-16, when taken in conjunction with History 29B and 29C, may be used to satisfy the lower-division portion of the breadth requirement in writing (Category I).

**29A Traditional Societies: 1300-1815 (4) F. (IV)**

**29B The Impact of Industrialization: 1815-1900 (4) W. (IV)**

**29C The Twentieth-Century Crisis: 1900-Present (4) S. (IV)**

### Introductory Courses

Courses which indicate methods and premises of historical scholarship as well as survey particular fields. Designed for students with a particular interest in history. No prerequisites.

**The Formation of Ancient Society.** Cultures of the Mediterranean world in Antiquity down to the disintegration of the Roman Empire. Same as Classics 35A-B-C. (IV)

**35A Myth and Religion in Ancient Society (4) F. (IV)**

**35B Literature and Ancient Society: Greece (4) W. (IV)**

**35C Archaeology and Ancient Society: Rome (4) S. (IV)**

**Crises and Revolutions.** Study of turning points in world history, illustrating themes and methods of historical analysis. (IV) History 50A-B-C may be used as a substitute for the History 29 requirement for the History major upon petition to the Chair. Humanities 15-16, when taken in conjunction with 50B and 50C, may be used to satisfy the lower-division portion of the breadth requirement in writing. (I)

**50A Premodern Crises and Revolutions (Before 1600) (4) F. Topics vary. (IV)**

**50B Modern Crises and Revolutions (1600-1917) (4) W. Topics vary. (IV)**

**50C Contemporary Crises and Revolutions (Since 1917) (4) S. Topics vary. (IV)**

### Historical Studies

Courses in which students gain experience in analysis, interpretation, and writing. No prerequisites.

### Ancient History

**The Roman Empire.** Creation of a bureaucratic empire; rule by gentry and officers; official culture and rise of Christianity; social conflict and political disintegration.

**103A Early Roman Empire (4)**

**103B Later Roman Empire (4)**

**105 The Classical Tradition (4) S.**

### Medieval Europe

**110A Europe in the Early Middle Ages (4) F.** Survey of Europe between 300 A.D. and 900 A.D. Topics include the breakup of the Roman Empire, barbarian invasions, spread of Christianity, rise of Islam, the Carolingian Empire, and the Vikings.

**110B Europe in the Central Middle Ages (4) W.** Survey of European history from ca. 900 to ca. 1300. Topics discussed include the growth of the economy, feudalism, the crusades, the rise of towns, the development of the church, popular heresy, and the rise of large-scale polities.

**110C Europe in the Later Middle Ages (4) S.** Survey of European history from ca. 1300 to ca. 1500. Topics include the Black Death, the crisis of the economy, the Hundred Years' War, peasant and urban uprisings, and the Great Schism.

**112 Medieval Kingship (4).** Examination of the role kings played in the medieval polities of which they were the nominal rulers. Not offered 1985-86.

**114A England in the Early Middle Ages (4).** Survey of English history from ca. 400 to ca. 1200. Topics discussed include the Anglo-Saxons, the Viking settlement, the Norman Conquest, the Angevin Empire, and the development of royal, legal, and administrative mechanisms. Not offered 1985-86.

**114B Later Medieval England (4).** Survey of English history between ca. 1200 and ca. 1500. Topics include the Magna Carta, the Barons' War, the Welsh and Scottish wars, the development of Parliament, the Hundred Years' War, and the Wars of the Roses. Not offered 1985-86.

**116 Social Conflict in Medieval Europe (4) S.** Examination of the social and political divisions in late medieval society that produced large-scale uprisings. Particular attention is given to the English Peasants' Rebellion, the Glyndwr uprising in Wales, and the Hussite movement in Bohemia.

**118 Topics in Medieval Europe (4).** Topics vary. Not offered 1985-86.

### Early Modern Europe

**120A Renaissance Europe (4).** Survey of the Renaissance in Italy and in northern Europe.

**120B Reformation Europe (4).** Survey of the Protestant and Catholic Reformations in sixteenth- and seventeenth-century Europe.

**122A Tudor England (4) F.** Survey of English history from the fifteenth century until the early seventeenth century. Course concentrates on the formation of Tudor political, social, and economic institutions.

**122B Stuart England (4) W.** Survey of English history from the early seventeenth century until the early eighteenth century. Focus on the causes of the English Revolution and the Revolution itself, the Restoration, and the Protestant ascendancy.

**122D Constitutional and Legal History: Anglo-Saxons to 1485 (4)**

**122E Constitutional and Legal History: From 1485 (4)**

**123 Topics in Early Modern English History (4) F.** Topics vary.

**124 Early Modern France (4).** France from 1453 to 1789. Topics include the development of the modern state, social and economic changes, and events leading to the French Revolution.

**126 Early Modern Spain (4)**

**128 Traditional Russia to 1685 (4)**

**129 Topics in Early Modern Europe (4).** Topics vary.

### Modern European History

**130 Modern Europe.** Political and social developments in England, France, and Germany.

**130A Modern Europe: 1789-1850 (4)**

**130B Modern Europe: 1850-1914 (4)**

**130C Modern Europe: 1914 to Present (4)**

**132 European Intellectual and Cultural History.** Main currents of Western thought, emphasizing English, French, and German thinkers.

**132A The Enlightenment—Europe (4)**

**132B Hegel to Nietzsche (4)**

**132C Freud to Sartre (4)**

**133 European International History.** Wars, politics, and diplomacy of the major powers.

**133A Origins of World War I (4)**

**133B World War I to World War II (4)**

**133C Europe Since 1939 (4)**

**134 British History.** Britain from the Early Modern period to the present.

**134A Modern Britain: 1715 to 1832 (4)**

**134B Modern Britain: 1832 to 1885 (4)**

**134C Modern Britain: 1885 to Present (4)**

**134D British Traditions: The Four Georges and Queen Victoria (4)**

**134E Australia and New Zealand: Colony to Commonwealth (4)**

**135 Modern France.** Emphasis on social, economic, and cultural history of France since the Great Revolution.

**135A France: 1789-1848 (4)**

**135B France: 1848-1914 (4)**

**135C France: 1914 to Present (4)**

**136 Modern Germany.** Political, social, economic, and cultural history from 1848 to the present.

**136A Germany: 1848-1917 (4)**

**136B Germany: 1917 to Present (4)**

**137 Russian History.** Political and social developments from traditional Russia to the present Soviet society.

**137A Imperial Russia: 1689 to 1905 (4)**

**137B Russian Revolution and Soviet Society: 1905 to 1965 (4)**

**138 Modern Spanish History**

**138A Modern Spain: Liberalism, Ideology, and Dictatorship (4)**

**139 History and Prose Composition (4-4-4) F, W, S.** Requires at least 4,000 words of assigned composition based upon historical works. Topics vary from quarter to quarter. History majors are given admission priority. Prerequisites: satisfaction of lower-division writing requirements; junior standing or consent of instructor.

### American History

**140 The Development of the American Nation.** Growth of a distinctively American society out of the colonial heritage, with emphasis

on social and economic bases of culture and politics, sectionalism, industrialization, and the United States as a world power.

**140A Colonial New England (4)**

**140B Colonial American South (4)**

**140C Revolutionary America (4)**

**140D-E Nineteenth-Century United States (4-4)**

**140F-G Twentieth-Century United States (4-4)**

**142 American Social and Economic History**

**142A Slavery and Freedom (4).** A social history of slavery in America, emphasizing appropriate comparisons to slavery elsewhere in the world and to free labor in the United States.

**142B Utopian Experiments in American History (4).** Focus on the cooperative dimension of the American experience: the large number of intentional experiments in community living and alternative life styles in the nineteenth and twentieth centuries. Examination of both the ideological foundations of communitarianism and specific historical case studies.

**142C California in Modern America (4).** California as a case study of national trends and as a unique setting: its specific problems and culture. Several major themes: colonization, immigration, race relations, agricultural development, industrialization, urbanization, working class movements, social conflict, and political reform.

**144 American Intellectual and Cultural History**

**144A Puritanism and the Enlightenment (4)**

**144B Transcendentalism and the Civil War Crisis (4)**

**144C Pragmatism, Marxism, and Neo-Conservatism (4)**

**146 History of American Foreign Relations**

**146B United States Foreign Relations Since World War II (4).** Deals with relations between the U.S. and the remainder of the world since 1940, giving particular attention to U.S. "cold war" and "detente" with the communist powers, the growing ties with European and Asian allies, and the continuing impact on less-developed nations.

**146C Imperialism in United States History (4)**

**148A-B Religion and Society in the United States (4-4)**

**150A-B Women and the Family in the United States (4-4)**

**152 Topics in United States History (4).** Topics vary.

### Latin American History

**160 Latin America**

**160A Colonial and National Period: 1300 to 1850 (4).** Examines Native American societies from Mexico south before Columbus, the impact of Spanish and Portuguese colonialism on the formation of New World societies and economic systems, independence movements, and the subsequent struggles to create nation-states up to 1850.

**160B Latin America Since 1850 (4).** Economic, social, and political evolution from 1850 to today. Topics include export economies; industrialization; the Mexican, Cuban, and Central American revolutions; and military dictatorships.

**161 Mexico**

**161A Indian and Colonial Societies (4)**

**161B Nineteenth Century (4)**

**161C The Mexican Revolution—Twentieth Century (4)**

**162 Brazil (4).** Overview of social, economic, and political developments since 1500.

**163 Central America and the Caribbean (4).** Examination of the historical roots and causes of the contemporary unrest in Central America and the Caribbean, including events within the individual nations and the role of the major powers in the area.

**166 United States—Latin America Relations (4).** U.S. relations with Latin America with emphasis on the twentieth century. Topics include the Monroe Doctrine, Mexican-American and Spanish-American Wars, the Big Stick and Good Neighbor policies, and recent events in Central America and the Caribbean.

**169 Topics in Latin American History—Special Studies (4).** Topics vary.

## Asian History

### 170 Asia

**170A Pre-Modern Asia, Antiquity to 1800 (4).** Origins to 1800, a survey of the philosophical, religious, literary, and artistic developments in China and Japan prior to extensive contact with western civilizations.

**170B Modern Asia: 1800 to Present (4).** Survey of the history of western (and then Japanese) imperialism, modernizing revolutions, social conflict, industrialization, and great power conflict.

### 172 China

**172A China to 1800 (4)**

**172B China Since 1800 (4)**

### 174 Japan

**174A Japan to 1800 (4)**

**174B Japan Since 1800 (4)**

**176 Topics in Pre-Modern Asia (4).** Topics vary.

**177 Topics in Modern Asia (4).** Topics vary.

## African History

**178 Africa from Colonial Times to Independence (4).** Broad examination of relations between Europe and Africa from the precolonial era to the present. Topics include the slave trade, the rise of nationalism, and the development of anticolonial resistance movements.

**Special Studies.** Topics with particular methodological foci. Content varies; departmental office has quarterly list of topics. May be repeated for credit.

**180 Special Studies in Social History (4)**

**181 Special Studies in Economic History (4)**

**182 Special Studies in Intellectual-Cultural History (4)**

**183 Special Studies in International History (4)**

**184 Special Studies in Comparative History (4)**

**185 Special Studies in Social Theory (4)**

**186 Special Studies in History of Science (4)**

**187 Special Studies in Legal History (4)**

## Historical Research for History Majors

**190 Colloquium (4) F, W, S.** Specialized courses dealing primarily with close reading and analysis of secondary works; required reports and papers (critical essays). Each colloquium reflects the instructor's intellectual interests and is conducted as a discussion group. Limited to 15 students. Prerequisites: junior/senior standing and history major, or consent of instructor. Content varies. May be repeated for credit.

**192A-B Senior Seminar (4-4).** Specialized courses dealing primarily with analysis of historical problems and use of primary sources; required reports and paper (interpretive essay). Each seminar reflects the instructor's intellectual interests and is conducted as a discussion. Limited to 12 students. Prerequisites: senior standing and History major, or consent of instructor. Content varies.

**195 Arms Control Simulation (4).** A history of contemporary efforts to achieve arms control and a simulation of negotiations involving the delegations of two large nations.

**198 Directed Group Study (4) F, W, S.** Special topics through directed reading. Paper required. Prerequisites: consent of instructor; a minimum of two students must enroll.

**199 Independent Reading (4) F, W, S.** Investigation of special topics through directed reading. Paper required. Prerequisite: consent of instructor.

## Graduate Courses

In addition to the following courses, graduate students in History might find these Humanities courses of special interest: Humanities 210 (Approaches to Linguistic Study); Humanities 220 (Literary Theory); and Humanities 230 (Philosophical Analysis).

## History and Theory

**200A-B-C History and Theory (4-4-4) F, W, S.** Introduction to role of theory in historical writing, focusing on several major theorists,

their relation to their setting, the structure of their thought, and its application to significant historical issues.

**201A-B-C Research Seminar (4-4-4) F, W, S.** Three-quarter sequence required of all graduate students. Normally taken during the second year of study. Includes review of the current state of the literature and practical experience in conducting research and writing a research paper.

## Colloquia

**210A-B-C The Literature and Interpretations of Ancient History (4-4-4) F, W, S.** Historiography of Antiquity (Ancient Near East, Greece, and Rome to A.D. 395). Selected problems, philology and social thought, and directions of contemporary research. Emphasis on development of interpretations through scholarly dialogue. Not offered 1984-85.

**220A-B-C The Literature and Interpretations of Early-Modern Europe.** Not offered 1985-86.

**220A Society and Economy (4)**

**220B Political History (4)**

**220C Intellectual and Cultural History (4)**

**230A-B-C-D The Literature and Interpretations of Modern European History (4-4-4-4)**

**230A Britain (4) F**

**230B France (4) W**

**230C Germany (4)**

**230D Russia (4) S**

**250A-B-C The Literature and Interpretations of Latin American History (4-4-4).** First quarter: Colonial Period; second quarter: Nineteenth Century; third quarter: Twentieth Century. Not offered 1985-86.

**260A-B-C The Literature and Interpretations of American History (4-4-4)**

**260A Seventeenth and Eighteenth Centuries (4) F**

**260B Nineteenth Century (4) S**

**260C Twentieth Century (4) W**

**280A-B-C Seminar in Southern History (4-4-4) F, W, S.** Analysis of major works on the history of the southern United States, focusing on social groups, class and race relations, economic development, culture, and politics. An intercampus course taught jointly by participating faculty from the Irvine, Riverside, and San Diego campuses. Prerequisite: UCI participants must obtain consent of one of the UCI instructors.

## Special Studies

**290 Special Topics (4-4-4) F, W, S.** Lectures, readings, and discussion on subjects more limited in scope than those included in the year-long colloquia. Fall topic: The Vietnam War.

**291 Directed Reading (4-4-4) F, W, S.** By consent.

**295 Special Methods (4-4-4) F, W, S.** Development of particular research skills.

**298 Experimental Group Study (4-4-4) F, W, S.** Open to four or more students. By consent.

**299 Directed Research (4-4-4) F, W, S.** By consent.

**399 University Teaching (4-4-4) F, W, S.** Required of and limited to Teaching Assistants.



## Special Programs in the Humanities

### Undergraduate Major in Humanities

The major in Humanities is one of the many options available to a student who wants to select a major in the School of Humanities. As such, the major in Humanities is on a par with the major in Spanish, the major in Classics, the major in Linguistics, and other majors in the School. The major in Humanities accommodates students who want to organize their undergraduate education around a humanistic perspective on a topic, a field, or a problem which is interdisciplinary in scope (e.g., Literature and Politics in Twentieth-Century America; The Problem of Community; Social and Religious Thought in the Age of the Reformation). The student enters the program at the end of the sophomore year and, in consultation with the Humanities Major Committee, devises an individually tailored set of "major requirements," not all of which need be offered in the School of Humanities. The Committee will assign an advisor on the basis of the student's own preference. At the end of the senior year the student will prepare, under the advisor's supervision, a long paper in the area of the special major. This requirement is satisfied by taking Humanities 199. A student majoring in the Humanities must also meet the regular School, UCI, and University requirements for graduation. (See p. 46 and p. 115.) Inquiries by third-quarter sophomores should be addressed to the academic counselors in the School's Office of Undergraduate Study.

**Residence Requirement:** At least five upper-division courses required for the major must be completed successfully at UCI.

### Emphasis in Film Studies

#### Participating Faculty

Eric Rentschler, Ph.D. University of Washington *Director* (German film, history, criticism, and theory)  
 Homer Obed Brown, Ph.D. The Johns Hopkins University (film theory, American film, popular culture)  
 David Carroll, Ph.D. The Johns Hopkins University (film history and criticism, French cinema, film and society)  
 Oakley Hall, M.F.A. University of Iowa (fiction writing, film adaptation)  
 Renée Riese Hubert, Ph.D. Columbia University (Surrealist film/fantastic film, early comedy)  
 Alejandro Morales, Ph.D. Rutgers University (Latin American film)  
 Franco Tonelli, Ph.D. Louisiana State University, (French and Italian cinema, theory, criticism, genre)

The Emphasis in Film Studies enables students to deal with films and the cinema in a critical and systematic fashion. The program offers a wide range of approaches to film, spanning the medium's connection to other disciplines and art forms as well as concentrating on film's singular operations as a producer of meaning and a reflector of experience. Seeking to situate film within a host of pertinent contexts, the Emphasis in Film Studies likewise looks at film as an object of close analysis, particularly stressing film criticism, history, and theory.

While the Emphasis in Film Studies concentrates on the history and theory of film through a progressive and coherent sequence of classes, it also offers additional courses, such as Humanities 50A-B-C and 117A-B-C, which acquaint students with the practical and technical aspects of the cinematic medium, the essentials of film production, and scriptwriting. The Emphasis in Film Studies enables Humanities majors to participate in a highly creative and active educational experience outside of the classroom in regular film series and visits by filmmakers and critics.

The School charges a laboratory fee of \$15 per course to all students taking Film Studies courses.

Students majoring in Humanities with an emphasis in Film Studies may have the opportunity to spend their junior year in France studying at the Inter-University Center for Film and Critical Studies in Paris, through a program sponsored by the University's Education Abroad Program (EAP). Information is available in the Film Studies Office and from the EAP Office.

### Career Opportunities

Besides providing students with a solid grounding in humanistic studies to allow them to pursue a number of educational or business opportunities normally offered by a liberal arts major, an emphasis in Film Studies prepares students: (a) to seek a career at the production or commercial end of the rapidly growing entertainment industry; (b) to go to graduate school in film studies; (c) to continue literary studies connected with film.

### Requirements for the Bachelor's Degree

**University Requirements:** See pages 49-52.

**School Requirements:** See page 134.

#### Program Requirements:

Humanities 50A, 101A-B-C, 110, 112 (two courses), 115, and 199, and four upper-division courses from the following: French 160, Italian 160, German 160, Russian 160, Spanish 160. These courses are cross-listed with Humanities 160. Humanities 197 or 198 can be substituted for one or two of the 160 courses, when the topics relate to film studies.

**Residence Requirement:** At least five upper-division courses required for the Emphasis must be completed successfully at UCI.

#### Film Studies Courses (see p. 160 for course descriptions)

##### Humanities 50A-B-C

50A Study in Film Technique: Basic Technique of Film

50B Study in Film Technique: Filmic Expression

50C Theatrical Film Symposium

##### Humanities 101A-B-C-D

101A Principles of Film and Video Analysis

101B History of Film: 1930-1960

101C History of Film: 1960-Present

101D History of Television

##### Humanities 110 Theory of Film

Humanities 111 Film and Television Criticism

Humanities 112 Study in Film Genre

Humanities 113 Film, Literature, and Narrative

Humanities 114 Film and the Arts

Humanities 115 Author Theory

##### Humanities 117A-B-C Script Writing and Film Adaptation

117A Script Writing

117B Script Writing and Film Adaptation

117C Screen Writing and Film Adaptation

Humanities 160 Topics in Film Studies (same as French, German, Italian, Russian, and Spanish 160)

Humanities 197

Humanities 198



## Emphasis in Women's Studies

### Participating Faculty

Juliet Flower MacCannell, *Director* (eighteenth-century French literature, modern semiotics, comparative literature)  
 Daniel Brewer (eighteenth-century French literature, literary theory)  
 Michael L. Burton (cognitive anthropology, economic anthropology, cross-cultural comparisons, gender roles)  
 Francesca M. Cancian (sociology, social movements, social change, theory, family and friendship, gender roles)  
 David Carroll (literary theory, twentieth-century French literature)  
 Michael P. Clark (colonial American literature, critical theory)  
 Neil Elliott (linguistics)  
 Lucia Guerra-Cunningham (Latin-American literature, literary theory, women's studies)  
 Maria Herrera-Sobek (Latin-American and Chicano folklore, bilingualism)  
 Renée Riese Hubert (literature and fine arts, modern poetry, surrealism, Romanticism, comparative literature)  
 Michael P. Johnson (American social and political history)  
 Shulamit Kahn (labor economics)  
 Gregory S. Kavka (social and political philosophy)  
 Mary Ritchie Key (historical and comparative linguistics, American Indian languages, sociolinguistics, nonverbal communication)  
 Meredith Lee (lyric poetry, Goethe and eighteenth-century literature, German-Scandinavian literary relations)  
 Karen Leonard (social history of India, comparative history of women and the family, Asian-American social history)  
 Alejandro Morales (Latin-American and Chicano literature, film studies)  
 Jane O. Newman (sixteenth- and seventeenth-century German literature, contemporary theory and criticism, feminism)  
 Robert Newsom (nineteenth-century fiction)  
 Patricia A. O'Brien (modern French social history)  
 Julian Palley (modern Spanish literature)  
 Mark S. Poster (modern European intellectual history)  
 Leslie W. Rabine (nineteenth-century French literature, women's studies)  
 Eric Rentschler (German film, modern German literature, German comedy)  
 John Carlos Rowe (American literature, modern literature, critical theory, comparative literature)  
 Mary P. Ryan (American social and family history)  
 John H. Smith (eighteenth- and nineteenth-century German literature and intellectual history, literary theory)

Aliko Songolo (French African and Caribbean literature)  
 Owen Thomas (history of English, American literature)  
 Christiane von Buelow (modern poetry, Latin-American literature, comparative literature)  
 Gary Watson (ethical theory, philosophy of the mind, political philosophy)  
 Helen Weil (Russian language and methodology, contemporary Soviet prose, Russian culture and civilization, nineteenth- and twentieth-century Russian literature, contemporary guitar poetry, Ukrainian language)

The Women's Studies Emphasis of the Humanities major is designed to provide for the systematic inquiry into the relationship of women to culture and society. As an interdisciplinary course of study, the Emphasis in Women's Studies offers an opportunity for reflection upon these relationships from a variety of perspectives and from the broadest point of view. Courses focus on the cultural role of women, women's history, and women's socioeconomic condition, as all of these have been conceived traditionally and as they are currently undergoing change in the modern world. The value of pursuing this Emphasis at this time will continue to increase as women come more and more to take positions of decision-making and leadership in determining the future shape and direction of cultural and social life. The Emphasis equips students with the proper critical tools for accomplishing the historically unprecedented tasks with which they are faced in contemporary life.

### Career Opportunities

The degree in Humanities with an Emphasis in Women's Studies affords the student several options in diverse career fields in both the public and private sectors: several leading universities have begun to offer graduate training in women's studies; businesses and corporations, as more women join the workforce, are discovering needs for specialists in women's studies; and the growth of women's organizations, women's research centers, and women's resource organizations across the country and around the world (including the United Nations) indicate that opportunities for people with backgrounds in women's studies are growing and should continue to grow in the foreseeable future.

## Requirements for the Bachelor's Degree

**University Requirements:** See pages 49-52.

**School Requirements:** See page 134.

### Program Requirements:

Humanities 55A-B-C; two courses from *each* of the following: Humanities 170, 171, 172, 173; one additional course from Humanities 170, 171, 172, 173, 174; Humanities 155; Humanities 199 in Women's Studies.

**Residence Requirement:** At least five upper-division courses required for the Emphasis must be completed successfully at UCI.

### Program Requirements for the Minor:

Humanities 55A-B-C; Humanities 172; three courses from Humanities 170, 171, 173, 174.

**Residence Requirement:** At least four upper-division courses required for the minor must be completed successfully at UCI.

**Women's Studies Courses** (see p. 160 for course descriptions)

**Humanities 55A-B-C Survey of Women's Studies in the Humanities**

**Humanities 155 Special Topics in Women's Studies**

**Humanities 170 Women's Studies: Literature and Language.** These courses are cross-listed with offerings from departments of literature and language when suitable; they include courses from disciplinary literature and linguistic departments and programs such as French, German, English and Comparative Literature, and Spanish.

**170CA Undergraduate Seminars in Literary Theory and Practice (4) F, W, S**

**170CB Undergraduate Lectures in Comparative Literature (4) F, W, S, Summer.** Same as English and Comparative Literature CL103.

**170TA Undergraduate Seminars in Literary Theory (4) W, S**

**170CD The Interdisciplinary Course (4) F, W, S, Summer.** Same as English and Comparative Literature CL104.

**170FA Topics in French Literature and Culture (4) F, W, S.** Same as French 150A-B.

**170GA Topics in German Literature 750-1750 (4).** Same as German 117.

**170GB Studies in the Age of Goethe (4).** Same as German 118.

**170GC Studies in Nineteenth-Century German Literature (4).** Same as German 119.

**170GD Studies in Twentieth-Century German Literature (4).** Same as German 120.

**170GE Topics in German Literature (4).** Same as German 130.

**170GF Writing About Literature (4).** Same as German 139.

**170GG Topics in German Literary Theory and Criticism (4).** Same as German 140.

**170GH German Literature in Translation (4) F, W, S.** Same as German 150.

**170GJ German Cinema (4).** Same as German 160.

**170LA Sociolinguistics (4).** Same as Linguistics 150.

**170LB Paralanguage and Kinesics (4).** Same as Linguistics 154.

**170RA Russian Literature 1800-1880 (4) F.** Same as Russian 150A.

**170RB Contemporary Russian/Soviet Literature (4) S.** Same as Russian 150C.

**170SA-B Chicano Literature (4-4).** Same as Spanish 133A-B.

**170SC Hispanic Civilization (4).** Same as Spanish 110.

**170SD Selected Topics in Spanish Literature (4).** Same as Spanish 185.

**Humanities 171 Women's Studies: History.** These courses deal with women and gender from a historical focus. They are cross-listed with upper-division courses in history when the focus is on women and gender.

**171A-B Women and the Family in the United States (4-4).** Same as History 150A-B.

**171C Special Studies in Social History (4).** Same as History 180.

**171D Colloquium (4).** Same as History 190.

**171E-F Senior Seminar (4-4).** Same as History 192A-B.

**Humanities 172 Women's Studies: Social Sciences.** These courses are cross-listed with courses offered in social sciences when the topics covered relate to women and gender.

**172A-B Women's Studies Core Course I, II (4-4).** Same as Social Sciences 183A-B.

**Humanities 173 Women's Studies: Philosophy.** These courses deal with philosophical issues related to feminism, women, and/or gender.

**173A Philosophy and Sexual Politics (4.)** Same as Philosophy 185.

**Humanities 174 Women's Studies: Women and the Arts.** These courses focus on women and gender in relation to the arts, including film and fine arts.

**174A Study in Film Genre (4).** Same as Humanities 112.

**174B Feminist Film Theory (4).** Same as Humanities 110.

**Humanities 199 Directed Research (varies).** Directed research for senior Humanities majors.

## Concentration in Global Peace and Conflict Studies

### Participating Faculty

Francesca Cancian, School of Social Sciences

Joseph DiMento, Program in Social Ecology

Karl Hufbauer, School of Humanities

Jon Jacobson, School of Humanities

Gregory Kavka, School of Humanities

Jon Lawrence, School of Physical Sciences

Guy de Mallac, School of Humanities

Julius Margolis, School of Social Sciences

Calvin McLaughlin, School of Biological Sciences

Keith Nelson, School of Humanities

Riley Newman, School of Physical Sciences

Frederick Reines, School of Physical Sciences

Caesar Sereseres, School of Social Sciences

Rein Taagepera, School of Social Sciences

John Whiteley, Program in Social Ecology

The Concentration in Global Peace and Conflict Studies is an interdisciplinary curriculum designed to introduce the student to the phenomenon of international violence in the twentieth century, with particular attention to the danger of nuclear war and the challenge of creating a satisfactory and enduring peace. Though the Concentration as such can be elected by any student in the School of Humanities, the School of Social Sciences, or the Program in Social Ecology, the courses of the Concentration are open to all UCI students.

Participants in the Concentration must complete the equivalent of nine courses, beginning in the sophomore year with an introductory series and culminating with the Peace and Conflict Forum and its related Seminar, usually taken during the senior year. The student selects the remainder of the courses comprising the Concentration from an approved list of upper-division courses and must organize these choices in consultation with a panel of the participating faculty into a coherent interdisciplinary program complementary to the student's major.

### Requirements for the Concentration:

Three lower-division courses: History 11 (Introduction to Peace and Conflict), Social Science 26D (The Nuclear Arms Race), Physics 16 (Physics of Nuclear Weapons)

Five relevant upper-division courses selected from the following: History 146B (American Foreign Relations Since World War II), Social Sciences 123G (U.S. Foreign Policy), Social Sciences 123I (U.S. National Security), Social Sciences 113E (Political Economy of National Defense), Social Sciences 122A-B (Soviet Society and Politics), History 133A-B-C (European International History), Philosophy 182 (Issues in Social Philosophy; 1985-86 topic is morality and nuclear weapons), Humanities 198 (topic in 1985-86 is foundations of nonviolence), Social Ecology 180A-B-C (Social Ecology of Peace), Social Sciences 161Z (Men and War), Social Sciences 115S-T-U (Political Economy of International Relations).

A minimum of two quarters of Humanities 180 (same as Social Sciences 123S or Social Ecology E184)—Peace and Conflict Forum—totaling two units, taken during the senior year.

One quarter of Humanities 181 (same as Social Sciences 123E or Social Ecology E185)—Peace and Conflict Seminar—totaling two units, taken during the fall and winter quarters of the senior year.

Further information concerning the Concentration in Global Peace and Conflict Studies is available from selected faculty representatives in Social Science Tower 531, Humanities Office Building 300A, or Social Ecology 356.

### Concentration in Religious Studies

The undergraduate Concentration in Religious Studies encourages the student to examine religion and religious phenomena in the context of the several disciplines represented in the Schools of Humanities, Fine Arts, and Social Sciences. The Concentration, which is available with any major offered by these three Schools, is, for the most part, made up of courses already offered in the undergraduate curriculum; it allows the student to organize these courses, however, into a program complementary to the student's major. It is the objective of the Concentration that participating students expand their appreciation and understanding of religion in the context of their own major discipline while also developing critical abilities in the area of religious studies in its own right. While the Concentration takes as its subject all religion and religious phenomena and courses are offered in non-Western religious subjects, the academic specialties of the majority of the contributing faculty lie in Western traditions.

Students electing the Concentration are required to take eight one-quarter courses from those approved for the Concentration. The courses are gathered into three generic categories: religious theory and comparative religions, canonical literature, and topics in religious studies. Students take two courses from each category as well as two additional courses from among those approved for the Concentration. For further information and a quarterly list of courses available, please contact the Coordinator of the Concentration, 343 Humanities Office Building.

### 3-2 Program with the Graduate School of Management

Outstanding students who are interested in a career in management and who will have completed all of the course requirements (including breadth requirements) for their bachelor's degree by the end of the junior year may apply for entry into the Graduate School of Management's 3-2 Program. This cooperative program leads to a Master's degree in

either Business Administration (M.B.A.), in Public Administration (M.P.A.), or Business and Public Administration (M.B.P.A.), along with the bachelor's degree. Students should apply early in the junior year. The minimum grade point average required is 3.2 overall. Completion of either the Graduate Management Admissions Test (GMAT) or the Graduate Record Examination (GRE) also is required prior to admission to the 3-2 Program. Upon admission, senior-year students will take courses in management which will count toward the 180 units needed to receive a bachelor's degree. Upon successful completion of the required courses and units, usually at the end of the first year in the 3-2 Program, the bachelor's degree will be awarded. The GSM master's degree will be awarded after completion of all the requirements for the advanced degree, usually at the end of the fifth year. For further information, students should refer to the Graduate School of Management section and contact their academic counselor.

### Undergraduate Courses

The following set of courses has no necessary relation to the undergraduate major in Humanities. The courses are, of course, open to any UCI student. Humanities 1A-B-C is required for the major in Humanities, as it is a requirement of any student majoring in the School of Humanities. Also, Humanities 199 is required of any undergraduate in the School who elects an interdisciplinary major in Humanities.

**Humanities 1A-B-C The Humanities Core Course (8-8-8) F, W, S.** Required of all Humanities majors and to be taken in the freshman year. From year to year the course deals with different problems of concern to the various humanistic disciplines (history, literature, philosophy), placing emphasis on the careful reading of major texts that bear on these problems and on developing the ability to think clearly and write well about the issues they raise. A writing program is an integral part of the course and counts for half the grade each quarter. (I), (IV)

**Humanities H2A-B-C Critical Issues in the Humanities (4-4-4) F, W, S.** An interdisciplinary Honors sequence organized around a single topic or problem designed to compare and contrast modes of analysis in history, literary studies, and philosophy. Variable topics. Required of participants in the Humanities Honors Program. Prerequisites: consent of instructor and the Humanities Honors Program Committee.

**Humanities 10 Humanities Skills Development (0) F, W, S.** Non-credit adjunct to Humanities Core Course. Skill development in reading comprehension, critical analysis, fundamentals of composition, essay writing. May be repeated. Prerequisite: consent of instructor.

**Humanities 15 Humanities Writing Sequence (4) W.** First quarter of lower-division writing requirement of the breadth requirement (Category I), when taken with associated course such as English and Comparative Literature E28A-B-C or History 29A-B-C. Rhetoric and composition instruction related to basic concepts in respective discipline of associated course. Students *must* enroll concurrently in associated course (listed quarterly in Schedule of Classes). (I)

**Humanities 16 Humanities Writing Sequence (4) S.** Second quarter of lower-division Writing Requirement of the breadth requirement (Category I), when taken with associated course (see Humanities 15). Research, organization, composition, and revision of essays in respective discipline of associated course. Students *must* enroll concurrently in associated course (listed quarterly in Schedule of Classes). (I)

Humanities 20A-B-C-D through 22B are for students who have been admitted to UCI and whose scores on the ESL Placement Test indicate the need for additional work in English as a second language (see p. 40).

**Humanities 20A-B-C-D Writing for Students for Whom English Is a Second Language (4-4-4-4) 20A (F), 20B-C-D (F, W, S).** Grammar, sentence structure, paragraph and essay organization of formal written English. Corequisite: Humanities 22A, if indicated by results of the ESL Placement Test. Prerequisite: ESL placement examination. Pass/Not Pass only.

**Humanities 21A ESL—Speaking and Listening (2).** Basic listening and speaking skills in five fundamental areas: pronunciation, lecture comprehension and discussion, academic oral reporting, informal interviewing, and nonverbal communication. Prerequisite: ESL placement examination. Pass/Not Pass only.

**Humanities 21B ESL—Speaking and Listening (2) F, W.** Further development of listening and speaking skills: oral reporting, panel presentation, functional/situational dialogue in formal and informal oral case study, and public argumentation and debate. Prerequisite: ESL placement examination. Pass/Not Pass only.

**Humanities 22A ESL—Reading and Vocabulary (2) F, S.** Intensive reading exercises with occasional practice in extensive reading, focusing on comprehension, development of vocabulary, syntax, rhetorical features, reading strategies, and study skills. Prerequisite: ESL placement examination. Pass/Not Pass only.

**Humanities 22B ESL—Reading and Vocabulary (2) W.** Extensive reading with emphasis on long magazine and journal articles, short stories, textbook chapters, notetaking, and the interpretation of charts, diagrams, tables, and figures. Prerequisite: ESL placement examination. Pass/Not Pass only.

**Humanities 29 Special Topics in ESL (1 to 2) F, W, S.** Directed and individualized work in English as a second language not covered in the Humanities 20, 21, 22 sequence. Prerequisite: consent of ESL Director. Pass/Not Pass only. May be taken more than once provided the topic changes.

**Humanities 30A-B-C Literature and Society (4-4-4) F, W, S.** An interdisciplinary introduction to literature within the context of social and political history, focusing on French, German, and Spanish literatures and societies. Variable topics. In English translation. Same as French 30, German 30, Spanish 30. (IV) Not offered 1985-86.

**Humanities 40A-B-C The Judeo-Christian-Islamic Interaction**

**40A Sources for the Interaction in Torah, New Testament and Quran (4) F.** Abraham as the key to the relationship between Jews, Christians, and Muslims; Covenant through Isaac: the Jewish People; Christians as children of Abraham; Ishmael as progenitor of Muslims; the meaning of history; interaction between the Church and the Synagogue. Same as Social Sciences 70J.

**40B Muslim Expansion and the Crusades: Polarization and Fraternity (4) W.** The life of Muhammad; the holistic nature of Judaism, Christendom, and Islam; the classical Caliphate; Sunni and Shiah; Dar Al-Islam; the Crusades; Salah Al-Din, Maimonides, Francis of Assisi; the Umayyad Dynasty in Spain. Same as Social Sciences 70K.

**40C Themes Underlying the Contemporary Interaction: Enlightenment to Present (4) S.** Rationalism; Lessing's play, *Nathan the Wise*; the Holocaust; Colonialism to nationalism in Arab lands; Theodore Herzl and modern Zionism; the Balfour Declaration; European background to the founding of the State of Israel; background to the Muslim response; the Islamic Renaissance; Jewish Christian-Muslim dialogue: Geneva, the Vatican, Cairo, Jerusalem, North America. Same as Social Sciences 70L.

**Humanities 50A-B-C**

**50A Study in Film Technique: Basic Technique of Film (4) F.** Introduction to film's expression and aesthetic. Cinematic process, ideas, theory and elements, and vocabulary of production components will be studied including camera and lenses, lighting, film stock, editing, sound.

**50B Study in Film Technique: Filmic Expression (4) W.** This course is a practicum in film production as related to filmic expression and aesthetics. Students produce individual film projects, utilizing equipment and concepts introduced in Humanities 50A. Prerequisite: Humanities 50A.

**50C Theatrical Film Symposium (4) S.** Each week a guest lecturer from the film industry will be introduced who presents his

or her most recent work (often not yet released) and discusses with the students the problem and the nature of their activity in the film industry. Guests include producers, directors, screenwriters, actors, publicists, critics, etc.

**Humanities 55A-B-C Survey of Women's Studies in the Humanities (4-4-4) F, W, S.** Surveys the role of women in culture and civilization through a study of literature, history, and philosophy. Designed to introduce students to methods of feminist scholarship in various disciplines in the Humanities. (IV)

**Humanities 60 Introduction to Public Address (4) F, W, S.** Analysis of principles of communication and their application to informative and persuasive speaking. Emphasis on modes of persuasion and argumentation.

**Humanities 61 Introduction to Advocacy (4) F, W, S.** Theory and research on the effectiveness of various modes of communication used to influence the perceptions and behaviors of others. Students learn to construct and deliver a persuasive campaign. Prerequisite: Humanities 60 or consent of instructor.

**Humanities 75 Biblio Strategy (2) F, W, S.** Search strategy techniques relevant for library research at UCI and other academic institutions, with emphasis on application of these techniques to individual research interests. Recommended for, but not limited, to students with assigned papers for other classes.

**Humanities 93 Career Planning for Humanities Majors (2) F, W, S.** Evaluation of careers and occupational and educational trends in planning course work to meet career goals. Pass/Not Pass only.

**Humanities 98 Issues in Humanities (2) W.** Examines issues pertaining to the study of the humanities in the 1980s. Includes career and life options, graduate and professional schools, overview of skills, insights and advantages of humanities education. Pass/Not Pass only.

**Humanities 101A-B-C-D History of Film and Television**

**101A Principles of Film and Video Analysis (4) F.** Narrative, point of view, editing, the moving camera, rhythm, composition and frame, time and space, special effects.

**101B History of Film: 1930 to 1960 (4) W.** Explores the decades linking silent film to innovation and trends in the late 1950s. The films of Riefenstahl, Welles, Hitchcock, Hawks, Ford, Renoir, Rossellini, and others are studied. The influences of each director are traced. Lecture/discussion and film screening.

**101C History of Film: 1960 to Present (4) S.** Explores the New Wave in France, the self-conscious films of Fellini and Bergman, the later style of Hitchcock, the influential works of Coppola, the Italian and German directors of the 1970s (Bertolucci, Fassbinder, Herzog).

**101D History of Television (4) S.** Development of television as a mass medium and as a distinctive form of representation. The course spans the history of the medium since the 1940s, concentrating on television as an expressive form and an institution, subject to a series of sociopolitical, aesthetic, and economic determinants.

**Humanities 110 Theory of Film (4).** Major theorists of film such as Eisenstein, Bazin, Kracauer, Arnheim, Metz.

**Humanities 111 Film and Television Criticism (4) F.** Study of the development of film and television criticism, stressing the major directions (sociohistorical criticism, auteurism, and more recent impulses), the central figures and their theoretical consequences for an understanding of these visual media.

**Humanities 112 Study in Film Genre (4).** Particular film genres such as the western, the musical, the animated film, the documentary, the fantastic film. May be repeated for credit when topic varies. Two quarters required for Film Studies Emphasis.

**Humanities 113 Film, Literature, and Narrative (4) S.** Concerned with the narrative cinema, i.e., film and how it functions as a storytelling medium. Deals with exchanges between film and literature, scrutinizing how the evolving nature of these relationships have conditioned the development of both cinematic and literary narrative. Prerequisites: Humanities 101A-B-C or consent of instructor.

**Humanities 114 Film and the Arts (4) W.** Reading of theoretical writings (psychological, aesthetic, semiotic, social) applicable to film and other visual arts, leading to a comparative study of image, space, and time. Texts of authors such as Benjamin, Arnheim, Kraucauer, Artaud, Barthes, Gombrich, and Krauss will be analyzed. May be repeated if topic varies. Prerequisites: Humanities 101A-B-C or consent of instructor.

**Humanities 115 Author Theory (4).** Works of a single director in relationship to each other. Focus on director's development and place in film history. May be repeated if topic author changes.

**Humanities 117A-B-C Script Writing and Film Adaptation**

**117A Script Writing (4) F.** Writing the short script. Form, structure, and planning. Preparation of scripts for short films; dramatic, documentary, experimental, and other forms. Class assignments and completion of three short scripts.

**117B Script Writing and Film Adaptation (4) W.** Substantial novels being translated into treatment form, discussed in workshop, along with novels successfully turned into screenplays. Students dramatize scenes from their own treatment and write a paper on a problem of film adaptation. Enrollment limited to 20. Prerequisite: lower-division writing course.

**117C Screen Writing and Film Adaptation (4) S.** Students complete and discuss a feature-length screenplay. The importance of point of view and the methods of controlling it are stressed. The differences between narrative time in the novel and the screenplay are discussed as are the differences between screen time and actual time.

**Humanities H139 Senior Honors Seminar (4) F.** An interdisciplinary seminar for students in the Humanities Honors Program on problems in humanistic inquiry. Variable topics. Critical essays of varying lengths, totaling at least 4,000 words. Required of participants in Humanities Honors Program. Prerequisites: satisfaction of lower-division writing requirement; junior standing; consent of instructor or Honors Program Committee. Not offered 1985-86.

**Humanities H140 Senior Honors Thesis (4) W.** Directed independent research. Required of participants in the Humanities Honors Program. Prerequisite: consent of instructor or Honors Program Committee. Not offered 1985-86.

**Humanities H141 Senior Honors Colloquium (4) S.** Presentation and discussion of Senior Honors Theses. Emphasis on interdisciplinary reading and evaluation. Prerequisites: Humanities 140; consent of instructor or Humanities Honors Program Committee. Not offered 1985-86.

**Humanities 155 Special Topics in Women's Studies (4) F, W, S.** Designed to provide students with an opportunity to do advanced work in women's studies. May be repeated when topic varies.

**Humanities 160 Topics in Film Studies (4) F, W, S, Summer.** Cinema from historical and stylistic perspectives; implications of this influential twentieth-century mass medium on society and its impact on literature. Scenarios, cinematographic theories, and films of various nationalities. May be repeated when topic varies. Same as French, German, Italian, Russian, and Spanish 160.

**Humanities 170 Women's Studies: Literature and Language.** These courses are cross-listed with offerings from departments of literature and language when suitable; they include courses from disciplinary literature and linguistic departments and programs such as French, German, English and Comparative Literature, and Spanish.

**170CA Undergraduate Seminars in Literary Theory and Practice (4) F, W, S**

**170CB Undergraduate Lectures in Comparative Literature (4) F, W, S, Summer.** Same as English and Comparative Literature 103.

**170TA Undergraduate Seminars in Literary Theory (4) W, S**

**170CD The Interdisciplinary Course (4) F, W, S, Summer.** Same as English and Comparative Literature CE104.

**170FA Topics in French Literature and Culture (4) F, W, S.** Same as French 150A-B.

**170GA Topics in German Literature 750-1750 (4).** Same as German 117.

**170GB Studies in the Age of Goethe (4).** Same as German 118.

**170GC Studies in Nineteenth-Century German Literature (4).** Same as German 119.

**170GD Studies in Twentieth-Century German Literature (4).** Same as German 120.

**170GE Topics in German Literature (4).** Same as German 130.

**170GF Writing About Literature (4).** Same as German 139.

**170GG Topics in German Literary Theory and Criticism (4).** Same as German 140.

**170GH German Literature in Translation (4) F, W, S.** Same as German 150.

**170GJ German Cinema (4).** Same as German 160.

**170LA Sociolinguistics (4).** Same as Linguistics 150.

**170LB Paralanguage and Kinesics (4).** Same as Linguistics 154.

**170RA Russian Literature 1800-1880 (4) F.** Same as Russian 150A.

**170RB Contemporary Russian/Soviet Literature (4) S.** Same as Russian 150C.

**170SA-B Chicano Literature (4-4).** Same as Spanish 133A-B.

**170SC Hispanic Civilization (4).** Same as Spanish 110.

**170SD Selected Topics in Spanish Literature (4).** Same as Spanish 185.

**Humanities 171 Women's Studies: History.** These courses deal with women and gender from a historical focus and they are cross-listed with upper-division courses in history when the focus is on women and gender.

**171A-B Women and the Family in the United States (4-4).** Same as History 150A-B.

**171C Special Studies in Social History (4).** Same as History 180.

**171D Colloquium (4).** Same as History 190.

**171E-F Senior Seminar (4-4).** Same as History 192A-B.

**Humanities 172 Women's Studies: Social Sciences.** These courses are cross-listed with courses offered in social sciences when the topics covered relate to women and gender.

**172A-B Women's Studies Core Course I, II (4-4).** Same as Social Sciences 183A-B.

**Humanities 173 Women's Studies: Philosophy.** These courses deal with philosophical issues related to feminism, women, and/or gender.

**173A Philosophy and Sexual Politics (4.)** Same as Philosophy 185.

**Humanities 174 Women's Studies: Women and the Arts.** These courses focus on women and gender in relation to the arts, including film and fine arts.

**174A Study in Film Genre (4).** Same as Humanities 112.

**174B Feminist Film Theory (4).** Same as Humanities 110.

**Humanities 180 Peace and Conflict Forum (1) F, W, S.** A faculty-student forum that meets weekly and features lecturers from a variety of institutions discussing the issues of global peace and conflict. Same as Social Sciences 123S and Social Ecology E184.

**Humanities 181 Peace and Conflict Seminar (2) F, W.** A seminar in which the student prepares a research paper under the direction of a faculty supervisor. Same as Social Sciences 123T and Social Ecology E185. Not offered 1985-86.

**Humanities 197 (varying credit) F, W, S.** Individually arranged field study.

**Humanities 198 (varying credit) F, W, S.** Directed group study on special topics.

**Humanities 199 Directed Research (varies).** Directed research for senior Humanities majors.

**Humanities 199 (varying credit) F, W, S.** Directed research for senior majors in Humanities. Students in Film Studies write an essay based on their studies. Although production of a film may be part of the project, research consists as well of a substantial essay on film criticism or film history. The student chooses a director of the project and a coreader. May be repeated if topic varies.

## Ph.D. with Interdisciplinary Emphasis in Humanities

The School of Humanities offers no degree called the Ph.D. in Humanities. However, some Ph.D. students in regular programs in the School may elect an interdisciplinary modification of their degree with the permission of the departments or programs concerned. Such students will do about 60 percent of their graduate work in a major field and about 40 percent in one or more minor fields. At least one of the student's courses will be in the Humanities series 200-230. Those interested in an interdisciplinary degree should contact the Associate Dean for Graduate Studies or the Graduate Advisor in their major department.

## Emphasis in Critical Theory

An Emphasis in Critical Theory, under the supervision of the Committee on Critical Theory, is available for doctoral students in all departments of the School of Humanities. Each Ph.D. student in Humanities may, with Committee approval, complete the Emphasis in addition to the degree requirements of the student's graduate program. Although there is no change in the existing Ph.D. program requirements or procedures, if the student wishes to have a letter (signed by the Dean and by the Director of Critical Theory) testifying that the student has satisfactorily added this theoretical dimension to the graduate program, then additional requirements must be met: these consist of a theoretical section of courses in theory, the qualifying exam, and a theoretical component in the dissertation. Critical theory at Irvine is understood in the broad sense as the study of the shared assumptions, problems, and commitments of the various discourses in the humanities. The faculty regards critical theory not as an adjunct to the study of one of the traditional humanistic disciplines but as a necessary context for the study of any humanistic discipline.

In recognition of the interdisciplinary nature and goals of critical theory, the Committee on Critical Theory coordinates the activities of theorists from literary, historical, philosophical, and linguistic fields of study. The membership includes:

David Carroll, Professor, Department of French and Italian;  
 Director, Focused Research Program in Critical Theory  
 Peter Colacides, Professor, Department of Classics  
 Lucia G. Cunningham, Associate Professor, Department of Spanish and Portuguese  
 Alexander Gelley, Associate Professor, Department of English and Comparative Literature  
 Wolfgang Iser, Professor, Department of English and Comparative Literature  
 Murray Krieger, University Professor of English, Department of English and Comparative Literature  
 David McDonald, Associate Professor, Drama, School of Fine Arts  
 Jane Newman, Assistant Professor, Department of German  
 Mark Poster, Professor, Department of History  
 John Carlos Rowe, Professor, Department of English and Comparative Literature  
 Guy Sircello, Professor, Department of Philosophy  
 David Smith, Professor, Department of Philosophy  
 Juan Villegas, Professor, Department of Spanish and Portuguese  
 Jonathan Wiener, Professor, Department of History

Each year at least six graduate courses in critical theory are offered: a three-course sequence designed to introduce students to major theoretical issues and their historical settings, from Plato to the mid-twentieth century; and at least three advanced seminars which build on the student's historical

competence in order to probe topics of contemporary interest. Additional theory courses are offered by the several departments.

The Focused Research Program (FRP) in Critical Theory is an important resource for graduate students in Humanities doctoral programs. To acquaint Humanities graduate students with the most recent developments in the field, the FRP augments its teaching and research resources by inviting visiting theorists for varying periods of residence. The campus library has strong holdings in critical theory, and students also have access to the resources of the recently acquired Rene Wellek Collection of the History of Criticism. The annual Wellek Library Lecture Series provides for an extended dialogue with major contemporary theorists.

For further information, please contact the Committee on Critical Theory, School of Humanities, University of California, Irvine, CA 92717, (714) 856-6722.

## Graduate Courses

Graduate courses in Humanities are under the direction of the School's Associate Dean for Graduate Studies.

These courses are designed for all graduate students in the School of Humanities, with the exception that students in philosophy may not count Humanities 230 as part of their degree program.

Humanities 200, 210, 212, 220, and 230 introduce study in five disciplinary areas, either to students planning a degree in history or one of the literature departments or to those seeking familiarity with disciplines other than their own.

**Humanities 200 The Nature and Theory of History (4) F.** Introduction to various approaches to historical inquiry. Speculative and critical history, as well as analytical history. Same as History 200A.

**Humanities 210 Approaches to Linguistic Study (4) S.** Linguistic theories and methods of language description, linguistic structure, language change, typology of grammars, theories of meaning. For students unfamiliar with basic principles of linguistics.

**Humanities 212 Recent Trends in Teaching Foreign Language and English as a Second Language (4) F.** Study of current research in the acquisition of a second language and how it applies to the teaching of foreign languages and of English as a second language. Current methodology for teaching pronunciation, listening comprehension, speaking, reading, writing, and grammar. Review of traditional approaches (grammar-translation, direct, audiolingual, cognitive) with emphasis on innovative approaches (Silent Way, Community Language Learning, Suggestopedia, Confluent Education, Total Physical Response, Natural Approach). Same as Spanish 204.

**Humanities 220 Literary Theory (4) F.** Introduction to criticism and aesthetics for beginning graduate students. Readings from continental, English, and American theorists.

**Humanities 230 Philosophical Analysis (4).** Fundamentals of philosophical analysis through application of techniques to selected problems in various "fields" of philosophy: ethics, philosophy of science, political philosophy, aesthetics, philosophy of religion.

**Humanities 291 Interdisciplinary Topics (4) F, W, S.** Group of seminars and colloquia in interdisciplinary topics or in topics in a particular discipline designed for students in other disciplines.

**Humanities 399 University Teaching (4-4-4) F, W, S.** Required of and limited to Teaching Assistants.



## Program in Linguistics

Wilfried M. Voge, Ph.D. University of California, Berkeley, *Director of the Program and Lecturer in German and Linguistics* (second language acquisition, language teaching, applied linguistics, German linguistics)

Richard Barrutia, Ph.D. University of Texas, *Professor of Spanish and Linguistics* (applied linguistics, bilingualism, English as a second language)

Peter Colaclides, Ph.D. University of Athens, *Professor of Classics* (history of linguistics, linguistics and poetics, Greek and Latin semantics)

Mary Ritchie Key, Ph.D. University of Texas, *Professor of Linguistics* (historical and comparative linguistics, American Indian languages, sociolinguistics, nonverbal communication)

Tracy D. Terrell, Ph.D. University of Texas, *Professor of Spanish and Linguistics* (second language acquisition, language teaching, English as a second language, phonology, Spanish linguistics)

Owen Thomas, Ph.D. University of California, Los Angeles, *Professor of Linguistics, English, and Education* (syntax, linguistics and education, computers and education, the teaching of writing, nineteenth-century American literature)

Bernard Tranel, Ph.D. University of California, San Diego, *Professor of French and Linguistics* (phonetics, phonology, French linguistics)

(See also the School of Social Sciences for additional faculty in Linguistics.)

Linguistics is concerned with descriptions of human languages, with theories that seek to explain the nature of language, and with the various uses of language. Additionally, linguistics has potential relationships with other disciplines concerned with language.

The undergraduate major in Linguistics is offered by the School of Humanities and by the School of Social Sciences. The UCI campus programs are administered by an inter-School Linguistics Committee. Students are able to select a Linguistics major in either School according to their interests. A Linguistics minor is also offered.

There are three ways to major in Linguistics as an undergraduate. They are designated as Tracks I, II, and III.

Track I, *General Linguistics*, will appeal to students who wish to receive a broad introduction to the major subfields of Linguistics. Track I may be taken either through the School of Humanities or through the School of Social Sciences.

Track II, *Theoretical and Formal Linguistics*, will appeal to students interested in areas of the cognitive sciences such as psychology and artificial intelligence. Track II may be taken through either the School of Humanities or the School of Social Sciences.

Track III, *Applied Linguistics* (Language Teaching and English as a Second Language), will appeal to students interested in language teaching including but not limited to the teaching of English as a second language. Track III is available through the School of Humanities.

Students may also major in Classics, French, German, and Spanish with an emphasis in Linguistics.

Students are encouraged to consider a double major in Linguistics and either English or a foreign language. This is especially recommended for students following Track III. Students who double major may not satisfy requirements in one major with courses which count for the other major, unless the same course is required for both majors.

## Careers in Linguistics

A major in Linguistics prepares students for a wide variety of careers—in teaching, law, publishing, and public service, among others. Linguistics at UCI is also excellent preparation for graduate work in a number of areas. *General Linguistics*

prepares students for advanced work in the field; *Theoretical and Formal Linguistics* students may continue work in formal linguistics, psychology, or other areas in the cognitive sciences; and those who concentrate in *Applied Linguistics* may pursue careers in the teaching of English as a second language or in other language teaching.

## Requirements for the Bachelor's Degree

**University Requirements:** See pages 49-52.

**School Requirements:** See page 134.

### Program Requirements for the Major

#### Track I General Linguistics

1. Introduction to Linguistics (Linguistics 50 or Social Sciences 3)
2. Two courses in each of the following Core Groups:  
A-Phonetics, Phonology, and Morphology (110-119)  
B-Syntax, Semantics, and Pragmatics (120-129)  
C-Historical Linguistics (130-139)  
D-Psycholinguistics (140-149)  
E-Sociolinguistics (150-159) and Applied Linguistics (160-169)
3. One year of a foreign language other than the one used to satisfy the School of Humanities language requirement. Students are strongly urged to study a non-Indo-European language (such as Hebrew, Arabic, Chinese, Japanese, Swahili) whenever available.

Note that Linguistics 110 and 120 are prerequisites for many of the courses offered in their respective groups and should be taken as soon as possible.

#### Track II Theoretical and Formal Linguistics

1. Introduction to Linguistics (Linguistics 50 or Social Sciences 3)
2. Acquisition of Language (Linguistics 40)
3. Six upper-division courses: Linguistics 110, 112, 120, 122, 126, 142
4. Six upper-division elective courses selected from the following: Linguistics 114, 124, 140, 141, 144; Social Sciences 151T, 156A, 156B; Information and Computer Science 162

#### Track III Applied Linguistics (Language teaching and English as a second language)

1. Introduction to Linguistics (Linguistics 50 or Social Sciences 3)
2. Eight upper-division courses:  
Linguistics 110, 120, 140, 160, 162, 164, 166, 168
3. Two upper-division elective courses in Linguistics
4. One year of a foreign language other than the one used to satisfy the School of Humanities language requirement. Students are strongly urged to study a non-Indo-European language (such as Hebrew, Arabic, Chinese, Japanese, Swahili) whenever available.

**Residence Requirement:** At least five upper-division courses required for the major must be completed successfully at UCI.

### Program Requirements for the Minor

1. Three core courses:  
Linguistics 50 or Social Sciences 3  
Linguistics 110 and 120
2. Four additional upper-division courses in Linguistics. In the selection of these four courses, students are encouraged to refer to the program requirements for the three tracks of the Linguistics major and to consult with a Linguistics faculty member.

**Residence Requirement:** At least four upper-division courses required for the minor must be completed successfully at UCI.

## Courses

**40 Acquisition of Language (4).** What children say, what they mean, and what they understand. Theories about the learning of language by one-, two-, and three-year-olds. Comparison of kinds of data on which these theories are based. Recommended: Linguistics 50 or equivalent. Same as Social Sciences 50A.

**50 Introduction to Linguistics (4) F, W, S.** Linguistic analysis and language structures illustrated by languages from many areas of the world. (Linguistics 50 and Social Sciences 3 may not both be taken for credit.) (V)

**80 Language and Society: Speaking of Sex (4).** Recent sociolinguistic approaches to the expression of gender in language are scrutinized with a view to understanding how patriarchal social forms may be reflected in speech style and how talk may be used to objectify persons sexually, reinforce sex roles, and encourage discrimination. Prerequisite: Linguistics 50 or Social Sciences 3. Same as Social Sciences 31C.

**110 Phonetics, Phonology, and Morphology (4).** General phonetics with emphasis on articulatory phonetics, including practice in phonetic transcription. Phonological and morphological analysis of data from a wide variety of languages. Prerequisite: Linguistics 50 or equivalent. (V)

**112 Advanced Phonology and Morphology (4).** Phonological and morphological theories illustrated by analysis of data from a wide variety of languages. Prerequisite: Linguistics 110.

**114 Morphology and the Lexicon (4) S.** Study of the lexical representations of words; its relations with phonology, morphology, and syntax, with special emphasis on recent developments in the theories of morphology and syntax. Prerequisites: Linguistics 110 and 120. Same as Social Sciences 141G.

**120 Introduction to Syntax (4).** Linguistic intuition, well-formedness, constituent structure, transformation, derivation, argument, and counter-example. Emphasis on English syntax and what characterizes a linguistically significant generalization. Prerequisite: Linguistics 50 or equivalent. Same as Social Sciences 141A. (V)

**122 Advanced Syntax (4).** Further topics in English syntax and theory of grammar. Constraints on what linguistic rules can do. The relationship between linguistic theory and language learning. Prerequisite: Linguistics 120. Same as Social Sciences 141B.

**124 Current Topics in Syntactic Theory (4).** A small number of well-defined topics will be pursued intensively, with particular emphasis on recent articles that have had significant impact on the development of the theory of syntax. Prerequisite: Linguistics 122. Same as Social Sciences 141C.

**126 Semantics (4).** Analysis of various proposals for the treatment of semantics in an integrated linguistic theory. The boundary between syntax and semantics. Coreference phenomena. Contributions from philosophy of language. Recommended: Linguistics 50 or equivalent. Same as Social Sciences 141D and Philosophy 150.

**130 Historical Linguistics (4).** Methods of historical analysis of language. Classification of languages and aspects of language change by internal reconstruction and the comparative method. Prerequisite: Linguistics 50 or equivalent. Recommended: Linguistics 110.

**132 History of English (4).** External (historical and social) and internal (linguistic) changes which have affected the English language from its Germanic roots to the present day. Recommended: Linguistics 50 or equivalent. Same as English 184.

**133 Indian Languages of the Americas (4).** Survey of Indian languages illustrating sound systems and structures. Linguistic affinities between North and South American languages. Prerequisite: Linguistics 50 or equivalent.

**139 History of Linguistics (4).** A course requiring at least 4,000 words of assigned composition based upon readings related to the history of linguistics. Linguistics majors are given admission priority. Prerequisites: satisfaction of lower-division writing requirement; junior status or consent of instructor.

**140 Theories of Second Language Acquisition (4).** Research in the acquisition and learning of second and foreign languages. The influence of language acquisition theory on past and current teaching methodology. A comparison of first and second language acquisition.

tion. Prerequisite: Linguistics 50 or equivalent. Recommended: Linguistics 40.

**141 Project in Child Language (4).** Begins with an intensive review of previous work on child language in which problems and methodology are discussed and projects specified. Remainder devoted to the projects and to discussing the problems and results which arise from doing them. Prerequisite: Linguistics 40 or consent of instructor. Same as Social Sciences 142B.

**142 Introduction to Psycholinguistics (4).** Study of a particular topic in the psychology of language with particular emphasis on syntax and semantics. Prerequisite: Linguistics 40 or a course in linguistics or consent of instructor. Same as Social Sciences 142A.

**143 Readings in Child Language (4).** Readings on language development organized around a number of special topics (to be determined). Emphasis on original reports of research, rather than on pre-digested textbook material. The purpose of the course is to acquaint students with current research in child language development. Prerequisite: Linguistics 40 or consent of instructor. Same as Social Sciences 142E.

**144 Language and the Brain (4).** An analysis of current research on the biological bases of human linguistic capacity. Topics to be discussed include development; focusing on hemispheric specialization and plasticity; the localization of specific linguistic functions in adults, with an emphasis on the study of aphasia; the relation of linguistic capacity to general cognitive capacity, considering especially research on retardation. Prerequisite: Linguistics 50 or equivalent, or consent of instructor. Same as Social Sciences 142D.

**150 Sociolinguistics (4).** Sociolinguistic varieties of language examined from different points of view: geographical, temporal, and cultural. Prerequisite: Linguistics 50 or equivalent.

**152 American Dialects (4).** Variability theory as applied to research in American dialects, especially phonological variation and sound change in progress. Prerequisite: Linguistics 50 or equivalent. Recommended: Linguistics 110.

**154 Paralanguage and Kinesics (4).** Channels of nonverbal communication which correlate with speech. Extra-speech sounds and body movements. Recommended: Linguistics 50 or equivalent.

**160 Methods of Teaching English as a Second Language or Foreign Language.** Methods and materials for teaching English to speakers of other languages. Includes methodology for teaching children, adolescents, and adults. Field experience required. Recommended: Linguistics 50 or equivalent, and Linguistics 140. Same as Spanish 100C.

**162 The Structure of English (4).** An examination of American English phonology, morphology, and syntax. Intended primarily for prospective teachers of English in elementary and secondary schools and for teachers of English as a second language. Prerequisite: Linguistics 50 or equivalent. Same as English 181.

**164 Bilingual Education (4).** Philosophy, goals, and basic principles of bilingual education. Current methodology used in bilingual education. Includes direct observation of bilingual classrooms in local schools. Prerequisite: Linguistics 50 or equivalent. Same as Spanish 100A.

**166 Methods of Teaching English-as-a-Second-Language and Foreign-Language Reading and Writing (4).** Theoretical background concerning native and nonnative reading and writing processes. Discussion, demonstrations, and critiques of methods, techniques, and materials for teaching reading and writing. Prerequisite: Linguistics 50 or equivalent. Recommended: Linguistics 160.

**168 Testing and Language Assessment (4).** Nature of language assessment, types of language tests, English-as-a-second-language and foreign-language tests, basic testing statistics, development of tests for placement and specific situations. Prerequisite: Linguistics 50 or equivalent. Recommended: Linguistics 160.

**180 Studies in Linguistics.** Topic varies depending upon availability and interest of faculty.

**190 Directed Readings (4).** Investigation of special topics through directed reading. Paper required. Prerequisite: consent of instructor.

**199 Independent Study (4)**

**200 Special Studies (4).** Topic varies.

## Additional Linguistics Courses

NOTE: For group classification of these courses see an advisor or the Director of the Program in Linguistics before taking the course.

### English

**English 181 The Structure of English (4)**

**English 184 History of the English Language (4)**

**English 187 Selected Topics in English Linguistics (4)**

**English 200 Selected Topics in English Linguistics (4)**

### French

**French 11 French Phonetics (4)**

**French 113 Introduction to French Linguistics (4)**

**French 131 Junior-Senior Seminar in Linguistics (4)**

**French 200 Selected Topics in French Linguistics (4)**

**French 201 History of the French Language (4)**

**French 202 Contrastive French Phonology (4)**

**French 203 Contrastive French Morphology and Syntax (4)**

**French 208 Stylistics (4)**

### German

**German 100C German Phonetics (4)**

**German 220 Selected Topics in German Linguistics (4)**

### Humanities

**Humanities 212 Recent Trends in Foreign Language Teaching (4)**

### Philosophy

**Philosophy 150 Philosophy of Language (4)**

### Russian

**Russian 200 Selected Topics in Russian Linguistics (4)**

### Social Sciences

**Social Sciences 3 Introduction to Cognitive Linguistics (4)**

**Social Sciences 50A Acquisition of Language (4)**

**Social Sciences 50U Writing Systems and Written Language (4)**

**Social Sciences 141A Introduction to Syntax (4)**

**Social Sciences 141B Advanced Syntax (4)**

**Social Sciences 141C Current Topics in Syntactic Theory (4)**

**Social Sciences 141D Semantics (4)**

**Social Sciences 141E Pragmatics (4)**

**Social Sciences 142A Introduction to Psycholinguistics (4)**

**Social Sciences 142B Project in Child Language (4)**

**Social Sciences 142D Language and the Brain (4)**

**Social Sciences 142E Readings in Child Language (4)**

**Social Sciences 149A Morphology and the Lexicon (4)**

**Social Sciences 157A Introduction to Cognitive Semiotics (4)**

**Social Sciences 157B Cognitive Iconics (4)**

### Spanish

**Spanish 11 Spanish Phonetics (4)**

**Spanish 100A Bilingual/Cross-Cultural—Multiple Subject (4)**

**Spanish 100C English as a Second Language for Teachers of Spanish Speakers (4)**

**Spanish 113 Introduction to Spanish Linguistics (4)**

**Spanish 187 Selected Topics in Spanish Linguistics (4)**

**Spanish 200 Contrastive Analysis (4)**

**Spanish 201 History of the Spanish Language (4)**

**Spanish 202 Spanish of the Southwest (4)**

**Spanish 204 Recent Trends in Foreign Language Teaching (4)**

**Spanish 205 Spanish Dialectology (4)**

## Department of Philosophy

Gerasimos Santas, Ph.D. Cornell University, *Chair of the Department and Professor of Philosophy* (ancient philosophy, history of philosophy, ethics)

Ermanno Bencivenga, Ph.D. University of Toronto, *Associate Professor of Philosophy* (logic, ancient philosophy, philosophy of language)

Sally Haslanger, M.A. University of California, Berkeley, *Acting Assistant Professor of Philosophy* (metaphysics, philosophy of logic)

Gregory S. Kavka, Ph.D. University of Michigan, *Professor of Philosophy* (social and political philosophy)

Joseph F. Lambert, Ph.D. Michigan State University, *Professor of Philosophy* (logic, philosophy of science, metaphysics)

A.I. Melden, Ph.D. University of California, Berkeley, *Professor Emeritus of Philosophy* (ethics, philosophy of the mind, social and political philosophy)

Terence D. Parsons, Ph.D. Stanford University, *Professor of Philosophy* (metaphysics, philosophy of language)

Nelson C. Pike, Ph.D. Harvard University, *Professor of Philosophy* (philosophy of religion, history of philosophy)

Guy Sircello, Ph.D. Columbia University, *Professor of Philosophy* (philosophy of art, philosophy of the mind)

Brian Skyrms, Ph.D. University of Pittsburgh, *Professor of Philosophy* (philosophy of science, metaphysics)

David W. Smith, Ph.D. Stanford University, *Professor of Philosophy* (phenomenology, metaphysics, epistemology, existentialism)

Gary Watson, Ph.D. Princeton University, *Associate Professor of Philosophy* (ethical theory, philosophy of the mind, political philosophy)

Peter Woodruff, Ph.D. University of Pittsburgh, *Associate Professor of Philosophy* (philosophy of logic, metaphysics)

Philosophy addresses itself to questions that arise insistently in every area of human experience and in every discipline within the university. Each discipline inevitably poses problems concerning the nature of the standards appropriate to it and the place of its subject matter within the total framework of human knowledge. If we are to understand science or art or literature, or such human practices as morality and religion, we are bound to address ourselves to philosophical issues relating to their nature, the uses of reason appropriate to them, and the contributions they make to our understanding and appreciation of ourselves and the world in which we live.

## Careers for the Philosophy Major

The study of argument and the precision and clarity of thought and writing required of Philosophy majors are excellent preparation for a variety of careers. Many undergraduates trained in philosophy go on to professional schools in medicine, business, or law. The analytical skills developed in philosophy courses seem to be especially useful in legal education; indeed, many UCI philosophy graduates have established fine records at top law schools. Former philosophy students also have used their skills to advantage in careers in government, business, teaching, law enforcement, and computer programming. Many Philosophy majors also continue their education at the graduate level, either in philosophy or a related discipline.

## Undergraduate Program

Instruction in philosophy relies essentially upon discussion in which students are active participants. Wherever possible, therefore, classes are severely limited in size in order to permit sustained dialogues between student and instructor.

Some of the courses offered are of general interest to all students. Others are designed to explore issues that arise in selected and special disciplines. Among these are courses in the philosophy of science and of art. The staff should be consulted for advice about courses best suited to the specialized needs of particular students.

The program of course offerings is also designed for those majors in philosophy whose intention may be either to enter some professional school upon graduation (e.g., law) or to engage in graduate work in philosophy.

## Requirements for the Bachelor's Degree

**University Requirements:** See pages 49-52.

**School Requirements:** See page 134.

### Departmental Requirements for the Major

Philosophy 30, Philosophy 10 and 12 and either 11 or 13; two of the following: Philosophy 140A-B, 145A-B, or 170A-B; four additional quarter courses from Philosophy 101-199. Students planning to go on to graduate school are strongly advised to take Philosophy 130.

**Residence Requirement:** At least five upper-division courses required for the major must be completed successfully at UCI.

### Departmental Requirements for the Minor

The minor consists of two portions: a lower-division portion and an upper-division portion. Both must be satisfied.

*Lower division:* Three courses selected from Philosophy 1, 4, 5, 30 or three courses selected from Philosophy 10, 11, 12, 13, 30.

*Upper division:* Four courses in a given subfield of philosophy, some of which have been pre-approved by the Department and are included below:

Value theory (ethics, political/social, beauty), which includes Philosophy 111, 170A-B, 171, 172, 180, 181, 182, 184, and 190.

Epistemology, philosophy of mind, and philosophy of science, which includes Philosophy 127, 145A-B, 155, 156, 160, 162, and 186.

Metaphysics and philosophy of religion, which includes Philosophy 122, 140A-B, 195, and 196.

Logic and philosophy of language, which includes Philosophy 122, 130A-B, 132, 133, 134, 150, 151, and 165.

History of philosophy, which includes Philosophy courses numbered between 100 and 129 and Philosophy 181.

Other four-course sequences may be possible, subject to written permission by the Department. Such a sequence must consist of related courses in a coherent subfield.

**Residence Requirement for the Minor:** Four upper-division courses must be successfully completed at UCI.

## Graduate Program

Students are encouraged to seek the counsel of any and all members of the Department whose recommendations the student would deem helpful. It is hoped that there will be a close intellectual relationship between graduate students and professors in order to provide the students with optimum

conditions for philosophical development and to expedite their progress toward advanced degrees. In addition, the Department sponsors a series of colloquia each year. Participation in these colloquia is an important part of the graduate student's training.

Every new graduate student is assigned a committee of faculty members whose purpose is to oversee the student's progress through the major requirements for the advanced degree. The student consults with the committee each quarter about progress and any administrative or academic difficulties. Each student's overall record is evaluated by the Department each year, customarily during the first two weeks of March. When the student has satisfied residency, language, logic, and portfolio requirements, the Candidacy Committee supervises the qualifying examination and the development of a dissertation project, and the subsequent writing of the dissertation itself. The Chair of this committee is the principal person with whom the graduate student will consult on the dissertation.

## Master of Arts in Philosophy

There is no list of courses required for the M.A. degree. The M.A. program in Philosophy takes one year at a minimum. The student may elect to follow either of the following routes to the degree: write a thesis on a subject to be chosen in consultation with an advisor and defend the thesis in an oral examination, *or* satisfy the Logic and Portfolio requirements for the Ph.D. (see below). Please refer to the Graduate Studies and Research section for information on the minimum number of courses required for the M.A. degree.

Advancement to candidacy for the M.A. degree is not automatic, but requires formal application to the Dean of Graduate Studies and Research via the Philosophy Department Office. Application must be made with the recommendation of the Philosophy Department and must take place before the beginning of the quarter in which the student expects to receive the degree.

## Doctor of Philosophy in Philosophy

There is no set number of courses required for the Ph.D., thus allowing course work to be tailored to the individual student's needs and interests. However, as a prerequisite for the Ph.D. degree, every student is required to have some experience in teaching.

The Ph.D. program is designed to take four years for the normally qualified student. In exceptional cases it may be possible to obtain the degree within three years. A Master's degree is not a prerequisite for the Ph.D. The following five items are requirements for the Ph.D. degree.

**Tools of research,** to be satisfied by demonstrating proficiency in a single appropriate foreign language\* *or* by passing with a grade of B or better five to six courses at the graduate level in a discipline or disciplines outside of the Philosophy Department. Approval for the latter alternative will be granted by the Department only if, in its judgment, the courses form an integrated unit in light of the student's research interest.

\*The foreign language examinations are administered by the Department of Philosophy. They are two hours in length and consist of translating, with the aid of a dictionary, passages from two authors. Students wishing information as to courses to prepare them for these examinations and dates when these examinations will be given should consult the Philosophy Department Office, 500 Humanities Office Building, (714) 856-6525.

**Logic Requirement:** Students entering the program are expected to be familiar with elementary quantification theory and some natural deduction techniques. If they are not, students may take Philosophy 30 (no graduate credit is given for this course).

In the Ph.D. program, students must complete with a grade of B or better Philosophy 230A-B and an additional course requiring substantial use of logical or mathematical techniques. Philosophy 230A covers the syntax and semantics of first-order logic with identity, including a proof of the completeness theorem. The content of Philosophy 230B varies and covers advanced topics in mathematical logic, including recursion theory and Gödel's incompleteness theorem, higher order logic and type theory, and Zermelo-Fraenkel set theory. Courses which satisfy the third-course requirement include courses in mathematical and philosophical logic, mathematics, computer science, and mathematical social science; others may be permitted by the Department on a case-by-case basis.

**Portfolio** of papers representing the student's best work in philosophy. The papers may be, or may be based upon, essays written for course work. Papers will be evaluated by the faculty for the purpose of determining whether or not the student is ready to seek admission to candidacy.

**Breadth Requirements. Historical Breadth:** To be satisfied by receiving a grade of B or better in at least four courses covering at least three of the following five historical periods: Ancient, Medieval, Modern, Kant and nineteenth-century, and twentieth-century. **Field Breadth:** To be satisfied by receiving a grade of B or better in one course in metaphysics, one course in epistemology, and two courses in value theory. Both breadth requirements must be satisfied by the end of the seventh quarter of graduate study.

**Advancement to candidacy and the writing of a thesis.** Upon successful completion of the above requirements, the student will apply for advancement to candidacy for the Ph.D. degree by filling out the appropriate forms and returning them to the Philosophy Department Office. A Candidacy Committee including one or two members from an academic area outside of Philosophy is then appointed by the Graduate Council. This Committee administers an oral Qualifying Examination to determine whether the student is qualified to begin work designed to lead to the completion of a thesis.

Upon passing this oral examination, the student becomes a candidate for the Ph.D. degree. The Doctoral Committee appointed by the Graduate Council supervises the student's further course work and research, as well as the actual writing of the doctoral thesis.

**The defense of the thesis.** At a suitable point during the development of the thesis, the Doctoral Committee administers an oral examination, the focus of which is the content of the thesis itself. If at all possible, this examination will be given while the student is still in residence.

## Undergraduate Courses

**1 Problems of Philosophy (4).** An introduction to some basic philosophical problems, concepts, and methods. Varies in content from quarter to quarter. Emphasis on both discussion and writing. (IV)

**4 Introduction to Ethics (4).** Selected topics from the history of ethics. Problems include the nature of the good life and the moral justification of conduct. (IV)

**5 Contemporary Moral Problems (4).** A study of some current moral issues, e.g., abortion, sexual morality, euthanasia, capital punishment, reverse discrimination, civil disobedience, and violence. (IV)

**6 Philosophy and Psychoanalysis (4).** An analysis of psychoanalytic theory and therapy, and of its significance for classical philosophical

problems such as the mind-body problem, self-identity and self-deception, psyche and consciousness, innatism, and the origins of moral behavior.

**7 Introduction to Phenomenology and Existentialism (4).** A study of the doctrines of phenomenology and existentialism. Emphasis on their philosophical origins, contributions to traditional philosophical topics (e.g., metaphysics, epistemology, ethics) and influences on other disciplines (e.g., psychology, social science, literature, religion).

**10 History of Ancient Philosophy (4).** Examination of the central philosophical themes developed by the Pre-Socratics, Socrates, Plato, Aristotle, the Stoics, the Epicureans, and the Skeptics. (IV)

**11 History of Medieval Philosophy (4).** A study of some of the major theological and philosophical texts from the Medieval period. Philosophy 10 recommended as background. (IV)

**12 History of Modern Philosophy (4).** Major developments in Western Philosophy from Descartes to Kant. Readings from Descartes, Leibniz, Locke, Berkeley, Hume, and Kant. Philosophy 10 or 11 recommended as background. (IV)

**13 History of Contemporary Philosophy (4).** A study of recent philosophical developments in Anglo-American and Continental Philosophy. Figures to be studied may include Russell, Moore, Wittgenstein, Quine, Heidegger, and Sartre. Philosophy 12 is strongly recommended as background. (IV)

**30 Introduction to Logic (4).** A study of argument in everyday contexts. Formalization of varying types of arguments and the criteria by which arguments are evaluated.

**31 Introduction to Inductive Logic (4).** Philosophical questions about the foundations of scientific inference are discussed: the traditional problem of induction; the Goodman Paradox; the concept of cause; necessary and sufficient conditions and Mill's methods of inductive reasoning, probability calculus, different interpretations of probability, and their interaction in inductive reasoning.

**60 Introduction to the Philosophy of Science (4).** The characteristics and structure of the fundamental philosophical aspects of science.

**95 Introduction to the Philosophy of Religion (4).** A critical examination of some of the more important concepts used in Western theological literature. Topics include the nature and existence of God, miracles, and evil.

Unless otherwise specified, one course in philosophy is required as a prerequisite for each of the following courses. In special cases this requirement may be waived.

**100 Ancient Philosophy (4).** Selected topics from writings of Plato and Aristotle, such as Aristotle's criticism of Plato's metaphysics, ethics, or politics.

**101 Plato (4).** The central issues in Plato's Dialogues. Topics include the nature of Socratic questions, Socratic ethics, Platonic ethics and social philosophy, Plato's theory of ideas and his views on knowledge and perception, language and art. Philosophy 10 is strongly recommended as background.

**102 Aristotle (4).** The basics of Aristotle's philosophy: his philosophy of language, logic, epistemology, philosophy of nature, metaphysics, ethics, and philosophy of art.

**105 Medieval Philosophy (4).** A study of some of the major issues of concern to Medieval philosophers, e.g., universals, the nature and existence of God, faith and reason.

**108 Continental Rationalism (4).** A study of some of the philosophical texts of Descartes, Malebranche, Spinoza, and Leibniz. Philosophy 11 is strongly recommended as background.

**111 Philosophy of Hobbes (4).** A study of Hobbes' moral and political philosophy with focus on his *Leviathan*.

**115 British Empiricism (4).** Locke, Berkeley, and Hume with attention to the problems of substance, perception, and knowledge. Philosophy 11 strongly recommended as background.

**117 Kant (4).** The first half of the *Critique of Pure Reason*. Philosophy 11 is strongly recommended as background.

**120 Nineteenth-Century Philosophy (4).** A study of the major figures and movements in philosophy during the nineteenth century.

**122 Frege (4).** A study of Gottlob Frege's major philosophical writings on ontology, the foundations of mathematics and semantics.

**125 Contemporary Analytic Philosophy (4).** A selected topic such as the theory of perception, theory of action, free will, intentionality. May be repeated for credit.

**127 Phenomenology (4).** Foundations of phenomenology in Husserl. Backgrounds in Blazano, Frege, Brentano, Meinong, Kant, and Descartes. Topics include phenomenological method, theory of intentionability, meaning, perception, evidence, ego, other minds, intersubjectivity, and lifeworld.

**128 Existentialism (4).** Heidegger and Sartre with their backgrounds in phenomenology. Philosophy 7 or Philosophy 127 strongly recommended as background.

**130A-B Intermediate Logic (4-4) F, W.** Syntax and semantics for first-order logic. (V)

**132 Topics in Mathematical Logic (4).** Selected topics in advanced mathematical logic, e.g., proof theory, modal theory, recursive functions, set theory, combinatory logic. Prerequisite: Philosophy 130A-B or consent of instructor. (V)

**133 Philosophical Logic (4).** Topics include free logic, modal logic, deontic logic, theory of descriptions, calculus of individuals. Topics vary from year to year. Prerequisite: Philosophy 130A-B. May be repeated for credit.

**134 Philosophy of Logic (4).** Philosophical questions raised by contemporary formal logic. Topics include the existence and nature of propositions, theory of entailment, descriptions and existential presuppositions. Prerequisite: Philosophy 130B or consent of instructor.

**139 Writing Philosophy (4).** Discussion of those aspects of writing that are of special importance in philosophy; special philosophical terminology, techniques for evaluating arguments, philosophical definitions and philosophical theories. A course requiring at least 4,000 words of assigned composition based upon philosophical readings. Philosophy majors are given admission priority. Prerequisites: satisfaction of lower-division writing requirement; junior standing or consent of instructor.

**140A-B Metaphysics (4-4).** A study of one or more of the problems of "first philosophy," e.g., substance, free will, abstract entities, identity. Philosophy 140A is strongly recommended as background for 140B.

**145A-B Theory of Knowledge (4-4).** A study of one or more of the basic issues in epistemology, e.g., the role of perception in the acquisition of knowledge, the nature of evidence, the distinction between knowledge and belief, and the nature of truth and certainty. Philosophy 145A is strongly recommended as background for 145B.

**150 Philosophy of Language (4).** Selected topics in the philosophy of language, e.g., reference and speech act theories, theories of meaning.

**151 Advanced Philosophy of Language (4).** More technical and intensive developments of topics introduced in Philosophy 150. Prerequisite: Philosophy 150 or consent of instructor.

**155 Philosophy of Mind (4).** Issues connected with the concept of mind, e.g., the relation between mind and body, the self, personal identity, perception, belief, memory, motivation, desire, consciousness, the unconscious.

**156 Philosophical Psychology (4).** Selected topics such as theories of love, self-deception, the emotions, motive and intention, empathy, and psychoanalysis.

**160 Philosophy of Science (4).** Problems in the philosophy of science, e.g., the nature of scientific explanation and confirmation, the limits of scientific explanation, the nature of mathematics.

**162 Philosophical Foundations of Probability (4).** Probability as limiting relative frequency, rational degree of belief or propensity. Bayesian inference. DeFinetti's theorem.

**165 Philosophy of Mathematics (4).** A study of the nature of mathematical entities and mathematical knowledge. Prerequisite: Philosophy 130B or consent of instructor.

**170A-B Ethics (4-4).** A study of some of the problems of contemporary moral philosophy. Philosophy 170A is strongly recommended as background for 170B.

**171 Ethical Issues in Biology (4).** A study of the important ethical issues connected with the theory and practice of biological sciences. Topics may include the morality of abortion, the just distribution of medical resources, the use of animals for experimental purposes, and the sociobiology controversy.

**172 Ethical Issues in Engineering (4).** Application of ethical theory to moral problems confronted by engineers, scientists, managers, and others involved in engineering. Topics include exercise of conscience and free expression within corporations; basis of professional obligations to the public; role of values in safety decisions; ethics codes; whistleblowing. Case studies. Same as Engineering 192.

**180 Political Philosophy (4).** A study of some of the central problems in political philosophy, e.g., the justification of authority, the concepts of the ideal state, political liberty, political obligation, and social justice.

**181 History of Political Philosophy (4).** A study of some of the classical works of political philosophy. Readings from Plato, Hobbes, Locke, Rousseau, Mill, and Marx.

**182 Issues in Social Philosophy (4).** A study of one or more of the social issues of current concern, e.g., nuclear deterrence, obligations to future generations, sociobiology and human nature, world hunger.

**184 Philosophy of Law (4).** Legal systems and the concept of law. Topics include the nature and purpose of law, the nature of authority, the relation between law and morality, law and political-economic systems.

**185 Philosophy and Sexual Politics (4).** Consideration of the philosophical issues raised by feminism, e.g., traditional views of male/female nature, whether sexual equality is desirable, standards for judging sexual relations. Same as Humanities 193.

**186 Rational Action Theory (4).** Selected problems in the theory of rational choice and action, e.g., subjective utility theory, subjective probability theory, choice under uncertainty, Newcomb's problem, Prisoner's Dilemma, Ellsberg's paradox, and the Surprise Attack problem. Prerequisite: one college-level course in mathematics or logic.

**190 Aesthetics (4).** Systematic presentation and defense of *A New Theory of Beauty*.

**191 Theory of Art (4).** Review and critique of one or more theories of art by traditional philosophers, e.g., Plato, Aristotle, Kant, Hegel, Schopenhauer, Dewey, or Heidegger.

**195 Phenomenology of Religion (4).** Study of the phenomenology of religious experience as analyzed by Schleiermacher, Otto, and Buber. Attention is given to the mystical literature of the Christian tradition and to classical theories of divine attribution.

**196 Christian Mysticism (4).** A study of some of the texts of classical Christian mystical writers, e.g., St. Teresa of Avila, St. John of the Cross, Julian of Norwich. Emphasis on the phenomenological features of mystical experience. Philosophy 95 or 11 recommended as background.

**199 Directed Special Studies (4)**

## Graduate Lecture Courses

**200 Ancient Philosophy (4).** Selected topics from writings of Plato and Aristotle, such as Aristotle's criticism of Plato's metaphysics and ethics of politics. May be repeated for credit.

**205 Medieval Philosophy (4).** A study of some of the major issues of concern to Medieval philosophers, e.g., universals, the nature and existence of God, faith and reason. May be repeated for credit.

**212 Modern Philosophy (4).** Selected topics from the Rationalist and Empiricist philosophical literature. May be repeated for credit.

**217 Kant (4).** The first half of the *Critique of Pure Reason*.

**225 Contemporary Analytic Philosophy (4).** A selected topic such as the theory of perception, theory of action, free will and intentionality. May be repeated for credit.

**227 Phenomenology (4).** Foundations of phenomenology in Husserl. Backgrounds in Bolzano, Frege, Brentano, Meinong, Kant, and Descartes. Topics include phenomenological method, theory of intentionality, meaning, perception, evidence, ego, other minds, intersubjectivity, and lifeworld. May be repeated for credit.

**230A-B Intermediate Logic (4-4).** Syntax and semantics for first-order logic.

**232 Topics in Mathematical Logic (4).** Selected topics in advanced mathematical logic, e.g., proof theory, modal theory, recursive functions, set theory, combinatory logic. May be repeated for credit.

**233 Philosophical Logic (4).** Topics include free logic, modal logic, theory of description, calculus of individuals. May be repeated for credit.

**240A-B Metaphysics (4-4).** A study of one or more of the problems of "first philosophy," e.g., substance, free will, abstract entities, and identity.

**245A-B Theory of Knowledge (4-4).** A study of one or more of the basic issues in epistemology, e.g., the role of perception in the acquisition of knowledge, the nature of evidence, the distinction between knowledge and belief and the nature of truth and certainty.

**250 Philosophy of Language (4).** Selected topics in the philosophy of language, e.g., reference and speech act theories, theories of meaning.

**255 Philosophy of Mind (4).** Issues connected with the concept of mind, e.g., the relation between mind and body, the self, personal identity, perception, belief, memory, motivation, desire, consciousness, and the unconscious.

**262 Philosophical Foundations of Probability (4).** Probability as limiting relative frequency, rational degree of belief or propensity. Bayesian inference. DeFinetti's theorem.

**270A-B Ethics (4-4).** A study of some of the problems of contemporary moral philosophy.

**280 Political Philosophy (4).** A study of some of the central problems in political philosophy, e.g., the justification of authority, the concepts of the ideal state, political liberty, political obligations, and social justice.

**286 Rational Action Theory (4).** Selected problems in the theory of rational choice and action, e.g., subjective utility theory, subjective probability theory, choice under uncertainty, Newcomb's problem, Prisoner's dilemma, Ellsberg's paradox, and the Surprise Attack problem.

**290 Aesthetics (4).** A systematic presentation and defense of *A New Theory of Beauty*.

**295 Philosophy of Religion (4).** Selected topics include the nature and existence of God, mystical experience, miracles, etc.

## Graduate Seminars

Since seminar and graduate course topics vary with the occasions on which they are offered, they may be repeated for credit. Open to graduate students and upper-division undergraduates by consent of instructor.

In addition to the following courses, graduate students in Philosophy might find these Humanities courses of special interest: Humanities 200 (The Nature and Theory of History), Humanities 210 (Approaches to Linguistic Study), and Humanities 220 (Literary Theory).

**203 Seminar in Ancient Philosophy (4).** May be repeated for credit.

**206 Seminar in Medieval Philosophy (4)**

**218 Seminar in Modern Philosophy (4).** May be repeated for credit.

**220 Seminar in History of Philosophy (4)**

**226 Seminar in Contemporary Philosophy (4).** May be repeated for credit.

**229 Seminar in Phenomenology (4)**

**235 Seminar in Logic (4).** May be repeated for credit. Satisfactory/Unsatisfactory only.

**236 Logic Workshop (4).** May be repeated for credit. Satisfactory/Unsatisfactory only.

**241 Seminar in Metaphysics (4)**

**246 Seminar in Theory of Knowledge (4).** May be repeated for credit.

**252 Seminar in Philosophy of Language (4).** May be repeated for credit.

**257 Seminar in Philosophy of Mind (4).** May be repeated for credit.

**261 Seminar in Philosophy of Science (4).** May be repeated for credit.

**272 Seminar in Ethics (4).** May be repeated for credit.

**283 Seminar in Social and Political Philosophy (4).** May be repeated for credit.

**293 Seminar in Aesthetics (4).** May be repeated for credit.

**297 Seminar in Philosophy of Religion (4).** May be repeated for credit.

**299 Directed Research (4-4-4)**

**399 University Teaching (4-4-4).** Required of and limited to Teaching Assistants.

## Program in Russian

Guy de Mallac, Ph.D. Cornell University, *Director of the Program in Russian and Professor of Russian* (modern Russian literature, religious studies, philosophy of nonviolence [Tolstoy's thought, Gandhi's thought], peace studies, Russian intellectual thought, Pasternak's life and work)

Michael A. Green, Ph.D. University of California, Los Angeles, *Associate Professor of Russian* (eighteenth-century Russian theatre, Pushkin, Chekhov, Russian Symbolist theater, Russian literature and theater of the 1920s, relations between literature and the arts, Russian painting and music)

Helen Weil, M.A. California State University, San Diego, *Lecturer in Russian* (Russian language and methodology, contemporary Soviet prose, Russian culture and civilization, nineteenth- and twentieth-century Russian literature, male and female role models in Russian fiction, contemporary guitar poetry, Ukrainian language)

Russian is a language spoken by 215 million people in the Soviet Union and ranks with English and Chinese as one of the three major world languages. Russian is a language of the Indo-European family and is thus related to English, French, and German. Russian is an infinitely rich language, as is English, and adapts itself well to a variety of styles and genres from lyric poetry to the seeming harshness and brashness of the futurist poets.

For the first two years, the Program in Russian emphasizes a combination of speaking, writing, and reading skills. At the end of the senior year, the student can expect to have attained a rather high level of proficiency in all language skills—reading, writing, speaking, and understanding. By then students will have read a number of selected literary texts—including a fair portion of the significant masterworks—in the original. They will also have familiarized themselves with some of the historical background of the language and with its relation to other Slavic and European languages. And they will have achieved a reasonable degree of familiarity with the major cultural and social trends in Russian history and thought.

In addition to the regular Russian major with emphasis on language and literature, the Program in Russian offers a modified major with emphasis on linguistics. This major was designed for those students who have no plans to pursue advanced study in Russian literature, while they wish to focus on the study of the structure of Russian viewed within the framework of Slavic and general linguistics.



The Program in Russian also offers a major with an emphasis in Russian civilization, which is geared to the interests of students who do not intend to specialize in Russian language and literature. This emphasis is based upon a multidisciplinary approach (through language, the arts, thought, literature, history, study of institutions) to the rich variety of a culture that both before the Revolution and during the Soviet period has made an important contribution to mankind's cultural heritage. Various specializations and challenging new career possibilities in today's world are available to students electing this option.

Two minors are also offered by the Program. The Russian Language minor is geared to the student who already has a good command of the language and who wishes to strengthen language skills while acquiring knowledge of Russian literature in the original. Students whose main interests are cultural and historical will find the Russian Area Studies of value.

Students planning to major or minor in Russian should contact the Program Office to obtain the most current information. Students entering UCI with previous training in Russian will be given advanced standing as follows: In general, one year of high school work is equated with one quarter of UCI work. Thus, students with one, two, three, and four years of high school Russian will enroll in Russian 1B (or 10B), 1C (or 10C), 2A (or 11A), and 2B (or 11B), respectively. Exceptions to this ruling can be made but must have the approval of the Program Director. Students with high school training in Russian should consult with the Russian staff before enrolling in Russian courses.

#### **The Self-Paced Courses: 10A-B-C/11A-B-C**

During the regular academic year, the Program in Russian offers students a self-paced option in the first and second years of language study. The Self-Paced Courses are designed to accommodate students who cannot attend regular class meetings, or who wish to progress toward language competence at their own pace (please see 10A-B-C and 11A-B-C). Students interested in enrolling in the Self-Paced Courses should contact H. Weil, Coordinator.

#### **UCI Summer Russian Institute and Practicum**

In planning their programs of study, students should note that certain courses bearing the designation **Summer** are also offered within the three-week UCI Russian Institute and Practicum (Russian 1A-B-C, 2A-B-C, 100A-B-C, 101A-B, 199, 220, 290, and 398). The UCI Russian Language Institute is a three-week, total-immersion program in Russian language and culture for students of all levels, conducted in Russian and encompassing all of the student's daily activities. The Practicum adjunct of the Institute affords prospective and practicing language teachers an opportunity for intensive language review and participation in established and experimental teaching methods. For information and registration forms contact H. Weil, the Director of the UCI Russian Institute and Practicum, Program in Russian, University of California, Irvine, California 92717; telephone (714) 856-5477 or 856-4201.

### **Requirements for the Bachelor's Degree**

**University Requirements:** See pages 49-52.

**School Requirements:** See page 134.

#### **Program Requirements for the Major**

**Russian Major with Emphasis on Literature:** Russian 100A-B-C; 101A-B-C; 110A-B-C; 150A-B-C; 180; any two of the following: 20; 30; 40; 160; 170.

**Russian Major with Emphasis on Linguistics:** Russian 100A-B-C; 101A-B-C; two courses from 110A-B-C; two courses from 150A-B-C; 180; Linguistics 50; 110; 120; 130.

**Russian Major with Emphasis on Civilization:** Russian 20; 30; 40; 100A-B-C; 150A-B-C; two courses from 101A-B-C; three courses from History 123A-B-C, Social Sciences 122A; choice of one course from 110A-B-C, 160, 170, 180.

**Residence Requirement:** At least five upper-division courses required for the major must be completed successfully at UCI.

#### **Program Requirements for the Russian Language Minor**

Seven upper-division courses including Russian 100A-B, 101C, two courses selected from Russian 110A-B-C, two courses selected from Russian 100C and Russian 101A-B; remaining course selected from Russian 110A-B-C, 150A-B-C, 180, or any upper-division Russian course approved by the Program.

#### **Residency Requirement for the Russian Language Minor:**

Four upper-division courses must be successfully completed at UCI.

#### **Program Requirements for the Russian Area Studies Minor**

Russian 1A; two courses selected from Russian 150A-B-C; two courses from History 123A-B-C; choice of three courses from the following: Russian 1, remaining course of Russian 150A-B-C, Russian 180; and either *one* of Social Sciences 122A, remaining course of History 123A-B-C, or any other Russian area studies course approved by the Program.

#### **Residency Requirement for the Russian Area Studies Minor:**

Four upper-division courses must be successfully completed at UCI.

### **Planning a Program of Study**

The Program in Russian believes in close consultation with students on academic advising, program planning, and discussion of goals and direction. Students planning to major in Russian with an emphasis on literature or on linguistics are strongly urged to consult with the departmental faculty as early as possible, in order to familiarize themselves with the nature of the various programs.

After indicating an intention to major in Russian, the student is assigned to an academic advisor who will help in the task of selecting courses toward the completion of one of the three options open to students majoring in Russian studies at UCI. Special attention is paid to the unique aspects of the Russian field. In particular, students' attention is alerted to the combined academic and career implications and potentialities of these major options.

### **Career Opportunities**

The major in Russian may lead to a career with the federal government, in private enterprise, or in education.

The U.S. Departments of State, Defense, Health and Human Services, the Information Office, and the Library of Congress all hire people who can speak and write Russian. The United States Information Agency's Voice of America offers opportunities in research, scriptwriting, editing, translating, and announcing.

Because of the importance of Russia in world politics and economics, private businesses and corporations dealing in the international marketplace increasingly employ persons skilled in Russian language and knowledgeable about Russian society and political institutions. Individuals with degrees in Russian may find employment in private enterprise as interpre-

ters and translators in the following areas: library science, communications media, science, and technology.

Students who major in Russian may either go on to graduate programs or enter a career in education. Many students have entered teaching at the secondary level, while others, after graduate work in education, seek positions at colleges and universities.

Since Russian is second only to English as a world language of science, the study of Russian provides access to a large body of the world's scholarly, scientific, and technical literature. While the study of Russian language, literature, and civilization provides training that may lead to careers similar to those described above, the major program is viewed primarily as a valuable component of a liberal education and an instrument for the investigation and appreciation of the modern world.

## Lower-Division Courses

**1A-B-C Fundamentals of the Russian Language (5-5-5) F, W, S, Summer.** The course focuses on reading, comprehension, basic composition, and conversation skills, and gives the student an initial exposure to the Russian cultural scene. Credit will be given only once for the Russian fundamentals sequence taken as Russian 1A-B-C, R1A-B-C, or 10A-B-C.

**R1A-B-C Fundamentals of Russian (with emphasis on reading) (5-5-5) F, W, S.** For students not planning to major in Russian who wish to develop rapid reading ability in Russian. Not offered every year. Credit will be given only once for the Russian fundamentals sequence taken as Russian 1A-B-C, R1A-B-C, or 10A-B-C.

**2A-B-C Second-year Language Study (4-4-4) F, W, S, Summer.** The student can expect to read simple passages from contemporary Russian literary texts and newspapers. Development of oral skills and exposure to Russian culture continue. (V)

**10A-B-C Russian Fundamentals: Self-Paced (1 to 5 per quarter) F, W, S.** A self-paced program designed to accommodate students who cannot attend the regular class meetings of 1A-B-C due to schedule conflicts or who desire to progress toward language competence at their individual pace. Credit will be given only once for the Russian fundamentals sequence taken as Russian 1A-B-C, R1A-B-C, or 10A-B-C.

**11A-B-C Second-year Language Study (1 to 4 per quarter) F, W, S.** A self-paced program covering the material of 2A-B-C designed to accommodate students who cannot attend the regular class meetings of 2A-B-C due to schedule conflicts or who desire to progress toward language competence at their individual pace. Credit will be given only once for the Russian second-year sequence taken as Russian 2A-B-C or 11A-B-C.

**12 Scientific, Technical, and Nonliterary Russian (4) S.** Exposes the students to the typical terminology and idiomatic constructions common to natural and social sciences, economics, and computer science, technology, and commercial correspondence. Representative selections from major scientific publications and technical manuals examined and analyzed. Students train in the skills of interpreting and translating typical samples of scientific, commercial, and technical prose, and receive individual guidance. May be repeated for credit when topic changes. Not offered every year.

**20 Russian Civilization: Tsars to Commissars (4) F.** Definition of Russian culture from the medieval to the modern period, with attention to political, philosophical, and literary interpretations. The power structures are related to their impact on the cultural scene. Based on a multidisciplinary approach. Lectures, readings, and discussions in English. (IV)

**30 Survey of Russian Drama: From Icon to Biomechanics (4) W.** Traces the development of the Russian theatre through the Symbolist drama to Futurism and the post-Revolutionary era. Discusses innovation of twentieth-century stage directors; cinematic versions of selected plays are shown. Lectures, readings, and discussions in English. (IV)

**40 Russian Intellectual Thought: Prophets, Rebels, Mystics (4) S.** Major exponents of Russian thought: religious, rationalist, and radical. Focusing on the polarity between religious-philosophical trends

and radical systems and ideologies. Lectures, readings, and discussions in English. (IV)

## Upper-Division Courses

**100A-B Third-year Language Study (4-4) F, W, Summer.** Continuation of second-year program, with emphasis on grammar review, development of oral and written composition skills, and reading comprehension.

**100C Phonetics and Review Grammar (4) S, Summer.** Contrastive analysis of sounds and intonation of Russian. Grammar concentrates on some of the more difficult points.

**101A-B Fourth-year Language Study (4-4) F, W, Summer.** Advanced study of morphology, syntax, and stylistics. The aim of the course is to enhance comprehension and develop vocabulary at the conceptual level of oral and written exposition. Reading and analysis of literary and nonliterary texts; advanced study of morphology, syntax, and stylistics; exploration of translation techniques. Lectures, discussion, and term papers in Russian. Open to qualified nonmajors by consent of instructor.

**101C The History and Development of the Russian Literary Language (4) S.** Philological introduction to the development of literary language from the eleventh through the twentieth centuries. Analysis of modern style from the viewpoint of previous changes in the language.

**110A Nineteenth-Century Russian Literature (4) F.** First course in a three-quarter sequence covering the development of Russian literature from classicism to modernism, stressing the evolution of Russian narrative prose and poetry. Selected masterpieces of the major Russian writers from Pushkin to Turgenev within the milieu of the Western literary tradition and in the Russian cultural and socio-political context. Discussion conducted largely in Russian.

**110B Development of Russian Literature 1860s-1920s (4) W.** Development of Russian literature from 1860s-1920s during the period of modernism and revolutionary experimentalism. In Russian.

**110C Contemporary Russian Literature (4) S.** Study of typical works of "Socialist Realism" and of literature of the post-Stalinist era, focusing on the renaissance of critical or psychological realism in the 1960s and 1970s. Reading and discussion in Russian.

**139 Writing about Literature (4) S.** A course requiring at least 4,000 words of assigned composition based upon readings in Russian literature (in English translation). Several essays required. Topics vary from quarter to quarter. Russian majors are given admission priority. Prerequisites: satisfaction of lower-division writing requirement; junior status or consent of the instructor. Same as Russian 150A, 150B, or 150C with writing component.

**150A Russian Literature 1800-1880 (4) F.** Development of Russian literature from classicism to modernism, stressing the evolution of Russian realism and the novel. Selected masterpieces of the major Russian writers from Pushkin to Dostoevsky within the milieu of the Western literary tradition and in the Russian cultural and socio-political context. May be taken as 139 to satisfy upper-division writing requirement. Same as Humanities 170RA.

**150B Russian Literature 1880-1930 (4) W.** Development of Russian literature from 1880s to 1930s during the period of modernism until the imposition of "Socialist Realism." May be taken as 139 to satisfy upper-division writing requirement.

**150C Contemporary Russian/Soviet Literature (4) S.** Study of major works of "Socialist Realism" and of literature of the post-Stalinist era, focusing on the renaissance of critical/psychological realism in the 1960s and 1970s. May be taken as 139 to satisfy upper-division writing requirement. Same as Humanities 170RB.

**160 Russian Cinema (4) W.** Historical, theoretical, and comparative perspectives of Russian cinema. Same as Humanities 160. Not offered every year.

**170 Russian Literature (in Translation) (4) S.** An exploration of a specific period or problem in Russian literature. Lectures, reading, and discussion in English. Topic varies. May be repeated for credit when topic changes. Not offered every year.

**180 Major Russian Literary Figure (4-4-4) F, W, S.** The study of a major Russian literary figure of the nineteenth or twentieth century. Topic varies. Lectures, reading, and discussion in English. May be repeated for credit when topic changes. Not offered every year.

**195 Undergraduate Teaching of Russian (2-2-2) F, W, S, Summer.** Intensive review of basic language concepts and introduction to language teaching methodology. Under supervision students will tutor the first two years of self-paced Russian language (Russian 10A-B-C, 11A-B-C). Prerequisites: an A average in first-year Russian or equivalent to tutor Russian 10A-B-C; an A average in second-year Russian or equivalent to tutor Russian 11A-B-C, and consent of instructor. May be repeated for credit. Pass/Not Pass only.

**NOTE:** Courses numbered 198-291 are by special consent and arrangement, to be taken only when the materials to be studied and the topics to be pursued are not offered in scheduled courses by the Program, when the student will not have a formal chance to pursue the subject of interest in the course of the academic year. Before enrolling in these courses, students must have the consent of the instructor and the Program Director, and must submit a written description of the course plan to the Director by the end of the first week of instruction.

**198 Guided Group Study (4) F, W, S.** Special topics in Russian studies through directed reading and research. Consultation with instructor is required prior to registration. May be repeated for credit when topic changes.

**199 Special Studies in Russian (1 to 4 per quarter) F, W, S, Summer.** Opportunity to study on an individual basis topics of special interest. By consent of instructor. May be repeated for credit when topic changes.

**200 Selected Topics in Russian Linguistics (4) S**

**220 Studies in Russian Literature (4) W, Summer**

**290 Reading and Conference (4) Summer**

**291 Guided Reading Course (4)**

**398 Teaching Russian (4) Summer.** Problems and challenges involved in introducing Russian to students. Includes practice in lecturing and discussion as well as experimentation with teaching techniques and preparation of teaching and testing materials.

**399 University Teaching (4-4-4) F, W, S.** Required of and limited to Teaching Assistants.

## Department of Spanish and Portuguese

Julian Palley, Ph.D. University of New Mexico, *Chair of the Department and Professor of Spanish* (modern Spanish literature)

Richard Barrutia, Ph.D. University of Texas, *Professor of Spanish and Linguistics* (applied linguistics, bilingualism and English as a second language)

Anne J. Cruz, Ph.D. Stanford University, *Assistant Professor of Spanish* (Golden Age Spanish and comparative literature)

Lucía Guerra-Cunningham, Ph.D. University of Kansas, *Associate Professor of Spanish* (Latin American literature, literary theory, and women's studies)

Seymour Menton, Ph.D. New York University, *Professor of Spanish and Portuguese* (Latin American literature, prose fiction)

Alejandro Morales, Ph.D. Rutgers University, *Professor of Spanish* (Latin American and Chicano literature, film studies)

Gonzalo Navajas, Ph.D. University of California, Los Angeles, *Assistant Professor of Spanish* (nineteenth- and twentieth-century Spanish literature and critical theory)

Dayle Seidenspinner-Núñez, Ph.D. Stanford University, *Associate Professor of Spanish, and Associate Dean of Humanities, Undergraduate Studies* (medieval Spanish and comparative literature)

Héctor Orjuela, Ph.D. University of Kansas, *Professor of Spanish* (Latin American literature, poetry and essay)

María Herrera-Sobek, Ph.D. University of California, Los Angeles, *Associate Professor of Spanish* (Latin American and Chicano folklore, bilingualism)

Tracy Terrell, Ph.D. University of Texas, *Professor of Spanish* (applied linguistics and dialectology)

Juan Villegas, Ph.D. Universidad de Chile, *Professor of Spanish* (literary theory, modern Spanish literature, Chilean poetry)

Zidia Webb, M.A. Michigan State University, *Lecturer in Spanish and Portuguese* (Brazilian literature and culture)

## Undergraduate Program in Spanish and Portuguese

The main objectives of the program in Spanish and Portuguese are to develop competence in the ability to understand, speak, read, and write Spanish and Portuguese, and to provide through the knowledge of these two languages an understanding and appreciation of their literature and culture.

Students are placed in Spanish courses according to their years of previous study and a placement test. In general, one year of high school work is equated with one quarter of UCI work.

All courses in Spanish and Portuguese, unless specifically stated, are taught in the foreign language. By the end of the first year, students attain mastery of the basic structure of the language and ability to converse on everyday topics as well as to read and write on an elementary plane.

In the second year, emphasis is put on gradually raising the level of the student's ability to read and write. A third-year course of two quarters stresses composition as opposed to translation. Further, a course in phonetics perfects pronunciation and presents historical and dialect variants of Spanish. The introductory courses in literature, also in the third year, emphasize the analysis and appreciation of complete literary works by genre rather than the study of many short selections of innumerable authors in an anthology. The courses in Hispanic civilization combine a panoramic overview with a close look at a specific country or topic.

Although no major in Portuguese is offered, advanced literature courses are available. In addition, an undergraduate minor is offered.

Students are encouraged to participate in programs of study abroad during the summer and the junior year.

Elected representatives of the undergraduate majors, the graduate students, and the Teaching Assistants participate with full voting rights in Department meetings.

## Requirements for the Bachelor's Degree

**University Requirements:** See pages 49-52.

**School Requirements:** See page 134.

### Departmental Requirements for the Major

Spanish 10A-B, 11, 101A-B-C; 110A, B, or C. In addition, the student will choose one or more of the following emphases:

**Literature and Culture:** Seven upper-division courses in literature with a minimum of one in Spanish-American literature. Two courses in Hispanic culture and civilization may be substituted if desired.

**Linguistics:** Linguistics 50, 110, 120; Spanish 113 and any three upper-division or graduate Spanish linguistics courses such as 100A-B-C, 186, 200, 201, 204, 205.

**Bilingualism and English as a Second Language:** Spanish 100A (Multiple Subject) or 100B (Single Subject), Spanish 100C (ESL methods); one course in Chicano literature, one course in Chicano culture, Spanish 113, and two upper-division courses in literature at least one of which must be Latin American literature. (Education 140A-B-C is the same as Spanish 100A-B-C.)

For students who plan to teach Spanish, the following courses are strongly recommended: Linguistics 50, Linguistics 140 (Second Language Acquisition), Spanish 113 (Spanish Linguistics). Also, Spanish 200 and Spanish 204 should be taken as seniors or as members of the credential program.

**Residence Requirement:** At least five upper-division courses required for the major must be completed successfully at UCI.

#### **Departmental Requirements for the Spanish Minor**

Seven courses in Spanish, including Spanish 10A and 10B and at least four upper-division courses. Prerequisite: Spanish 2C or equivalent.

**Residence Requirement:** At least four upper-division courses required for the minor must be completed successfully at UCI.

#### **Departmental requirements for the Portuguese Minor**

Prerequisite: Portuguese 1C or the equivalent. Requirements: Seven upper-division courses: Portuguese 140A-B, 141, 142, 143, 144, 145. (These are offered on a two-year cycle.)

### **Career Opportunities**

Spanish is particularly useful in international business or trade, community or social service, and in the foreign service. Spanish majors interested in writing may look to publishing, writing, or editing positions.

Majoring in Spanish is excellent preparation for graduate and professional study in law, medicine, social welfare, library science, business or public administration, education, international relations, journalism, or advanced study in Spanish. An option available to Spanish majors is UCI's 3-2 Program offered by the Graduate School of Management, in which students may earn a Bachelor's degree in Spanish and a Master's degree in Management in five years rather than the usual six.

Bilingualism and English as a Second Language are very useful preliminary emphases for many of the fields described above. These areas are closely related to the teacher preparation program offered by the UCI Office of Teacher Education for students interested in the Bilingual/Cross Cultural Emphasis credential.

### **Graduate Program in Spanish and Portuguese Master of Arts in Spanish**

The candidate is expected to have the equivalent of the UCI undergraduate major. The student takes a minimum of 11 courses, eight of which must be at the graduate level. Two of the 11 courses must be in linguistics. Spanish 239A, Methods of Literary Criticism, is required of all literature majors. A maximum of two courses may be transferred from another university, but a maximum of five may be accepted from another University of California campus. Proficiency (defined as the equivalent of the level attained at the end of course 2C) in a foreign language other than the major language is required. The comprehensive examination, in part written, in part oral, will be based both on a reading list and the courses taken by the students and will also test the students' ability to express themselves correctly in Spanish. No thesis is required. The student may choose an emphasis in literature or linguistics. The M.A. requires a minimum of one year in academic residence and must be completed in no more than three years of graduate study. Normally only students who are studying for the Ph.D. are admitted to the graduate program. The comprehensive examination for the M.A. may be accepted as the written portion of the qualifying examination for the Ph.D.

### **M.A.T. in Spanish**

This program is specifically directed at meeting the needs of working credentialed teachers, although others may apply. It seeks to provide a group of modern, relevant courses that will enable teachers to keep abreast of recent developments in their field. It is structured so that working teachers can take courses in late afternoons and evenings. Applicants should have a B.A. in Spanish and should acquire proficiency in a foreign language other than Spanish. The program consists of 10 courses (eight of which must be at the graduate level) as follows: three courses in Hispanic literature; three courses in Hispanic civilization and literature; three courses in Hispanic linguistics; and one course in Recent Trends in Foreign Language Teaching, to be combined with a curricular research project or a thesis. M.A.T. students are counseled by a faculty member in the Department.

### **Bilingual/Cross-Cultural Emphasis**

The bilingual/cross-cultural emphasis is a specialization in addition to the regular teaching credential for high school (Single Subject) or elementary school (Multiple Subject). Undergraduates may plan from the beginning to aim for this emphasis by choosing the track in Bilingualism and English as a Second Language. See page 291.

### **Ph.D. in Spanish**

The Department of Spanish and Portuguese offers a Ph.D. degree with a minor in either Spanish or Spanish-American literature. The program attempts to integrate period and genre studies with work in literary theory, linguistics, and socio-historical studies. A number of courses outside of the Department are required. The Department thereby hopes to aid in the formation of Ph.D. candidates who are not narrow specialists but rather scholars acquainted with the various fields that relate to their discipline. The Department is concerned also with the practical aspects of helping its graduates become good teachers.

The secondary field can be Spanish literature, Spanish-American literature, Chicano studies, Spanish linguistics, literary theory, comparative literature, or a non-Hispanic literature.

#### **Language Requirements**

A reading knowledge of Portuguese and two other languages relevant to the student's area of specialization is required. Advanced study in one of these languages may be offered in lieu of the reading knowledge of the other. The choice of languages requires Department approval.

#### **Course Requirements**

A minimum of 23 courses is required for the Ph.D. as follows:

- A. Two graduate courses in linguistics, diachronic and synchronic (the students who select Linguistics as a secondary field will substitute two courses in either Spanish or Spanish-American literature); Spanish 239A-B; a course on the socio-historical context of the period of the student's specialization; a course in Brazilian or Portuguese literature (preferably related to the student's specialization); two courses outside of the Department in non-Iberic literatures; two courses in Spanish or Spanish-American literature, whichever is not the major. Ph.D. candidates should take one course in each genre within their area.

**B. Additional courses for the major and the secondary field:**

1. Ten courses in the major, including one course on theory of the genre. Those students who major in twentieth-century Spanish-American literature are required to take Spanish 238A-B: Spanish-American Literature in the Colonial Period and in the Nineteenth Century.
2. Three courses in the secondary field.

Candidates who have the M.A. degree from another university will be interviewed by two professors representing peninsular and Spanish-American literature, in order to evaluate their past studies in terms of our doctoral program; it is recommended that the student's graduate advisor direct the doctoral dissertation and that the choice of dissertation and director be made as early as possible. Each incoming graduate student will be assigned a faculty advisor who will supervise the student's program and with whom the student should meet at least once each quarter. All graduate students will be formally evaluated at the end of each year by the faculty with whom they have studied. Students pursuing a full-time program of study ordinarily should be able to earn the Ph.D. degree within six years or less.

**Teaching**

Since the overwhelming majority of Ph.D. candidates plan to teach, the Department recognizes its responsibility to train them as teachers. Therefore, all Ph.D. candidates without previous teaching experience are required to teach under supervision and at UCI one course in each of three quarters.

All Ph.D. students will student-teach in an upper-division course related to the major. This will count as one of the required courses in the major.

**Comprehensive Examination**

The student is admitted to candidacy by passing, by a majority vote, an oral examination administered by a Candidacy Committee appointed by the Graduate Council. The Candidacy Committee is composed of five members, of whom four will be from the Department. The oral examination will be preceded by a written examination as follows:

- A. The student, in consultation with the Doctoral Committee, may choose one of the following options:
  1. A comprehensive examination including a dissertation project. The student will then take parts 1, 2, and 3 of the examination described below, and will submit a dissertation project.
  2. A comprehensive examination including the minor instead of the dissertation project, part 4 of the examination described below.
- B. The written comprehensive examination will consist of three parts:
  1. A genre in all periods. The student will demonstrate knowledge of literary theory and methods of literary criticism.
  2. A historical literary period, including all of the genres and the socio-historical context.
  3. Textual analysis. A representative text in the student's genre of specialization will be given to the student at the time of the examination. If the genre is poetry, the text may be a complete poem or a section from a larger poem. In the case of the short story, novel, theatre, or essay, a relatively brief organic section will constitute the text. The student's analysis should be intrinsic; it should also demonstrate the relationship of the text to

the total work as well as to the author's total production and the author's position in the literary history of the country or the continent.

4. Dissertation project. During the year preceding the comprehensive exams, the student will write a dissertation project of approximately 40 typewritten (double-spaced) pages which will be turned in one month before the comprehensive exams. The topic as well as the dissertation advisor will be chosen by the student. The essay should:
  - a. Define clearly the topic of the dissertation and justify it by discussing its significance.
  - b. Discuss previous studies on this topic and prove the originality of the new study.
  - c. Describe and justify the critical method to be followed.
  - d. Include a bibliography of special, general, and theoretical works.

**Dissertation**

A dissertation topic will be chosen by the candidate and normally, but not necessarily, will fall within one of the major fields covered by the Qualifying Examination.

Three faculty members appointed by the Graduate Council will constitute the Doctoral Committee which supervises the preparation and completion of the doctoral dissertation. The Doctoral Committee supervises a final examination, the focus of which is the content of the dissertation. Ordinarily, the final examination will not be given after the dissertation is completed, but rather at an appropriate point during its development. Such final examination normally will be given while the graduate student is in residence at UCI. The Doctoral Committee certifies that a completed dissertation is satisfactory through the signatures of the individual Committee members on the title page.

**Courses in Portuguese**

**1A-B-C Fundamentals of Portuguese (4-4-4) F, W, S.** Basic grammar, composition, and conversation with an initial exposure to Brazilian culture.

**140A-B Brazilian Prose Fiction (4-4) W, S.** Selected study of Brazilian novels from the classical style of Machado de Assis to the regionalist novels of Lins do Rego, G. Ramos, R. de Queiroz, J. Amado. Prerequisite: Portuguese 1C or equivalent.

**141 Brazilian Civilization (4) F.** History and culture of Brazil through sociological and literary works by contemporary authors. Prerequisite: Portuguese 1C or equivalent.

**142 Brazilian Short Story (4).** Nineteenth- and twentieth-century writers representing major literary trends: Machado, Mário Andrade, Lispector, and J. Veiga. Prerequisite: Portuguese 1C or equivalent.

**143 Brazilian Poetry (4).** Brazilian poets from the romantic period with emphasis on poets associated with Modernist Movement of 1922 and following poetic movements. Prerequisite: Portuguese 1C or equivalent.

**144 Masterpieces of Portuguese Literature (4).** The theatre of Gil Vicente, the epic of Camões, the realistic novel of Eça de Queiroz, and the modernist poetry of Fernando Pessoa. Prerequisite: Portuguese 1C or equivalent.

**145 Brazilian Theatre (4).** Contemporary plays with emphasis on the language and customs of the various cultural regions of Brazil. Prerequisite: Portuguese 1C or equivalent.

**190 Individual Studies (4-4-4) F, W, S**

**290 Individual Study (4) F, W, S**

## Lower-Division Courses in Spanish

**1A-B-C Fundamentals of Spanish (5-5-5), 1A (F, W), 1B (F, W, S), 1C (F, W, S) Summer.** Natural approach with emphasis on conversational skills: the students and their environment, their experiences, and their opinions about issues. Reading and writing skills also introduced. Taught completely in Spanish.

**S1A-B Fundamentals of Spanish (7.5-7.5) Summer.** First year Spanish in an intensified form.

**2A-B-C Intermediate Spanish (4-4-4), 2A (F, W), 2B (F, W, S), 2C (F, W, S), S2A, B (Summer).** Conversation, reading, and composition skills are developed using texts of literary and social interest. Emphasis on grammar review in 2A. Prerequisite: Spanish 1C or equivalent. (V)

**5 Spanish for Spanish Speakers (4) F.** Workshop for writing concise compositions in Spanish with emphasis on contrastive features and interferences from English. Learning by doing approach to teaching of Spanish grammar, vocabulary, and orthography.

**10A-B Advanced Composition (4-4) 10A (F, W), 10B (W, S).** Compositions on a variety of themes, motivated and prepared in the classroom and arranged in order of difficulty. Review of selected grammatical topics. Prerequisite: completion of Spanish 2C or equivalent.

**11 Spanish Phonetics (4) F, S.** Comparison of English and Spanish phonetics. Introduction to Spanish dialectology. Prerequisite: Spanish 2C or equivalent.

**15 Advanced Listening Skills (4) S.** Designed to increase the student's ability to understand Spanish spoken in the media: television, radio, and movies. Class sessions consist of lectures on listening strategies, vocabulary preparation for listening activities, and discussions of the content of listening activities. Prerequisite: Spanish 10B and consent of instructor.

**30 Literature and Society (4) W.** An interdisciplinary introduction to literature within the context of social and political history, focusing on Spanish literature and society. Taught in English. Variable topics. Same as Humanities 30C. (IV)

**50A-B-C The Individual and Society in Hispanic Literature (4-4-4) F, W, S.** The topic is explored in Spanish works in translation during the first two quarters and in Latin American and Chicano works in the third quarter. Taught in English. (IV)

## Upper-Division Courses in Spanish

**100A Bilingual/Cross-Cultural — Multiple Subject (4) W.** Methods and materials for elementary bilingual classrooms; selection and use of children's literature, games, songs, and folklore; cross-cultural techniques in subject matter presentation; field experience required. Taught bilingually. Same as Education 140A and Linguistics 164.

**100B Bilingual/Cross-Cultural — Single Subject (4) S.** Oral and written interferences between Spanish and English; practice in various methods of presentation, e.g., the cognitive, audiolingual, and traditional approaches. Field experience required. Taught bilingually. Same as Education 140B.

**100C ESL for Teachers of Spanish-Speakers (4) F.** Methods and materials for teaching English to speakers of Spanish. Includes methodology for teaching children, adolescents, and adults. Field experience required. Recommended: Linguistics 50 and 140. Same as Linguistics 160 and Education 140C.

**101A-B-C Introduction to Spanish Poetry, Drama, Prose Fiction (4-4-4) F, W, S.** Analysis and interpretation of the outstanding works of Spanish literature. Concepts of literary history and theory. Prerequisite: Spanish 2C or equivalent.

**101D Introduction to Spanish-American Literature (4).** Selected literary masterpieces of Spanish America in a variety of genres.

**110A-B-C Hispanic Civilization (4-4-4) F, W, S.** Each quarter focuses on a different country or topic. Content varies from year to year. May be repeated. Prerequisite: Spanish 10B or equivalent.

**113 Introduction to Spanish Linguistics (4) W.** Application of basic notions of linguistics to Spanish. Spanish phonology, morphology, syntax, and semantics. Special attention to the application of linguistics to the teaching of Spanish bilingualism. Linguistics 50 recommended.

**117A-B-C Golden Age Literature (4-4-4)**

**119A-B-C Nineteenth-Century Spanish Literature (4-4-4)**

**120A-B-C Twentieth-Century Spanish Literature (4-4-4)**

**130A-B-C Spanish-American Prose Fiction (4-4-4)**

**131A-B-C Spanish-American Poetry, Theatre, Essay (4-4-4)**

**133A-B Chicano Literature (4-4)**

**134 Chicano Culture (4).** Current research and perspectives on different aspects of Chicano culture: political, economic, sociological, artistic, and folkloric. Topics may change from year to year.

**139 Writing about Literature (4) W.** A course requiring at least 4,000 words of assigned composition based on peninsular Spanish and/or Latin American texts in English translation. Several essays required. Topics vary. Spanish majors are given admission priority. Prerequisites: satisfaction of lower-division writing requirement; junior standing or consent of instructor.

**150 Spanish-American Literature in Translation (4)**

**160 Topics in Hispanic Film Studies (4) S.** Same as Humanities 160.

**185 Selected Topics in Spanish Literature (4)**

**186 Selected Topics in Latin American Literature (4)**

**187 Selected Topics in Spanish Linguistics (4)**

**190 Individual Study (4) F, W, S**

## Graduate Courses in Spanish

In addition to the following courses, graduate students might find these Humanities courses of special interest: Humanities 200 (The Nature and Theory of History); Humanities 210 (Approaches to Linguistic Study); Humanities 220 (Literary Theory); and Humanities 230 (Philosophical Analysis).

**200 Second-Language Acquisition (4)**

**201 History of the Spanish Language (4)**

**202 Spanish in the United States (4).** Focus on the socio-linguistic functions of the various social and stylistic varieties of Spanish in the U.S. in both spoken and written form. Phonological, morphological, syntactical, and lexical differences and similarities with the "standard" Latin American and peninsular Spanish are studied. Emphasis on recent work in Chicano discourse, and examination of relevant research on Cuban and Puerto Rican dialects as well as other dialects heard in the U.S. The use of Spanish in various types of bilingual programs.

**204 Recent Trends in Foreign Language Teaching (4) F.** Same as Humanities 212.

**205 Spanish Dialectology (4)**

**210A-B-C Medieval Literature (4-4-4)**

**215A-B-C Golden Age Prose Fiction (4-4-4)**

**216A-B Golden Age Lyric Poetry (4-4)**

**217A-B Golden Age Theatre (4-4)**

**219 A-B-C Nineteenth-Century Spanish Literature (4-4-4)**

**220A-B Modern Spanish Novel (4-4)**

**221A-B Modern Spanish Poetry (4-4)**

**222A-B Modern Spanish Theatre (4-4)**

**232A-B-C Spanish-American Short Story (4-4-4)**

**233A-B-C Spanish-American Novel (4-4-4)**

**234A-B-C Spanish-American Poetry (4-4-4)**

**235A-B Spanish-American Essay (4-4)**

**236 Selected Topics in Hispanic Civilization (4).** May be repeated for credit.

**237 Selected Topics in Chicano Literature (4) S**

**238A-B-C Studies in Spanish-American Literature (4-4-4)**

**239A-B Methods of Literary Criticism (4-4) F**

**240A-B-C Literary Criticism, Theory of a Genre (4-4-4)**

**250 Mexican Corrido (4)**

**260 Seminar in Spanish (4).** Topic variable.

**270 Creative Writing Workshop in Spanish (2) F, W, S.** Satisfactory/Unsatisfactory only. May be repeated for credit.

**290 Individual Study (4-4-4) F, W, S**

**291 Directed Reading (4-4-4) F, W, S**

**299 Dissertation Research (4-4-4) F, W, S**

**399 University Teaching (4-4-4) F, W, S.** Required of and limited to Teaching Assistants.

## School of Physical Sciences

Myron Bander Dean

The School of Physical Sciences offers both professional training and general education in the Departments of Chemistry, Mathematics, and Physics. The faculty, active in research and graduate education, are at the same time vitally concerned with undergraduate teaching. Curricula of the School are designed to meet the needs of a wide variety of students ranging from those with little technical background who seek insight into the activities and accomplishments of physical scientists to those seeking a comprehensive understanding that will prepare them for creative research in physical science.

Over the course of the past century and a half, physics, chemistry, and mathematics have evolved into interdependent but separate intellectual disciplines. This development is reflected in the departmental structure of the School of Physical Sciences. In the same period, these fundamental disciplines have moved into domains of abstraction unimagined by early scientists. This trend to abstraction with its concomitant increase in understanding of the physical universe provides the major challenge to the student of the physical sciences. Mathematics, physics, and chemistry, while providing the foundation of the technology that dominates contemporary civilization, underlie to an ever-increasing extent the new developments in the biological and social sciences.

In recognition of the contribution students can make to the academic affairs of the School, a variety of responsibilities on School and departmental committees is given to undergraduate and graduate students.

### Degrees

Chemistry .....	B.S., M.S., Ph.D.
Mathematics .....	B.S., M.S., Ph.D.
Physics .....	B.S., M.S., Ph.D.

### Honors

Criteria used by the School of Physical Sciences in selecting candidates for honors at graduation are as follows: Approximately 1 percent will be awarded *summa cum laude*, 3 percent *magna cum laude*, and 8 percent *cum laude*. Honors are awarded on the basis of a student's performance in research and cumulative grade point average. The School of Physical Sciences also grants special honors to students who have distinguished themselves by their work in their major subject. A general criterion is that students must have completed at least 72 units in residence at a University of California campus.

### Undergraduate Programs

Each department offers courses that are of value to non-majors and majors in the sciences. The programs for majors are designed to meet the needs of students planning careers in business or industry, of students planning advanced professional study, and of students planning graduate work that continues their major interest. Introductory courses in chemistry, mathematics, and physics meet the needs of students majoring in the sciences, mathematics, and engineering and are also appropriate for students in other disciplines who seek a rigorous introduction to the physical sciences. In addition, a number of courses within the School have few or no prerequisites and are directed particularly toward students majoring in areas remote from the sciences.

### Planning a Program of Study

Every undergraduate student who has chosen to major in Physical Sciences is assigned a faculty advisor. The name of

this advisor is communicated to the student prior to enrollment or may be obtained from the Office of the Associate Dean or of the appropriate Department Chair. Students are free to change academic advisors at any time. Each department also has a Chief Academic Advisor who is responsible for interpreting degree requirements and dealing with special advising problems. An academic advising and counseling staff is also employed in the Associate Dean's Office and is available to serve a broad range of student advising needs. In consultation with the advisor the student should plan a course of study leading to a major in one of the departments of the School. In carrying out this major, the student may often concentrate very heavily in a second department within the School or in some other school. Occasionally students choose to pursue a double major. Permission to do so may be sought by a petition submitted to the Office of the Associate Dean of Physical Sciences.

All initial courses of study for majors include mathematics through calculus, and calculus is a prerequisite for much of the upper-division work in each major. A student interested in any of the physical sciences should continue mathematical training beyond these prerequisite courses. Furthermore, students interested in either physics or chemistry will usually include work in both of these subjects in their undergraduate careers.

Students in the physical sciences are urged to acquire a working knowledge of computer programming at an early stage of their University studies. This can be done by taking Information and Computer Science 1A or 1B.

### Career Opportunities

The majority of UCI Physical Sciences graduates continue their education beyond the Bachelor's degree level. Many pursue advanced academic degrees in preparation for careers in scientific or medical research, engineering, or postsecondary education. Some students enter professional school in areas such as medicine, dentistry, law, or business administration. Students who choose not to continue their studies beyond the baccalaureate level most frequently find employment in private business or industry. In addition to technical areas directly related to their major fields of study, students often enter careers in less obviously related fields such as computing, systems analysis, engineering, journalism, marketing, or sales.

### 3-2 Program

Physical Sciences majors who are interested in a career in management may wish to apply for entry into the Graduate School of Management's 3-2 Program. Students normally apply for this program early in their junior year. See the Graduate School of Management section for further information.

### Requirements for the Bachelor's Degree

**University Requirements:** See pages 49-52.

#### School Requirements

In addition to the courses taken in fulfillment of the UCI breadth requirement, students with a major in the School of Physical Sciences are required to take one additional approved three-course group chosen from one of the following breadth categories: Category III (Social and Behavioral Sciences); Category IV (Humanistic Inquiry); or the Language and Linguistics section of Category V. For purposes of this requirement, the approved sequences are the same ones listed for the UCI breadth requirement, with the exception that any three consecutive foreign language courses are acceptable.





## Graduate Programs

A program of course work and research leading to the M.S. and Ph.D. degrees is offered in each of the three departments of the School. The individual programs are described in the following announcements of each department.

## Department of Chemistry

- Harold W. Moore, Ph.D. University of Illinois, *Chair of the Department and Professor of Chemistry* (organic synthesis and mechanisms)
- Vartkess A. Apkarian, Ph.D. Northwestern University, *Assistant Professor of Chemistry* (chemical physics)
- David A. Brant, Ph.D. University of Wisconsin, *Professor of Chemistry* (physical chemistry of macromolecules)
- Marjorie C. Caserio, Ph.D. Bryn Mawr College, *Professor of Chemistry* (organic reaction mechanisms)
- A. Richard Chamberlin, Ph.D. University of California, San Diego, *Assistant Professor of Chemistry* (organic synthesis)
- Robert J. Doedens, Ph.D. University of Wisconsin, *Associate Dean of the School of Physical Sciences and Professor of Chemistry* (structural inorganic chemistry)
- William J. Evans, Ph.D. University of California, Los Angeles, *Professor of Chemistry* (synthetic, inorganic, and organometallic chemistry)
- Frank J. Feher, Ph.D. University of Rochester, *Assistant Professor of Chemistry* (organo metallic and inorganic)
- Fillmore Freeman, Ph.D. Michigan State University, *Professor of Chemistry* (mechanistic and synthetic organic chemistry)
- Vincent P. Guinn, Ph.D. Harvard University, *Professor of Chemistry* (radiochemistry, activation analysis, forensic chemistry)
- Warren J. Hehre, Ph.D. Carnegie-Mellon University, *Professor of Chemistry* (theoretical, ion-molecule, organometallic chemistry)
- John C. Hemminger, Ph.D. Harvard University, *Associate Professor of Chemistry* (surface chemistry and physics)
- Edward K. C. Lee, Ph.D. University of Kansas, *Professor of Chemistry* (laser chemistry, spectroscopy)
- Robert T. McIver, Ph.D. Stanford University, *Professor of Chemistry* (physical chemistry)
- George E. Miller, D. Phil. Oxford University, *Lecturer in Chemistry and Reactor Supervisor* (radiochemistry and activation analysis)
- Larry E. Overman, Ph.D. University of Wisconsin, *Professor of Chemistry* (organic synthesis)
- Peter Rentzepis, Ph.D. Cambridge University, *Presidential Chair and Professor of Chemistry* (chemical physics)
- F.S. Rowland, Ph.D. University of Chicago, *Daniel G. Aldrich Jr. Professor of Chemistry* (chemical kinetics, atmospheric chemistry)
- Kenneth J. Shea, Ph.D. Pennsylvania State University, *Associate Professor of Chemistry* (organic chemistry, polymer chemistry)
- Constance E. Suffredini, M.S. Lehigh University, *Adjunct Lecturer in Chemistry* (teaching undergraduate chemistry)
- Mare Taagepera, Ph.D. University of Pennsylvania, *Lecturer in Chemistry* (substituent/solvent effects, acid/base chemistry)
- Robert W. Taft, Ph.D. Ohio State University, *Professor of Chemistry* (substituent/solvent effects, acid/base chemistry)
- James J. Valentini, Ph.D. University of California, Berkeley, *Associate Professor of Chemistry* (laser spectroscopy, chemical physics)
- Gregory M. Williams, Ph.D. Princeton University, *Assistant Professor of Chemistry* (organometallic chemistry)
- Max Wolfsberg, Ph.D. Washington University, *Professor of Chemistry* (theoretical chemistry)

## Undergraduate Program

The major in Chemistry is elected by students planning careers in the chemical sciences and frequently also by those whose interests lie in biology, medicine, earth sciences, secondary education, business, and law. The curriculum of the Department is designed to satisfy the diverse needs of these students and others who may have occasion to study chemistry. The year course Chemistry 1A-B-C (or the two-quarter course Chemistry 61A-B) is prerequisite to all study in the Department at more advanced levels. The subject matter of this course serves also as a thorough introduction to

the varied aspects of modern chemistry for students who do not wish to pursue their studies beyond this introductory level. Chemistry 51A-B-C is a one-year sequence in organic chemistry which is required for Chemistry majors and for students of the life sciences. Certain more advanced courses required of Chemistry majors may also be of particular interest to the latter groups, among others.

The undergraduate program of the Chemistry Department emphasizes close contact with research. Chemistry majors are urged to engage in research under the direction of a faculty member.

Much of the important chemical literature is being and has been printed in foreign languages, principally German, Russian, and French. Reading competence in one or more of these languages is desirable, and many graduate schools require the demonstration of such competence as a prerequisite for an advanced degree. Chemistry majors are encouraged to acquire this competence.

Chemistry majors who are interested in teaching chemistry at the secondary level are urged to consult with their advisors and with the Office of Teacher Education early in their undergraduate careers. Chemistry majors who plan subsequent study in medical, dental, or other professional schools should request information concerning admission requirements directly from the schools which they seek to enter. Those intending to pursue graduate studies in chemistry should discuss their plans with their academic advisors.

## Requirements for the Bachelor's Degree

**University Requirements:** See pages 49-52.

**School Requirements:** See page 176.

### Departmental Requirements

**Basic Requirements:** Mathematics 2A-B-C, Physics 5A-B-C and 5LA-LB-LC, Chemistry 1A-B-C and 1LB-LC or Chemistry 61A-B and 61 LA-LB, Chemistry 51A-B-C and 51LA-LB-LC, Chemistry 107 and 107L, Chemistry 131A-B-C or 130A-B-C, Chemistry 151.

**Electives:** Four courses chosen from the elective list below. These must include at least two courses offered by the Chemistry Department (Chemistry 180 may be counted no more than once, and Chemistry 192, 194, 196, and 199 may not be counted) and at least one of the laboratory courses in the following laboratory course group: Chemistry 152, Chemistry 153, Chemistry 160, Chemistry 165, Chemistry 170, Physics 150, Physics 151, Physics 152, Physics 153.

**Elective List:** Chemistry 125, 135 and all Chemistry courses numbered 152-235, Bio. Sci. 106 (Biochemistry), Bio. Sci. 107 (Molecular Biology), Physics 111A-B (Classical Mechanics), Physics 112A-B (Electromagnetic Theory), Physics 113A-B-C (Quantum Physics), Physics 115 (Statistical Physics), Physics 116 (Thermodynamics), Physics 132 (Nuclear Physics), Physics 133 (Condensed Matter Physics), Physics 134 (Modern Optics), Physics 150 (Electronics for Scientists), Physics 151 (Advanced Laboratory), Physics 152 (Advanced Laboratory), Physics 153 (Advanced Laboratory).

**Scientific Breadth Requirements:** A total of six additional four- or five-unit courses chosen from the offerings of the Departments of Mathematics, Physics, Information and Computer Science, and the School of Biological Sciences. (These may be taken on a Pass/Not Pass basis subject to the usual restrictions on Pass/Not Pass enrollment.)

## Planning a Program of Study

The departmental requirements leave the student a great deal of latitude in choice of courses; the student can choose to pursue interests ranging from biochemistry on the one hand to chemical physics on the other. Many of the basic requirements above coincide with those of the School of Biological Sciences, and a double major in Chemistry and Biological Sciences does not require much extra course work. The Department is accredited by the American Chemical Society to offer an undergraduate degree certified by the Society as suitable background for a career in chemistry or for graduate study in chemistry. While it is not necessary, it is desirable for students to pursue a course of study that the American Chemical Society judges to merit a certified degree. A certified degree specifically requires that the following courses be included in the program of study: Mathematics 3 (any two quarters); Chemistry 152 and 153; Chemistry 160, 165, 170, or 180.

Students should consult with their academic advisors on courses of study. A Chemistry major normally takes Chemistry 1A-B-C and 1LB-LC, Mathematics 2A-B-C, and required writing courses during the freshman year. The sophomore year should include Chemistry 51A-B-C and 51LA-LB-LC; the Physics 5A-B-C and 5LA-LB-LC sequences should be completed no later than the fall quarter of the junior year. The balance of the freshman and sophomore program can be chosen at the student's discretion with consideration given to progress toward completion of the School of Physical Sciences breadth requirement, the UCI breadth requirement, and the Chemistry Department scientific breadth requirement. In the junior year all Chemistry majors should enroll in the year sequence of physical chemistry (Chemistry 131A-B-C or 130A-B-C) and in Chemistry 107 (fall) and 151 (winter). During the junior and senior years the Chemistry Department electives requirement should be fulfilled, as should other University, School, and departmental requirements. There is no foreign language requirement, but Chemistry majors are urged to obtain reading competence in a foreign language through course work.

Outlines of several typical programs of study for Chemistry majors, American Chemical Society-certified Chemistry majors, and Chemistry-Biological Sciences or Chemistry-Physics double majors have been prepared. Students are urged to obtain copies of the sample programs from their academic advisors, from the Chemistry Department Office, or from the Physical Sciences Associate Dean's Office.

## Graduate Program

The Department offers graduate programs leading to the M.S. and Ph.D. degrees in Chemistry. The Ph.D. degree is granted in recognition of breadth and depth of knowledge of the facts and theories of modern chemistry and an ability to carry out independent chemical research demonstrated through submission of an acceptable doctoral dissertation. The M.S. degree may be earned either through submission of an acceptable Master's thesis (Plan I) or through an approved program of graduate course work (Plan II). A Master's degree is not a prerequisite for admission to the Ph.D. program.

Upon entering the graduate programs all students are required to take a series of Area Examinations which test the students' competence in the general areas of chemistry, e.g., organic, physical, inorganic, at the undergraduate level. The Area Examinations are designed to ensure a proper fundamental level of preparation for graduate study and are used as a guide in choosing the appropriate program of course work for each entering student.

Students in the Ph.D. program are expected to demonstrate their knowledge of chemistry at the advanced level through satisfactory completion of a series of Cumulative Examinations. These examinations are designed to encourage the independent study of chemistry through reading of the classic and current chemical literature and attendance at advanced seminars and colloquia. Normally, beginning with the second year of graduate study, students must take the monthly examinations until four have been passed. This requirement must be satisfied within 12 consecutive Cumulative Examinations.

Following completion of the Cumulative Examination requirement, participants in the Ph.D. program take an oral examination for formal Advancement to Candidacy. This examination normally comes in a student's third graduate year and consists of an oral defense before a faculty committee of the student's dissertation research project and a second original research proposition conceived, developed, and documented by the student. The committee may examine the student at this time on any subject it deems relevant to the independent pursuit of chemical research.

Students in the Ph.D. and M.S. Plan I (Thesis) programs are required to complete a minimum of seven approved courses, including six graduate-level courses in chemistry. The M.S. Plan II (Course Work) program requires that the student complete 10 graduate-level chemistry courses. Graduate students are expected to maintain a grade point average of B or better to remain in good academic standing.

Training in teaching is an integral part of each graduate program, and all graduate degree candidates are expected to participate in the teaching program for at least three quarters during their graduate career.

The most important component of the Ph.D. program is the doctoral dissertation, which must describe the results of original research performed by the student under the supervision of a faculty member of the Department. The criterion for acceptability of the dissertation is that its contents be of a quality suitable for publication in a scientific journal of high editorial standards. Each Ph.D. candidate is expected to present the work described in the completed dissertation in a seminar before the Department, following which the candidate will be examined in public on the contents of the dissertation by a committee of the faculty. A Master's thesis presented in partial fulfillment of the requirements for the M.S. under Plan I must also describe the results of a student's original research performed under the direction of a faculty member. However, no public oral defense of the Master's thesis is required.

Residency requirements specify a minimum of six quarters in residence at UCI for Ph.D. candidates and three quarters for M.S. candidates.

Some faculty from the Department of Chemistry are members of an interdisciplinary biophysics and biophysical chemistry group. The program provides an opportunity for interaction among graduate students and faculty from a number of UCI departments who share common interests in biophysics and biophysical chemistry. Participating graduate students pursue a degree in the department best suited to their own background and research interests. A program of seminars brings the group together to discuss research problems of mutual interest, and a regular series of interdisciplinary courses is offered by the participating faculty to provide formal instruction in areas encompassed by biophysics and biophysical chemistry. See page 91.

The following lists specify requirements for each of the graduate programs offered by the Department of Chemistry.

### Master of Science in Chemistry Plan I (Thesis Plan)

Completion of the Area Examination requirement.

Completion of a minimum of seven approved courses, including six graduate-level courses in chemistry (as specified by the Department and excluding Chemistry 280, 290, 291, and 399) with maintenance of an average grade of B or better in all course work undertaken.

Completion of the teaching requirement.

Completion of three quarters in residence at UCI.

Submission of an acceptable Master's thesis.

### Master of Science in Chemistry Plan II (Course Work Plan)

Completion of the Area Examination requirement.

Completion of 10 graduate-level courses in chemistry (excluding Chemistry 290, 291, and 399 and counting Chemistry 280 no more than once) with an average grade of B or better.

Maintenance of an average grade of B or better in all course work undertaken.

Completion of the teaching requirement.

Completion of three quarters in residence at UCI.

### Doctor of Philosophy in Chemistry

Completion of the Area Examination requirement.

Completion of a minimum of seven approved courses, including six graduate-level courses in chemistry (as specified by the Department and excluding Chemistry 280, 290, 291, and 399) with maintenance of an average grade of B or better in all course work undertaken.

Completion of the Cumulative Examination requirement.

Completion of the Oral Examination requirement for Advancement to Candidacy.

Completion of the teaching requirement.

Completion of six quarters in residence at UCI.

Submission of an acceptable doctoral dissertation.

### Undergraduate Courses

NOTE: Students who have received credit for former courses Chemistry 1-2-3 should enroll in Chemistry 51A. Transfer students with credit for one year of General Chemistry should enroll in Chemistry 51A. Chemistry 107 replaces former Chemistry 6. Credit will not be given for both Chemistry 6 and 107.

**1A-B-C General Chemistry (4-3-3) F, W, S.** Lecture, three hours; discussion, one hour. Stoichiometry, properties of gases, liquids, solids, and solutions; chemical equilibrium, chemical thermodynamics; atomic and molecular structure; chemical kinetics, periodic properties and descriptive chemistry of the elements. Prerequisites for Chemistry 1A: high school chemistry, three years of high school mathematics; high school physics is recommended. Prerequisite for Chemistry 1B: passing grade in Chemistry 1A. Prerequisites for Chemistry 1C: passing grades in Chemistry 1B and 1LB. Corequisites for Chemistry 1B and 1C: concurrent enrollment in the corresponding laboratory courses. (II)

**1LB-LC General Chemistry Laboratory (2-2) W, S.** Laboratory, four hours. Training and experience in basic laboratory techniques. Chemical practice and principles illustrated through experiments

related to lecture topics of Chemistry 1A-B-C. Prerequisite for 1LB: passing grade in Chemistry 1A. Prerequisites for 1LC: passing grades in Chemistry 1B and 1LB. Corequisites for 1LB and 1LC: concurrent enrollment in the corresponding segment of Chemistry 1. (II)

**10 Preparatory Chemistry (4) W, S, Summer.** Lecture, three hours; discussion, two hours. The purpose of this course is to prepare the students for introductory courses in chemistry. Topics include units and systems of measurement, conversion factors, significant figures, experimental error propagation, methods of problem solving, atomic and molecular structure, phase change, solutions, ionization, chemical reactions, stoichiometry, oxidation-reduction, concepts such as pressure, volume, temperature, mass, density, force, energy, velocity, acceleration, momentum, heat capacity, electric charge, electric current, and the mole. Not open to students with grade C- or better in Chemistry 1A. Note: This course satisfies no requirements other than contribution to the 180 units required for graduation.

**11B-C Honors General Chemistry (3-3).** Lecture, three hours; discussion, one hour. Designed for the student with superior ability and preparation. Format and syllabus follow closely those of Chemistry 1, but topics will be developed more extensively. Corequisite: concurrent enrollment in the corresponding segment of Chemistry 11L. Prerequisites: successful completion of previous quarters of General Chemistry and General Chemistry Laboratory and permission of the Department. Not offered 1985-86. (II)

**11LB-LC Honors General Chemistry Laboratory (2-2).** Laboratory, four hours. Similar to Chemistry 1LB-LC but provides greater opportunity for exercise of individual initiative in design and execution of experiments. Corequisite: concurrent enrollment in the corresponding segment of Chemistry 11. Prerequisites: successful completion of previous quarters of General Chemistry and General Chemistry Laboratory and permission of the Department. Not offered 1985-86. (II)

**20 Scientific Controversy (4).** Lecture, three hours. The speculations, arguments plus counter-arguments, false leads, and occasional fierce controversies that produce "well-established scientific knowledge" have an intellectual flavor that contrasts sharply with the processes required in learning the details of presently accepted scientific understanding. The nature of the scientific process is examined through study of specific arguments and controversies, both past and current. Current topics such as protective inoculation, pesticides in the environment, fluoridation, and artificial radioactivity have been considered in earlier versions of this course. Specific topics determined at beginning of course. Chemistry 1A-B-C not required. Not offered every year.

**22 Radioactivity and Radiation (4).** Lecture, three hours. Impact of nuclear science and technology on society. Uses of nuclear energy for electric power generation, transportation, medicine, criminology, and scientific research will be examined. Chemistry 1A-B-C not required. Not offered every year.

**51A-B-C Organic Chemistry (3-3-3) F, W, S.** Lecture, three hours; discussion, one hour. Fundamental concepts relating to carbon compounds with emphasis on structural theory and the nature of chemical bonding, stereochemistry, reaction mechanisms, and spectroscopic, physical, and chemical properties of the principal classes of carbon compounds. Prerequisites for 51A: Chemistry 1A-B-C and 1LB-LC. Prerequisites for 51B: passing grades in Chemistry 51A and 51LA. Prerequisites for 51C: passing grades in Chemistry 51B and 51LB. Corequisites for 51A-B: concurrent enrollment in the corresponding segment of Chemistry 51L.

**51LA-LB-LC Organic Chemistry Laboratory (2-2-2) F, W, S.** Laboratory, four hours. Modern techniques of organic chemistry, using selected experiments to illustrate topics introduced in Chemistry 51A-B-C. Prerequisites for 51LB: passing grades in Chemistry 51A and 51LA. Prerequisites for 51LC: passing grades in Chemistry 51B and 51LB. Corequisites for 51LA-LB-LC: concurrent enrollment in the corresponding segment of Chemistry 51.

**61A-B University Chemistry (3-3) W, S.** Lecture, three hours; discussion, one hour. A two-quarter sequence in the fundamental aspects of chemistry for students well prepared in physics and mathematics; this course may be substituted for Chemistry 1A-B-C to meet prerequisites and Chemistry degree requirements. Stoichiometry; properties of gases, liquids, solids, and solutions; chemical equilibrium; reaction thermodynamics and kinetics; atomic structures; chemical bonding and its relation to structure and properties; important industrial and environmental aspects of chemistry. Problem-solving will form a large part of the work load of this course. Use will be made of calculus. Engineering students normally take this course in their sophomore year. Prerequisites for Chemistry 61A: high school chemistry, Mathematics 2A-B-C or equivalent, Physics 5A-B-C or equivalent, or permission of the Department. Prerequisite for Chemistry 61B: passing grade in Chemistry 61A and 61LA. Corequisite for Chemistry 61A: concurrent enrollment in Chemistry 61LA. Corequisite for Chemistry 61B: concurrent enrollment in Chemistry 61LB.

**61LA-LB University Chemistry Laboratory (2-2) W, S.** Laboratory, four hours. Training and experience in basic chemistry laboratory techniques illustrating concepts covered in the lecture course; this course may be substituted for Chemistry 1LB-LC to meet prerequisites and Chemistry degree requirements. Prerequisites for Chemistry 61LB: passing grades in Chemistry 61A and Chemistry 61LA. Corequisite for Chemistry 61LA: concurrent enrollment in Chemistry 61A. Corequisite for Chemistry 61LB: concurrent enrollment in Chemistry 61B.

**107 Inorganic Chemistry (3) F.** Lecture, three hours; discussion, one hour. Introduction to modern inorganic chemistry. Principles of structure, bonding, and chemical reactivity with applications to compounds of the main group and transition elements. Organometallic and bioinorganic chemistry. Corequisite: concurrent enrollment in Chemistry 107L. Prerequisites: Chemistry 1A-B-C, 51A-B-C.

**107L Inorganic Chemistry Laboratory (2) F.** Laboratory, seven hours. Special guidance in use of the chemical library in conjunction with individualized experiments which relate to the lecture topics of Chemistry 107 and which use modern techniques of inorganic and organometallic chemistry. Corequisite: concurrent enrollment in Chemistry 107. Prerequisites: Chemistry 51C and 51LC.

**125 Advanced Organic Chemistry (4) W.** Lecture, three hours; discussion, one hour. Rapid-paced comprehensive treatment of organic chemistry, reinforcing the fundamental concepts introduced in the Chemistry 51A-B-C series. Lectures are broadly focused on molecular structure, reactivity, stability, and the scope and mechanisms of organic reactions. Within this framework, the following topics are discussed: structure and bonding; theoretical organic chemistry; acidity and basicity; reactive intermediates; pericyclic reactions; stereochemistry; organic synthesis; natural products; organic photochemistry. Prerequisites: Chemistry 51A-B-C. Designed for Chemistry majors and others interested in organic chemistry.

**130A-B-C Physical and Biophysical Chemistry.** Lecture, three hours; discussion, one hour. Corequisite for 130A: Physics 5C. Prerequisites for 130A: Chemistry 1A-B-C, Physics 5A-B, Mathematics 2A-B-C. Prerequisites for 130B-C: successful completion of previous courses in the sequence.

**130A Chemical Thermodynamics (4) F.** Classical thermodynamics of pure and multicomponent systems. Development of the conditions of chemical and heterogeneous equilibrium. Multiple equilibria. The properties of solutions.

**130B Chemical Kinetics and Quantum Chemistry (4) W.** Kinetics and mechanisms of chemical reactions, theory of chemical reaction rates, catalysis, chemical relaxation, atomic and molecular energy levels, chemical bonding, statistical thermodynamics.

**130C Molecular Structure Determination (4) S.** Determination of structure and properties of molecules and macromolecules using spectroscopic, thermodynamic, hydrodynamic, and radiation scattering methods. Same as Biological Sciences 123.

**131A-B-C Physical Chemistry.** Lecture, three hours; discussion, one hour. Corequisite for 131A: Physics 5C. Prerequisites for 131A: Chemistry 1A-B-C, Physics 5A-B, Mathematics 2A-B-C. Prerequisites for 131B-C: successful completion of previous courses in the sequence.



**131A Chemical Thermodynamics (4) F.** Chemical thermodynamics of pure and multicomponent systems in the solid, liquid, and gaseous states. Development of conditions of chemical and heterogeneous equilibrium with applications to systems of chemical interest.

**131B Quantum Chemistry (4) W.** Principles of quantum mechanics with application to the elements of atomic structure and energy levels, diatomic molecular spectroscopy determination, and chemical bonding in simple molecules.

**131C Statistical Mechanics and Chemical Dynamics (4) S.** Development of the relationship between the quantum mechanical properties of individual molecules and the thermodynamic properties of macroscopic collections of molecules. Kinetic theory and transport processes. Rates and mechanisms of chemical reactions.

**135 Methods of Molecular Structure Determination (4) W.** Lecture, three hours; discussion, one hour. Prerequisites: Chemistry 131A-B-C or 130A-B-C. Determination of molecular structure using spectroscopic, diffraction, and scattering techniques. Not offered every year.

**151 Quantitative Analytical Chemistry (5) W.** Lecture, three hours; discussion, one hour; laboratory, six hours. Theoretical and practical aspects of important methods in analytical chemistry will be treated in lecture and illustrated with laboratory analyses of standard samples. Topics include statistical treatment of data, gravimetry, titrimetry, chromatography and other separation methods, spectrochemical and electrochemical measurements. The use of simple computer programs for data reduction will be encouraged. Prerequisites: General and Organic Chemistry (1A-B-C, 1LB-LC, 51A-B-C, and 51LA-LB-LC).

**152 Advanced Analytical Chemistry (4) F.** Lecture, three hours; discussion, one hour; laboratory, six hours. Lectures will treat in depth most modern instrumental methods for quantitative analysis of real samples and basic principles of instrument design. In the laboratory, experiments provide individual experience with use of electronic test equipment, microprocessor programming, and interfacing and use of techniques such as absorption, emission, and luminescence spectrophotometry, polarography, gas and liquid chromatography, magnetic resonance, neutron activation analysis, and mass spectrometry for analysis of samples of industrial and environmental origins. Prerequisite: Chemistry 151.

**153 Physical Chemistry Laboratory (4) S.** Prelaboratory discussion, one hour; laboratory, nine hours. Laboratory exercises emphasize quantitative characterization of chemical substances and chemical processes. Experiments in chemical thermodynamics, atomic and molecular spectroscopy, chemical kinetics, and various methods of molecular structure determination. Prerequisites: Chemistry 151 and Chemistry 130C or 131C (may be taken concurrently).

**160 Qualitative Organic Analysis (4) S.** Lecture, two hours; laboratory, eight hours. Emphasizes modern spectral and chemical methods of identification of organic compounds. Prerequisites: Chemistry 51A-B-C, Chemistry 51LC.

**165 Organic Synthesis Laboratory (4) F.** Lecture, one hour; laboratory, 12 hours. Introduction to the methods of research in modern organic synthesis. Inert atmosphere procedures, vacuum manipulations, natural product synthesis. Prerequisites: Chemistry 160 and consent of instructor.

**170 Radioisotope Techniques (4) F.** Lecture, three hours; laboratory, four to six hours. Basic theory and practice of production, separation, safe handling, counting, applications of radioactive isotopes with emphasis on applications in chemistry, biology, and medicine. Prerequisites: General and Organic Chemistry (1A-B-C, 1LB-LC, 51A-B-C, 51LA-LB-LC).

**180 Undergraduate Research (4-4-4) F, W, S.** The student wishing to engage in research for credit should arrange with a member of the staff to sponsor and supervise such work. Prerequisite: consent of a faculty sponsor.

**192 Tutoring in Chemistry (1 to 4 per quarter) F, W, S.** Students may enroll in a section of this course to earn course credit for tutoring associated with the Chemistry Peer Tutoring Program or for activities as a student assistant in a specific chemistry course. Admission to the course will depend upon demonstration of suitable qualifications and approval of the instructor in charge. Pass/Not Pass credit only; the number of units per term (1 to 4) determined by the specific activities involved. Prerequisite: consent of the Department. Note: Satisfies no degree requirements other than contribution to the 180 units required for graduation. No more than 8 units earned in tutoring courses may be counted toward the required total of 180.

**194A-B Use of the Chemical Literature (2-2) F, W, S.** Familiarization with bibliographic and dictionary sources of chemical information. Search strategies developed for the retrieval of chemical information by traditional and on-line computerized methods. Emphasis on the use of *Chemical Abstracts* and how to access both the printed and machine-readable data files. Course designed for both students and practitioners of chemistry and is unrestricted as to area of chemistry. Course is required for first-year graduate students in Chemistry. Direct student participation in library and on-line searching is required. Course uses self-paced format and individualized instruction in place of formal lectures. **194A:** organization and use of printed files. **194B:** use of on-line files. 194A is prerequisite to 194B.

**196 Chemical Laboratory Safety (2).** Lecture, two hours. Preparation for independent work in a chemistry research laboratory. Lectures, media presentations, guest lecturers, and practical demonstra-

tions are used to examine the basic principles and practices relating to chemical toxicity, stability, and flammability; storage, handling, and disposal of chemicals; electrical, mechanical, and ionizing and non-ionizing radiation hazards; planning safe experiments and a safe laboratory; how to proceed if an accident occurs. Students may be asked to give oral presentations and write one paper on selected topics as well as doing homework problems. Prerequisites: General, Organic, Quantitative, Analytical Chemistry (1A-B-C, 1LB-LC, 51A-B-C, 51LA-LB-LC, and 151) or consent of Department. Not offered every year.

**199 Independent Study in Chemistry (1 to 4 per quarter).** Prerequisite: consent of instructor.

## Graduate Courses

**201 Organic Reaction Mechanisms I (4) F.** Lecture, three hours. Advanced treatment of basic principles of modern organic chemistry. Topics include molecular orbital theory, orbital symmetry control of organic reactions, aromaticity, carbonium ion chemistry, and free radical chemistry. Prerequisites: Chemistry 130A-B-C or 131A-B-C or equivalent.

**202 Organic Reaction Mechanisms II (4) W.** Lecture, three hours. Topics include the chemistry of carbenes and carbanions, conformational analysis, photochemistry, electrophilic substitutions, aromatic chemistry. Prerequisite: Chemistry 201.

**203 Organic Spectroscopy (4) S.** Lecture, three hours. Modern methods used in structure determination of organic molecules. Topics include mass spectrometry; ultraviolet, chiroptical, infrared, and nuclear magnetic resonance spectroscopy. Prerequisites: Chemistry 1A-B-C and 51A-B-C or equivalent.

**204 Organic Synthesis I (4) W.** Lecture, three hours. Fundamentals of modern synthetic organic chemistry will be developed. Major emphasis is on carbon-carbon bond forming methodology. Topics include carbonyl annulations, cycloadditions, sigmatropic rearrangements, and organometallic methods. Prerequisite: Chemistry 202.

**205 Organic Synthesis II (4) S.** Lecture, three hours. Fundamentals of modern synthetic organic chemistry will be developed. Major emphasis this quarter is on natural product total synthesis and retrosynthetic (antithetic) analysis. Prerequisite: Chemistry 204.

**206 Stereochemistry (4) F.** Lecture, three hours. Fundamentals of stereochemical conformation of organic molecules. Topics include molecular symmetry; chirality; prochirality; determination of configuration; resolution methods; asymmetric synthesis and chiral recognition; stereospecificity and reaction mechanisms; stereoelectronic control; stereochemistry at nitrogen, sulfur, and phosphorus; conformational analysis of acyclic and cyclic molecules; conformation and reactivity. Prerequisites: Chemistry 1A-B-C and 51A-B-C or equivalent.

**210 Theoretical Chemistry (4) F.** Lecture, three hours. Review of basic quantum mechanics. Development of quantum mechanical models for molecular systems, and applications to the properties of organic, inorganic, and organometallic compounds. Use of orbital symmetry and related arguments for the prediction of molecular structure and reactivity. Prerequisites: Chemistry 130A-B-C or 131A-B-C or equivalent.

**211 Chemical Thermodynamics (4) W.** Lecture, three hours. A detailed discussion of the fundamental principles of chemical thermodynamics will be undertaken. The thermodynamics of single- and multicomponent gas phase and condensed phase systems will be discussed. Prerequisites: Chemistry 130A-B-C or 131A-B-C or equivalent.

**213 Chemical Kinetics (4) F.** Lecture, three hours. Surveys gas phase and organic reaction mechanisms and their relationship to kinetic rate laws; treats the basic theory of elementary reaction rates. A brief presentation of modern cross-sectional kinetics is included. Prerequisites: Chemistry 130A-B-C or 131A-B-C or equivalent.

**215 Inorganic Chemistry I (4) W.** Lecture, three hours. Principles of modern inorganic chemistry with applications to chemical systems of current interest. Major topics include the nature and properties of the chemical bond, inorganic stereochemistry, coordination and organometallic compounds, and physical methods in inorganic chemistry. Prerequisites: Chemistry 107 and 130A-B-C or 131A-B-C or equivalent.

**216 Organometallic Chemistry (4) F.** Lecture, three hours. Synthesis and reactivity of organometallic complexes with an emphasis on mechanisms. Topics include bonding and fluxional properties; metal-carbon single and multiple bonds; metal- $\pi$ -complexes. Applications to homogenous catalysis and organic synthesis are incorporated throughout the course. Prerequisite: Chemistry 107 or 215.

**225 Polymer Chemistry (4) F.** Lecture, three hours; discussion, one hour. Synthesis and reactions of polymers. Thermodynamics and kinetics of polymerization. Physical characterization of synthetic and natural macromolecules. Prerequisites: Chemistry 51A-B-C and Chemistry 130A-B-C or 131A-B-C or equivalent.

**231A-B-C Quantum Chemistry and Spectroscopy.** Lecture, three hours; discussion, one hour.

**231A Time Independent Quantum Mechanics (4) F.** Fundamentals of quantum mechanics. Applications of quantum mechanics to problems in atomic systems are considered. Prerequisites: Chemistry 131A-B-C or equivalent.

**231B Time Dependent Quantum Mechanics (4) W.** Formal development of time-dependent quantum mechanics. Approximation methods in time-dependent quantum mechanics. Classical and quantum scattering theory. Prerequisite: successful completion of Chemistry 231A.

**231C Molecular Spectroscopy (4) S.** Theory and techniques of spectroscopy as used for the study of molecular properties. Conventional spectroscopic methods and coherent time-domain spectroscopies are covered. Prerequisite: successful completion of Chemistry 231A and 231B.

**232 Statistical Mechanics (4) S.** Lecture, three hours; discussion, one hour. The fundamental postulates of statistical mechanics will be examined and the formalism of the method developed. Applications to statistical thermodynamic problems of chemical interest, e.g., dilute and real gases, crystals, liquids, solutions, chemical equilibrium are considered. Prerequisites: Chemistry 130A-B-C or 131A-B-C or equivalent, Chemistry 211.

**233 Nuclear and Radiochemistry (4) W.** Lecture, three hours. Advanced treatment (beyond that in Chemistry 170) of nuclear structure, nuclear reactions, and radioactive-decay processes. Introduction to nuclear activation analysis, isotope effects, radiation chemistry, hot-atom chemistry, nuclear age-dating methods, nuclear reactors, and nuclear power. Prerequisite: Chemistry 170 or equivalent or consent of the Department.

**234 Advanced Chemical Kinetics (4) W.** Topics and format vary. Prerequisite: Chemistry 213 or consent of the Department. Not offered every year.

**235 Molecular Quantum Mechanics (4) W.** Lecture, three hours; discussion, one hour. Application of quantum mechanics to calculation of molecular properties. Attention given to the electronic structure of molecules. Prerequisite: Chemistry 231 or equivalent.

**240 Forensic Chemistry (4) S.** Lecture, three hours. Discussion of the applications of scientific methods, particularly various methods of analytical chemistry to the field of crime investigation. Discussed are types of physical evidence encountered in crimes, methods used to examine and analyze evidence, forensic interpretation of the results, and proper presentation of the results in court. Includes some guest lecturers and illustrations from actual cases. Prerequisites: General and Organic Chemistry (1A-B-C, 1LB-LC, 51A-B-C, and 51LA-LB-LC).

**251 Special Topics in Organic Chemistry (4).** Advanced topics in organic chemistry. Format, content, and frequency of the course are variable. Prerequisite: consent of the Department.

**252 Special Topics in Physical Chemistry (4).** Advanced topics in physical chemistry. Format, content, and frequency of the course are variable. Prerequisite: consent of the Department.

**253 Special Topics in Inorganic Chemistry (4).** Advanced topics in inorganic chemistry. Format, content, and frequency of the course are variable. Prerequisite: Chemistry 215 or consent of the Department.

**261 Biomolecular Structure (4).** Lecture, three hours. Inter- and intramolecular interactions which govern biomolecular structure and organization, and theory of cooperative binding and conformation change in biological systems. Prerequisites: Chemistry 130A-B-C or 131A-B-C or equivalent. Same as Physiology and Biophysics 261. Not offered every year.

**262 Biopolymers in Solution (4).** Lecture, three hours. Electronic, chiroptical, and magnetic resonance spectroscopy as applied to studies of biological molecules and macromolecules. Theoretical and practical aspects of sedimentation equilibrium and transport in the study of biological macromolecules. Prerequisites: Chemistry 130A-B-C or 131A-B-C or equivalent. Same as Molecular Biology and Biochemistry 262 and Physiology and Biophysics 262. Not offered every year.

**264 Colloquium in Biophysical Chemistry (2) W.** Colloquium, two hours. Presentations of research on topics in biophysics and biophysical chemistry. Faculty and invited speakers will address the fundamentals and background of physical approaches to biological problems and the experimental results obtained with them. Supplementary reading will be required. Same as Molecular Biology and Biochemistry 264 and Physiology and Biophysics 264.

**280 Research (2 to 12) F, W, S.** Organic synthesis, reaction kinetics, radiochemistry, nuclear chemistry, photochemistry, theoretical chemistry, physical organic chemistry, inorganic chemistry, physical chemistry of macromolecules. Prerequisite: consent of the Department.

**290 Seminar (1-1-1) F, W, S.** Weekly seminars and discussions on general and varied topics of current interest in chemistry. Prerequisite: graduate standing.

**291 Research Seminar (4).** Detailed discussion of research problems of current interest in the Department. Format, content, and frequency of the course are variable. Prerequisite: consent of the Department.

**399 University Teaching (4-4-4) F, W, S.** Required of and limited to Teaching Assistants.

## Department of Mathematics

James J. Yeh, Ph.D. University of Minnesota, *Chair of the Department and Professor of Mathematics* (analysis)

Takeo Akasaki, Ph.D. University of California, Los Angeles, *Associate Professor of Mathematics* (ring theory)

Bruce M. Bennett, Ph.D. Columbia University, *Associate Professor of Mathematics* (algebraic geometry)

Frank B. Cannonito, Ph.D. Adelphi University, *Professor of Mathematics* (group theory)

Rene A. Carmona, Ph.D. Université de Marseille, *Professor of Mathematics* (probability, mathematical physics)

William F. Donoghue, Jr., Ph.D. University of Wisconsin, *Professor of Mathematics* (classical function theory)

Paul C. Eklof, Ph.D. Cornell University, *Professor of Mathematics* (logic and algebra)

Mark Finkelstein, Ph.D. Stanford University, *Associate Professor of Mathematics* (recursive function theory)

Michael D. Fried, Ph.D. University of Michigan, *Professor of Mathematics* (arithmetic geometry)

John C. Holladay, Ph.D. Yale University, *Professor of Mathematics* (combinatorics)

Richard K. Juberg, Ph.D. University of Minnesota, *Professor of Mathematics* (differential equations)

Gerhard K. Kalisch, Ph.D. University of Chicago, *Emeritus Professor of Mathematics on Recall* (functional analysis)

Abel Klein, Ph.D. Massachusetts Institute of Technology, *Professor of Mathematics* (mathematical physics)

Ray A. Kunze, Ph.D. University of Chicago, *Professor of Mathematics* (Lie groups and analysis) (on leave F, W, S)

Meinhard E. Mayer, Ph.D. Parhon University (Rumania), *Professor of Mathematics and Physics* (mathematical physics)

George S. McCarty, Ph.D. University of California, Los Angeles, *Associate Professor of Mathematics* (algebraic topology)

David L. Rector, Ph.D. Massachusetts Institute of Technology, *Associate Professor of Mathematics* (algebraic topology)

Robert C. Reilly, Ph.D. University of California, Berkeley, *Associate Professor of Mathematics* (differential geometry)

Bernard Russo, Ph.D. University of California, Los Angeles, *Professor of Mathematics* (functional analysis)

Martin Schechter, Ph.D. New York University, *Professor of Mathematics* (partial differential equations and functional analysis)



Stephen Scheinberg, Ph.D. Princeton University; M.D. University of California, Irvine, *Professor of Mathematics* (classical function theory)

Israel Michael Sigal, Ph.D. Tel-Aviv University, *Assistant Professor of Mathematics* (mathematical physics)

William H. Smoke, Ph.D. University of California, Berkeley, *Associate Professor of Mathematics* (homological algebra)

Howard G. Tucker, Ph.D. University of California, Berkeley, *Professor of Mathematics* (probability and statistics)

Robert W. West, Ph.D. University of Michigan, *Associate Professor of Mathematics* (algebraic topology)

Joel J. Westman, Ph.D. University of California, Los Angeles, *Associate Professor of Mathematics* (analysis)

Robert J. Whitley, Ph.D. New Mexico State University, *Professor of Mathematics* (analysis)

Janet L. Williams, Ph.D. Brandeis University, *Associate Professor of Mathematics* (probability and statistics) (on leave F, W, S)

The Department of Mathematics is engaged in teaching and fundamental research in a wide variety of basic mathematical disciplines. Its activity is reflected in undergraduate and graduate courses which are responsive to new developments at the research frontier and the ever-changing requirements of government, industry, and education. The Department of Mathematics offers undergraduate and graduate students the opportunity to fashion a thorough and soundly based program of study leading to professional competence in mathematical research, or in an area of application.

The curriculum in mathematics includes opportunities for supervised individual study and research, and is augmented by seminars and colloquia. It is designed to be compatible with curricular structures at other collegiate institutions in California in order to enable students transferring to UCI to continue their programs of mathematics study. The Department maintains an LSI-11-based minicomputer and a number of programmable calculators that are available for student and faculty use and that supplement the campus Computing Facility.

## Undergraduate Program

Undergraduate mathematics courses are of several kinds: courses preparatory to advanced work in mathematics, the exact sciences, and engineering; courses for students of the social and biological sciences; and courses for liberal arts students and those planning to enter the teaching field.

## Requirements for the Bachelor's Degree

**University Requirements:** See pages 49-52.

**School Requirements:** See page 176.

### Departmental Requirements

#### Mathematics Major:

1. Mathematics 2A-B-C or H2A-B-C, 3A-B-C, 120, 121A-B, and 140A-B-C.
2. Computing skills attained through either Information and Computer Science 1B or Engineering E10.
3. Physics 5A-B-C or Chemistry 1A-B-C (also satisfies the breadth requirement in Category II).
4. Two additional courses selected from the following: Mathematics 3D, 13; Physics 5A-B-C-D-E; Chemistry 1A-B-C, 61A-B; Information and Computer Science 2, 2L, 3 (Information and Computer Science 2 and 2L count as separate courses).
5. A three-course sequence in a single foreign language selected from the list given for Category V of the breadth requirement, with the exception that a first-level sequence is acceptable (e.g., German 1A-B-C or R1A-B-C). French, Ger-

man, or Russian is recommended. (This will also satisfy the School's additional breadth requirement.)

6. Each Mathematics major must select an area of specialization and complete additional requirements in it. The three specializations are in pure mathematics, applied mathematics, and mathematical statistics. The requirements for each are given below:

#### A. Mathematics Major with Specialization in Pure Mathematics

Nine upper-division or graduate-level courses selected from the following: Mathematics 111A-B-C, 122A-B-C, 130A-B-C, 141A-B, 142A-B-C, 144A-B, 145A-B-C, 147A-B, 150A-B-C, 162A-B, 210A-B-C, 220A-B-C, and 230A-B-C.

#### B. Mathematics Major with Specialization in Applied Mathematics

Six upper-division courses selected from the following: Mathematics 105A-B-C, 130A-B-C, 142A-B-C, 143A-B-C, 144A-B, 150A-B-C, and 171A-B-C. Physics 110A-B-C may be used in place of Mathematics 143A-B-C, and Engineering EE 181A-B-C may be used in place of Mathematics 171A-B-C.

Three mutually related upper-division one-quarter courses in some field of application. These courses must be approved by the Mathematics Department.

#### C. Mathematics Major with Specialization in Mathematical Statistics

Mathematics 129A-B-C and 129LA-LB-LC and Mathematics 131A-B-C.

Three mutually related upper-division one-quarter courses in some field of application. These courses must be approved by the Mathematics Department.

The above requirements for the major are new and apply to students who will be at the freshman level during the 1985-86 academic year. Students who will be sophomores, juniors, or seniors during the 1985-86 academic year are held to the requirements in effect prior to the 1985-86 academic year. Specific information is available from the Undergraduate Advisor in the Department of Mathematics.

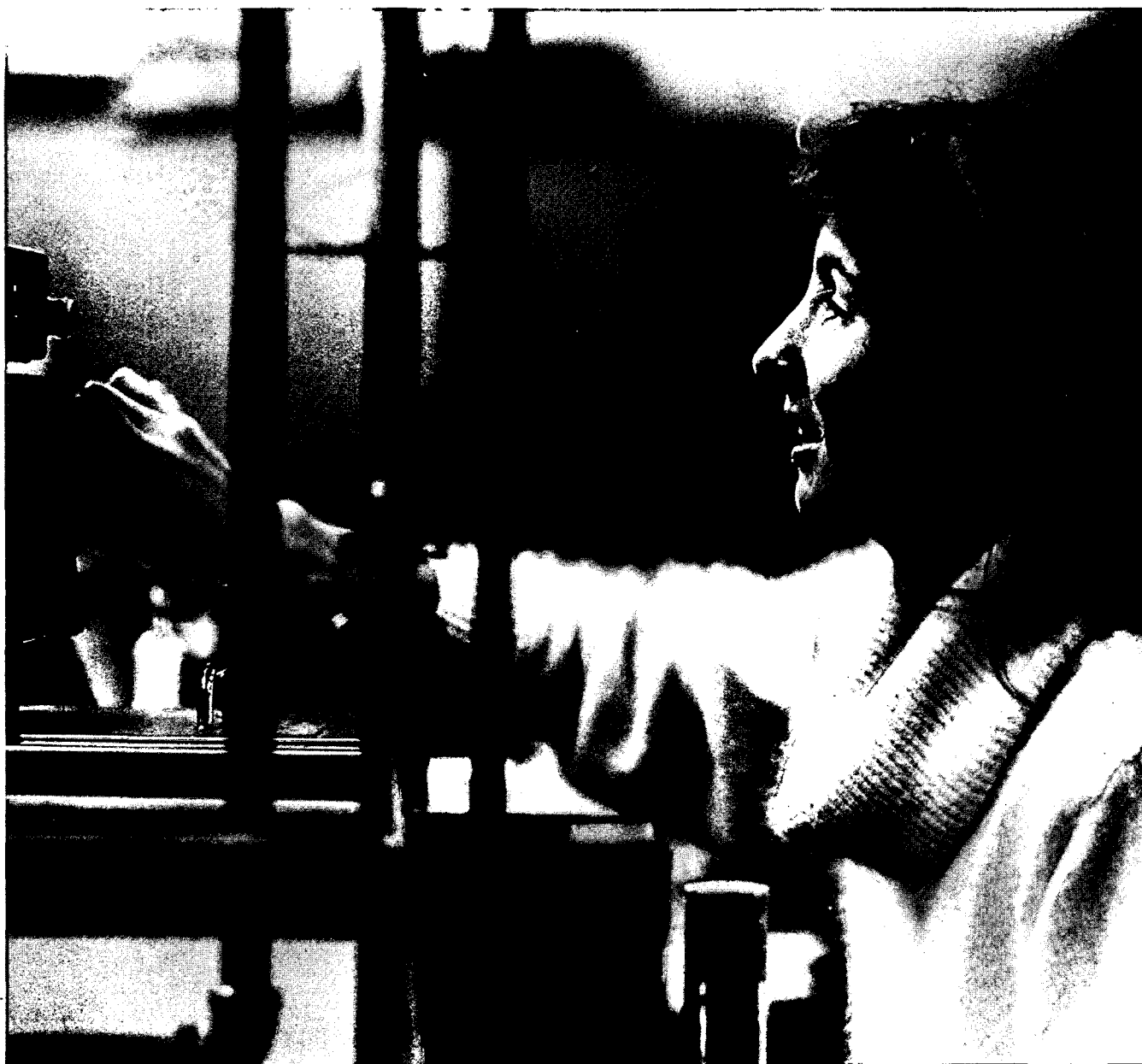
#### Program Requirements for the Minor

The student must select one of three areas of specialization and complete the requirements in that area. The specializations and their corresponding requirements follow:

#### A. Mathematics Minor with Specialization in Mathematical Statistics

Mathematics 129A-B-C and 129LA-LB-LC and Mathematics 131A-B-C.

Two additional courses selected from Mathematics 128A-B and 130A.



**B. Mathematics Minor with Specialization in Pure Mathematics**  
Mathematics 3A-B-C.

Seven courses selected from the following: Mathematics 13, 111A-B-C, 120, 121A-B, 122A-B-C, 130A-B-C, 140A-B-C, 141A-B, 142A-B-C, 144A-B, 150A-B-C, and 162A-B. At least three of these courses must be selected from Mathematics 120, 121A-B, and 140A-B-C.

**C. Mathematics Minor with Specialization in Applied Mathematics**  
Mathematics 3A-B-C or 6A-B-C

Three courses selected from the following: Mathematics 120, 121A-B, 123A-B-C, 143A-B-C. Physics 110A-B-C may be substituted for Mathematics 143A-B-C. Mathematics 120 and 123A cannot both be selected.

Four additional courses selected from the immediately preceding list and/or from the following: Mathematics 3D,

105A-B-C, 130A-B-C, 140A-B-C, 142A-B-C, 144A-B, 150A-B-C, and 171A-B-C.

**Planning a Program of Study**

There is a variety of career patterns the Irvine Mathematics major may select. In many instances, a double major (in Mathematics and an appropriate related field) provides the strongest preparation for the career desired.

A sample program is presented for each specialization. These programs are recommended only for the well-prepared student who intends to pursue graduate work in Mathematics or some related area. For many students the pace reflected by

these sample programs will be too intense; such students will want to shift electives from the senior year to an earlier year and to take certain Mathematics courses later than indicated in the sample programs. The programs include all courses needed to satisfy the requirements for the Mathematics

major, and they also include a few nonrequired courses (such as Mathematics 201A-B-C).

Assistance in planning a program of study is available from faculty advisors and from the Undergraduate Advisor in the Mathematics Department.

#### Sample Program for the Mathematics Major Specializing in Pure Mathematics

	<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
<b>Fall</b>	Math 2A Elective Language Subject A or Breadth I	Math 3A Math 120 Physics 5C, 5LC Breadth III	Math 140A Math 150A Breadth I* Breadth IV	Math 142A Elective Elective Elective
<b>Winter</b>	Math 2B Physics 5A, 5LA Language Breadth I	Math 3B Math 121A ICS 1B Breadth III	Math 140B Math 150B Math 144A Breadth IV	Math 142B Math 141A Elective Elective
<b>Spring</b>	Math 2C Math 13 Physics 5B, 5LB Language	Math 3C Math 121B ICS 2 Breadth III	Math 140C Math 150C Math 144B Breadth IV	Math 142C Math 141B Elective Elective

\*Upper-division writing requirement.

#### Sample Program for the Mathematics Major Specializing in Applied Mathematics

	<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
<b>Fall</b>	Math 2A Elective Language Breadth I or Subject A*	Math 3A Physics 5C, 5LC ICS 1B Breadth III	Math 120 Math 140A Applications course Breadth IV	Math 105A Math 143A Breadth I* Elective
<b>Winter</b>	Math 2B Physics 5A, 5LA Language Breadth I	Math 3B Physics 5D ICS 2 Breadth III	Math 121A Math 140B Applications course Breadth IV	Math 105B Math 143B Elective Elective
<b>Spring</b>	Math 2C Math 13 Physics 5B, 5LB Language	Math 3C Math 3D Physics 5E or ICS 3 Breadth III	Math 121B Math 140C Applications course Breadth IV	Math 105C Math 143C Elective Elective

\*Upper-division writing requirement.

#### Sample Program for the Mathematics Major Specializing in Mathematical Statistics

	<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
<b>Fall</b>	Math 2A Elective Language Breadth I or Subject A	Math 3A Math 129A Math 129LA Physics 5C, 5LC Breadth III	Math 120 Math 131A Applications course Breadth IV	Math 140A Math 201A Breadth I* Elective
<b>Winter</b>	Math 2B Physics 5A, 5LA Language Breadth I	Math 3B Math 129B Math 129LB ICS 1B Breadth III	Math 121A Math 131B Applications course Breadth IV	Math 140B Math 201B Elective Elective
<b>Spring</b>	Math 2C Math 13 Physics 5B, 5LB Language	Math 3C Math 129C Math 129LC ICS 2 Breadth III	Math 121B Math 131C Applications course Breadth IV	Math 140C Math 201C Elective Elective

\*Upper-division writing requirement.

## Graduate Program

Graduate courses are designed to meet the needs of students doing graduate work in mathematics and in those disciplines that require graduate-level mathematics for their study.

Among the fields covered are analysis, algebra, functional analysis, geometry and topology, probability and statistics, ordinary and partial differential equations, and mathematical logic.

In addition to formal courses, there are seminars for advanced study toward the Ph.D. in various fields of mathematics. Topics will vary from year to year. Each seminar is conducted by a staff member specializing in the subject studied. Enrollment will be subject to the approval of the instructor in charge.

## Master of Science in Mathematics

The Master's program serves a dual purpose. For some students it will be a terminal program of mathematics education; for others it will lead to study and research at the doctoral level. To earn the Master of Science degree, the student must satisfy course, language, and residency requirements, and pass a comprehensive examination administered by the Graduate Studies Committee of the Department.

There are three areas of concentration: Pure Mathematics, Applied Mathematics, and Applied Mathematical Statistics. Each concentration requires the satisfactory completion of 12 upper-division or graduate courses; this includes a core of nine courses (36 units), in each of which the student must earn a grade of B (3.0) or better, and three elective courses (9 to 12 units). At least eight of these courses must be at the graduate level (200-series courses). The specific requirements are described below. A grade point average of at least B (3.0) is required for all courses applicable to the M.S. degree. The student's selection of alternative or elective courses must be approved by the Graduate Studies Committee.

The nine required core courses for the Pure Mathematics concentration are Mathematics 210A-B-C, Mathematics 220A-B-C, and Mathematics 230A-B-C. The student must complete three additional approved courses, one of which must be an appropriate course offered by a department other than Mathematics.

The nine required core courses for the Applied Mathematics concentration are Mathematics 210A-B-C, Mathematics 220A or 230A, Statistics (Mathematics 131A-B-C or 201A-B-C) or Differential Equations (Mathematics 142A-B-C or 295A-B-C), plus two additional graduate courses in Mathematics. The student must complete three additional approved courses, including two appropriate courses offered by a department other than Mathematics.

The nine required core courses for the Applied Mathematical Statistics concentration are Mathematics 201A-B-C and 201LA-LB-LC, Mathematics 202 and 202L, Mathematics 204A-B and 204LA-LB, and three additional approved graduate courses in Mathematics or an appropriate applied area. The student also must complete Mathematics 129A-B-C and 129LA-LB-LC.

Ordinarily, the final examinations in the courses listed below will comprise the comprehensive examination for the Master's degree.

**Pure Mathematics:** Mathematics 210C, Mathematics 220C, and Mathematics 230C.

**Applied Mathematics:** Mathematics 210C; Mathematics 220A or 230A; and Mathematics 131C or 201C, or Mathematics 142C or 295C.

**Applied Mathematical Statistics:** Mathematics 201C, Mathematics 202, and Mathematics 204B.

The student must satisfy the language requirement for the Master's degree by demonstrating reading proficiency in French, German, or Russian; or by demonstrating programming proficiency in one higher level programming language.

The residency requirement for the Master's degree ordinarily is satisfied by full-time enrollment for three quarters immediately preceding the award of the M.S. degree. When appropriate, a leave of absence may be granted between matriculation and the final quarters of study.

## Ph.D. in Mathematics

To be admitted to the doctoral program in Mathematics, an applicant must have completed a Master's degree in Mathematics with distinction.

When accepted into the doctoral program, the student embarks on a program of formal courses, seminars, and individual study courses to prepare for the Ph.D. qualifying examination and dissertation. A candidate for the Ph.D. should have both breadth and depth of knowledge. Breadth is demonstrated by advanced knowledge and competence in algebra and analysis. Depth of knowledge is demonstrated by profound familiarity with a well-defined subject in mathematics, e.g., Banach algebras, group theory, operator theory, probability theory, or topology.

After an appropriate period of advanced study, the Graduate Studies Committee will invite the student to prepare for the qualifying examination (or recommend that the student withdraw from the program). This decision will be reached after consultation with the student's faculty advisor and a review of the instructors' evaluations of the student's performance in courses and seminars. To prepare for the qualifying examination, the student should study, in depth, two topics selected with the approval of the Graduate Studies Committee.

The oral qualifying examination is conducted by a candidacy committee, appointed by the Dean of Graduate Studies and Research on behalf of the Graduate Council, including at least one member of the faculty outside of the Mathematics Department. Following a successful examination, the committee recommends admission of the student to candidacy for the Ph.D.

The Ph.D. in Mathematics requires a demonstration of the ability to read the literature of mathematics in two of these languages: French, German, or Russian; and the ability to program in a higher level programming language.

Teaching experience and training is an integral part of the Ph.D. program. All doctoral students are expected to participate in the teaching program of the Department.

The candidate must demonstrate independent, creative research in mathematics by writing and defending a dissertation that makes a new and valuable contribution to mathematics in the candidate's area of concentration. Following advancement to candidacy, a doctoral committee, appointed by the Dean of Graduate Studies and Research on behalf of the Graduate Council, guides and supervises the candidate's research, study, and writing of the dissertation; conducts an oral defense of the dissertation; and recommends that the Ph.D. be conferred upon approval of the doctoral dissertation.

## Lower-Division Courses

**1 Pre-Calculus Mathematics (4) F, W, S, Summer.** Lecture, two hours; laboratory, two hours. Prepares student for calculus and other mathematics courses. Inequalities, exponentials, logarithms, trigonometry, elementary analytic geometry, and systems of simultaneous equations. Offered on a self-paced basis, P/NP only. Satisfies no requirements other than contribution to the 180 units required for graduation.

**2A-B-C Calculus.** Lecture, three hours; quiz, two hours. Prerequisite: Mathematics 1 or a score of at least 3 on the Advanced Placement Examination in calculus. Waiver of prerequisites: at certain times throughout the year, the Mathematics Department will offer an examination for those who wish to waive the Mathematics 1 prerequisite. Examination must be passed within one year prior to enrolling in Mathematics 2A. In addition, waiver of prerequisites may be granted by consent of instructor. (V)

**2A (4) F, W, S, Summer.** Introduction to derivatives, calculation of derivatives of algebraic functions, and applications of derivatives (approximations, curve plotting, related rates, maxima and minima). Indefinite integrals. Differentiation and integration of sines and cosines. (V)

**2B (4) F, W, S, Summer.** Definite integrals, their applications (areas, volumes, etc.), and methods of integration. Logarithmic and exponential functions. (V)

**2C (4) F, W, S, Summer.** Analytic geometry and polar coordinates. Multiple integrals. Infinite sequences and series, Taylor series. (V)

**H2A-B-C Honors Calculus (4-4-4) F, W, S.** Lecture, three hours; quiz, two hours. Prerequisites: same as for Mathematics 2A-B-C; in addition, the consent of the instructor is required. Subject matter is that of Mathematics 2A-B-C, presented more rigorously. Students will be expected to do proofs. Note: may be substituted for Mathematics 2A-B-C in fulfilling any campus requirement. (V) Not offered every year.

**3A Introduction to Linear Algebra (4) F, W.** Lecture, three hours; quiz, two hours. Vectors, matrices, linear transformations, dot products, determinants, systems of linear equations, vector spaces, subspaces, dimension. Prerequisites: Mathematics 2A-B-C.

**3B-C Vector Calculus.** Lecture, three hours; quiz, two hours. Prerequisite: Mathematics 3A.

**3B (4) W, S.** Vector functions and their derivatives, directional derivatives, chain rule, curvilinear coordinates, surfaces and tangents, multiple integrals.

**3C (4) S, Summer.** Theorems of Green, Gauss, and Stokes. Maxima and minima of functions of several variables, Taylor expansions, Fourier series, heat and wave equations. Prerequisite: Mathematics 3B.

**3D Elementary Differential Equations (4) W, S.** Lecture, three hours; quiz, two hours. Linear differential equations, variation of parameters, constant coefficient cookbook, systems of equations, Laplace transforms, series solutions. Prerequisite: Mathematics 3A.

**5A-B-C Mathematics for the Social and Natural Sciences (4-4-4) F, W, S.** Lecture, three hours; quiz, two hours. Fundamentals of modern statistics. Topics in probability theory include sampling, conditional probability and Bayes' rule, binomial distribution, normal distribution and random variables. Topics in statistics include sampling and sampling distributions, estimation, hypothesis testing, analysis of variance, nonparametric methods, regression, and correlation. (V)

**6 Discrete Mathematics.** Lecture, three hours; quiz, two hours. Designed primarily for Information and Computer Science majors. The three quarters are independent of each other and may be taken in any order.

**6A (4) F.** Combinatorics and graph theory. Prerequisite: Mathematics 2C. (V)

**6B (4) W.** Logic and Boolean algebras. (V)

**6C (4) S.** Linear algebra. (V)

**7 Basic Statistics (4) F, W, S, Summer.** Lecture, three hours; quiz, two hours. Basic inferential statistics including confidence intervals and hypothesis testing on means and proportions, t-distribution, Chi Square, regression and correlation. F-distribution and non-

parametric statistics included if time permits. Examples from many fields will be given to illustrate effective uses of statistics. (V)

**13 Introduction to Abstract Mathematics (4) S.** Lecture, three hours. Exposes students to the style of precise definition and rigorous proof which is characteristic of modern mathematics. Topics include set theory, equivalence relations, proof by mathematical induction, number theory, and limits. Workload consists entirely of constructing original proofs to statements. Strongly recommended for freshman and sophomore Mathematics majors as preparation for upper-division courses such as Mathematics 120 and 140. (V)

## Upper-Division Courses

Some of the upper-division courses listed below have one or two hours of discussion weekly in addition to the lectures. Students should refer to the quarterly Schedule of Classes for specific information.

**105A-B-C Numerical Analysis (4-4-4) F, W, S.** Lecture, three hours. Introduction to methods, pitfalls, applications of practical numerical computation; discussion of accuracy, stability, and efficiency of several standard numerical methods; function approximation, solution of polynomial equations, linear systems of algebraic equations, the algebraic eigenvalue problem; interpolation, quadrature, initial and boundary value problems, fast Fourier transform. Prerequisites: Mathematics 2A-B-C and some acquaintance with the elements of linear algebra, differential equations, Fourier series, and computer programming. Corequisite: concurrent enrollment in 105LA-LB-LC.

**105LA-LB-LC Numerical Analysis Laboratory (2-2-2) F, W, S.** Laboratory, one hour plus computer projects. Illustration of numerical algorithms, analysis of data to infer behavior of mathematical systems, programming in FORTRAN, use of a numerical software package. Corequisite: concurrent enrollment in Mathematics 105. Prerequisite: programming experience in a higher level language. Offered at discretion of instructor of Mathematics 105. This laboratory course cannot be used to satisfy the departmental requirements for a Mathematics major.

**111A-B-C Projective Geometry (4-4-4) F, W, S.** Lecture, three hours. Elementary plane projective geometry. Axioms, the real projective plane, finite geometries, Desargues' theorem, Pappus and Pascal theorems, coordinate systems. Not offered every year.

**120 Introduction to Abstract Algebra (4) F.** Lecture, three hours. Introduction to groups, rings, and fields with a detailed look at permutation groups, congruence classes of integers, modulo  $n$ , and polynomials. Students are expected to do original proofs. Corequisite: Mathematics 3A.

**121A-B Linear Algebra (4-4) W, S.** Lecture, three hours. Theory of vector spaces, linear functions and their matrix representation, determinants, similarity of matrices and corresponding canonical forms, inner products. Computational technique from Mathematics 3A will be assumed. Students are expected to do original proofs. Prerequisites: Mathematics 3A and 120, or consent of instructor.

**122A-B-C Elementary Number Theory (4-4-4) F, W, S.** Lecture, three hours. Primes, congruences, diophantine equations, quadratic reciprocity, and selected other topics. Prerequisite: one year of college mathematics. Not offered every year.

**123A-B-C Applied Modern Algebra (4-4-4) F, W, S.** Lecture, three hours. Groups, symmetry groups, Polya enumeration; rings and fields, polynomial rings, coding theory; invariants of groups, generating functions. Prerequisite: Mathematics 3A or 6C. Not offered every year.

**128A Mathematics of Finance (4) W.** Lecture, three hours. Mathematical theory of interest: measurement of interest, accumulation and discount, equations of value, annuities and perpetuities, amortization and sinking funds, yield rates, bonds, depreciation, depletion. Topics covered are those included in the section on interest in the third actuarial examination. Prerequisites: Mathematics 2A-B-C.

**128B Pension Mathematics (4) S.** Lecture, three hours. Actuarial functions. Pension plan population theory, pension cost, cost methods, effect of plan design and actuarial assumptions on pension costs. Topics covered are those included in the Joint Board Pension Examination. Prerequisite: Mathematics 2A. Probability recommended.

**129A-B-C Mathematical Theory of Sample Surveys (4-4-4) F, W, S.** Lecture, three hours. Basic concepts of discrete probability, sample selection, stratification, cluster sampling, double-sampling procedures, optimal allocation, probability proportional to size sampling. Applications to problems in economics, business, public health, agriculture, and the social sciences. Corequisite: concurrent enrollment in 129LA-LB-LC. Prerequisites: Mathematics 2A-B-C.

**129LA-LB-LC Sample Surveys Laboratory (1-1-1) F, W, S.** Laboratory, two hours. Sampling from known populations for practical verification of the theory developed in Mathematics 129. Corequisite: concurrent enrollment in Mathematics 129.

**130A-B-C Probability and Stochastic Processes (4-4-4) F, W, S.** Lecture, three hours. Introductory course emphasizing applications. Discrete and continuous probability distributions. Distributions of sums and limit theorems. Markov chains and stochastic processes. Prerequisites: Mathematics 2A-B-C. Not offered every year.

**131A-B-C Mathematical Statistics (4-4-4) F, W, S.** Lecture, three hours. Introduction to probability and mathematical statistics. Probability distributions. Expectation. Point estimation and confidence intervals. Fundamental theory of hypothesis testing. Applications. Corequisite: concurrent enrollment in 131LA-LB-LC, when offered. Prerequisites: Mathematics 2A-B-C.

**131LA-LB-LC Mathematical Statistics Laboratory (1-1-1) F, W, S.** Laboratory, two hours. Applications to concrete problems of the theory developed in Mathematics 131. Corequisite: concurrent enrollment in Mathematics 131. Not offered every year.

**140A-B-C Elementary Analysis (4-4-4) F, W, S.** Lecture, three hours. Introduction to real analysis, including real number system, infinite series, sequences of functions, differentiation, integration, and elements of the calculus of scalar- and vector-valued functions of several variables. Students will be expected to do proofs. Prerequisites: Mathematics 3A-B-C.

**141A-B Introduction to Topology.** Lecture, three hours. Mathematics 141A-B strongly recommended for students planning to take graduate courses in mathematics. Not offered every year.

**141A Metric Spaces (4) W.** Elements of naive set theory and the basic properties of metric spaces. Prerequisite: Mathematics 140A.

**141B Point Set Topology (4) S.** Introduction to topological spaces and topological properties. Prerequisite: Mathematics 141A or consent of instructor.

**142A-B-C Differential Equations (4-4-4) F, W, S.** Lecture, three hours. Introductory theoretical course in ordinary and/or partial differential equations. Existence and uniqueness of solutions, methods of solution, the geometry of solutions. Prerequisites: Mathematics 3A-B and 3C or 3D, the latter being strongly recommended. Not offered every year.

**143A-B-C Methods of Mathematical Physics (4-4-4) F, W, S.** Same as Physics 110A-B-C. Lecture, three hours. Introduction to applied mathematics, especially differential equations, for physical sciences and engineering students. First quarter: ordinary differential equations; methods of solution, applications, existence, uniqueness and stability, linear equations with constant and variable coefficients, and the Laplace transform. Second quarter: series expansions; complex analysis; Fourier series; and introductory partial differential equations. Third quarter: partial differential equations and their applications. Prerequisites: Mathematics 3A-B-C or consent of instructor.

**144 A-B Introduction to Complex Variables (4-4) W, S.** Lecture, three hours. Introductory course emphasizing applications. Complex numbers, analytic functions. Riemann mapping theorem with applications to boundary value problems. Theory of residues, power series expansions. Prerequisites: Mathematics 3A-B-C.

**145A-B-C Topics in Analysis (4-4-4) F, W, S.** Lecture, three hours. Second year in analysis for mathematicians, physical scientists, and engineers. Prerequisites: Mathematics 140A-B-C or consent of instructor. Not offered every year.

**147A-B Calculus on Manifolds (4-4) W, S.** Lecture, three hours. Theory of differentiation and integration in euclidean space and its generalization to manifolds. Inverse and implicit function theorems, differential forms, Stokes' theorem. Prerequisites: Mathematics 121B, 140C, and 141A, or consent of instructor. Not offered every year.

**149A-B-C Math History for Mathematicians (4-4-4) F, W, S.** Lecture, three hours. Broad survey of the evolution of mathematical concepts from ancient to modern times. Many mathematical exercises. Prerequisites: Mathematics 2A-B-C and three other Mathematics courses, or consent of instructor. Not offered every year.

**150A-B-C Mathematical Logic (4-4-4) F, W, S.** Lecture, three hours. Introductory course in mathematical logic. One quarter will cover set theory, including an axiomatic development, and cardinal and ordinal numbers. Two quarters will be concerned with logic and recursion theory, including effective procedures, propositional and predicate calculus, and incompleteness and undecidability. Prerequisite: consent of instructor. Not offered every year.

**162A-B Introduction to Differential Geometry (4-4) W, S.** Lecture, three hours. Applications of advanced calculus and linear algebra to the geometry of curves and surfaces in space. Prerequisite: Mathematics 3C. Not offered every year.

**171A-B-C Mathematical Methods in Operations Research.** Lecture, three hours. Prerequisite: consent of instructor. Not offered every year. Same as Engineering EE181A-B-C.

**171A Linear Programming (4) F, Summer.** Simplex algorithm, duality, optimization in networks.

**171B Nonlinear Programming (4) W.** Conditions for optimality, quadratic and convex programming, geometric programming, search methods.

**171C Integer and Dynamic Programming (4) S.** Multistage decision models, applications.

**192 Tutoring in Mathematics (1 to 4 per quarter) F, W, S.** Students may enroll in a section of this course to earn course credit for tutoring associated with the Physical Sciences Peer Tutoring Program or for activities as a student assistant in some specific mathematics course. Admission to the course will depend on demonstration of suitable qualifications and approval of the instructor in charge. P/NP credit only; the number of units per term (1 to 4) determined by the specific activities involved. Prerequisite: consent of the Department. Note: Satisfies no degree requirements other than contribution to the 180 units required for graduation. No more than eight units earned in tutoring courses may be counted toward the required total of 180.

**199A-B-C Special Studies in Mathematics (4-4-4) F, W, S.** Supervised reading. For outstanding undergraduate mathematics majors in supervised but independent reading or research of mathematical topics of current interest. Prerequisite: consent of Department.

## Graduate Courses

**201A Theory of Mathematical Statistics (4) F.** Lecture, three hours. Review of probability and sampling distributions. Point and interval estimation, sufficient statistics, hypothesis testing, analysis of categorical data, the multivariate normal distribution, sequential analysis. Prerequisites: Mathematics 131A-B-C, 120, and 121A-B or consent of instructor. Corequisite: concurrent enrollment in Mathematics 201A.

**201B Linear Regression Analysis (4) W.** Lecture, three hours. The normal linear regression model, confidence ellipsoids for regression coefficient vectors, the F-test and its applications to one- and two-way analysis of variance, analysis of covariance and a test for independence, simultaneous confidence intervals. Prerequisite: Mathematics 201A. Corequisite: concurrent enrollment in Mathematics 201B.

**201C Experimental Design (4) S.** Lecture, three hours. Analysis of variance for the linear regression and other models, Latin squares, incomplete blocks, nested designs, random effects model, randomization models, confounding. Prerequisite: Mathematics 201B. Corequisite: concurrent enrollment in Mathematics 201C.

**201LA-LB-LC Graduate Statistics Laboratory (2-2-2) F, W, S.** Laboratory, two hours. Applications to concrete problems of the theory developed in Mathematics 201A, 201B, 201C. Oral and written reports, practice in professional consulting, development of statistical computing expertise. Corequisites: concurrent enrollment in corresponding segment of Mathematics 201A, 201B, 201C.

**202 Nonparametric Statistical Inference (4)** F. Lecture, three hours. Standard nonparametric tests for comparison of two or more treatments, tests for randomness and independence. Corequisites: Mathematics 201A and concurrent enrollment in 202L.

**202L Nonparametric Statistics Laboratory (2)** F. Laboratory, two hours. Applications to concrete problems of the theory developed in Mathematics 202. Oral and written reports, practice in professional consulting, development of statistical computing expertise. Corequisite: concurrent enrollment in Mathematics 202.

**203A-B Applied Time Series Analysis (4-4)** W, S. Lecture, three hours. Introduction to recent developments in time series analysis, particularly those due to Box and Jenkins. Stationary and non-stationary models, model selection, computation of forecasts and confidence intervals using the BMDP Interactive Box-Jenkins Analysis program. Prerequisites: familiarity with applied statistics, the multivariate normal distribution, computer programming.

**204A-B Multivariate Statistical Analysis (4-4)** W, S. Lecture, three hours. The Wishart distribution, Hotelling's  $T^2$ -test and its applications, growth curves, multivariate analysis of variance, discriminant analysis, principal components, and canonical correlations. Prerequisite: Mathematics 201A. Corequisites: Mathematics 201B and concurrent enrollment in 204LA-LB.

**204LA-LB Multivariate Statistics Laboratory (2-2)** W, S. Laboratory, two hours. Applications to concrete problems of the theory developed in Mathematics 204A-B. Oral and written reports, practice in professional consulting, development of statistical computing expertise. Corequisite: concurrent enrollment in corresponding segment of Mathematics 204A-B.

**210A-B-C Real Analysis (4-4-4)** F, W, S. Lecture, three hours. Measure theory, Lebesgue integral,  $L_p$  spaces. Radon-Nikodym theorem, differentiation, metric spaces, Banach spaces, Daniell integral. Prerequisites: Mathematics 140A-B-C or equivalent or consent of instructor.

**211A-B-C Topics in Real Analysis (4-4-4)**. Lecture, three hours. A continuation of Mathematics 210A-B-C; topics selected by instructor. Not offered every year.

**220A-B-C Analytic Function Theory (4-4-4)** F, W, S. Lecture, three hours. Standard theorems about analytic functions. Harmonic functions. Normal families. Conformal mapping. Prerequisites: Mathematics 140A-B-C or equivalent or consent of instructor.

**230A-B-C Algebra (4-4-4)** F, W, S. Lecture, three hours. Elements of the theories of groups, rings, fields, modules. Galois theory. Modules over principal ideal domains. Artinian, Noetherian, and semisimple rings and modules. Prerequisites: Mathematics 120 and 121A-B or equivalent, or consent of instructor.

**Courses numbered 231 through 295 are not offered every year.** In addition to the courses listed below, other courses are offered as interest and demand dictate.

**231A-B-C Group Theory (4-4-4)**. Lecture, three hours. Introduction to abstract theory of groups. Prerequisites: Mathematics 230A-B-C or equivalent or consent of instructor.

**234A-B-C Topics in Algebra (4-4-4)**. Lecture, three hours. Group theory, homological algebra, and other selected topics. Prerequisites: Mathematics 230A-B-C or consent of instructor.

**235A-B-C Algebraic Geometry (4-4-4)**. Lecture, three hours. Introduction to algebraic varieties and schemes. Dimension theory, cohomology, flatness, GAGA type theorems, deformation theory, examples. Prerequisites: Mathematics 220A-B-C and 230A-B-C or consent of instructor.

**237A-B-C Algebraic Number Theory (4-4-4)**. Lecture, three hours. Modules over Dedekind domains, finiteness of class number and Dirichlet unit theorem, decomposition of prime ideals in cyclotomic fields and quadratic reciprocity, zeta functions and Dirichlet's theorem on primes in an arithmetic progression. Class field theory, reciprocity laws. Arithmetic theory, diophantine equations. Prerequisites: linear algebra and Galois theory.

**240A-B-C Differential Geometry (4-4-4)**. Lecture, three hours. Differential manifolds, differential forms, integrations, introduction to Lie groups, connections, Riemannian manifolds, curvature and topology, calculus of variations in the large, immersions and imbeddings. Prerequisite: Mathematics 141A-B or consent of instructor.

**241A-B-C Topics in Lie Groups and Lie Algebras (4-4-4)**. Lecture, three hours. Introduction to Lie theory with emphasis on the structure of semisimple matrix groups and their representations. Prerequisites: linear algebra, point set topology, and basic analysis.

**250A-B-C Algebraic Topology (4-4-4)**. Lecture, three hours. Topics vary with instructor. Prerequisites: Mathematics 230A and 141A-B, or equivalent, or consent of instructor.

**260A-B-C Functional Analysis (4-4-4)**. Lecture, three hours. Elements of Banach space theory, operator theory, Banach algebra theory including structure theory of commutative algebras and spectral theory in Hilbert space. Prerequisites: Mathematics 210A-B-C and 220A-B-C or consent of instructor.

**261A-B-C Operator Theory (4-4-4)**. Lecture, three hours. Elements of topological linear spaces, Hilbert spaces, spectral theorems and multiplicity theory, rings of operators, representation of groups and rings. Prerequisites: Mathematics 210A-B-C or consent of instructor.

**268A-B-C Topics in Functional Analysis (4-4-4)**. Lecture, three hours. Selected topics such as spectral theory, abstract harmonic analysis. Banach algebras, operator algebras. Prerequisite: consent of instructor.

**270A-B-C Probability (4-4-4)**. Lecture, three hours. Probability spaces, distribution and characteristic functions. Strong limit theorems. Limit distributions for sums of independent random variables. Conditional expectation and martingale theory. Stochastic processes. Prerequisites: Mathematics 130A-B-C and 210A-B-C or consent of instructor.

**271A-B-C Stochastic Processes (4-4-4)**. Lecture, three hours. Processes with independent increments, Wiener and Gaussian processes, function space integrals, stationary processes, Markov processes. Prerequisites: Mathematics 210A-B-C or consent of instructor.

**274A-B-C Topics in Probability (4-4-4)**. Lecture, three hours. Prerequisites: Mathematics 270A-B-C or consent of instructor.

**280A-B-C Mathematical Logic (4-4-4)**. Lecture, three hours. Prerequisite: consent of instructor.

**292A-B-C Applied Mathematics (4-4-4)** F, W, S. Lecture, three hours. Mathematical techniques and methods applied to specific questions in physics, chemistry, and engineering. Background material in science and mathematics introduced as needed. Prerequisites: Mathematics 140A-B-C or consent of instructor. May be repeated for credit.

**295A-B-C Partial Differential Equations (4-4-4)**. Lecture, three hours. Local and global theory of partial differential equations: analytic, geometric, and functional analytic methods. Prerequisites: Mathematics 210A-B-C or equivalent or consent of instructor.

**298A-B-C Seminar (1 to 3)** F, W, S. Seminars organized for detailed discussion of research problems of current interest in the Department. The format, content, frequency, and course value are variable. Prerequisite: consent of the Department. May be repeated for credit.

**299A-B-C Supervised Reading and Research (2-12)** F, W, S. May be repeated for credit.

**399 University Teaching (1-4)** F, W, S. Limited to Teaching Assistants. Does not satisfy any requirements for the Master's degree. Satisfactory/Unsatisfactory only. May be repeated for credit.



## Department of Physics

- Douglas L. Mills, Ph.D. University of California, Berkeley, *Chair of the Department and Professor of Physics* (condensed matter theory)
- Myron Bander, Ph.D. Columbia University, *Dean of the School of Physical Sciences and Professor of Physics* (elementary particle theory)
- Gregory A. Benford, Ph.D. University of California, San Diego, *Professor of Physics* (plasma physics and astrophysics)
- Herbert H. Chen, Ph.D. Princeton University, *Professor of Physics* (experimental particle physics)
- Amnon Fisher, Ph.D. Weizmann Institute (Israel), *Adjunct Professor of Physics* (experimental plasma physics)
- Alan Hahn, Ph.D. California Institute of Technology, *Assistant Professor of Physics* (experimental particle physics)
- Herbert Hopster, Ph.D. University of Aachen (Federal Republic of Germany), *Assistant Professor of Physics* (experimental surface physics)
- Jon M. Lawrence, Ph.D. University of Rochester, *Associate Professor of Physics* (experimental condensed matter physics)
- Mark A. Mandelkern, Ph.D. University of California, Berkeley; M.D. University of Miami, *Professor of Physics* (experimental particle physics and medical physics)
- Alexei A. Maradudin, Ph.D. University of Bristol, *Professor of Physics* (condensed matter theory)
- Meinhard E. Mayer, Ph.D. Parhon University (Rumania), *Professor of Physics and Mathematics* (mathematical physics)
- Roger D. McWilliams, Ph.D. Princeton University, *Assistant Professor of Physics* (experimental plasma physics)
- Riley Newman, Ph.D. University of California, Berkeley, *Professor of Physics and Vice Chair of the Department* (experimental particle physics and gravitational physics)
- William H. Parker, Ph.D. University of Pennsylvania, *Professor of Physics and Associate Vice Chancellor* (experimental condensed matter physics)
- Robert B. Pearson, Ph.D. Stanford University, *Assistant Professor of Physics* (theories of critical phenomena) (on leave F, W, S)
- Franklin Potter, Ph.D. Texas Tech University, *Adjunct Lecturer in Physics* (alternate models of physics concepts)
- Frederick Reines, Ph.D. New York University, *Professor of Physics and Radiological Sciences* (experimental particle physics)
- Norman Rostoker, D.Sc. Carnegie Institute of Technology, *Professor of Physics* (plasma physics)
- James E. Rutledge, Ph.D. University of Illinois, *Assistant Professor of Physics* (experimental condensed matter physics)
- Nathan Rynn, Ph.D. Stanford University, *Professor of Physics* (plasma physics)
- Jonas Schultz, Ph.D. Columbia University, *Professor of Physics* (experimental particle physics)
- Gordon L. Shaw, Ph.D. Cornell University, *Professor of Physics* (elementary particle theory)
- Dennis J. Silverman, Ph.D. Stanford University, *Professor of Physics* (elementary particle theory)
- Richard S. Steinolfson, Ph.D. University of Colorado, *Associate Adjunct Professor of Physics* (plasma physics)
- Virginia L. Trimble, Ph.D. California Institute of Technology, *Professor of Physics* (theoretical astronomy) (on leave F)
- Sukekatsu Ushioda, Ph.D. University of Pennsylvania, *Professor of Physics* (experimental condensed matter physics)
- Gerard Van Hoven, Ph.D. Stanford University, *Professor of Physics* (plasma physics and astrophysics)
- Richard F. Wallis, Ph.D. Catholic University of America, *Professor of Physics* (condensed matter theory)
- Joseph Weber, Ph.D. Catholic University of America, *Visiting Professor of Physics* (gravitational physics) (visiting W, S)

Physics is that branch of science concerned with the study of natural phenomena at the fundamental level. Physicists study the smallest structure of matter (quarks, nuclei, and atoms); the properties of solids, liquids, gases, and plasmas; the behavior of matter on the grand scale in stars and galaxies; and even the origin and fate of the universe. Other disciplines such as chemistry, biology, medicine, and engineering often build upon the foundations laid by physics. In the past

century applications of phenomena encountered in the field of physics have led to more changes in our lifestyle than have occurred in the previous millenium. These changes have brought us a "high" standard of living on one hand, and a threat of societal extinction on the other. The knowledge gained in physical studies has affected our daily life, our view of life, our philosophies, and our religions. A subject of so great and general an influence is not only of interest to the specialist but should be understood in its scope, power, and promise for the future by every educated person.

The Department offers courses for students of various interests, from those in the liberal arts to those in engineering and other sciences. Faculty members are conducting active research in several forefront areas of physical research, and there is student access to specialized research areas such as elementary particles, plasma physics, and condensed matter at both advanced and undergraduate course levels. Instruction varies in approach from traditional lecture courses to seminars at various levels, to independently constructed programs, and to experimental computer teaching. The faculty is generally young, innovative, and engaged in everything from the traditional activities of research, education, and university service to community action, literature, and national policy making, to mention a few examples. The Department encourages student-faculty interaction. The Department consists of people committed to intellectual activities and is exciting to those who are so inclined.

### Undergraduate Program

Courses in the Physics Department are designed to meet the needs of many kinds of students, from those students without facility in mathematics whose main interests lie in the humanities or the arts to those students with professional goals in science and engineering. In addition to the regular Physics major, a concentration in Applied Physics and a concentration in Biomedical Physics are offered. The three lower-division sequences in physics are distinguished by their intended audience, their mathematical prerequisites, and the extent to which they offer preparation for more advanced courses. These aspects of the beginning courses are summarized in the following table:

Physics 3	Physics 5	Physics 10-24
<b>Intended Audience</b>		
Premedical students, Biological Sciences majors	Physics, Chemistry, and Engineering majors	Nonscience majors
<b>Prerequisites</b>		
Algebra and trigonometry; concurrent enrollment in Math 2	Math 2A (Calculus); Physics 1 is recommended.	None
<b>Preparation for Advanced Courses</b>		
Physics 5C with permission	All upper-division courses in physics	None

### Requirements for Bachelor's Degree

**University Requirements:** See pages 49-52.

**School Requirements:** See page 176.

#### Departmental Requirements

Physics 5A-B-C-D-E with laboratory; Physics 111A-B, 112A-B, 113A-B, and 115; two quarters of advanced laboratory (Physics 150-153); Mathematics 2A-B-C (or H2A-B-C); Mathematics 3A-B-C; three courses from Physics 110A-B-C,

Mathematics 140A-B-C, 142A-B-C, or 144A-B with Physics 110A-B-C particularly recommended; and three additional coherently related four-unit upper-division courses chosen from the Schools of Physical Sciences, Biological Sciences, Engineering, or the Department of Information and Computer Science. Students should be aware that alternative programs can be developed to meet their special interests and that graduate courses can be used to satisfy undergraduate requirements.

### Applied Physics Requirements

The requirements of the concentration in Applied Physics include all the requirements of the Physics degree *plus* six courses in engineering approved by the Physics Department. One quarter of the advanced laboratory requirement may be waived with appropriate engineering laboratory work.

### Biomedical Physics Requirements

The requirements of the concentration in Biomedical Physics include the requirements of the Physics degree, except as noted below, *plus* the following: Biological Sciences 101, 103, and 104 with associated laboratories; Chemistry 1A-B-C with laboratory; a three or four quarter sequence of courses in a specific area. Suggested sequences are as follows:

1. Chemistry 51A-B with laboratory; Biological Sciences 106 and 107
2. Biological Sciences 105 plus two Psychobiology courses
3. Chemistry 130A-B-C
4. Radiological Sciences 200A-B plus one additional Radiological Science course

Approval must be obtained from the program coordinator. Sequences other than those above may be acceptable. The requirement for three additional coherently related upper-division science courses does not apply to students in this concentration.

### Planning a Program of Study

Physics 3 is a one-year course suitable for premedical students, students majoring in Biological Sciences, and non-science majors. It surveys most of the important branches of physics with strong orientation toward modern physics. Laboratory work accompanies the course. Nonscience majors with some mathematical skill may wish to consider Physics 3 as an alternative to Physics 10-24.

A student who decides to major in Physics after completing Physics 3 with a grade of A or B may, with the consent of the Department, enroll in Physics 5C. The premedical physics requirements may be met with Physics 3 or with Physics 5A-B-C.

Physics 1 is a preparatory course for the Physics 5 sequence and offers a review of math and problem-solving techniques in the context of introducing physics. Although not required, Physics 1 is highly recommended for all students who lack strong high school preparation in physics and mathematics.

Physics 5 is an intensive five-quarter course for students in physics, chemistry, engineering, and other areas interested in a careful quantitative approach to the subject. Laboratory work accompanies the course. Students expecting to enroll in the entire five-quarter sequence of Physics 5 should enroll in Mathematics 3A concurrently with Physics 5C. Students planning to enroll in only three quarters of Physics 5 need not enroll in Mathematics 3A. Biological Sciences majors with facility in calculus should consider Physics 5 as an alternative to Physics 3.

Physics courses numbered between 10 and 24 are general education courses intended for nonscience majors. Physics

13A-B is particularly oriented toward students in Social Ecology. The content and format of Physics 21-24 will vary from year to year. In general, these courses will not include regular laboratory work.

Courses numbered 110 and above are for Physics majors and other qualified students. This series of courses in the upper-division curriculum is sufficiently broad to provide programs both for the Physics major who does not intend to pursue the study of physics beyond the Bachelor's degree level and for the Physics major preparing for a professional career in physics. The Physics major with a career goal in medicine, law, teaching, or business, for example, should emphasize the Physics 130 series, which covers most of the important phenomena of physics. Any major who is so inclined can take more than the minimum two quarters of advanced laboratory work. Able students may begin the Physics 111 series in their sophomore year.

Courses numbered between 110 and 116 emphasize the mathematical and theoretical structures that have unified our understanding of nature. Those numbered between 130 and 149 emphasize particular domains of the structure of matter. Laboratory work is assigned to separate courses, 150-154.

Transfer students are specifically advised to seek individual consultation with a member of the Physics faculty before deciding on a program of courses.

Since many graduate physics departments require a reading knowledge of one foreign language, Physics majors planning graduate work should, if possible, study some Russian, German, or French. Introductory courses in biology and chemistry are also recommended options. Every Physics major should avoid overspecialization and wisely use undergraduate years to explore some areas remote from physics.

Physics majors with interests other than graduate work in physics or astronomy need not take as many physics courses as indicated above. Note also that alternatives to Physics major requirements can be approved upon petition to the Department and the Office of the Associate Dean. As a guide to preparing a suitable program, the Department makes the following suggestions:

Physics majors considering the possibility of graduate school in engineering should complete the Applied Physics requirements.

The course program of Physics majors considering graduate work in chemistry, biology, or various interdisciplinary areas should contain:

Chemistry 1A-B-C and 51A-B-C, and Biological Sciences 101, 103, and 104.

The concentration in Biomedical Physics is offered for Physics majors who wish to follow an integrated program which combines biology and/or chemistry with physics, and is suitable preparation for a graduate career in one of these interdisciplinary areas.

The course program of Physics majors considering a teaching career in the public schools or the community colleges should contain:

Education 173 and 174, and additional preparation in some other area of science or mathematics. Courses from the Physics 10-24 sequence may be appropriate.

The course program of Physics majors considering graduate work in the history of science should contain at least:

History 29A-B-C. Courses from the Physics 10-24 sequence may be appropriate.

**Sample Programs — Physics**

A typical course program for Physics majors considering the possibility of graduate study in physics or astronomy is shown below. A student with a strong background may wish to take Physics 113A-B in the junior year.

	<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
<b>Fall</b>	Math 2A Chem. 1A Physics 1 Elective	Math 3A Physics 5C Elective Elective	Physics 110A Physics 111A Elective Elective	Physics 113A Physics 151 Physics 112B Elective
<b>Winter</b>	Math 2B Chem. 1B Physics 5A Elective	Math 3B Physics 5D Elective Elective	Physics 110B Physics 111B Physics 115 Elective	Math 144A Physics Elective Physics 113B Elective
<b>Spring</b>	Math 2C Chem. 1C Physics 5B Elective	Math 3C Physics 5E Elective Elective	Physics 110C Physics 112A Physics 116 Elective	Math 144B Physics 153 Physics 113C Elective

**Sample Programs — Applied Physics**

	<b>Junior</b>	<b>Senior</b>
<b>Fall</b>	Physics 110A Physics 111A Engr. EE113 Elective	Physics 113A Physics 112B Physics 151 Engr. EE114A
<b>Winter</b>	Physics 110B Physics 111B Engr. EE110A Elective	Physics 113B Physics 115 Engr. EE114B Engr. EE176
<b>Spring</b>	Physics 110C Physics 112A Engr. EE110B Elective	Physics 113C Physics 133 Elective Engr. EE178

**Sample Program — Applied Physics**

The Applied Physics concentration within the Physics undergraduate degree program is designed to provide appropriate education to students who anticipate a career in industrial or technological research. It combines the fundamental knowledge of physical processes obtained from physics courses with the technical knowledge obtained from engineering courses, particularly electrical engineering courses. In addition to the basic courses in physics, a student is required to complete six courses in the School of Engineering approved by the Physics Department. Examples of appropriate courses include Engineering EE75; EE110A, EE110B, EE113, EE114A, EE114B, EE176, EE178, ME120, ME135, and ME147. Upon completion of the Applied Physics concentration, the student will receive a B.S. degree in Physics.

A typical course program for Physics majors in the Biomedical Physics concentration differs from the Physics major program in the sophomore, junior, and senior years.

	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
<b>Fall</b>	Physics 5C, 5LC Math 3A Bio. Sci. 101 Elective	Physics 110A Physics 111A Program elective Bio. Sci. 104, 104L	Physics 113A Physics 112B Elective Elective
<b>Winter</b>	Physics 5D, 5LD Math 3B Breadth Elective	Physics 110B Physics 111B Program elective Elective	Physics 113B Physics 152 Physics 115 Elective
<b>Spring</b>	Physics 5E, 5LE Math 3C Bio. Sci. 103, 103L Elective	Physics 110C Physics 112A Program elective Elective	Physics 113C Physics 153 Elective Elective

A typical course program for Physics majors in the Applied Physics concentration differs from the Physics major program primarily in the junior and senior years. Engineering EE75 should be completed before the junior year.

**Program Planning — Biomedical Physics**

The Biomedical Physics concentration is designed for the student who anticipates a career in physics applied to biology and medicine, such as health physics or radiological physics, or who intends to work in a scholarly field which deals with the physical aspects of biology or medicine, such as molecular biology or physiology. Completion of requirements for the Physics major is required, except as noted in the Biomedical Physics requirements, as are six quarters of basic courses in biology and chemistry (see table).

A sequence of three or four integrated additional courses which must be approved by the program coordinator completes the program. Students who wish to follow the Biomedical Physics concentration are advised to seek guidance early in their college careers. The requirements are such that coordination of a program in the first and second years is essential.

**Graduate Program**

The Department offers the M.S. and the Ph.D. degrees in Physics, the first in recognition of demonstrated knowledge of the basic facts and theories of physics, the second primarily in recognition of demonstrated capacity for independent research.

In general, graduate study in physics is expected to be a full-time activity. Other proposed arrangements should be approved by the Graduate Committee.

Complementing the formal courses, the Department offers regular colloquia and informal seminars. The graduate student is a member of an intellectual community and is expected to participate fully in departmental activities. Attendance at colloquia is considered an essential part of graduate study. In addition, there are regular weekly research seminars in condensed matter, high energy, and plasma physics.

About 60 graduate students of physics were enrolled in 1984-85. Active programs of research are underway in high energy physics, condensed matter physics, low temperature physics, plasma physics, mathematical physics, and astrophysics.

Sources of support available to graduate students include teaching assistantships, research assistantships, and fellowships.

Students planning to pursue graduate work in physics should obtain a copy of the booklet *Physical Sciences* from the Department.

## Master of Science in Physics

The requirements for the M.S. degree are: (1) at least three quarters of residence; and (2) mastery of graduate course material, which may be demonstrated either (a) by passing, with a grade of B or better, a *minimum* of nine quarter courses numbered between 200 and 259, including 211, 213A-B, 214A, and 215A-B, and a written comprehensive examination; or (b) by passing the Ph.D. qualifying examination. Under special circumstances, a research project and thesis may be accepted in lieu of a written comprehensive examination. There is no foreign language requirement for the M.S. degree. In addition to the stated course requirements, all students who have not passed the Ph.D. qualifying examination must register continuously for Physics 264A-B-C (Seminar in Conceptual Physics).

A typical program in preparation for the written examination for the M.S. degree would consist of 12 courses:

211 (Classical Mechanics)

212A-B (Mathematical Physics)

213A-B (Electromagnetic Theory)

214A-B (Statistical Physics)

215A-B (Quantum Mechanics)

**Three electives** chosen from Physics 212C, 214C, 215C, 216-219, or undergraduate upper-division courses in related areas.

## Doctor of Philosophy in Physics

The principal requirements for the Ph.D. degree are a minimum of six quarters of residence, passage of a written and a two-part oral examination, and successful completion and defense of a dissertation reporting results of original research. In addition, the Ph.D. candidate must complete certain graduate course requirements. There is no foreign language requirement for the Ph.D. degree.

**Course Requirements.** The student is required to exhibit mastery of the basic sequences, Mathematical Physics, Classical Mechanics and Electromagnetic Theory, Quantum Mechanics, Relativistic Quantum Mechanics, and Statistical Mechanics. A *minimum* of 15 quarter courses numbered between 200 and 259, including 211, 212A-B, 213A-B, 214A-

B, and 215A-B, must be passed with a grade of B or better. In addition, all students who have not passed the Ph.D. qualifying examination are required to register for Physics 264A-B-C. It is expected that students, having selected a research specialty, will ordinarily take the core course in that subject (237A-B-C, 238A-B-C, or 239A-B-C) early in their graduate career.

**Qualifying Examination.** For advancement to Ph.D. candidacy, a student must pass a qualifying examination consisting of a written part and two oral parts. The written part covers a broad range of fundamentals of physics at the advanced undergraduate and graduate levels. The first part of the oral examination will be administered shortly after the written examination. All members of the first oral committee will be faculty from the Physics Department. The second part of the oral examination will be taken approximately one year after successful completion of the written examination and the first oral. The candidacy committee that administers the second oral examination will contain one or two faculty members from outside the Physics Department. The second oral will cover principally material related to the broad and general features of the student's dissertation area. The written portion of the qualifying examination will be given once per year, generally in the fall. The examination may be taken by some students after one year of graduate study. A second attempt will be permitted if the first is not successful. A third attempt will be permitted only in extraordinary circumstances.

**Teaching Program.** Experience in teaching is an integral part of the graduate program, and all graduate students are expected to participate in the teaching program for at least three quarters during their graduate careers.

**Dissertation.** A dissertation summarizing the results of original research performed by the student under the supervision of a doctoral committee appointed by the Graduate Council will be required for the Ph.D. degree. The criterion for the acceptability of a dissertation by the Department is that it be suitable for publication in a scientific journal. The dissertation must not have been submitted to any other institution prior to its submission to the Physics Department at UCÍ.

**Defense of Dissertation.** Upon completion of the dissertation, the student will take an oral examination, open to the public, before the doctoral committee.

**Suggested Course Sequence.** Typical programs for the first two years designed to prepare the student for Ph.D. qualification and provide the foundation necessary for understanding and participating in modern research might include:

First Year: 211 (Classical Mechanics); 212A-B-C (Mathematical Physics); 213A-B (Electromagnetic Theory); 215A-B (Quantum Mechanics); 215C (Relativistic Quantum Mechanics).

In the second year of graduate study, the student may begin to take courses that will provide a broad background for the dissertation area. The following sequences represent a typical second-year program:

For the student with an interest in condensed matter physics:

221 (Elasticity); 222 (Hydrodynamics); 214A-B (Statistical Physics); 214C (Many Body Theory); 235A (Advanced Quantum Mechanics); 232A-B (Group Theory); 218 (Condensed Matter Physics); 220 (Plasma Physics).

For the student with an interest in elementary particle physics:

235A-B (Advanced Quantum Mechanics); 232B (Group Theory); 216 (Particle Physics); 217 (Nuclear Physics); 219 (Astrophysics); 214A-B (Statistical Physics); 214C (Many Body Theory) or 218 (Condensed Matter Physics).

For the student with an interest in plasma physics:

221 (Elasticity); 222 (Hydrodynamics); 214A-B (Statistical Physics); 214C (Many Body Theory); 216 (Particle Physics); 217 (Nuclear Physics); 218 (Condensed Matter Physics); 219 (Astrophysics); 220 (Plasma Physics).

## Lower-Division Courses

**1 Preparation for Physics (4) F.** Lecture, three hours; discussion, one hour. Mathematical review, introduction to calculus and vectors, and the uses of these techniques in physics. Analysis of experimental data. Physical units.

**3A-B-C Basic Physics (4-4-4) F, W, S, Summer.** Lecture, three hours; discussion, one hour. Fall: survey of physical theory; Newtonian mechanics. Winter: electricity and magnetism; radiation and waves; optics; heat phenomena. Spring: twentieth-century physics; relativity; quantum ideas; atomic and nuclear physics. Concurrent enrollment in Physics 3L required each quarter (laboratory requirement may be waived by consent of instructor). Prerequisites: Mathematics 2A-B-C (prior or concurrent). (II)

**3LA-LB-LC Basic Physics Laboratory (1-1-1) F, W, S, Summer.** Laboratory accompanying Physics 3, three hours. (II)

**5A-B-C-D-E Fundamental Physics (4-4-4-4-4) W, S, F, W, S; 5A-B (Summer).** Lecture, three hours; discussion, one hour. 5A Newtonian mechanics, kinematics, and dynamics of motion. Facility in calculus is assumed. Corequisite: Mathematics 2B. 5B Equilibrium mechanics; fluids and elasticity; oscillations and waves. Corequisite: Mathematics 2C. 5C Electrostatics, magnetostatics, currents and fields, circuit elements, Maxwell's equations. Prerequisites: Mathematics 2A-B-C. 5D Electromagnetic radiation; interference, diffraction; quantum mechanics; atomic physics. Corequisite: Mathematics 3B. 5E Thermodynamics and kinetic theory, relativity. Concurrent enrollment in Physics 5L is required each quarter (laboratory requirement may be waived by consent of instructor). Physics 5A-B-C (II)

**5LA-LB-LC-LD-LE Fundamental Physics Laboratory (1-1-1-1-1) W, S, F, W, S; 5LA-LB (Summer).** Laboratory accompanying Physics 5, three hours. Physics 5LA-LB-LC (II)

## Courses for Nonmajors

Course numbers between 10 and 24 are assigned to courses especially designed for students majoring in programs other than the physical sciences.

**10 Physics and Music (4) S.** Lecture, three hours. The production, propagation, and reception of sound and an introduction to their connection with music. (II)

**13A-B Physics in the Environment (4).** Lecture, three hours, with demonstrations. For students with an interest in contemporary environmental problems and in understanding physical mechanisms involved with them. Topics include thermodynamics and heat as applied to internal combustion and other engines; transportation; air pollution; energy production, storage, new sources, conservation; other topics as relevant. No mathematics required but high school algebra recommended. Not offered 1985-86. (II)

**16 The Physics of Nuclear Weapons and Their Control (4) S.** Lecture, three hours. Nuclear physics, fission, fusion, and radiation. Effects of thermal radiation, fallout, EM pulse, and blast. Physics of arms control verification techniques and missile defense systems. Primarily for students not majoring in Physics. Prerequisites: Physics 13A-B or Physics 17A-B or Physics 3A-B or consent of instructor. (II)

**17A-B Conceptual Physics (4-4) F, W.** Lecture, three hours. Introduces the nonscience student to important ideas of physics with an emphasis on the human and historical developments. Topics include Newtonian mechanics and the revolutions of relativity and quantum

mechanics. Experimental necessity for these as well as their philosophical implications discussed. Course brings students up to date with ideas behind field theories which promise to integrate our understanding of the forces that bind the quarks, the fundamental constituents of matter. No mathematics background required, but high school algebra recommended. (II)

**20A-B-C-D Physics of the Cosmos.** Introduction to the physics of the universe, primarily for the nonmajor. The formation, structure, and evolution of planets, stars, galaxies, and the universe as a whole. May be taken in any order. Any three of the four courses satisfy the natural science breadth requirement.

**20A Observational Astronomy (4) F, W.** History of astronomy. Underlying physics. Objects in the solar system and how they are studied. Properties of stars: their formation, structure and evolution. Pulsars and black holes. Galaxies and quasars. (II)

**20B Cosmology: Man's Place in the Universe (4) W.** "Cook's tour" of the universe. Ancient world models. Evidence for universal expansion; the size and age of the universe and how it all began. The long-range future and how to decide the right model. Anthropic principle. (II)

**20C Geophysics: The Making of the Earth (4) S.** How the earth came to be and how it is studied. Causes and effects of earthquakes, mountains, valleys, rivers, glaciers, deserts, and oceans. Continental drift and plate tectonics. Causes and uses of the earth's magnetic field. Geophysics and the environment. (II)

**20D Space Science (4) W.** Motions of planets, satellites, and rockets. Propulsion mechanisms and space flight. The solar radiation field and its influence on planets. The interplanetary medium, solar wind, and solar-terrestrial relations. (II)

**21-24 Special Topics in Physics (4).** Lecture, three hours. Topics of special interest varying from year to year. Past courses included Super-Cold, Newton, Physics via Demonstration, and Rainbows and Things. May be repeated for credit if topic varies. Not offered 1985-86.

## Upper-Division Courses

**110A-B-C Methods of Mathematical Physics (4-4-4) F, W, S.** Lecture, three hours; discussion, one hour. Provides mathematical tools for upper-division physics courses. Topics include ordinary and partial differential equations, special functions, boundary value problems. Fourier and Laplace transforms, linear algebra and tensor analysis, and complex functions. Application of mathematical methods to physical problems will be stressed. Prerequisites: Mathematics 3A-B-C or equivalent. Same as Mathematics 143A-B-C.

**111A-B Classical Mechanics (4-4) F, W.** Lecture, three hours; discussion, one hour. Mechanics of particles through Lagrangian and Hamiltonian methods; rigid bodies; relativity; coupled systems. Prerequisite: Physics 5D or consent of instructor.

**112A-B Electromagnetic Theory (4-4) 112A (S), 112B (F).** Lecture, three hours; discussion, one hour. Electrostatics; magnetostatics; properties of matter; Maxwell's equations; relativity; radiation; optics. Prerequisites: Physics 5C; prior or concurrent enrollment in Mathematics 3B.

**113A-B-C Quantum Physics (4-4-4) F, W, S.** Lecture, three hours; discussion, one hour. Inadequacy of classical physics; time independent and time dependent Schrodinger equation; systems in one, two, and three dimensions; matrices; Hermitian operators; symmetries; angular momentum; perturbation theory; scattering theory; applications to atomic structure; emphasis on phenomenology. Prerequisites: Physics 5A-B-C-D-E or equivalent; Mathematics 3A-B-C or equivalent. Concurrent enrollment in Physics 110 (Mathematics 143) and Physics 111 is recommended.

**115 Statistical Physics (4) W.** Lecture, three hours. Microscopic theory of temperature, heat, and entropy; kinetic theory; multicomponent systems; quantum statistics. Prerequisites: Physics 5E, Mathematics 3C.

**116 Thermodynamics (4) S.** Lecture, three hours. Macroscopic theory of temperature, heat, and entropy; mathematical relationships of thermodynamics; heat engines; phase transitions. Prerequisites: Physics 5E, Mathematics 3C.

**132 Introduction to Nuclear Physics (4) S.** Lecture, three hours. Nucleons and nuclear structure, radioactivity, neutron-proton scattering, the deuteron, nuclear reactions. Prerequisite: Physics 113A.

**133 Introduction to Condensed Matter Physics (4) S.** Lecture, three hours. Phenomena of solids and their interpretation in terms of quantum theory. Prerequisites: Physics 5D-E.

**134 Introduction to Modern Optics (4).** Lecture, three hours. Interaction of radiation with matter; lasers; nonlinear optics; optical properties of solids; absorption and scattering of light; modern spectroscopic techniques. Prerequisites: Physics 112B and 113A. Not offered 1985-86.

**135 Introduction to Plasma Physics (4) F.** Lecture, three hours. Ionization and discharge mechanisms; microscopic motions and kinetic equations; macroscopic fluid theories; electrodynamics of plasma; waves and instabilities; examples of laboratory and cosmic phenomena. Prerequisites: Physics 5D-E.

**136 Introduction to Particle Physics (4) W.** Lecture, three hours. Experimental techniques and theoretical concepts of high-energy phenomena: accelerators and detectors; classification of particles and interactions of particle properties; symmetries and mass multiplets; production and decay mechanisms. Prerequisite: Physics 113A.

**140 Physical Basis of Modern Technology (4).** Lecture, three hours. Semiconductor physics; modern computers; information transmission, noise, signal, and band-width; laser physics; laser communication systems; holography. Prerequisites: Physics 5A-B-C-D-E. Not offered 1985-86.

**144A Astrophysics: Stellar Structure and Evolution (4).** Lecture, three hours. Stars: their structure and evolution; physical state of the interior; the Hertzsprung-Russell diagram, stellar classification and physical principles responsible for the classification; star formation; nuclear burning; giant and dwarf stars; neutron stars and black holes. Prerequisite: Physics 5E or consent of instructor. Not offered 1985-86.

**144B Spectroscopy and Stellar Atmospheres (4) S.** Lecture, three hours. Stellar spectra: observational and theoretical aspects. Radiative transfer and formation of spectral lines; temperature, density, and composition of stars; sunspots and solar activity; spectra of nebulae and other dilute gases. Prerequisite: Physics 5E or consent of instructor.

**145 High Energy Astrophysics (4) W.** Lecture, three hours. Production of radiation by high energy particles. Evolution of galactic nuclei, radio galaxies, quasars, and pulsars. Cosmic rays and the cosmic background radiation. Prerequisite: Physics 5E or consent of instructor.

**146 Galaxies and Cosmology (4).** Lecture, three hours. Structure and evolution of galaxies, general relativistic models of the universe, observational tests of cosmological models, early phases of the universe, unconventional cosmologies. Not offered 1985-86.

**150 Electronics for Scientists I (4) F.** Lecture, two hours; laboratory, four hours. Applications of modern semiconductor devices to physical instrumentation. Characteristics of semiconductor devices, integrated circuits, analog and digital circuits. Prerequisite: Physics 5E or consent of instructor.

**151, 152, 153 Advanced Laboratory I, II, III (4-4-4) F, W, S.** Lecture, one hour; laboratory, eight hours. Experiments in atomic, condensed matter, nuclear, particle, and plasma physics. Introduction to instrumentation and a first experience in the research laboratory. Prerequisites: Physics 112A, 113A, and 150. Physics 150 may be waived by consent of instructor.

**154 Electronics for Scientists II (4) S.** Lecture, two hours; laboratory, four hours. Emphasis on microcomputers and microprocessors and their communication signals with other instrumentation. Prerequisites: Physics 150 and one quarter of Physics 151, 152, or 153, or consent of instructor.

**164 Seminar in Conceptual Physics (1-1) S.** Discussion of physics as an interrelated discipline; practice in oral presentation of ideas and problems. Prerequisite: Physics 5A-B-C-D-E or consent of instructor. Pass/Not Pass only.

**187 Medical Physics (4).** Lecture, three hours. Physics of medical imaging techniques including x-radiology, nuclear medicine, ultrasound, and nuclear magnetic resonance. Topics include interactions of electromagnetic, nuclear, and sonic radiation with matter, nuclear resonance, computer tomography. Instrumentation and methodology for imaging are discussed. Prerequisite: Physics 5E or consent of instructor. Not offered 1985-86.

**187LB Medical Physics Laboratory (1) S.** Optional laboratory accompanying Physics 187. Experiments illustrating fundamentals of medical physics. Also includes field trips to local hospitals to observe and possibly participate in patient treatment.

**195 Undergraduate Research (4).** Open to seniors and occasionally to juniors with consent of the Department.

**199 Readings on Special Topics (4).** With consent of the Department.

## Graduate Courses

**211 Classical Mechanics (4) F.** Lecture, three hours. Variational principles, Lagrange's equations; applications to two body problems, small oscillation theory, and other phenomena. Hamilton's equations. Hamilton-Jacobi theory. Canonical transformations.

**212A-B-C Mathematical Physics (4-4-4) F, W, S.** Lecture, three hours. Ordinary differential and partial differential equations; complex variables and special functions; matrices, eigenvalues and eigenvectors; numerical methods; perturbation theory; integral equations; calculus of variations; elements of group theory.

**213A-B Electromagnetic Theory (4-4) W, S.** Lecture, three hours. Electrostatics; magnetostatics; relativity; classical electron theory; fields in vacuum and matter; retardation; radiation and absorption; dispersion; propagation of light; diffraction; geometric optics; theories of the electric and magnetic properties of materials; scattering.

**214A-B Statistical Physics (4-4) F, W.** Lecture, three hours. Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac statistics; ensemble theory, ideal and imperfect gases; thermodynamic properties of solids; cooperative phenomena; phase transitions of first and second order; fluctuations.

**214C Many Body Theory (4) S.** Lecture, three hours. The Green's function approach to the theory of many body systems at finite temperatures will be discussed. The techniques of diagrammatic perturbation theory will be introduced and applied to a few specific problems to illustrate the methods.

**215A-B-C Quantum Mechanics (4-4-4) F, W, S.** Lecture, three hours. Foundations of quantum theory; Dirac notation, basic operators and their eigenstates; perturbation theory; variational method; spin; Clebsch-Gordon coefficients; structure of atomic systems; scattering theory; formal collision theory; semi-classical radiation theory; quantization of the electromagnetic field; relativistic quantum mechanics; second quantization of many body systems.

**216 Particles (4) W.** Lecture, three hours. An advanced survey of high energy phenomenology. Elementary particle quantum numbers, isotopic and unitary spin multiplets, symmetries (e.g., parity, charge conjugation, and time reversal), basic forces, and current theoretical ideas. May be repeated for credit.

**217 Introduction to Nuclear Physics (4).** Lecture, three hours. Properties of nuclei, the two-body problem, low energy nucleon-nucleon scattering, structure of light nuclei, nuclear reactions and resonances, models of complex nuclei, theories of the fission process, nuclear shapes and deformations, and decay processes. Not offered 1985-86.

**218 Introduction to Condensed Matter Physics (4) S.** Lecture, three hours. Possible topics include crystal properties, lattice dynamics of solids, electronic band structure of solids, theories of metals and semiconductors, magnetism and superconductivity, with special emphasis on elementary excitation in solids.

**219 Introduction to Astrophysics (4) S.** Lecture, three hours. Stellar structure and evolution; formation of the elements; supernova; pulsars; quasars; origin of cosmic rays.

**220 Introduction to Plasma Physics (4) F.** Lecture, three hours. Orbit theory, hydromagnetics, plasma waves and instabilities, plasma diagnostics, applications to astrophysics and controlled fusion.

**221 Elasticity (4).** Lecture, three hours. Analysis of strain and stress; elasticity of crystals; equilibrium of isotropic elastic solids and of half-spaces; bending of rods and plates; two-dimensional elastic systems; propagation of waves in elastic solid media; surface waves; piezo-electric solids; dislocations; thermoelasticity. Not offered 1985-86.

**222 Hydrodynamics (4).** Lecture, three hours. Hydrodynamics of a perfect fluid; two-dimensional problems, motion of an incompressible viscous fluid; Navier-Stokes equations; viscous fluids in rotation; motion in three dimensions; introduction to motion of a compressible fluid. Not offered 1985-86.

**232A-B Applications of Group Theory (4-4) F, W.** Lecture, three hours. The role of symmetry in physical problems. First quarter, finite groups; second quarter, continuous groups. 232B can be taken without 232A. Abstract group theory and theory of group representations. Perturbation theory, selection rules, crystal tensors, molecular vibrations, Jahn-Teller theorem, directed valence, time reversal symmetry, double groups, crystal field splittings of atomic levels. Continuous groups and particle physics. Full rotation group, Clebsch-Gordon coefficients, the Wigner-Eckart theorem, Racah coefficients, the Lorentz group, unitary groups.

**235A-B Advanced Quantum Mechanics (4-4) F, W.** Lecture, three hours. Fall: Lagrangian formalism, second quantization, interacting fields, perturbation theory. Winter: Feynman graph techniques, renormalization, symmetries, PCT theorem, connection between spin and statistics.

**237A-B-C Elementary Particle Theory (4-4-4) F, W, S.** Lecture, three hours. Background and current topics in elementary particle theory including weak interactions, unified gauge theory of weak and electromagnetic interactions, quark-parton model of small distance structure, quark model of hadron spectroscopy, charmed particles, new quarks and leptons, and an introduction to quantum chromodynamics. May be repeated for credit.

**238A-B-C Solid State Theory (4-4-4) F, W, S.** Lecture, three hours. Bonding in solids; crystal symmetry and group theory, elastic properties of crystals; lattice vibrations, interaction of radiation with matter; cohesion of solids; the electron gas; electron energy bands in solids; ferromagnetism; transport theory; semiconductors and superconductors; many-body perturbation theory.

**239A-B-C-D Plasma Physics (4-4-4-4) F, W, S.** Lecture, three hours. The properties of plasmas, with major emphasis on fully ionized gases. Introduction to modern theoretical treatments. Applications to problems such as controlled thermonuclear fusion, propulsion, energy conversion, astrophysics, and the space sciences. **239A:** Introduction, magnetohydrodynamics, equilibrium, and stability. **239B:** Theory of cold plasma waves, thermal effects. **239C:** The Vlasov equation, microinstabilities and transport, plasma turbulence. **239D:** Multiple wave interactions, quasi-linear theory, nonlinear plasma theory.

**248A-B-C Special Topics in Condensed Matter Physics (4-4-4) F, W, S.** Lecture, three hours. Each quarter outlines and emphasizes a subarea of condensed matter physics that is undergoing rapid development. Not offered every year.

**249A-B-C Special Topics in Plasma Physics (4-4-4) F, W, S.** Lecture, three hours. For advanced students of plasma physics. Three quarters are offered, one quarter each in turbulence and diagnosis of laboratory plasmas, pulse power beams, and beam-plasma interactions. Prerequisites: Physics 239A-B-C or the equivalent.

**255 General Relativity (4) S.** Lecture, three hours. An introduction to Einstein's theory of gravitation. Tensor analysis, Einstein's field equations, astronomical tests of Einstein's theory, gravitational waves.

tions. May be repeated for credit. Prerequisite: consent of instructor.

**261A-B-C Seminar in Plasma Physics (4-4-4) F, W, S.** Advanced topics in plasma physics: wave propagation, nonlinear effects, kinetic theory and turbulence, stability problems, transport coefficients, containment, and diagnostics. Applications to controlled fusion and astrophysics. Prerequisite: Physics 239A-B-C-D or equivalent.

**263A-B-C Seminar in High Energy Physics (4-4-4) F, W, S.** Discussion of advanced topics and reports of current research results in theoretical and experimental high energy physics and cosmic rays. May be repeated for credit. Prerequisite: consent of instructor.

**264A-B-C Seminar in Conceptual Physics (1-1-1) F, W, S.** Discussion of physics as an interrelated discipline, practice in oral presentation of ideas and problems. Required of all graduate students who have not passed the Ph.D. qualifying examination.

**267A-B-C Current Problems in High Energy Physics (4-4-4) F, W, S.** Lecture, three hours. Presentation and discussion of current research and theory in high energy physics. Lectures given by staff and students. May be repeated for credit.

**295 Experimental Research (4 to 12).** With the approval of a faculty member, a student may pursue a research program in experimental physics. Typical areas include low temperature physics, plasma physics, spectroscopy, solid state physics, and elementary particle physics.

**296 Theoretical Research (4 to 12).** With approval of a faculty member, a student may pursue a research program in theoretical physics. Typical areas include solid state physics, low temperature physics, plasma physics, and elementary particle physics.

**298 Physics Colloquium (0).** Seminar held each week, in which a current research topic is explored. Frequently, off-campus researchers are invited to present the seminar, and on occasion a faculty member or researcher from the Department will speak.

**299 Reading of Special Topic (4 to 12).** With special consent from a faculty member who will agree to supervise the program, a student may receive course credit for individual study of some area of physics.

**399 University Teaching (1-4) F, W, S.** Required of and limited to Teaching Assistants.

## Seminars and Research (260-299)

These courses are designed to acquaint students with the basic concepts and methods underlying current research activity in selected branches of physics.

**260A-B-C Seminar in Condensed Matter Physics (4-4-4) F, W, S.** Seminar designed to acquaint students with recent advances in solid state physics. Lecturers from the Physics Department (both faculty and graduate students), other UCI departments, and other institu-



## School of Social Sciences

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 Robert Newcomb, Ph.D. University of California, Santa Barbara, *Senior Lecturer in Social Sciences*  
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 M. Ross Quillian, Ph.D. Carnegie-Mellon University, *Associate Professor of Social Sciences*  
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 Caesar D. Sereseres, Ph.D. University of California, Riverside, *Associate Professor of Political Science*  
 Deane H. Shapiro, Ph.D. Stanford University, *Assistant Professor of Psychiatry and Human Behavior and Social Sciences and Social Ecology in Residence*  
 Kenneth A. Small, Ph.D. University of California, Berkeley, *Associate Professor of Economics*  
 David A. Smith, Ph.D. University of North Carolina, Chapel Hill, *Assistant Professor of Sociology*  
 Arnold Starr, M.D. New York University School of Medicine, *Department Chair and Professor of Neurology, Professor of Social Sciences, Physiology, and Psychobiology*  
 James M. Swanson, Ph.D. Ohio State University, *Professor of Psychiatry and Pediatrics and Social Sciences in Residence*  
 Rein Taagepera, Ph.D. University of Delaware, *Professor of Social Sciences and Political Science*  
 Dickran Tashjian, Ph.D. Brown University, *Professor of Comparative Culture and Social Sciences*  
 Gary Thom, Ph.D. Yale University, *Associate Professor of Political Science*  
 Carole Uhlener, Ph.D. Harvard University, *Assistant Professor of Political Science*  
 Howard B. Waitzkin, Ph.D. Harvard University, *Professor of Medicine and Social Sciences in Residence*  
 Roger N. Walsh, M.B.B.S., Ph.D., University of Queensland, *Associate Professor of Psychiatry and Human Behavior and Social Sciences*  
 W.C. Watt, Ph.D. University of Pennsylvania, *Professor of Cognitive Sciences*  
 Martin P. Wattenberg, Ph.D. University of Michigan, *Assistant Professor of Political Science*  
 Christian Werner, Ph.D. The Free University of Berlin, *Professor of Social Sciences*  
 Kenneth Wexler, Ph.D. Stanford University, *Professor of Psychology*  
 Douglas R. White, Ph.D. University of Minnesota, *Professor of Comparative Culture and Social Sciences*  
 Joseph L. White, Ph.D. Michigan State University, *Professor of Comparative Culture and Psychology*  
 John M. Whiteley, E.D.D. Harvard University, *Professor of Social Ecology and Social Sciences*  
 Jonathan M. Wiener, Ph.D. Harvard University, *Associate Professor of History and Social Sciences*  
 John I. Yellott, Jr., Ph.D. Stanford University, *Professor of Psychology*

Undergraduate and graduate education in the School of Social Sciences at UCI represents a commitment to modern

social science. The classic subject matter areas of anthropology, economics, geography, linguistics, political science, psychology, and sociology are included in the School's educational programs, but these programs go well beyond the traditional disciplines and can be characterized by the following three-way emphasis:

First, the faculty recognizes the value of systematic empirical observation and quantitative analysis in the study of human behavior. Developments in computer science and in mathematics oriented toward the problems of the social sciences, and the refinement of techniques for the observational, experimental, and statistical study of human behavior, have contributed major new elements to social science. Students in the School of Social Sciences will become familiar with the mathematical, computational, and statistical tools underlying modern social science.

Second, many of the most interesting questions in the study of human behavior cannot be fixed within the traditional disciplinary boundaries. Some of the new and evolving areas which cross orthodox boundaries are political sociology, public policy, cognitive anthropology, comparative culture, semiotics, and psycholinguistics. Therefore many courses and course modules are built around social science phenomena rather than representing social science disciplines.

Third, the School shares the academic philosophy that considers the design of hypotheses and of systems of interrelated ideas about the possible structure of the world to be an essential part of scientific pursuit. Consequently, the educational programs place substantial emphasis on understanding social science phenomena through the development of theories that can be used to guide empirical studies.

Opportunities for students in the School of Social Sciences to participate in the educational process extend well beyond attendance at courses. Students may develop independent study proposals in cooperation with interested faculty members; they are invited to participate in the quarterly evaluation of courses and instructors, to propose new courses and other modifications in existing programs, to nominate candidates for visiting faculty appointments, and to serve on School committees. The School provides a variety of opportunities for faculty-student interaction, and students will find the faculty, administration, and academic counseling staff of the School highly accessible and responsive.

## Careers in Social Sciences

Graduates of the School of Social Sciences find many and diverse career opportunities. Social Sciences graduates have been in demand for jobs in government, primary and secondary teaching, and human services, as well as for careers in business. Many Social Sciences graduates have gone on to further studies, some at the doctoral level in preparation for careers in research and university teaching, others in the professions of law and medicine, in education, and in business administration.

Because all Social Sciences degrees involve an educational program that is interdisciplinary and that emphasizes quantitative methods of data analysis, graduates of the School are well prepared for research and analysis positions in all levels of government and in private firms. Their firm grounding in contemporary social science methods and their familiarity with a broad spectrum of social scientific thinking gives them a solid basis for the pursuit of further training in graduate and professional programs.

## Special Facilities

The School of Social Sciences maintains several special facilities for research and education. The Social Sciences Research Laboratory occupies the entire fourth floor of the Social Sciences Laboratory Building. The facility contains 40 experiment and control rooms situated around a central core where two PDP 11-44 computers are available for experimental research. The laboratory is used for both faculty and student research.

The Farm School, a small, open, and ungraded elementary school located in a rural setting adjacent to the campus, serves as a research facility for faculty and students having interests in children and how they learn. Each quarter undergraduates receive course credit for assisting staff teachers, for developing educational materials, and for observing and analyzing child behavior at the school.

The Anthropology Laboratory provides research facilities which include computer terminals for statistical studies and for the analysis of texts and other verbal material. The laboratory is also available for undergraduate and graduate instruction in field methodology and in analytical techniques through the use of video-cassettes, films, tapes, computer quizzes, and artificial intelligence programs that simulate interviewing situations.

The School also maintains a Video Laboratory where social science students and faculty can produce and edit video-tapes for various purposes. The facility currently contains a tape library of use in the study of conversation and interaction.

## Visiting Distinguished Professorships

The School of Social Sciences sponsors a program of Visiting Distinguished Professorships designed to provide students with exposure to seminal thinkers in the social sciences. The professorships normally are of a quarter's duration. During 1984-85 participants included Philip Converse, Robert C. Angell Professor of Political Sciences and Sociology (University of Michigan), President of the American Political Science Association, and member of the National Academy of Sciences and the American Academy of Arts and Sciences; Beatrice Whiting, Professor of Anthropology and Education Emeritus, Graduate School of Education (Harvard University), and member of the American Academy of Arts and Sciences; John Whiting, Professor of Social Anthropology (Harvard University) and member of the American Academy of Arts and Sciences; and James Coleman, University Professor of Sociology (University of Chicago) and member of the National Academy of Sciences and the American Academy of Arts and Sciences.

## Degrees

Anthropology .....	B.A.
Comparative Culture** .....	B.A., M.A., M.A.T., Ph.D.
Economics .....	B.A., M.A., Ph.D.
Geography* .....	B.A.
Linguistics .....	B.A.
Political Science .....	B.A., Ph.D.
Psychology .....	B.A., Ph.D.
Social Science .....	B.A., M.A., Ph.D.
Sociology .....	B.A.

\*The course of study in Geography is not available at this time.

\*\*The M.A.T. program in Comparative Culture will not be offered beginning fall 1985.

Graduate study in the School of Social Sciences is offered in the following areas of emphasis:

Cognitive Sciences (Ph.D. in Psychology)  
 Comparative Culture (Ph.D. in Comparative Culture)  
 Economics and Public Policy (Ph.D. in Economics)  
 Social Networks (Ph.D. in Social Science)  
 Politics and Society (Ph.D. in Political Science)  
 Social Relations (Ph.D. in Social Science)

## Honors

Honors at graduation, i.e., *cum laude*, *magna cum laude*, or *summa cum laude*, are awarded on the basis of grade point average. Of the graduating seniors, approximately 1 percent will be awarded *summa cum laude*, 3 percent *magna cum laude*, and 8 percent *cum laude*. In order to be considered for honors, a student must have a minimum of 72 units in residence at a University of California campus and must submit an application for the B.A. degree *by the end of winter quarter* of the senior year.

## Undergraduate Program

### Requirements for the Bachelor's Degree

**University Requirements:** See pages 49-52.

#### School Requirements

A. Familiarity with some basic mathematical, computational, and statistical tools underlying modern social science. This requirement is met by passing three courses in mathematics (Mathematics 5A-B-C, Mathematics 2A-B-C, Social Sciences 11A-B-C, or Social Sciences 100A-B-C) and one course in computer science (Information and Computer Science 1A or 1B). These courses normally should be taken during the student's first year.

B. An understanding of the fundamental concepts, analytical tools, and methods of social science. This requirement is met by taking two courses in the School of Social Sciences bearing a one-digit course number. These courses normally should be taken during the student's first year.

C. An understanding of important advanced areas in social science. This requirement is met by passing satisfactorily nine upper-division courses in the School of Social Sciences, where at least three of these courses comprise a module. (See "Courses in Social Sciences" below for a discussion of course modules.) For modules which are listed with more than three courses, the student may normally elect to take any subset of three courses in the module. Appropriate substitutions may be made upon petition.

D. Four additional social science courses from any level.

*Students are reminded that the Pass/Not Pass option is not applicable to course requirements A through D above or to any additional requirements listed for specific major programs below.* Information and Computer Science 1A or 1B and Social Sciences 100A, however, may be taken Pass/Not Pass.

Courses used to meet requirements B through D above are included in the computation of the grade point average in courses required in the major program.

**Major Requirements:** Requirements for each of the majors in the School of Social Sciences are listed below. Courses taken to fulfill major requirements may be applied toward School requirements B through D above.

### **Anthropology**

School requirements must be met and must include 10 courses (40 units) as specified below:

- A. Social Sciences 2A.
  - B. Social Sciences 2B or 2C.
  - C. Three courses (12 units), one from each of three of the following topical areas in anthropology:
    - Social Sciences 131A, 131B.
    - Social Sciences 131N, 131Z.
    - Social Sciences 131E, 131J.
    - Social Sciences 131R, 131S, 131X.
  - D. Two courses (eight units) on geographical areas, selected from those numbered Social Sciences 134 or from a list of approved courses.
  - E. Three additional anthropology courses (12 units) selected from those numbered Social Sciences 30-39, 70C, 130-139, or from a list of approved courses.
- Students are strongly encouraged to take Social Sciences 35A early in their studies and Social Sciences 137A after they have had at least three courses beyond Social Sciences 2A, 2B, or 2C.

### **Comparative Culture**

School requirements must be met and must include 15 courses (60 units) as specified below:

- A. Two introductory social science courses (eight units), chosen from Social Sciences 1-8.
- B. Social Sciences 70A-B-C.
- C. Social Sciences 170A-B, plus three courses (12 units) selected from one or a combination of the following modules: Social Sciences 170; 171; 172.
- D. Three courses (12 units) selected from Social Sciences 172.
- E. Two courses (8 units) designated as Social Sciences 179 (Special Topics) or approved courses.

Students are also encouraged to take related courses outside the School of Social Sciences if such courses are appropriate to their educational goals.

### **Economics**

Students entering UCI prior to fall quarter, 1983, should refer to the 1982-83 UCI General Catalogue for applicable major requirements.

#### *Alternative 1*

School requirements must be met and must include 14 courses (56 units) as specified below:

- A. Social Sciences 12A-B-C; this course is prerequisite for almost all upper-division economics courses.
- B. All majors must demonstrate competence in probability and statistics prior to enrolling in any upper-division economics course, or they must be concurrently enrolled in an approved probability and statistics course. Students may satisfy this requirement by completing Social Sciences 11A-B-C, or an equivalent course, or by passing a probability and statistics examination administered by the School.
- C. All majors must demonstrate competence in calculus prior to enrolling in Social Sciences 111A, or must be concurrently

enrolled in a course in calculus. Students may satisfy the calculus requirement by completing Mathematics 2A or an equivalent course, or by passing an examination administered by the School.

D. Social Sciences 111A-B-C.

E. Four additional four-unit upper-division economics courses. At least one of the four courses must be research-oriented and involve the production of a significant research paper. This required paper may be approved by any faculty member in economics. It is strongly recommended that students take either the data analysis sequence (Social Sciences 101A-B-C) or the econometrics sequence (Social Sciences 101D-E-F).

#### *Alternative 2*

A student who has not completed the economics requirements specified above may obtain a B.A. degree in Economics by meeting the School requirements and following a program of study in the area, planned in consultation with a faculty advisor. The program is certified through a petition signed by the Dean and two regular members of the economics faculty. Students who wish to pursue this alternative are strongly advised to consult a faculty advisor well in advance of submitting a petition.

### **Honors Program in Economics**

To graduate in the honors economics program School requirements must be met and must include 19 courses (76 units) as specified below:

- A. Social Sciences 12A-B-C.
- B. Mathematics 2A-B-C and Social Sciences 11A-B-C or equivalent courses. These must be completed prior to taking Social Sciences H111A.
- C. Mathematics 3A or an equivalent course.
- D. Social Sciences H111A-B-C.
- E. Social Sciences 101D-E or equivalent.
- F. An honors-level research paper.
- G. A minimum of four additional upper-division economics courses.
- H. Achievement of a grade point average of at least 3.0 in upper-division economics courses taken to fulfill requirements.

### **Geography**

The course of study leading to the B.A. in Geography is not available at this time.

### **Linguistics**

#### *Theoretical and Formal Linguistics*

School requirements must be met and must include 14 courses (56 units) as specified below:

- A. One introductory course in linguistics, either Linguistics 50 or Social Sciences 3.
- B. Social Sciences 50A.
- C. Six upper-division courses with emphasis in linguistics: Social Sciences 141A, 141B, 141D, 142A, Linguistics 110, 112.

D. Six upper-division elective courses in linguistics chosen from: Social Sciences 141C, 141E, 142B, 142C, 142D, 149A, 151T, 157A, 157B, Linguistics 140, Information and Computer Science 162.

#### *General Linguistics*

May be taken as a Social Sciences or as a Humanities major. If taken as a Social Sciences major, School requirements must be met and must include 14 courses (56 units) as specified below:

A. One introductory course in linguistics, either Linguistics 50 or Social Sciences 3.

B. Two upper-division courses in each of the following modules:

A—Linguistics 110-119

B—Social Sciences 141 series (same as Linguistics 120-129)

C—Linguistics 130-139

D—Social Sciences 142 series (same as Linguistics 140-149)

E—Linguistics 150-159

C. One year (three courses) in a single foreign language. Students are strongly urged to study a non-Indo-European language (such as Hebrew, Arabic, Chinese, Japanese, Swahili) whenever available.

In addition, students may elect a third linguistics track in Applied Linguistics. For information on the requirements for this track as well as those for General Linguistics when taken through the School of Humanities, see page 163.

#### **Political Science**

School requirements must be met and must include 11 courses (44 units) as specified below:

A. Three introductory courses (12 units) in political science, Social Sciences 6A-B-C.

B. Two lower-division courses in political science (eight units).

C. Six upper-division courses in political science (24 units). Three of these courses must form a module.

**Honors Program in Political Science:** The honors program in Political Science, open to selected students, provides for advanced work in either of two areas: Theory and Research, or Internship and Research. Admission to the program is based on a formal application normally submitted during the fall quarter of the student's junior year. In order for an application to be considered, two conditions must be met. The student must have an overall grade point average of at least 3.2, and the student must have completed at least five political science courses (with a grade point average of 3.5 or higher) by the end of fall quarter of the junior year. Successful completion of the honors program requires attendance at the Honors Seminar and completion of an honors thesis.

#### **Psychology**

School requirements must be met and must include 15 courses (60 units) as specified below:

A. Social Sciences 7.

B. Two introductory courses (eight units) in the Social Sciences chosen from Social Sciences 2A or 2B, 3, 4, 8A.

C. Three upper-division psychology courses (12 units) chosen from the following core courses in psychology: Social Sciences 151U; 152D; 153G; 154A; 155B; 156A.

D. Nine additional courses (four or more units each) with emphasis in psychology, distributed as follows:

(1) No more than three of the nine may be lower-division.

(2) Three of the upper-division courses used to satisfy requirements C and D must be taken from *one* of the following modules: Social Sciences 141, 142, 151, 152, 153, 154, 155, 156.

(3) Courses in Biological Sciences or Social Ecology may be used in partial satisfaction of this requirement. Such courses must be chosen from the approved list of psychology-related courses in these disciplines.

**NOTE:** Psychology majors are strongly encouraged to take Biological Sciences 79-80-81 in partial satisfaction of the natural sciences portion of the breadth requirement (Category II). Furthermore, it is strongly recommended that students who intend postbaccalaureate work in psychology take Social Sciences 151A-B-C and Social Sciences 152F.

**Honors Program in Psychology:** The honors program in Psychology is open to selected students majoring in Psychology. It provides the opportunity for basic research in some area of psychology under faculty supervision. The program has a limited number of openings and seeks to attract outstanding students who plan to undertake postgraduate education in some field of the psychological sciences. Admission to the program is based on a formal application to the Psychology Honors Committee, normally submitted in the spring quarter of the sophomore year or the fall quarter of the junior year. Applicants should have an overall grade point average of at least 3.2 and a grade point average of at least 3.5 in psychology courses, although this requirement may be waived in unusual cases. Participants are expected to have taken or to take Biological Sciences 80 and 81 (or suitable substitutes), Social Sciences 151A-B-C, and Social Sciences 152F, and to enroll in the Honors Seminar in Psychology (H150A-B-C) each quarter. Participants also are expected to have completed or to complete course work beyond the level of the breadth requirement in one or more of the following areas: biological sciences, mathematics, computer science, physical science, linguistics, philosophy. Three of the six Honors Seminar courses may be used to satisfy Part D of the Psychology major requirements. To graduate in the honors program, a student must successfully complete requirements for the B.A. degree in Psychology with an overall grade point average of at least 3.2 and a grade point average of at least 3.5 in psychology courses. In addition, each student must successfully complete a senior honors thesis, as part of the Honors Seminar course work.

#### **Social Science**

Requirements for the B.A. degree in Social Science are met by completing the School requirements on page 201.

#### **Sociology**

School requirements must be met and must include 11 courses (44 units) as specified below:

A. Social Sciences 8A, 8B, and 8C.

B. One introductory course (four units) in Social Sciences, taken from Social Sciences 1-7.

C. Five of the following core courses in sociology (20 units). No more than two may be lower-division, and at least one must be taken from each set:

- (1) Social Sciences 61D, 161D, 161E, 161F, 161G, 161H.
- (2) Social Sciences 61A, 61B, 61E, 61F, 61G, 61P, 161I, 161K.

D. Two additional upper-division sociology courses, or approved substitutes (eight units).

### Double Majors

In order to double major within the School of Social Sciences, the following conditions must be met:

- (1) Normally, neither major program may be the general social science program.
- (2) Major and School requirements must be met for *both* majors with no overlap of courses except for those used to satisfy the mathematics, computer science, and introductory social science requirements. The mathematics and computer science courses need only be taken once. Only two introductory social science classes are needed, provided this also meets the requirements of both major programs. The same two-digit and upper-division courses may *not* be used to meet the requirements of more than one major program. For example, a student who wishes to major in psychology and anthropology may take one of the mathematics sequences, Information and Computer Science 1, and may use Introduction to Psychology and Introduction to Anthropology to meet the major and School requirements for both programs. However, two different sets of two-digit and upper-division courses must be taken to complete the major and School requirements of the two programs.

### Anthropology Minor Requirements

Requirements for the minor in Anthropology are met by taking seven anthropology courses (28 units) as specified below:

- A. Social Sciences 2A.
- B. Social Sciences 2B or 2C.
- C. Two courses (eight units), one from each of two of the following topical areas in anthropology:
  - (1) Social Sciences 131A, 131B.
  - (2) Social Sciences 131N, 131Z.
  - (3) Social Sciences 131E, 131J.
  - (4) Social Sciences 131R, 131S, 131X.
- D. One course (four units) on a geographical area, selected from those numbered Social Sciences 134.
- E. Two additional anthropology courses (eight units), selected from those numbered Social Sciences 30-39, 70C, 130-139, or from a list of approved courses.
- F. In addition, students must either satisfy the School mathematics and computer science requirement (School requirement A), or take three courses (12 units) or equivalent in a single acceptable foreign language.

### Comparative Culture Minor Requirements

Requirements for the minor in Comparative Culture are met by taking seven courses (28 units) as specified below:

- A. One course chosen from the Social Sciences 70A-B-C series.
- B. Six courses chosen from Social Sciences 170, 171, 172, 179 (no more than two from the 179 series).
- C. While students will be responsible for designing the minor according to the above guidelines, the curriculum for the minor should be planned in consultation with Comparative

Culture faculty. Curricula must receive prior approval from one faculty member in the program as well as the Chair of Comparative Culture.

### Economics Minor Requirements

Requirements for the minor in Economics are met by taking eight Economics courses (32 units), as specified below:

- A. Social Sciences 12A-B-C.
- B. Social Sciences 111A-B-C.
- C. A two-quarter sequence of upper-division Economics courses chosen from one of the following sets of courses: Social Sciences 101A-B, 101D-E, 113A-B, 113F-G, 113H-I, 114A-B-E-F-G (any two courses), 114C-D, 115A-B-G-K-Z (any two courses).
- D. In addition, the School mathematics and computer science requirement (School requirement A) must be satisfied.

### Political Science Minor Requirements

Requirements for the minor in Political Science are met by taking seven political science courses (28 units) as specified below:

- A. One course from the Social Sciences 6A-B-C series.
- B. Three upper-division political science courses, chosen from one of the Social Science modules numbered 120-128.
- C. Three additional courses in political science, chosen from those numbered Social Sciences 6, 20-29, or 120-129.

### Psychology Minor Requirements

Requirements for the minor in Psychology are met by taking seven psychology courses (28 units) as specified below:

- A. Social Sciences 7.
- B. Three upper-division psychology courses chosen from the following core courses in psychology: Social Sciences 151U, 152D, 153G, 154A, 155B, 156A.
- C. Three additional psychology courses (four or more units each) chosen from Social Sciences 50-59, 142, 151-159.
- D. In addition, the School mathematics and computer science requirement (School requirement A) must be satisfied.

### Sociology Minor Requirements

Requirements for the minor in Sociology are met by taking seven sociology courses (28 units) as specified below:

- A. Social Sciences 8A-B-C.
- B. Three of the following core courses in Sociology (12 units). No more than one may be lower-division and at least one must be taken from each set:
  - (1) Social Sciences 61D, 161D, 161E, 161F, 161G, 161H.
  - (2) Social Sciences 61A, 61B, 61E, 61F, 61G, 61P, 161I, 161K.
- C. One additional upper-division Sociology course (four units) chosen from those numbered Social Sciences 161 or 162.
- D. In addition, students must either satisfy the School mathematics and computer science requirement (School requirement A), or take three courses (12 units) or equivalent in a single acceptable foreign language.



## Transfer Students

**Freshmen and Sophomores:** Students transferring to UCI as freshmen or sophomores will fulfill the regular requirements of the four-year program either through work at UCI or through transfer credit for comparable work elsewhere.

**Juniors:** Junior transfers electing to major in one of the School's degree programs and with good records at other accredited colleges and universities normally will be presumed to have satisfied School requirement B and the University requirements, with the exception of the upper-division writing requirement of the breadth requirement (Category I). Students anticipating transfer to UCI in their junior year, however, should plan their programs so as to anticipate the special mathematics requirements of the program (School requirement A). Every effort will be made to accommodate individual variation in background, provided students are prepared to commit themselves to intensive work in areas of deficiency. Ordinarily, the typical two-year program for junior transfers is simply the last two years of the regular four-year program, except that students who have not satisfied the mathematics requirements of the School should plan to do so in the junior year and must do so before graduation.

**Seniors:** Students wishing to graduate with a degree in the School by transferring to UCI in their senior year should plan their work carefully to ensure that the requirements can be met in one year of residence. In general, differences between the program at UCI and programs elsewhere make senior transfers difficult.

## 3-2 Program with the Graduate School of Management

Outstanding students who are interested in a career in management and who will have completed all of the course requirements (including breadth requirements) for their bachelor's degree by the end of the junior year may apply to the Graduate School of Management's 3-2 Program. This cooperative program leads to a Master's degree in either Business Administration (M.B.A.), in Public Administration (M.P.A.), or Business and Public Administration (M.B.P.A.), along with the bachelor's degree. Students should apply early in the junior year. The minimum grade point average required is 3.2 overall. Completion of either the Graduate Management Admissions Test (GMAT) or the Graduate Record Examination (GRE) also is required prior to admission to the 3-2 Program. Upon admission, senior-year students will take courses in management which will count toward the 180 units needed to receive a bachelor's degree. Upon successful completion of the required courses and units, usually at the end of the first year in the 3-2 Program, the bachelor's degree will be awarded. The GSM master's degree will be awarded after completion of all the requirements for the advanced degree, usually at the end of the fifth year. For further information, students should refer to the Graduate School of Management section and contact their academic counselor.

## Concentration in Global Peace and Conflict Studies

### Participating Faculty

Francesca Cancian, School of Social Sciences  
Joseph DiMento, Program in Social Ecology  
Karl Hufbauer, School of Humanities  
Jon Jacobson, School of Humanities  
Gregory Kavka, School of Humanities  
Jon Lawrence, School of Physical Sciences  
Guy de Mallac, School of Humanities

Julius Margolis, School of Social Sciences  
Calvin McLaughlin, School of Biological Sciences  
Keith Nelson, School of Humanities  
Riley Newman, School of Physical Sciences  
Frederick Reines, School of Physical Sciences  
Caesar Sereseres, School of Social Sciences  
Rein Taagepera, School of Social Sciences  
John Whiteley, Program in Social Ecology

The Concentration in Global Peace and Conflict Studies is an interdisciplinary curriculum designed to introduce the student to the phenomenon of international violence in the twentieth century, with particular attention to the danger of nuclear war and the challenge of creating a satisfactory and enduring peace. Though the Concentration as such can be elected by any student in the School of Humanities, the School of Social Sciences, or the Program in Social Ecology, the courses of the Concentration are open to all UCI students.

Participants in the Concentration must complete the equivalent of nine courses, beginning in the sophomore year with an introductory series and culminating with the Peace and Conflict Forum and its related Seminar, usually taken during the senior year. The student selects the remainder of the courses comprising the Concentration from an approved list of upper-division courses and must organize these choices in consultation with a panel of the participating faculty into a coherent interdisciplinary program complementary to the student's major.

### Requirements for the Concentration:

Three lower-division courses: History 11 (Introduction to Peace and Conflict), Social Science 26D (The Nuclear Arms Race), Physics 16 (Physics of Nuclear Weapons)

Five relevant upper-division courses selected from the following: History 146B (U.S. Foreign Relations Since World War II), Social Sciences 123G (U.S. Foreign Policy), Social Sciences 123I (U.S. National Security), Social Sciences 113E (Political Economy of National Defense), Social Sciences 122A-B (Soviet Society and Politics), History 133A-B-C (European International History: 1870-1985), Philosophy 182 (Issues in Social Philosophy; 1985-86 topic is morality and nuclear weapons), Humanities 198 (topic in 1985-86 is foundations of nonviolence), Social Ecology 190A-B-C (Social Ecology of Peace), Social Sciences 161Z (Men and War), Social Sciences 115S-T-U (Political Economy of International Relations).

A minimum of two quarters of Humanities 180 (same as Social Sciences 123S or Social Ecology E184)—Peace and Conflict Forum—totaling two units, taken during the senior year.

One quarter of Humanities 181 (same as Social Sciences 123E or Social Ecology E185)—Peace and Conflict Seminar—totaling two units, taken during the fall and winter quarters of the senior year.

Further information concerning the Concentration in Global Peace and Conflict Studies is available from selected faculty representatives in Social Science Tower 531, Humanities Office Building 300A, or Social Ecology 356.

## Concentration in Religious Studies

The undergraduate Concentration in Religious Studies encourages the student to examine religion and religious phenomena in the context of the several disciplines represented in the Schools of Humanities, Fine Arts, and Social Sciences. The Concentration, which is available with any major offered by these three Schools, is, for the most part, made up of courses already offered in the undergraduate curriculum; it allows the student to organize these courses, however, into a program complementary to the student's major. It is the objective of the Concentration that participating students expand their appreciation and understanding of religion in the context of their own major discipline while also developing critical abilities in the area of religious studies in its own right. While the Concentration takes as its subject all religion and religious phenomena and courses are offered in non-Western religious subjects, the academic specialties of the majority of the contributing faculty lie in Western traditions.

Students electing the Concentration are required to take eight one-quarter courses from those approved for the Concentration. The courses are gathered into three generic categories: religious theory and comparative religions, canonical literature, and topics in religious studies. Students take two courses from each category as well as two additional courses from among those approved for the Concentration. For further information and a quarterly list of courses available, please contact the Coordinator of the Concentration, 343 Humanities Office Building.

## Anthropology and Linguistics

Historically there have been close ties between anthropology and linguistics. In the past, many linguists were originally trained as anthropologists, and many anthropologists have focused their research on aspects of linguistic structure. Linguists who work on unfamiliar languages benefit from training in anthropological field methods and elicitation techniques.

Recommended courses for those majors in Anthropology who have a special interest in language, and for majors in Linguistics with a special interest in anthropology, are the following: Social Sciences 3 (or Linguistics 50), 135D-E, 131N, 141A, 141F, 157B, Linguistics 110 and 133. For the linguistically oriented Anthropology major, the basic courses in linguistic structures (syntax, phonology, and semantics) are essential, while the Anthropology courses in collection and analysis of data are essential to the Linguistics major with an interest in field work. To complete a major in Anthropology or Linguistics, both School and major requirements must be completed.

## Planning a Program of Study

Since there are many alternative ways to plan a program, some of which may require careful attention to specific major requirements, students should consult with their assigned faculty advisors or visit the Undergraduate Advising Office (122 Social Science Tower) to design an appropriate program of study.

Students who elect one of the Social Sciences majors in their freshman year might begin by taking the one-digit courses required by their major and one of the mathematics sequences listed under Part A of the School requirements. It is a good idea to take these courses early since they include fundamental concepts that will be widely applicable in more advanced courses. In addition, the lower-division writing requirement of the breadth requirement (Category I) should

be completed during the first year. In the sophomore year, the student might complete the course on computing, three courses toward the breadth requirement, four courses in the social sciences, and four electives. Students who are planning to go on to graduate school can use their freshman and sophomore years to advantage by taking courses in theory, research methods, mathematics, and other areas important to graduate study. In the junior and senior years, the student should take courses in the major area and should create an individualized program of study through a combination of courses and course modules which fall in an area of interest. Particular attention should be paid to planning a program of study that will ensure that major requirements are met prior to graduation.

## Teaching Credentials

Students planning to seek State of California teaching credentials in social science should discuss their undergraduate curriculum plans with the School's academic counselors. Students completing any of the B.A. programs in the School qualify for a waiver of the Single Subject Credential Examination in social science. For additional information about teaching credentials, see the Teacher Education section.

## Mathematics and Social Science

The mathematics requirement stems from the nature of modern social science. The concepts and terms of mathematics, statistics, and computers are an important part of the social scientist's vocabulary. Basic knowledge of these tools is necessary to an understanding of current literature in the social sciences, to the analysis of data, and to an intelligent use of social science models. Each candidate for a degree in the School of Social Sciences is expected to have a basic knowledge of probability, statistics, and computing. In addition, for students who are preparing for graduate school in an area of social science, it will be important to supplement the minimal mathematics requirements with additional courses related to mathematics and social science methodology. The particular courses which would be recommended are not specified here, however, since they are highly dependent on the major emphasis of the student. Students who are preparing for graduate study should consult their advisors to determine a program of study which will give them the research skills necessary for successful graduate work.

## Graduate Programs

Graduate education within the School of Social Sciences is administered by faculty groups in Cognitive Sciences, Comparative Culture, Economics and Public Policy, Mathematical Social Sciences, Politics and Society, and Social Relations (including graduate anthropology). Doctoral students may be admitted to one of six established concentrations: Cognitive Sciences, leading to the Ph.D. in Psychology; Comparative Culture, leading to the Ph.D. in Comparative Culture; Economics, leading to the Ph.D. in Economics; Social Networks, leading to the Ph.D. in Social Science; Politics and Society, leading to the Ph.D. in Political Science; and Social Relations, leading to the Ph.D. in Social Science. When the interests of the student lie outside of or across the areas encompassed by

the recognized groups, the Associate Dean of Graduate Studies, School of Social Sciences, may appoint a faculty committee of at least three members to guide an independent course of study leading to the Ph.D. degree in Economics, Political Science, Psychology, or Social Science.

Although the School does not offer other programs leading to a Master of Arts degree, the M.A. degree in Comparative Culture or Social Science may be conferred upon doctoral students who satisfy the requirements of the Division of Graduate Studies and Research.

## Admissions

Potential graduate students should apply to the Division of Graduate Studies and Research for admission to the graduate program of the School of Social Sciences, indicating the title of the degree which they intend to pursue (Ph.D. in Comparative Culture, Economics, Political Science, Psychology, or Social Science), and the academic area in which they expect to concentrate. In addition to the Division admission requirements, each group may prescribe special requirements or expectations of applicants. All applicants are required to submit scores for the Graduate Record Examination General Test. Letters of recommendation are an important factor in the admission decision.

## Financial Support

Limited financial support in the form of teaching assistantships and fellowships is available to qualified students. There may be research assistantships available under grants to individual faculty. Students are expected to seek such aid as they are eligible for from sources external to the University.

## General Requirements for the Ph.D. Degree in Economics, Political Science, Psychology, or Social Science

The general requirements for the Ph.D. in Economics, Political Science, Psychology, or Social Science (in addition to those which apply to all UCI graduate students) are summarized below. Each recognized group within the School of Social Sciences may describe additional requirements, subject to the approval of the Graduate Council.

### Length of Study

The faculty envisages a student's Ph.D. program to be of approximately four to five years' duration.

### Residence

Because the intellectual training the School proposes requires full-time study and constant contact with the faculty, the School does not accept part-time students.

### Language

A knowledge of one foreign language, appropriate to the student's research concerns, is required. Each student's group or candidacy committee will prescribe specific requirements. For those proposing to engage in field research, this may involve interviewing capabilities.

### Quantitative Methods

Candidates for the Ph.D. degrees in Economics, Social Science, Political Science, or Psychology must satisfy a quantitative methods requirement. This may be met by (1) satisfaction of the quantitative methods requirement of the student's group, or (2) completion of two years of college-level mathematics, statistics, logic, or applications of statistics to social science research problems, in courses approved by the student's group or committee. In the latter option, courses may include one computer science course; ordinarily at least one year of these quantitative methods courses will be taken during the student's graduate career.



## Examinations

The scope and format of the qualifying examinations will be determined by the student's candidacy committee. These examinations may be written or oral, or both, and usually will be conducted after approximately two years of residence. Also, a student may be required to take additional examinations, submit research papers, or conduct experiments which the committee deems appropriate to the student's interests and goals. Upon satisfactory completion of the qualifying examinations, and approval of the dissertation topic, the candidacy committee will recommend that the student be advanced to candidacy for the Ph.D. degree.

## Dissertation

Following advancement to candidacy, the dissertation is supervised by a doctoral committee ordinarily consisting of three members of the candidacy committee. The purpose of the dissertation is to demonstrate the student's ability to originate significant research problems, to investigate such problems both broadly and deeply, and to write scholarly material of publishable quality.

## Cognitive Sciences Group

William Batchelder: Mathematical Models, Measurement, and Cognitive Processes

Isabel Birnbaum: Learning and Memory

Hagit Borer: Theoretical Syntax, Cognitive Theories, Theoretical Phonology

Myron Braunstein: Visual Perception and Computer Applications

Tom N. Cornsweet: Visual Psychophysics and Psychophysiology

Richard Degerman: Multivariate Analysis and Perception

Donald Hoffman: Human and Machine Vision; Cognitive Science; Artificial Intelligence

Tarow Indow: Mathematical Psychology and Perception

Mary-Louise Kean: Linguistics and the Biology of Language

David LaBerge: Human Attention; Experimental Psychology

Edward H. Matthei: Language Development, Psycholinguistics, Child Development

Louis Narens: Measurement and Logic

W.C. Watt: Cognitive Semiotics

Kenneth Wexler: Theoretical Psycholinguistics

John I. Yellott, Jr.: Mathematical Models and Visual Perception

The Cognitive Sciences group is made up of certain faculty of the School of Social Sciences and of graduate students who are pursuing the Ph.D. in Psychology, all of whom share common research interests in human cognition.

The Cognitive Sciences group is concerned with how the human mind works. It conducts research and provides advanced graduate training in cognitive psychology and theoretical linguistics. The group lays special stress on precise scientific approaches to issues in human cognition. It views the formation of formal models as instrumental in understanding the nature of the human mind.

The group takes as its intellectual domain the following: mathematical psychology, perception (visual and auditory), cognitive development, problem solving, artificial intelligence, learning, memory, psycholinguistics, semiotics, and theoretical linguistics. It does not emphasize traditional training in psychology or linguistics per se; rather, it stresses the integration of research in the areas mentioned above, and in related areas, into a discipline whose central focus is the study of human knowledge and human information processing, regardless of the medium in which it is expressed.

### Admissions

In addition to meeting the general requirements for admission, applicants should have acquired a background in mathematics equivalent to at least one year of calculus. Advanced courses in some of the following fields are considered highly desirable: computer science, mathematics and the physical sciences, biology, logic, and linguistics. Each admission application will be considered on its own merits.

### Requirements

Each student is expected to take two three-course graduate sequences. The first is a three-quarter methods sequence covering the areas of probability and statistics, experimental design, and mathematical models of language (Social Sciences 241A-B-C). The other is a proseminar sequence covering areas such as learning, memory, perception, and linguistics (Social Sciences 242A-B-C). Suitable substitutes may be made with written approval of the group. Additional advanced course work in other fields relevant to the student's interests will supplement the required courses. Students are expected to enroll in the Cognitive Sciences Research Seminar (Social Sciences 240A-B-C) during all quarters in residence prior to advancement to candidacy.

Each student is expected to carry out theoretical/empirical research during the first two years. By the end of the second year, each student should have completed a research project of a scope and nature that would be potentially publishable in

a relevant journal. The student's advisor is responsible for assisting in the planning and other facets of the project. Students are expected to write a paper based on their research and to present a talk to the "Cognitive Sciences Seminar" or another appropriate forum by the end of the spring quarter of their second full year in the graduate program.

### Reviews

At the end of each academic year the faculty in the group will meet to discuss the progress of each of its students and to provide feedback on the progress and perceived deficiencies of each student.

The advancement-to-candidacy examination will consist of an oral examination and, at the faculty's option, a written examination as well. Normally this step will be completed by the end of the third or beginning of the fourth year of the program. The examination will be based on the student's dissertation proposal. A student who fails the examination twice will be asked to withdraw.

Prior to submission of the final version of the dissertation the student will be expected to defend the dissertation in a public colloquium.

## Comparative Culture Group

Dickson D. Bruce, Jr.: American Social and Cultural History

Peter Clecak: Social Theory, Classical and Contemporary Marxism, Postwar U.S. Society and Culture, American Higher Education

Raul Fernandez: Economics, Marxist Studies, Latin American and Chicano Culture

James J. Flink: American Social and Cultural History, Historiography, Comparative American Cultures, Automobile History, History and Sociology of Jazz

Gilbert Gonzalez: U.S. History (Progressive Movement in Education, Education History of U.S.), Latin American History, Chicano and Latin American Cultures, Chicanos and the Educational System

Joseph G. Jorgensen: Mathematical Comparative Ethnology, Native American Language and Culture, Explanations, Theory, and Method in Social Inquiry

Carlton Moss: The Media and Their Impact on Society

Dickran Tashjian: American Art and Literature, Material Culture

Douglas R. White: Anthropology, Social Networks and Relations, Cross-Cultural Comparison, Mathematical Models of Social Constraints, Decision-Making Networks and Social Processes

Joseph L. White: Black Psychology, Community Mental Health, Child Development, and Psychotherapy

The doctoral program in Comparative Culture emphasizes study centering on the cultures of the United States, including dominant and minority cultures and their antecedents. The program is designed to meet the following objectives: to educate interdisciplinary intellectuals—research scholars and teachers—in ethnic studies; to study the range of cultures found in America on a comparative basis; to provide the resources in literature, religion, myth, and the arts that will enable students to become expert analysts of these expressive forms in history and social science and that will enable other students to become expert analysts of culture from the perspective of social inquiry.

### Admission

Requirements and standards for admission into the program are in keeping with those of the University of California as a whole. Students with a B.A. degree will be considered for admission on the basis of past academic performance and present academic interests. In addition to the general application material, Graduate Record Examination General Test scores are required. Applicants who are admitted to the program begin their study in the fall quarter of the academic year. The deadline for applications is February 1.

### Residence

Although the University residence requirement for the Ph.D. is a minimum of six quarters, doctoral students in Comparative Culture must complete three years of course work (108 units). Normally, three courses (12 units) will be completed per quarter.

### Required and Elective Courses

The program requires 21 courses (84 units for the doctorate). Courses are selected in consultation with the academic advisor, to prepare the student for the comprehensive first-year examination, the qualifying examination, and the development of a dissertation topic.

*The Proseminar in Expressive Forms (Social Science 270A-B)* and *the Proseminar in Social Inquiry (Social Science 273A-B)* are required of all first-year graduate students. In addition each student must enroll in five approved electives. Electives may be taken in Comparative Culture or other areas pertinent to the program.

During the second year, a course sequence in Nondominant American Classes and Cultures (Social Science 274A-B) is required of all doctoral students. For students emphasizing Social Inquiry, Cross-Cultural Comparisons, a methodological sequence (Social Science 275A-B-C) is also required while Expressive Forms students must complete a methodologies sequence (Social Science 276A-B-C) or approved alternative courses. Each second-year student must enroll in four approved electives totaling 16 additional units.

During the third year, all doctoral students must enroll in three approved electives (12 units).

All graduate students, including Teaching Assistants and Associates, are expected to enroll for a minimum of 12 units of academic credit (ordinarily, three courses) each quarter. Any student who wishes to take more than four courses (16 units) must petition the Graduate Committee and gain the approval of the Dean of Graduate Studies and Research.

Incomplete grades will not be assigned for year-long courses except under extenuating circumstances.

### Credit for Previous Academic Work

Students entering with an M.A. degree may request credit for a maximum of nine courses (36 units). These courses might be accepted in lieu of electives. A written petition requesting acceptance of previous work in lieu of electives should be made to the Graduate Committee after consultation with the academic advisor. Approval of the School's Associate Dean of Graduate Studies is required.

### Language Requirements

One foreign language and one "alternate skill" are required. The language will be decided upon by the student in consultation with the advisor. The language requirement must be satisfied either through a standard ETS examination or by another method approved by the Graduate Committee. The "alternate skill" may be another language, or a sequence of two courses in statistics, linguistics, or computer science, or

some acceptable skill, necessary for research, from the arts. Both the language and the alternate skill must be satisfied before the qualifying examination can be taken.

### Comprehensive First-Year Examination

Prior to the commencement of class work for the fall quarter, second-year doctoral students are administered a comprehensive examination which covers the materials from the two proseminars offered during the first year, including reading lists provided in those seminars. An ad hoc examination committee appointed by the Chair reads the examinations. It is possible for students who fail this examination to take it a second time. A second failure results in academic disqualification and no degree will be awarded. A student who passes the first or second examination may be awarded the M.A. degree.

On the basis of students' performance in courses and on the comprehensive examination, the program faculty will decide which students to invite to continue studies toward the Ph.D. degree.

### Master of Arts Degree

Those doctoral students who pass the first-year comprehensive examination but do not continue beyond that point, or those who have passed the Ph.D. Qualifying Examination, may be awarded the Master of Arts degree by (a) completing 36 units (nine courses), 24 units (six courses) of which must be in Comparative Culture and 12 units (three courses) of which are approved electives in Comparative Culture or a related area; and (b) demonstrating proficiency in a second language or an alternate skill.

### The Ph.D. Qualifying Examination

A Ph.D. Qualifying Examination is scheduled after the completion of course work and language requirements and is based upon the program courses and electives taken by the student during the second and third years. A faculty committee (normally the student's advisory committee) appointed in the name of the Graduate Council is responsible for conducting the qualifying examination. This committee normally consists of five members of the UCI Academic Senate or persons with equivalent qualifications, and will include at least one member who does not hold a faculty appointment in Comparative Culture. The committee recommends advancement to candidacy for the Ph.D. if the candidate successfully completes the qualifying examination.

Students who fail the qualifying examination may, upon petition, take it a second time. Two failures result in academic disqualification.

### The Dissertation

The final requirement for the Ph.D. degree is completion of a dissertation which is approved by the doctoral committee appointed by the Graduate Council.

## Economics and Public Policy Group

Duran Bell: Formal Models, Labor Economics  
 David Brownstone: Econometrics and Industrial Organization  
 Michael L. Burton: Cognitive Anthropology, Economic Anthropology, Cross-Cultural Comparisons, Gender Roles  
 Frank Cancian: Anthropology, Social Stratification, Economic Anthropology, Agriculture, Mexico  
 Arthur S. DeVany: Theory of Markets, Transportation, Labor Economics, Industrial Organizations  
 Stephen Erfle: Industrial Organization, Regulation, Consumer Theory  
 Gordon J. Fielding: Urban Theory and Transportation Policy  
 Maxwell Fry: Monetary Economics and Financial Institutions  
 Amihai Glazer: Industrial Organization and Policy Analysis  
 Bernard Grofman: Public Choice, Law and Economics, Models of Collective Decision Making  
 John Johnston: Econometrics  
 Shulamit Kahn: Labor Economics  
 Sheen T. Kassouf: Econometrics, Economics of Uncertainty  
 Kevin Lang: Labor and Econometrics  
 Charles A. Lave: Transportation Policy, Economics of Energy, Social Change  
 David M. Lilien: Macroeconomics, Labor Economics and Applied Econometrics  
 Julius Margolis: Economic Analysis of Government Behavior: Positive and Normative  
 Kenneth Small: Urban Economics, Econometrics, Transportation Economics  
 Carole Uhlaner: Comparative Political Participation, Formal Models of Political Behavior

The Economics and Public Policy group, drawing upon the School's strong quantitative tradition, specializes in econometric techniques applied to government behavior, labor economics, transportation economics, and urban economics. Admission is limited to students whose interests mesh closely with those of the faculty. By requiring a high degree of overlap between faculty and student research interests, the program offers extensive faculty contact within a tutorial framework. Motivated and well-qualified students find the UCI graduate program in economics highly attractive because of its great flexibility. Self-discipline and an inquiring mind are prerequisites.

### Requirements

All students must show competence in microeconomic theory, macroeconomics, and econometrics. Normally this is done by taking a three-course sequence in each of these areas. Students also must master two fields of applied economics by taking a two-course sequence (possibly including independent reading courses) and writing a research paper in each. Students also must enroll for at least four quarters in the graduate colloquium, in which attendance at regular Economics faculty research colloquia is supplemented by discussion of the papers presented and additional reading. Students are encouraged to become conversant with areas of current economic research early on in their graduate careers, in order to facilitate a timely transition from meeting course and field requirements to thinking through a dissertation research plan. After meeting the above requirements, the student will be advanced to candidacy upon completion of an oral examination on a written dissertation proposal.

The School of Social Sciences has strengths in formal social analysis which are valuable adjuncts to economic theorizing about the public sector. Faculty members are affiliated with two Organized Research Units, the Institute of Transportation Studies and the Public Policy Research Organization. Public policy and economics are central issues of both organizations, which provide funding for some graduate students who select public policy or transportation as a specialized field. The existing academic programs in medicine and social ecology also provide intellectual support.

## Research Facilities

UCI is a major research university and has an excellent library with a collection of more than one million volumes, as well as special interlibrary loan arrangements with other UC libraries. The School of Social Sciences provides a computer room, conference rooms, and offices for graduate students. Students have access to several campus computers, in addition to smaller facilities within the School. Two organized research units—the Institute of Transportation Studies and the Public Policy Research Organization—provide research opportunities and financial support for several graduate students with interests in those fields. Students may also participate in many individual faculty research projects.

### Admission

Deadlines for application for admission are March 1 for fall quarter, October 15 for winter quarter, and January 15 for spring quarter. Late applications for fall admission will be considered until July 1 on a space-available basis. All applicants must take the Graduate Record Exam (GRE) prior to the application deadlines. Verbal, quantitative, and the Economics Subject Test scores are required.

## Mathematical Social Science Group

William Batchelder: Mathematical Models, Measurement, and Cognitive Processes  
 John P. Boyd: Mathematical Anthropology and Systems Theory  
 Michael L. Burton: Cognitive Anthropology, Economic Anthropology, Cross-Cultural Comparisons, Gender Roles  
 Michael Butler: How People Learn and How They Can Learn Better  
 Douglas Chalmers: Problem Drinking, Social Psychology, and Human Rule Systems  
 Richard Degerman: Multivariate Analysis and Perception  
 Linton Freeman: Network Models of Social Structure  
 Tarow Indow: Mathematical Psychology and Perception  
 Jerome Kirk: Sociology, Social Anthropology, Social Psychology, Social Control, and Politics  
 Louis Narens: Measurement and Logic  
 Robert Newcomb: Statistics, Research Methods in the Social Sciences and Education, Use of Computers in Education  
 A. Kimball Romney: Experimental and Psychological Anthropology  
 David A. Smith: Urbanization, Comparative/Historical Sociology, Political Sociology, World-System Analysis  
 Christian Werner: Mathematical Social Science  
 Douglas R. White: Anthropology, Social Networks and Relations, Cross-Cultural Comparison, Mathematical Models of Social Constraints, Decision-Making Networks, and Social Processes

The group in Mathematical Social Science group offers a graduate concentration in Social Networks. Social Networks embodies parts of the traditional foci associated with sociology, anthropology, social psychology, political science, and human geography and draws heavily on new techniques that are being developed in applied discrete combinatorics and in applied statistics. Social Networks is not, however, coincident with any of these disciplines. Rather, it stresses the development of a perspective that focuses on the patterns or forms of the structures of relations that link persons or other social actors together into coherent wholes.

Thus, Social Networks has abstracted out the *structural* parts of each of these fields. It is concerned with problems of representing such structures, both statistically and dynamically, and with exploring the implications of structural form for individual and collective behavior. In addition, the networks perspective has important applications in the study of international relations, organizational behavior, health and mental health, and human communications research.

### Admission

The graduate concentration in Social Networks seeks qualified graduate students who are well-trained in either (a) a structural approach in some traditional social science discipline and willing to learn the appropriate mathematical skills to do research in social networks, or (b) mathematics and willing to learn a set of social science orientations and models. Students normally are expected to have a grade point average above 3.0 and scores on the two parts of the Graduate Record Examination (GRE) General Test which total more than 1,100. Decisions on admission are strongly influenced by letters of recommendation and the statement of student interest. International students will be evaluated primarily on the basis of letters of recommendation and completed seminar or research papers, but GRE scores are required in all cases.

### Requirements

Students are encouraged to develop their own research foci and specializations within the general social networks perspective. All students are expected to become acquainted with the general perspective and to develop a minimum set of formal and methodological skills.

A set of core courses has been developed that is aimed at acquainting incoming students with theoretical, mathematical, and methodological tools for the study of social networks. Selection of other course will be by agreement between the student and their advisor. In addition to relevant courses offered throughout the School, courses specifically tailored for students in Social Networks are offered by the Mathematical Social Science Group faculty on a regular basis.

### Reviews and Examinations

Students enrolled in the concentration are expected to meet the requirements of UCI and the School as well as those of the concentration. In addition, each student is reviewed three times to ascertain progress.

The first review is conducted by Mathematical Social Science Group faculty on the basis of each student's first-year performance. The review results in a faculty-student conference in which a recommendation is made for continuation or withdrawal.

The second review concerns the student's qualification for advancement to candidacy and is conducted by a committee consisting of at least three faculty from the Mathematical Social Science Group along with two others from the campus or one from the campus and one from another University of California campus. The examination is designed to assess the likelihood of the student's successfully completing the Ph.D. dissertation and is based on the student's dissertation research proposal as well as on the progress in course work. Students are expected to complete this examination on or before the end of their third year of residence.

The third review is a dissertation defense. The defense will be in the form of a public colloquium presentation. The faculty may recommend revisions, after which the dissertation may be submitted for the doctoral degree in Social Science.

### Politics and Society Group

Michel Crozier: Organizational Sociology, Public Administration  
James Danziger: Urban Political Systems, Public Policy Analysis, and Technology and Politics  
David Easton: Political Systems, Political Structures  
Harry Eckstein: Macropolitics and Authority Relations  
Creel Froman: Human Analysis  
Bernard Grofman: Mathematical Models of Collective Decision Making, Formal Democratic Theory, Sequential Decision Making, and Politics of Small Groups

Jerome Kirk: Sociology, Social Anthropology, Social Psychology, Social Control and Politics  
Julius Margolis: Economic Analysis of Government Behavior  
Kristen R. Monroe: Political Economy, Rationality, American Politics, Methodology  
Mark P. Petracca: American Political Institutions (Presidency and Congress), Interest Organizations, Public Policy, Power and Political Discourse  
M. Ross Quillian: Mass Communication, Participatory Forms of Social Organization, Sociological Theory, Sociology of Science, and Artificial Intelligence  
Shawn Rosenberg: Political Psychology, Cognitive Psychology, Public Opinion  
William Schonfeld: Authority, Democratic Theory, and Comparative Politics  
Caesar Sereseres: U.S. Foreign Policy, U.S.-Latin American Relations, Mexican-American Politics  
Rein Taagepera: Mathematical Models and Quantitative Analysis of Elections, Inequality, Arms Races, Growth-Decline Phenomena and Soviet Baltic Area Studies  
Carole Uhlaner: Comparative Political Participation, Formal Models of Political Behavior  
Martin Wattenberg: American Political Behavior and Institutions

The group in Politics and Society is composed of faculty and students trained in various disciplines who share a common interest in authority, participation, and public policy formation. Members are committed to studies involving the application of social science theory to the analysis of political and social behavior and structures and to the solution of social issues. The Ph.D. is granted in Political Science.

The group places special emphasis on recruiting students who propose to pursue research in the following areas: (a) authority, power, and value allocations relating to public policy, to organization, to participation, and to relationships within and between social and political units; (b) change and structure of cultures and of social and political units; and (c) empirical theory, mathematical models, and quantitative analysis of political phenomena.

Faculty are currently conducting research on authority relations, organizational theory, and bureaucratic behavior; systems theory; political structure; psychology and politics; economic models of political behavior; mass media and society; democracy and participation; public policy; political thought; quantitative political science; foreign policy and international relations; and comparative politics with an emphasis on Europe and Latin America.

Two organized research units are affiliated with the group: the Institute of Transportation Studies and the Public Policy Research Organization. Both sponsor theoretical and applied research on social issues. The Focused Research Program in Authority Studies also offers research opportunities for graduate students in political science.

### Admissions

Students are normally expected to have a grade point average above 3.0 and scores on the two parts of the Graduate Record Examination (GRE) General Test which total over 1,100. Decisions on admission are strongly influenced by letters of recommendation and the statement of student interest. International students will be evaluated primarily on the basis of letters of recommendation and completed seminar or research papers, but GRE scores are required in all cases.



### Requirements

The following are in addition to the general School and campus requirements. Each year a core program, focusing on major substantive areas as well as research methods, will be outlined for entering graduate students. Those who have not already taken college mathematics are required to take at least three quarters of approved mathematics or statistics courses. At the completion of the first year, the performance of each student is reviewed and the faculty will indicate whether the student should continue. Attendance in a colloquium series also is required for all graduate students during their first two years in residence.

### Reviews and Examinations

Students ordinarily are expected to maintain a grade point average of 3.5 or better. At the completion of the first year a review of performance in the core program will be conducted for each student by the Politics and Society faculty. At that time, an advisory committee of three faculty will be identified to supervise the examinations leading to advancement to candidacy for the Ph.D. By June 1 of each year, the approval of the advisory committee must be obtained for the student to be eligible for financial support during the subsequent academic year.

A set of written examinations, normally taken at the end of the second year of study, tests competency in a set of major domains of intellectual inquiry determined by the student and the advisory committee. Upon successful completion of these comprehensive examinations and demonstration of competence in mathematics and a foreign language, a formal candidacy committee is appointed to oversee the final qualifying examination and formal advancement to candidacy. Students are expected to advance to candidacy by the ninth quarter of graduate study.

After the student advances to candidacy, the doctoral committee, usually composed of three members of the candidacy committee, supervises work toward completion of the dissertation.

### Social Relations Group

John P. Boyd: Mathematical Anthropology and Systems Theory  
 Michael L. Burton: Cognitive Anthropology, Economic Anthropology, Cross-Cultural Comparisons, Gender Roles  
 Francesca M. Cancian: Sociology, Social Movements, Social Change, Theory, Family and Friendship, Gender Roles  
 Frank Cancian: Anthropology, Social Stratification, Economic Anthropology, Agriculture, Mexico  
 Benjamin N. Colby: Anthropology, Culture Theory, Artificial Intelligence, Narrative Comprehension, Social Pathology  
 Charles A. Lave: Transportation Policy, Economics of Energy, and Social Change  
 Jean C. Lave: Anthropology, Cross-Cultural Research on Cognition, Comparative Models of Social Organization  
 Karen Leonard: Social History of India, Comparative History of Women and the Family, Asian-American Social History  
 Craig MacAndrew: Psychology, Personality Theory  
 Duane Metzger: Cognitive Anthropology, Belief Systems and Semantic Analysis  
 Robert Newcomb: Statistics, Research Methods in the Social Sciences and Education, Use of Computers in Education  
 Nadine R. Peacock: Biological Anthropology  
 A. Kimball Romney: Experimental and Psychological Anthropology  
 Shawn Rosenberg: Political Psychology, Cognitive Psychology, Public Opinion  
 David A. Smith: Urbanization, Comparative/Historical Sociology, Political Sociology, World-System Analysis  
 Douglas R. White: Anthropology, Social Networks and Relations, Cross-Cultural Comparison, Mathematical Models of Social Constraints, Decision-Making Networks and Social Processes

The faculty in Social Relations shares with traditional anthropology an interest in whole systems and a willingness to consider long- as well as short-run sociocultural effects. It has a commitment to include the meaning and content of the actions, events, and phenomena it studies, from the micro- to the macro-level. The faculty also is concerned about similarities and differences among people living at different times and in different places. Unlike the main interests of traditional anthropology, however, those of the Social Relations faculty are not limited to small communities or to traditional forms of data collection or analysis. In addition, the program leading to the Ph.D. in Social Science with emphasis in anthropology is distinct from more traditional anthropology programs in that it includes no requirements in archaeology or physical anthropology.

### Admissions

The faculty welcomes students from diverse educational and social backgrounds. Students who have research interests corresponding to those of specific faculty members are especially encouraged to apply to this apprenticeship-type program. They should familiarize themselves with the publications of the faculty before applying.

### Requirements

Students are admitted by the entire Social Relations faculty. Each new student is assigned an advisor who serves until a three-person committee is formed, which occurs by the middle of the second year of residence. The committee oversees the student's academic work and ordinarily is chaired by the faculty member with whom the student plans to work most closely.

A core seminar which meets weekly throughout the year is required of first-year graduate students. Students are expected to attend the Social Relations Colloquium Series throughout their graduate careers. In addition, two quarters of statistics, mathematics, computer science, or other appropriate analytical methods are required. Normally these will be completed during the first two years of study.

### Reviews

During the first year each student will prepare an original paper under the committee's direction. The paper will be presented by the student at a meeting of the Colloquium Series, normally during the spring quarter of the first year. The student's committee members will provide the student with a detailed written critique of the paper as part of the first-year evaluation of the student's overall progress.

The second review takes the form of an advancement-to-candidacy examination. This ordinarily is conducted by the student's committee and two additional faculty members from the campus. Students are expected to take this examination no later than the spring quarter of their third year.

Satisfactory completion of the dissertation is the final requirement in completing the Ph.D.

### Foreign Language

A speaking or reading knowledge of one foreign language is required.



## Courses in Social Sciences

Courses in the School do not invariably resemble conventional university courses either in content or in format. Students at any level are encouraged to suggest areas of individual study and may (with faculty approval) pursue any intellectually challenging area within the social sciences. Such courses may include special seminars, study projects, individual papers, or any other useful educational activity. The faculty encourages students to present evidence that they have done interesting and original work and to receive official credit for that work by enrolling in an individual study course. Such courses are numbered 198 and 199 (undergraduate) and 299 (graduate).

Students from other schools are encouraged to take courses and talk with faculty within the School. In addition to the introductory courses, many of the upper-division courses are open to students without previous work in social science. Since many of the courses touch on several areas of social science, a list of major areas of concentration or 'emphases' is often included in the description of a course. The classification terms used for this purpose are anthropology, comparative culture, economics, geography, political science, psychology, and sociology. Most upper-division courses are arranged in modules in order to provide continuity over individual courses, to facilitate long-range planning by students, and to encourage the pursuit of interdisciplinary programs of study. Students are encouraged to take advantage of the module concept to acquire experience in several integrated sets of courses. *It is not necessary, however, for students to take all courses listed in a module; module courses may be taken individually, as long as course prerequisites have been met.*

The specific courses offered in module form may vary from year to year, but the structure of the curriculum will remain stable. Ordinarily, a student can expect to find at least one module offered in each broad area each year. By observing the content area of courses and by making effective use of module sequences, a student can assemble an individual program of study in a particular discipline or in an interdisciplinary area.

Listed below are course descriptions of some of the proposed courses to be offered during 1985-86. A final listing of the courses offered will be available prior to the beginning of each quarter in 122 Social Science Tower. Students who are interested in obtaining this material may receive copies by visiting or writing to the School of Social Sciences.

*NOTE: Students who entered UCI before fall quarter, 1985, should refer to the 1984-85 UCI General Catalogue and previous editions for information on the course numbering and lettering system prior to fall 1985.*

## Lower-Division Courses

**1A Introduction to Analysis (4).** Lecture, two hours; discussion, one hour. Basic introduction to the art of using analytical models: how to create, test, use, and love them. Primary emphasis on developing skill and creativity in using concepts to predict, understand, and influence human behavior. (III)

**1B-C Honors Introduction to Social Science Analysis (4-4).** Lecture, two hours; discussion, one hour. Introduction to mathematical models in Social Sciences. Sample topics: arms races; ecological models; linear programming; voting procedures; measurement theory; utility theory; Markov processes; models of cultural stability; paired-associate learning. Prerequisite: Mathematics 2A, or four years of high school mathematics, or equivalent.

**2 Introduction to Anthropology.** Basic introduction to anthropology. These courses can be taken in any order.

**2A Introduction to Sociocultural Anthropology (4) W, S, Summer.** Lecture, three hours; discussion, one hour. Study of present-day primitive and complex societies; current theory and methodology in social anthropology. (III)

**2B Introduction to Biological Anthropology (4) F, Summer.** Lecture, two hours; discussion, one hour. Evolutionary theory and adaptation, human evolution, human fossils, and race differences. (III)

**2C Introduction to Archaeology (4).** Lecture, two hours; discussion, one hour. Archaeological theory and cultural processes with emphasis on the American Southwest, Meso-America, and Mesopotamia. (III)

**3 Introduction to Cognitive Linguistics (4) F, W.** Lecture, two hours; discussion, one hour. Emphasis on the notion that language is a remarkable achievement of the human mind. Current insights into the nature of language; how language is to be described, and why it makes a difference how one describes it; language and thinking; related topics. (Social Sciences 3 and Linguistics 50 may not both be taken for credit.)

**4 Introduction to Economics (4) F, W, S.** Lecture, two hours; discussion, one hour. An analysis of the problems society faces in organizing itself to provide goods and services. How decisions of government, business, and the individual relate to current economic problems such as unemployment, inflation, poverty, and environmental pollution. Open only to non-Economics majors. (III)

**5 Introduction to Geography.** Basic introduction to geography.

**5A Introduction to Human Geography (4) W.** Lecture, three hours. Human behavior in a geographical context. Spatial patterns and organization of the cultural, social, and economic activities of man as imposed on and influenced by the earth's physical setting. (III)

**5B Introduction to Physical Geography (4) F.** Lecture, three hours. An introduction to the physical world we live in. Distribution and dynamics of the earth's air, water, and solid crust. Concepts and principles from climatology and geology. Selected examples from North America and beyond. (III)

**5C Environment and Resources (4) S.** Lecture, three hours. Analysis of physical landscapes with special attention to California and the West. Emphasis on interactive processes including man as an agent of environmental change. (III)

**6 Introduction to Political Science.** Basic introduction to politics and society. These courses can be taken in any order.

**6A Introduction to Political Science: Political Analysis (4) W, Summer.** Lecture, two hours; discussion, one hour. Presents various modes of understanding politics. Emphasis on basic approaches to political analysis, their uses in constructing theories, and their application to particular national political systems. (III)

**6B Introduction to Political Science: Macropolitics (4) S.** Lecture, two hours; discussion, one hour. Introduction to political analysis on the national level. Three major questions are addressed: Why do political systems perform well or poorly? Who wins or loses in political competition? Why do politics experience gradual adaptation or revolutionary change? (III)

**6C Introduction to Political Science: Micropolitics (4) F.** Lecture, two hours; discussion, one hour. Introduction to political behavior of individuals and groups within national systems. Three major questions are addressed: How do individuals come to understand the political world? How do individuals behave within this world? How do groups and individuals engage in the political process? (III)

**7 Introduction to Psychology (4) F, W, S, Summer.** Lecture, three hours; quiz, one hour; laboratory, one hour. Weekly topics include human development, memory and problem solving, learning theory, perception, biological mechanisms, emotion and motivation, personality theory, social psychology, and behavior disorders. Students are expected to volunteer for participation in several ongoing laboratory experiments. (III)

**8 Introduction to Sociology.** Introduction to sociology and social psychology.

**8A Introduction to Sociology (4) F, Summer.** Lecture, three hours. Major concepts and approaches to the study of society: social interaction, social differentiation, social control, social change, social institutions. (III)

**8B Sociological Methods (4) W.** Lecture, three hours. Methods of data collection and analysis used by sociologists. Experimental methods, surveys, and interviews, field research and participant observation, demographic methods, historical and comparative approaches. (III)

**8C Sociological Theory (4) S.** Lecture, three hours. What a theory of society is and is not. Historical and contemporary models, perspectives, and schools. (III)

**11A-B-C Probability and Statistics in the Social Sciences (4-4-4) F, W, S.** Lecture, three hours; laboratory, one hour. An introduction to probability and statistics. Emphasis on thorough understanding of probabilistic and statistical logic and methods, as used in the social sciences. Examples from anthropology, economics, geography, political science, psychology, and sociology. (V)

**12A-B-C Basic Economic Theory I, II, III (4-4-4) F, W, S (12A), Summer.** Lecture, three hours. The fundamentals of economic theory: microeconomics and macroeconomics. Theory of the behavior of firms and the behavior of consumers: markets, supply/demand, utility maximization, resource allocation, and efficiency. Government behavior: monetary and fiscal policy, inflation and unemployment. This is the fundamental course required for all upper-division economics courses. (III)

**13A Introduction to Semiotics (4) F.** How humans and other animals signify with and without language. The symbols of everyday life, of movies and literature, of religion and society. Symbolic systems and symbolic evolution. Same as Social Sciences 50R and 80D. (III)

**18A Evolution of Landforms (4).** Introduction to geomorphology; major forces which shape the relief of the earth's surface and the forms which result from their activity. General principles demonstrated using examples from the western United States with special emphasis on California.

**18C Dynamics of the Physical Landscape (4).** A seminar on landscape processes and the management of natural hazards (e.g., erosion, flooding, droughts, landslides, earthquakes). Emphasis on Southern California. Students research and make oral presentations on topics determined by agreement with instructor.

**23A International Relations (4) F.** Analysis of political relations between and among nations with emphasis on explanations of conflict and cooperation. The role of ideologies and their relation to international problems are also examined. (III)

**23B Introduction to Theorizing about Politics (4).** Lecture, two hours; discussion, one hour. Types of questions: What is politics? What are the theoretical and philosophical bases for different types of political arrangements? How do these perspectives get translated into reality? Among others, the works of Rousseau, Locke, Mill, and Marx are read. (III)

**23C Introduction to Comparing Political Systems (4) F.** Lecture, three hours; discussion, one hour. Presents various analytical methods used to compare political systems. Emphasis on examination of theories and research with national political systems as units of analysis. Understanding how it is possible to compare political units and make meaningful statements about them. (III)

**23H Introduction to American Government (4).** A basic introductory course in American political processes and institutions. Topics include elections, political participation, parties, interest groups, the Presidency, Congress, the bureaucracy, and the judiciary. Focuses on the influence that formal institutions have on determining primary political activity and on the extent to which the American system fulfills its institutional promise. (III)

**24B Introduction to Authority (4).** Lecture, three hours. An analysis of the nature, ubiquity, and types of authority relations. Attention is directed at the conditions for and bases of compliance and rebellion. Authority behavior in families, schools, work groups, and politics, as well as in "deviant" subcultures such as the Mafia, are examined. (Emphasis: sociology, political science.) Same as Social Sciences 61D. (III)

**25A Introduction to Party Politics (4).** Examines existing typologies of party organizations and party systems. Specific party organizations from one-party, two-party, and multiparty systems are studied in depth. Examples are taken from Western Europe, Eastern Europe, and Third World countries.

**25C Introduction to Public Policy (4) F.** A general introduction to the developmental processes, determinants, and substance of U.S. national public policy. The stages of issue generation, agenda-building, policy resolution, and implementation are examined within the context of specific policy areas.

**25F Television and Presidential Politics (4) Summer.** Lecture, three hours. Examines the relationship of television to the Presidency, using the 1984 primary elections and the presidential nominating conventions as case studies. Topics include Nixon's "Checkers" speech, the Kennedy-Nixon debates, Lyndon Johnson and the Living Room War, Watergate, and the media strategies of Ronald Reagan.

**26A Small Group Behavior (4) F.** Lecture, three hours. Deals with models for understanding behavior in small groups, including coalition formation, socialization, group norms and decision rules, leadership, conformity, group structure, and communication processes. (Emphasis: sociology, economics, political science.) Same as Social Sciences 61G.

**26B Introduction to the Fundamental Issues of Society (4) W, S.** Designed for students who have some potential for serious concern about peace, economic justice, the environment, or the future of human society generally. Attempts to provide an understanding of the fundamental issues underlying such social problems and the fundamental alternatives available for attempting to cope with them. Readings on Sweden, China, and the United States. Consideration of actual and proposed distributions of wealth, ways of forming public opinion, alternatives to the arms race and to mercenary control over government. The general nature and possibilities of major, beneficial changes in existing societies. Same as Social Sciences 61F. (III)

**26D Nuclear Arms Race (4) F.** Introduction to the history, technical basis, military capacity, and political conceptions and perceptions that bear on the global nuclear arms race. Topics include how weapons work and are delivered, theories of deterrence, arms race models, prospects for arms control and disarmament.

**31A Anthropology of the Family (4) F.** Lecture, three hours. The family is examined by comparing the various forms of intimate social organization that are, or have been, found in the world. Emphasis placed on families in non-Western societies, although American and animal families also are studied. The "nature versus nurture" question is addressed in its modern form, sociobiology versus learning theory. It is argued that while some kinds of familial behavior can best be explained by sociobiology, and other kinds are best viewed as due to social learning, the majority are best explained by a combination of the two.

**31F Cultural Pathology (4).** Lecture, three hours. Investigation of various forms of cultural pathology—past, present, and future. Special emphasis on current directions toward technological feudalism, values of small groups and families, third world problems, and education, particularly from the perspective of writings by Paulo Freire.

**31M The Analysis of Popular Literature (4).** Lecture, three hours. Analysis of the content, structure, and effects of popular literature in different societies. Materials to be analyzed range from folktales to the comics.

**34G The Ixil Maya (4).** Lecture, one hour; laboratory, two hours. A case study in ethnography. The life and culture of the Ixil Maya Indians of Highland Guatemala are described and analyzed. Prerequisite: Social Sciences 2. (Emphasis: anthropology) (III) Not offered 1985-86.

**35A-B-C Ethnography I, II, III (4-4-4) F, W, S.** Introductory topics in ethnography. Students may be required to make one or more field trips to Mexico at their own expense. Cost varies depending upon mode of travel and availability of outside funds for support. (Emphasis: anthropology.)

**50A Acquisition of Language (4) W.** What children say, what they mean, and what they understand. Theories about the learning of language by children. Comparison of kinds of data on which these theories are based. Same as Linguistics 40. (Emphasis: psychology, sociology, anthropology) (V)

**50B Psychology of Humor (4).** Explores recent research in the nature of humor and the ability to understand and use it, and in possible relations between these and cognitive functioning, interaction and communication, and life span.

**50D Introduction to Social Psychology (4).** Examines theory and research in social psychology, with special focus on the social influences which affect personality, attitudes, beliefs, and behavior. Same as Social Sciences 31B and 61A.

**50H Sociology and Psychology of the Arts (4).** Explores the relationship between artists and the 'art world' through which artistic activity is defined, supported, and consumed. Empirical studies in the plastic arts, performing arts, and literature are used to examine varieties of aesthetic expression. Same as Social Sciences 61J.

**50K Principles of Applied Psychology (4) F, S.** Introduction to the understanding of human functioning through cognitive and behavioral approaches. Learning is applied to common problems students face. Students will put into practice these principles in the management of their own behavior.

**50T Introduction to Human Memory (4).** Lecture, three hours. Covers the core concepts of modern research and theorizing about human behavioral memory, including structural subdivisions (e.g., perceptual memory, short-term memory, long-term memory), different measures of memory (e.g., recall, recognition), and some practical applications of memory research (e.g., mnemonics). (Emphasis: psychology) (III)

**50U Writing Systems and Written Language (4).** Lecture, three hours. Ancient and modern writing systems, ranging from Sumerian pictographs through Egyptian and Mayan hieroglyphs to the Phoenician alphabet and its modern descendants (including our own). Distinctive traits of written language (what can be written that cannot be said?), and issues distinguishing hand-execution from eye-recognition.

**51A Issues and Practice in Experimental Psychology (4) F, W, S.** Seminar, three hours. Discussion and analysis of problems involved in doing experiments and in drawing conclusions. For students who might consider a research career in the social sciences, particularly psychology, and also for students who want to learn about the purposes and methods of research. Focus on questions such as "How are hypotheses developed and tested?" and "What problems arise in designing experiments and in collecting and interpreting data?" (Emphasis: psychology) (III)

**55C Adolescent Psychology (4) F.** Lecture, three hours; discussion, one hour. Focus on the psychosocial dynamics of today's adolescent in America in terms of the ongoing quest for identity, independence, values, and sexual preference. Analysis of the power struggle and conflict between the adolescent and adult worlds as manifested in the family, school, and other institutions; new choices and new conflicts for the adolescent female; special needs of the culturally different adolescent; and strategies for helping the distressed and troubled adolescent. Prerequisite: Social Sciences 7. (III)

**55E Psychology and the Family (4).** Examines theories, research, implications, and applications of psychology as they relate to the understanding of family structure, process, development, and change.

**61A Introduction to Social Psychology (4).** Examination of theory and research in social psychology, with special focus on the social influences which affect personality, attitudes, beliefs, and behavior. Same as Social Sciences 31B and 50D. (III)

**61B Introduction to Marriage and the Family (4) W.** Lecture, three hours. Basic issues concerning marriage, family, and kinship. Emphasis on cross-cultural and cross-societal comparisons. Kinship groups, the nature of human marriage, relationships of the family to other social institutions, child rearing, plural marriages, family politics, speculations concerning the future of the family. (Emphasis: anthropology, sociology, psychology) (III)

**61C Understanding Social Facts (4).** Focus on perspectives toward the question of what constitutes sociological knowledge and processes through which competent investigators have built sociological arguments from data. Examination of several types of research techniques. (III)

**61D Introduction to Authority (4) S.** Lecture, three hours. An analysis of the nature, ubiquity, and types of authority relations. Attention is directed at the conditions for and bases of compliance and rebellion. Authority behavior in families, schools, work groups, and politics, as well as in "deviant" subcultures such as the "Mafia," are examined. (Emphasis: sociology, political science.) Same as Social Sciences 24B. (III)

**61E Urban Sociology (4) W.** Lecture, three hours. The nature, causes, and consequences of urbanization are examined along with its changing scale and complexity, demographic and ecological city growth patterns, the quality of life in urban areas, processes of decision-making in cities, and the bearing of sociological investigation on public policy concerns in contemporary urban society.

**61F Introduction to the Fundamental Issues of Society (4) W, S.** Designed for students who have some potential for serious concern about peace, economic justice, the environment, or the future of human society generally. Attempts to provide an understanding of the fundamental issues underlying such social problems and the fundamental alternatives available for attempting to cope with them. Readings on Sweden, China, and the United States Consideration of actual and proposed distributions of wealth, ways of forming public opinion, alternatives to the arms race and to mercenary control over government. The general nature and possibilities of major, beneficial changes in existing societies. Same as Social Sciences 26B. (III)

**61G Small Group Behavior (4).** Lecture, three hours. Deals with models for understanding behavior in small groups, including coalition formation, socialization, group norms and decision rules, leadership, conformity, group structure, and communication processes. (Emphasis: sociology, economics, political science) Same as Social Sciences 26A.

**61J Sociology and Psychology of the Arts (4).** Explores the relationship between artists and the 'art world' through which artistic activity is defined, supported, and consumed. Empirical studies in the plastic arts, performing arts, and literature are used to examine varieties of aesthetic expression. Same as Social Sciences 50H.

**70A Introduction to Cultures in American Society (4).** A survey of the range of cultures in the United States, comparing their histories, evolution, and cultural individuality. Emphasis on the cultural variation in the United States as well as the processes and changes, historical and current, within cultural communities. (III)

**70B Introduction to Expressive Forms (4) F.** A survey of the expressive forms of cultural groups in the United States. Literature, music, visual arts, ritual, and folklore are studied, with an emphasis upon understanding their relationships to their social and cultural contexts. (III)

**70C Comparing Cultures (4) F.** Introduces students to the scope of cross-cultural comparisons by analyzing the theories, methodologies, and facts used by selected anthropologists, sociologists, social psychologists, political scientists, and historians in comparing cultures. (Emphasis: comparative culture) (III)

**70J Sources for the Interaction in Torah, New Testament, and Quran (4).** Abraham as the key to the relationship between Jews,

Christians and Muslims; Covenant through Isaac: The Jewish People; Christians as children of Abraham; Ishmael as progenitor of Muslims; the meaning of history; interaction between the Church and the Synagogue.

**70K Muslim Expansion and the Crusades: Polarization and Fraternity (4).** The life of Muhammad; the holistic nature of Judaism, Christendom and Islam; the Classical Caliphate; Sunni and Shia; Dar Al-Islam; The Crusades; Salah Al-Din, Maimonides, Francis of Assisi; the Umayyad Dynasty in Spain.

**70L Themes Underlying the Contemporary Interaction: Enlightenment to Present (4).** Rationalism; Lessing's play *Nathan the Wise*; the Holocaust; Colonialism to nationalism in Arab lands; Theodore Herzl and modern Zionism; the Balfour Declaration; European background to the founding of the State of Israel; background to the Muslim response; the Islamic Renaissance; Jewish-Christian-Muslim dialogue: Geneva; the Vatican, Cairo, Jerusalem, North America.

**70T The Image of Minorities in American Films (4) F.** An examination of the cultural content of American motion pictures as it applies to the resident minority groups in the United States. Films projecting an image of Blacks, Asians, American Indians, Chicanos, and Africans screened. (Emphasis: social science)

**70X The Motion Picture in Contemporary American Society (4) S.** A brief history of the commercial motion picture's social and economic development; how and by whom theatrical films are made; the motives, machinations, and techniques of filmmakers in the creation, distribution, and promotion of commercial motion pictures; the contributions and special problems of the various types of people involved in modern filmmaking.

**72C-D Jazz: Its Anatomy, History, and Sociology (4-4).** The nature of jazz as an art form, its historical development, and its socio-cultural origins and impact. **72C:** The roots and early development of jazz from ragtime and the blues through Dixieland and the swing era. **72D:** The bop revolution and subsequent stylistic innovations such as "cool," "funk," "avant garde," "the third stream," and "fusion." Prerequisites: Ability to read music and/or understanding of common musical usages and notations.

**74A History of the Documentary Motion Picture (4) W.** Lecture, three hours. Documentary films from their prenatal stirrings in 1874 to the present. Films screened trace the evolution of documentary techniques, styles of leading documentarists, and the importance of the documentary film in the American motion picture industry. Students with special interest in documentary film production, writing, distribution, and criticism may develop field projects that give them an opportunity to see their area of interest in operation. (Emphasis: social science)

**80A Perspectives of Human Analysis (4).** Lecture, three hours. Social analysts have different perspectives or ways of looking at human behavior. This course introduces students to the idea that they may not only "choose" the perspective or perspectives they think most interesting and stimulating, but may also devise ones of their own. (Emphasis: social science)

**80C Women in Film (4).** Lecture, three hours. Raises women's issues; illustrates differing cultural and political roles of women in societies; produces a critical awareness of the role of visual media in modern society; raises the "consciousness" of participants.

**81B Workers in Industrial Society (4).** Lecture, three hours: A survey of radical and liberal views of the behavior, status, and evolution of workers within Western industrial economies. (Emphasis: social science)

## Upper-Division Courses

### Quantitative Social Science

Course modules emphasizing quantitative social science are assigned numbers from 100-109.

#### 100 Quantitative Methods

**100A-B-C Social Science Statistics (4-4-4) F, W, S.** Lecture, four hours; laboratory, three hours. Presents the statistical concepts and techniques most widely used in social science research and provides a practical experience, via Social Sciences 100D, wherein these are employed. The first two quarters are devoted to descriptive statistics. The third quarter focuses on inferential statistics. Weekly laboratories employ computer graphics to investigate concepts. Fulfills the social science mathematics requirement. Same as Social Ecology 166A-B-C. (V)

**100D Introduction to Survey Analysis (4) S.** Seminar, three hours; laboratory, two hours. Student research teams analyze survey-generated data using the techniques from 100A-B-C. Students present their results at a symposium for that purpose. Concurrent enrollment in Social Sciences 100C is required. Same as Social Ecology 166D.

**100E Introduction to Statistical Computing (4) W.** Lecture, two hours; laboratory, two hours. Enables the student to utilize the analysis routines available within the Statistical Package for the Social Sciences (SPSS). Methods of data management and interpretation of computer output are presented. Prerequisites: Social Sciences 100A and concurrent enrollment in Social Sciences 100B. Pass/Not Pass only. Same as Social Ecology 166E.

**100H Structures (4).** Lecture, three hours. Introduction to structural models of human thought, language, and social behavior. Mathematics used in these models is taught, including abstract algebra, graph theory, and formal languages. Prerequisites: Mathematics 5A-B-C or 2A-B-C. (Emphasis: anthropology, psychology, sociology)

#### 101 Analysis of Data

**101A-B-C Data Analysis I, II, III (4-4-4) F, W.** Lecture, three hours. Practical applications-oriented course on multiple regression. How to discover and explore general socioeconomic models in your data. Prerequisites: simple probability and statistics (Social Sciences 11A-B-C strongly recommended).

**101D-E-F Econometrics I, II, III (4-4-4) F, W, S.** Lecture, three hours, plus one-hour tutorial. Specification, estimation, and testing of econometric models. Applications in various areas of microeconomics and macroeconomics. Prerequisites: Mathematics 2A-B-C and 5A-B-C, or Social Sciences 11A-B-C, or consent of instructor. **101F** Seminar course in which students complete either an applied or theoretical econometric research project. (Emphasis: economics)

**101G-H Techniques of Data Collection and Analysis I, II (4-4).** Lecture, three hours. Basic methods and theories of proximity and preference data collection including pile-sort, ranking, triads, item-by-use matrices, rating, and free-listing. Multidimensional scaling, clustering, and quadratic assignment approaches are utilized in analysis. Extensive hands-on computer use. Prerequisites: Social Sciences 11A-B-C, 100A-B-C, or consent of instructor. Same as Social Sciences 135D-E.

**101K Computer Programming FORTRAN Laboratory (2).** A laboratory section for Social Sciences 101A, although it may be taken without enrolling in 101A. Emphasis on the kinds of practical data manipulation problems encountered with social science data. Students learn to write programs that sample, reorder, tabulate, transform, or plot data. Prerequisite: Information and Computer Science 1 or equivalent.

**101L-M Seminar in Regression I, II (4-4).** Seminar, three hours. Advanced topics in regression analysis, illustrated by student-initiated research projects. Prerequisites: at least one quarter of multiple regression analysis and consent of instructor.

**101N Time Series Analysis (4) S.** An introduction to the basic techniques of time series analysis. Univariate time series models and forecasting. Multivariate models. Transfer function models. Relations between time series models and econometric models. Prerequisite: Social Sciences 101D.

### Economics

Course modules emphasizing economics are assigned numbers from 111-116. Course modules emphasizing econometrics and data analysis in economics are assigned number 101. Students interested in economic anthropology should see Social Sciences 131E.

#### 101 Quantitative Methods

**101A-B-C Data Analysis I, II, III (4-4-4) F, W.** Lecture, three hours. Practical applications-oriented course on multiple regression. How to discover and explore general socioeconomic models in your data. Prerequisite: simple probability and statistics (Social Sciences 11A-B-C strongly recommended).

**101D-E-F Econometrics I, II, III (4-4-4) F, W, S.** Lecture, three hours, plus one-hour tutorial. Specification, estimation, and testing of econometric models. Applications in various areas of microeconomics and macroeconomics. Prerequisites: Mathematics 2A-B-C; Mathematics 5A-B-C, Social Sciences 11A-B-C, or consent of instructor. **101F** Seminar course in which students complete either an applied or theoretical econometric research project.

**101N Time Series Analysis (4) W.** An introduction to the basic techniques of time series analysis. Univariate time series models and forecasting. Multivariate models. Transfer function models. Relations between time series models and econometric models. Prerequisite: Social Sciences 101D.

#### 111 Economic Theory

**111A-B-C Intermediate Economic Theory I, II, III (4-4-4) F, W, S.** Determinants of supply and demand; operation of competitive and monopolistic markets; imperfections of the market system, explanations of unemployment, inflation, recessions; public policy for macroeconomic problems. Prerequisites: Social Sciences 12A-B-C; calculus or concurrent enrollment in Mathematics 2A. **H111A-B-C Honors Intermediate Economic Theory I, II, III (4-4-4) F, W, S.** A more advanced and mathematical version of Social Sciences 111A-B-C. Prerequisites: Social Sciences 12A-B-C and Mathematics 2A-B-C.

**111D Advanced Macroeconomics (4) F, S.** Consumption and investment theories. Theories of money demand and supply. Capital accumulation, economic growth, productivity and supply-side theory. Rational expectations in macroeconomic models of inflation and unemployment. Macroeconomic dynamics. The balance of international payments. Fiscal and monetary policies to counteract demand and supply shocks. Prerequisite: Social Sciences 111C.

#### 112 Individual and Collective Choice

**112A Individual Decision Making (4).** Lecture, three hours. Consideration of the problems associated with decision making under uncertainty. Discussion of the foundations of modern utility theory, random variables, probability distribution, opportunity loss, the value of perfect information, and Bayes' theorem. Prerequisites: Social Sciences 12A-B-C. Same as Social Sciences 126G.

**112B The Economics of Risk and Uncertainty (4).** Lecture, three hours. The theory of insurance and joint-ownership of risky enterprises; optimal procedures for the allocation of uncertain payoffs. Prerequisites: Social Sciences 12A-B-C.

**112C Portfolio Selection and Capital Market Theory (4) S.** Lecture, three hours. Optimal design of portfolios based upon mean-variance characteristics. An examination of the efficiency of present day capital markets. Prerequisites: Social Sciences 12A-B-C.

**112D Risk and Uncertainty Seminar (4).** Lecture, three hours. Research papers on individual and market behavior under risk and uncertainty. Prerequisites: Social Sciences 12A-B-C.

**112E Social Choice and Welfare (4).** Lecture, three hours. Basic concepts of social choice and welfare theory are presented in the context of the Arrow Impossibility Theorem. This course is self-contained but assumes that the student is mathematically sophisticated.

**112F Models of Collective Decision Making (4).** Lecture, three hours. Introduction to formal models of social choice, with emphases on the theory of committees and elections; economic models of social interaction, game theory, and coalition behavior; and judgmental accuracy of group decision making. Prerequisites: Social Sciences 12A-B-C. Same as Social Sciences 126L and 153M.

### **113 Economics of Public and Private Organizations**

**113A-B-C Economic Analysis of Government Behavior I, II, III (4-4-4) F, W, S.** Demand for and supply of government activities. Analysis of individual and group behavior and choice of instruments to influence governments. Analysis of parties; legislative, executive, and bureaucratic behavior in the supply of governments. Role of constitutional codes. Special topics: regulation, public production, taxation, federalism. Prerequisites: Social Sciences 12A-B-C. Same as Social Sciences 126D-E-F.

**113 F-G Economics of Law I, II (4-4) W, S. 113F:** Examination of several economic concepts which are useful in the understanding of legal rules: externalities, the assignment of property rights, and Coase's theorem. Examples are drawn from the fields of pollution control, no-fault insurance, medical malpractice, and product liability. **113G:** In-depth analysis of a legal problem using the concepts studied in 113F. Topic chosen depends, in part, on students' preferences. Prerequisite: Social Sciences 111A.

**113H-I-J Industrial Organization I, II, III (4-4-4) F, W, S. 113H:** The theory of monopoly and oligopoly, including price discrimination, the welfare loss due to monopoly, advertising, and product quality. **113I:** Regulation of industries such as airlines, trucks, and utilities. The actual performance of such regulation, as well as its rationale, is examined. Some time can also be devoted to product and safety regulation. **113J:** Antitrust. A study of current practice in the light of economic theory concerning efficiency and the behavior of monopolists. Prerequisite: Social Sciences 111A.

**113L Benefits-Costs Analysis (4).** Lecture, three hours. Theory and practice of economic evaluation of government policies, programs, and projects. Critical study of role of economic analysis and methodology of studies. Applications to resources, transportation, urban and human resources programs. Prerequisites: Social Sciences 12A-B-C. Strongly recommended prior or concurrent course: Social Sciences 11A-B-C or equivalent.

**113M Economics of Transportation (4).** Lecture, three hours. An introductory course in transportation economics with an emphasis on the economic behavior and structure of transportation markets. Topics include cost concepts and measurement, demand for transportation services, value of time, congestion analysis, investment decisions, and regulation. Prerequisites: Social Sciences 12A-B and Mathematics 2A.

**113N-O Urban Economics I, II (4-4) W, S. 113N:** Introduction to urban areas as economic systems; economic development process, location of economic activity, housing markets, the role of transportation, and fiscal affairs of local governments. Discussion of policy issues related to each of these urban functions. **113O:** Further development of policy issues introduced in 113N, through student research projects. Prerequisites: Social Sciences 12A-B-C. Strongly recommended prior or concurrent course: Social Sciences 11A-B-C or equivalent.

**113P Economics of Pollution (4).** Economic approaches to understanding and solving pollution problems. The nature and causes of air, water, and chemical pollution, and technological methods of control. Economic externalities, kinds of pollution taxes, cost-benefit analysis, public goods, relationship between pollution and GNP. Related legal, political, and international factors. Prerequisites: Social Sciences 12A-B-C. Strongly recommended prior or concurrent course: Social Sciences 11A-B-C or equivalent.

**113R Public Policy (4).** Lecture, three hours. Environmental protection policy and its implications. Prerequisites: Social Sciences 12A-B-C. Strongly recommended prior or concurrent course: Social Sciences 11A-B-C or equivalent.

**113V Property Rights: Incentive Structure and Contracts (4) S.** How economic incentive structures affect the way people act. Development of consequences of differing property rights for the use and allocation of resources using economic theory and

evidence from areas including gold mining, fisheries, primitive economies, communications, nonprofit organizations, insurance, and intellectual property. The principle-agent problem is developed in depth. Prerequisites: Social Sciences 12A-B-C. Strongly recommended prior or concurrent course: Social Sciences 11A-B-C or equivalent.

**113X-Y Multinational Corporations I, II (4-4) W, S.** Examination of the goals, processes, and consequences of multinational corporations. Prerequisites: Social Sciences 4, Social Sciences 12A-B-C, or consent of instructor.

### **114 Human Resources**

**114A Labor Economics (4) F.** Lecture, three hours. Focuses on the role played by labor in the production and distribution of goods and services in an economy such as we have in the United States. A particular concern is the analytical framework used by economists to investigate labor's role in the economy. This analytical framework also provides the basis for examining such topics as unemployment, government policy toward labor, wages and inflation, and discrimination. Prerequisites: Social Sciences 12A-B-C, 11A-B-C, or equivalent.

**114B The Economics of Discrimination (4).** Lecture, three hours. Examination of differential wage rates between races. Prerequisites: Social Sciences 12A-B-C and 11A-B-C, or equivalent.

**114C Economics of Crime I (4).** Lecture, three hours. A survey of work by economists on the analysis of criminal behavior. Issues of deterrence and differential opportunity are stressed. Prerequisites: Social Sciences 12A-B-C and 11A-B-C, or equivalent.

**114D Economics of Crime II (4).** Seminar, three hours. The economics of crime, stressing original research by students. Prerequisites: Social Sciences 114C and 12A-B-C.

**114E Labor in Industrial Societies (4).** Lecture, three hours. Examines powerful employers and unions and their effects on such areas as strikes, wages, unemployment, occupational safety, and arbitration. Also deals with the growing field of the economics of social behavior. Such topics as marriage, crime and self-control are discussed. Prerequisites: Social Sciences 12A-B-C, 11A-B-C, or equivalent.

**114F Education, Economy, and Society (4) S.** Lecture, three hours. An examination of both how the economic and social systems affect education and the role played by education in these systems. Emphasis is placed on evaluating competing theories and comparing their implications for such diverse policies as education in developing countries, elite schools, minimum wage laws, and income taxes. Prerequisites: Social Sciences 12A-B-C, 11A-B-C, or equivalent.

**114G Women and Work (4) W.** Lecture, three hours. Uses economic analysis to study the role of women in the work force, focusing on extent and analysis of sex differentials in labor force participation rates, earnings, occupations, job experience, and education. Analysis includes the choice between housework and market work, the choice to increase one's skill or education level, why employers discriminate, occupational segregation, historical and structural barriers, impact of unionism. Considers the effects of law and government policy on these sex differentials. Prerequisites: Social Sciences 12A-B-C, 11A-B-C, or equivalent.

**114H Research in Labor Economics and Human Resources (4) W.** Seminar, three hours. Students conduct an independent research project on a topic in any of the following fields: labor economics, industrial relations, women in the labor market, economics of education, and social behavior. Topic determined in agreement with instructor. Prerequisite: one course selected from among Social Sciences 114A-114G.

**114P Social Interaction (4) W.** An exchange-theoretic analysis of informal social relations such as friendship, marriage, social and political influence, and the concept of power; the relationship between those phenomena and economic activity. Same as Social Sciences 161T.



**115 Macroeconomics**

**115A Money and Banking (4) F.** Lecture, three hours. What is money, what does it do, and why is it important? How do depository institutions create money? What is the Federal Reserve Board, what does it do, and how does government affect its behavior? Why are interest rates so high/low, and who is responsible? And how about inflation? Prerequisites: Social Sciences 12A-B-C. Strongly recommended prior or concurrent course: Social Sciences 11A-B-C or equivalent.

**115B International Money (4) W.** Lecture, three hours. What is the balance of payments and how does it adjust to income and exchange rate changes? What is the convertible currency system and why do central banks get involved? How do traders exchange, hedge, speculate, and obtain forward cover? What do the European and Asian currency markets do; what wants to control them, and why? Prerequisites: Social Sciences 12A-B-C or consent of instructor. Strongly recommended prior or concurrent course: Social Sciences 11A-B-C or equivalent.

**115C International Trade and Commercial Policy (4) F.** Determination of trade flows and international prices. Effects of trade on income distribution and welfare. Economic growth and the terms of trade. Trade restrictions and effective protection. Economic integration, common markets, and commercial policies of the United States and Europe. Prerequisites: Social Sciences 12A-B-C. Strongly recommended prior or concurrent course: Social Sciences 11A-B-C.

**115D Economic Development (4).** Lecture, three hours. Characteristics of underdeveloped economies. Theories of underdevelopment and development. Domestic and international policies for economic development. Prerequisites: Social Sciences 12A-B-C. Strongly recommended prior or concurrent course: Social Sciences 11A-B-C or equivalent.

**115G Advanced Money and Banking (4).** What happened in the Great Depression and why? Could it happen again? What is the transmission mechanism? What do economists know about the money supply process? What is the evidence on the demand for money? What are the more important current issues for monetary policy? Prerequisites: Social Sciences 12A-B-C and 11A-B-C, or equivalent.

**115J Economic Development (4) F.** Discussion of social, economic, and political factors that have impeded the economic progress of the developing nations, with special reference to the impact of power relations among nations, traditional and emergent social structures, and patterns of economic dependence. Prerequisites: Social Science 12A-B-C.

**115K Inflation and Stabilization Policies (4).** Lecture, three hours. What have been the causes and effects of accelerating inflation in the post-war period? What cures have been prescribed? Why have all attempts to stop inflation so far failed? What can be learned from other countries' experiences? Prerequisites: Social Sciences 12A-B-C and 111C. Strongly recommended prior or concurrent course: Social Sciences 11A-B-C or equivalent.

**115P-Q Comparative Economic Systems I, II (4-4).** Survey of models and real-world examples of different economic systems, ranging from market capitalist to planned socialism, with special emphasis on resource allocation mechanisms and contemporary economic problems such as inflation, unemployment, defense spending, labor, and energy shortage. Prerequisites: Social Sciences 12A-B-C.

**115Z Economics and Politics of Inflation (4).** Introduction to the interaction of political and economic factors in the inflationary process. Examines both developed and developing countries. Each student undertakes a research project. Prerequisites: Social Sciences 12A-B-C and 11A-B-C, or equivalent; Information and Computer Science 1A or equivalent.

**117 Special Topics in Economics (4-4-4) F, W, S**

**117A-B Exchange Processes in Social Relations (4-4).** Lecture, three hours. An examination of social equilibrium and power in the context of friendship, family, political and market relations, using exchange theory as a basis for analysis. Prerequisites: Social Sciences 12A-B-C or consent of instructor. Strongly



recommended prior or concurrent course: Social Sciences 11A-B-C or equivalent.

**117C Economic Models of Energy and Natural Resources (4).** An interdisciplinary course dealing with some of the major issues in the current theory and practice of energy modeling. Specific topics include studies of the demand for energy services and for specific fuels, the modeling of production and supply, case studies of selected energy models, optimizing policies, and scientific and technological aspects. Strongly recommended prior or concurrent course: Social Sciences 11A-B-C or equivalent.

**117F The Economics of Accounting Principles (4) F.** Introduction to accounting concepts and principles, including the accounting model and accounting cycle, transaction analysis, and the preparation of financial statements. Examination of an analysis of the similarities and differences between accounting and economic concepts (e.g., value, profits). Same as Social Sciences 180J.

**117I History of Economic Thought (4) Summer.** Discussion of the principal schools of economic thought. Emphasis mainly on Adam Smith, Malthus, Ricardo, Marx, Jevons, J.B. Clark, Bohm-Bawerk, Wicksell, Marshall, and Keynes. Assignments include readings (in English) of important selections from the original works. Prerequisite: introductory course in economics.

**117A-Z Special Topics in Economics (4).** May be repeated for credit.

## Geography

Course modules emphasizing geography are assigned number 118.

### 118 Geographical Analysis

**118A Natural and Man-Made Networks I (4) F.** Emphasis on mathematical structure of network phenomena. Models of network development and operation constructed and tested against empirical examples—highways, subways, pipelines, rivers, etc. Prerequisites: Mathematics 5A-B-C.

**118C Transportation Theory (4).** Advanced topics in transportation systems analysis and planning; land-use and traffic generation; traffic flow and network theory; transportation impact; transportation policy. Emphasis on theoretical approaches and mathematical models. Prerequisites: Mathematics 5A-B-C.

**118D Urban Policy (4).** The first quarter of a series of urban policy issues in view of the principles of urban politics and urban administration. Special emphasis on transportation problems.

**118E Urban Theory (4).** Lecture, three hours. Urban theory as it pertains to American metropolitan areas. Location theory, central place theory, and theories of urban land use and social areas. Prerequisite: Social Sciences 118D or consent of instructor. (Emphasis: geography)

**118F Urban Analysis (4).** Students participate in design of an urban research project; involves analysis of transit systems and their relationship to urban structure of metropolitan areas. Focus is on the methodology of evaluation research as it relates to public programs and public policy analysis. Prerequisite: consent of instructor.

**118L Spatial Structure of Metropolitan Areas (4).** The spatial arrangement of activities in U.S. metropolitan areas. Identification of the economic, social, and technological processes which affect urban spatial structure. The processes of urbanization and suburbanization are discussed, and the policy implications of contemporary urban spatial structure are examined. Prerequisites: upper-division status and either Social Sciences 4 or 12A-B; Social Sciences 5A recommended. Same as Social Ecology E108.

**119A-Z Special Topics in Geography (4) F, W, S.** May be repeated for credit. Prerequisites vary.

## Political Science

Course modules emphasizing society, politics, and social issues are assigned numbers from 120-128.

### 121 American Society and Politics

**121A American Urban Politics (4) W.** Lecture, three hours; optional discussion, one hour. An analysis of the politics of urban and suburban cities. Main themes include alternative explanations of how political power is exercised and how policy decisions are made for urban governments; the structure of local political systems, including the problems of metropolitanism and federalism; the major policy problems facing the urban area (e.g., education, poverty, finances, crime), particularly from the perspective of the "underclass." (Emphasis: political science)

**121B Politics, Public Policy, and the Mexican-American (4).** Lecture, three hours. What is unique about "minority" politics in American society? A public policy perspective provides a political overview of the Spanish-speaking (Mexican-American) community, the fastest growing population in the United States. "Chicano politics" and public policy issues are examined and linked to local, state, regional, national, and international politics. (Emphasis: political science)

**121D Urban Policy Analysis (4) S.** Seminar, three hours. Problem-oriented approach to urban political systems. Evaluation of the nature and quality of alternative analyses of a series of policy problems, such as low-cost housing, welfare policy, municipal transportation, law enforcement, community control, etc. Readings include "conservative" and "radical" perspectives. Prerequisite: consent of instructor. (Emphasis: political science, sociology, economics)

**121E Introduction to the Study of Law (4) F, Summer.** Political implications of selected legal issues. Introduces students to the relationships between the political system and the legal system.

Among the topics to be examined are franchise, taxation, equal protection (e.g., affirmative action), land use issues, the rights of travel and movement, and the right of privacy. Prerequisite: upper-division standing.

**121F The United States Congress (4) S.** Does the Congress do a good job of representing the American citizenry? Is it the most appropriate mechanism for the creation, resolution, and implementation of public policy?

**121G The American Presidency (4) W.** Presents a comprehensive survey of the American presidency and considers the question of political power.

**121H Parties and Political Organizations (4).** Discusses the development and function of the American party system and the rise of alternative political organizations.

**121S Electoral Behavior and Mass Political Attitudes (4).** Examines how voters evaluate political parties, candidates, and issues in electoral campaigns to reach their decisions. Numerous controversies concerning the degree of issue voting, sophistication of candidate evaluations, and the decline of political parties are discussed. Special attention to the theme of stability versus change in electoral behavior since 1952.

**121U Research Seminar in Electoral Behavior (4).** Students design and conduct an original research project in the field of electoral behavior, analyzing data from recent national election studies. Emphasis on learning techniques of data analysis and presentation. Prerequisite: Social Sciences 121S.

### 122 World Political Systems

**122A-B Soviet Society and Politics I, II (4-4) W, S (122A)**

**Summer.** Lecture, three hours; discussion, one hour. An overview of the present socio-political structure and of the major national cultures within the Soviet Union. Ideology and pre-1965 history are discussed only to the extent that they help to explain the current structure and trends. The emphasis is on getting a feel for how the system works, before evaluating it.

**122C Politics in Britain (4) S.** Lecture, three hours. An examination of the politics and processes of government in Britain; the operation of parliamentary government; the responses of the political system to the issues and problems in contemporary Britain. Issues to be explored include racism and immigration policy; economic stagnation and entry into the Common Market; Northern Ireland; the linkages between social class and politics. (Emphasis: political science)

**122D French Politics and Society (4).** Seminar, three hours. A general overview of the nature of French politics and society. Some of the basic literature on France is read, and students select a topic of particular interest to them. Students with a reading knowledge of French particularly welcome. (Emphasis: political science)

**122M Canadian Politics I (4) F.** Lecture, three hours. An overview of contemporary Canadian government and politics. In addition to consideration of the basic structures and processes of Canadian government, topics may include regionalism, federalism, western alienation and oil, Canadian solutions to social welfare policy questions, developments in Quebec, and other issues associated with French-English relations.

**122N Canadian Politics II (4) W.** Seminar, three hours. Intensive consideration of several topics in Canadian politics and society, leading to the writing of a research paper by each student. Topics are oriented toward contemporary issues of public policy. Prerequisite: Social Sciences 122M or consent of instructor.

### 123 Politics Between Nations

**123D U.S. National Security and World Order (4) S.** Lecture, three hours. Examination of the bureaucratic, psychological, and domestic political environments which affect the manner in which national security managers react to nuclear proliferation, the sale of conventional arms, human rights violations, population growth and food shortages, the availability of raw materials and natural resources, armed disputes, military regimes, and leftist movements and governments throughout the world. (Emphasis: political science)

**123G United States Foreign Policy (4) W.** Lecture and discussion, three hours. Stresses the changing international perspectives, policy instruments, and processes of decision making in the six U.S. presidential administrations since 1945. (Emphasis: political science) (III)

**123J Arab-Israeli Relations (4) F.** Lecture, three hours. A survey and analysis of the economic, historical, political, and sociocultural forces that have shaped the perceptions, expectations, and actions of Arabs and Israelis toward each other since 1922.

**123N Central America, Conflict Internationalization, and U.S. Policy (4) S.** Examines the following concepts that help to explain U.S.-Central American policy dynamics: the roots of internal war, the efficacy of intervention, the role of public opinion and public diplomacy, the utility of coercive diplomacy and negotiations to achieve political objectives. Students work on group research projects. Prerequisite: consent of instructor.

**123S Peace and Conflict Forum (1-1-1) F, W, S.** A faculty/student forum that features lecturers from a variety of institutions discussing the issues of global peace and conflict. Same as Humanities 180 and Social Ecology E184.

**123T Peace and Conflict seminar (2).** Students will prepare a research paper under the direction of a faculty supervisor. Open only to those enrolled in the Concentration on Global Peace and Conflict Studies. Same as Humanities 181 and Social Ecology E185.

#### 124 Participation and Communication

**124A-B-C Radical Social Proposals I, II, III (4-4-4) F, W, S.** Lecture and discussion, three hours. An examination of current proposals for alternative mass media systems, political systems, and economic systems. Focus is on proposals aimed at increased citizen participation and control and at more equal distribution of wealth. Consideration of (1) the problems in current countries that motivates such proposals, and (2) examples such as Sweden, China, and Yugoslavia, which tend to inspire such proposals. Prerequisites: upper-division standing. (Emphasis: political science, sociology)

**124F The Language of Politics (4) Summer.** Designed to acquaint the student, in some depth, with the relationship between language and politics. Theories of language and language use and theories of meaning are treated, as are specific applications of language in concrete political settings (elections, political argument, ideologies). Political language will be related to political action and to political understanding as a structuring of the world and as a form of participation.

**124J Authority and Elites (4).** Lecture, three hours. Examines the formative experiences of political leaders and elites in authority relations, and the way these experiences influence their behavior and effectiveness as rulers. Emphasis on U.S., British, and French cases. Same as Social Sciences 161J.

**124K Political Participation (4).** Lecture and discussion, three hours. The ways in which people in various political systems take part in politics, especially in activities directed towards affecting outcomes. Who is active, what they do, why they do it, and what difference it makes.

**124L Political Ideology (4) W.** Lecture, three hours. Examination of how people think about and understand politics, covering a range of issues from the nature of liberalism-conservatism opposition to the development of ideological thought during the college years, and using the work of anthropologists, psychologists, sociologists, and political scientists.

**124M Advanced Topics in the Study of Political Behavior (4) S.** Topics covered include political socialization, effects of the mass media, and organization of political belief. Students are encouraged to review critically and to initiate an individual small-scale research project. Prerequisite: upper-division standing.

#### 125 Political Theory

**125B Political Thought Since Hobbes (4).** Classic statements of political values from Hobbes to the present: classical liberalism, conservatism, radical democracy, liberal democracy, utilitarianism, "utopian" socialism, pluralism, socialism, Marxism, anarchism, fascism, democratic socialism, modern liberalism, neoconservatism. Emphasis on underlying views of human nature and history, and the social influences and psychological factors

involved in the generation and acceptance of political principles and ideological orientations. Prerequisite: upper-division standing or consent of instructor.

**125F Modern Political Theory (4).** Focuses on a different aspect of modern political theory each quarter.

**125H Theories of Political Structure (4) W.** Seminar, three hours. An examination of alternative theories of political structure with particular attention to those found among sociologists such as Parsons, anthropologists such as Lévi-Strauss and Nadel, psychologists such as Piaget, and Marxists such as Althusser and Poulantzas. The objective will be to test the utility of these approaches for the construction of a theory of political structure. Prerequisite: upper-division standing.

**125O Critical Political Theory (4).** Acquaints students with current political theories, related in particular to democratic theory, which attempts to join political, economic, social, historical, linguistic, and philosophical concerns to questions involving the relationships between and among individuals, groups, and institutions in the society, the economy, and the polity. Same as Social Sciences 161X.

**125P Theories for the Study of Politics (4).** Lecture, three hours. A critical introduction to alternative theories used for the study of politics. Special attention will be given to interpreting political life as a system of institutions and behaviors.

**125T Psycho-Social Theories of Politics (4).** Focuses on recent attempts to make sense of the relation between the individual and society. Same as Social Sciences 154D.

#### 126 Social Systems

**126C Social Movements and Collective Behavior (4).** Lecture, three hours. A survey of models of collective action drawn from sociology, economics, psychology, and political science, and focusing on areas such as social movements, strikes, crowd psychology, cults, fads and fashions, public opinion, and symbolic and mythical elements in collective culture. Prerequisite: Social Sciences 4, 6A, or 8A. Students who have taken Social Sciences 8 are also eligible. Same as Social Sciences 161K.

**126D-E-F Economic Analysis of Government Behavior I, II, III (4-4-4) F, W, S.** Lecture, three hours. Demand for and supply of government activities. Analysis of individual and group behavior and choice of instruments to influence governments. Analysis of parties; legislative, executive, and bureaucratic behavior in the supply of governments. Role of constitutional codes. Special topics: regulation, public production, taxation, federalism. Prerequisites: Social Sciences 12A-B-C. Same as Social Sciences 113A-B-C. (Emphasis: economics)

**126G Individual Decision Making (4).** Lecture, three hours. Consideration of the problems associated with decision making under uncertainty. Discussion of the foundations of modern utility theory, random variables, probability distribution, opportunity loss, the value of perfect information, and Bayes' theorem. Prerequisites: Social Sciences 12A-B-C. Same as Social Sciences 112A. (Emphasis: economics, psychology)

**126H Political Psychology (4) S.** Lecture, three hours. Examination of how psychological theory and research may be used to better understand political thought and behavior. Drawing on theories of learning, cognition, and personality, such topics as the formation of political attitudes, the process of political decision-making, and the nature of political leadership are discussed.

**126J Social Cognition (4) S.** Examination of how people understand themselves and others. Topics include causal attribution, person perception, and moral reasoning. Topic review draws on research done by social and developmental psychologists. Same as Social Sciences 155W.

**126K Political Economy (4) F.** Introduction to the interrelationships between the American economy and American politics. Two basic premises: (1) one can know nothing about politics if one does not understand its relationship to the economy, and (2) one can know nothing about economics if one does not understand how the economy is related to politics and how economic language is used for political purposes.

**126L Models of Collective Decision Making (4).** Introduction to formal models of social choice, with emphases on the theory of committees and elections; economic models of social interaction, game theory, and coalition behavior; and judgmental accuracy of group decision making. Prerequisite: Social Sciences 12A-B-C. Same as Social Sciences 112F and 153M.

**126M Organizations (4).** How bureaucracies, formal organizations, and voluntary associations work, how and why they grow, and where they are going. History and structure of organizational rationality; dynamics of organized groups; behavior in organizations. The limits of bureaucratization and attempts to overcome these limits through decentralization. Same as Social Sciences 161E. (Emphasis: sociology, political science)

**126P The Distribution of Political Power in the U.S. (4).** Assessment of the extent to which, and in what forms, a relationship exists between the citizen and governmental policies. Offers an understanding of the answers which have been given (both empirically and theoretically) to the question of who has political power in the United States.

**126Q Sociology of Conflict (4).** Examination of theories of social conflict in the context of empirical research on social conflict among groups, among nations, and within communities, groups, and organizations. Prerequisite: upper-division standing. Same as Social Sciences 161Y.

**126R History of Political Economy (4) S.** Introduction to the major ideas in political economy. Stresses linkages between the humanities and political economic thought. A consideration of premarket and socialist politico-economic systems focuses attention on the cultural, historical, and political influences on economic systems. Politico-economic thought is viewed as part of the larger body of scientific inquiry into the natures of nature and of man.

**126T Population Crisis (4) F.** World population history during the last million years. Is the human species a cancer of the biosphere? Exponential, logistic, and hyperbolic patterns of growth. Interaction models for technology, population, and resources. Doomsday and salvation scenarios and policies. Prerequisite: Mathematics 2A or one year of college mathematics.

**126W The Changing Tides of Presidential Power (4).** Utilizing pre-1936 writings from founders, presidents, foreign observers, jurists, and academics, highlights the important historical debate about the scope, domain, magnitude, and determinants of presidential power.

**H127A-B Honors Proseminar in Authority Relations (4-4) F, W.** An examination of authority relations in workplaces and educational institutions in several societies. Two general issues are emphasized: adaptation to unfamiliar contexts and the possibility of "self-management" in organizations. Prerequisites: open only to students in the Honors Program in Political Science. Upper-division standing.

**127C Junior-Senior Seminar in Political Science (4-4-4).** Awareness of recent trends in political science is developed through attending faculty colloquia and talks on current faculty research, and through abstracting and discussing these talks. Prerequisite: upper-division standing.

**127D Technology and Society (4) W.** Explores the interactions between technology and the political system. Major themes include the impact of technology on contemporary society; the implications of a technological perspective on public policy; the use of scientific and technical information for policy making and policy monitoring; appropriate public policies toward specific technologies in government such as nuclear power; and visions of a technologically based socio-political system. Prerequisite: consent of instructor.

**129A-Z Special Topics in Politics and Society (4).** May be repeated for credit. Prerequisites vary.

## Anthropology

Course modules emphasizing anthropology are assigned numbers from 130-139. NOTE: Students wishing to complete a module in the anthropology series may do so by taking any three upper-division anthropology courses.

### 131 Anthropological Theory

**131A Kinship and Social Organization (4) W.** Lecture, three hours. Organization of social life primarily in preindustrial societies. Theories of kinship, marriage regulations, sexual behavior, and social roles. Comparisons of biological, psychological, sociological, and economic explanations of social organization. (Emphasis: anthropology, sociology)

**131B Gender Roles (4) W.** An anthropological approach to the study of gender roles, sexual division of labor, marriage, and reproduction. (Emphasis: anthropology, sociology). Prerequisite: Social Sciences 2A or 2B.

**131D Social Stratification in Small Communities (4).** Lecture, three hours. Examines social inequality in small communities in various cultures, mostly in Third World countries. Cases include hunting and gathering societies, and agricultural societies in Africa, India, Latin America, and the Pacific.

**131E Economic Anthropology (4).** Lecture, three hours. The anthropological study of systems for production, distribution, and exchange of goods and services. Topics include cultural rules for appropriate economic behavior; exchanges of ceremonial goods; primitive money; and the ethnographic study of American economic behavior. Prerequisite: one introductory course in general social science, anthropology, economics, or geography. (Emphasis: anthropology, economics)

**131J Cultural Ecology (4).** Lecture, three hours. The study of relationships between human communities and their natural environments. Emphasis on the comparative study of food production systems. Prerequisite: Social Sciences 2A, 2B, or 2C.

**131M Comparative Mythology (4).** Lecture, three hours. Reading and analysis of mythological literature from the Classical West, the Near East, Central Asia, and the Far East: the mythopoetic process, and modern uses of mythology in politics, religion, and social thought.

**131N Cognitive Anthropology (4).** Lecture, three hours. Focuses on individual and cultural differences and similarities in the categorization and organization of semantic structures. Relation of variations in these conceptual structures to other systems of behavior.

**131P The Cross-Cultural Study of Learning and Thinking (4).** Lecture, three hours. Recent cross-cultural research on learning and thinking and discussion of the benefits and limitations of cross-cultural experiments.

**131R Magic, Witchcraft, and Science (4) F.** Lecture, three hours. A study of witchcraft, magic, and science in primitive societies and in our own.

**131S Religion and Society (4).** An examination of the relationship between belief systems and social structure, with case studies drawn from at least two Asian societies placed in a general comparative context.

**131T The Anthropology of Altruism (4).** Seminar, three hours. Examination of studies of altruism, tolerance, autonomy, and dogmatism in the social sciences, beginning with Adorno *et al.* on the authoritarian personality.

**131U The Anthropology of Creativity (4).** Seminar, three hours. A comparison of psychological and anthropological approaches to creativity and meta-level thinking.

**131V Role Theory in the Social Sciences (4).** Explores role theory in anthropology, sociology, and social psychology. The concept of role provides a link between broad society-wide studies and studies of the individual personality. As such it is a valuable key for interdisciplinary work and a fundamental part of any comprehensive social science theory. Students are encouraged to develop their own theoretical systems. Same as Social Sciences 161R.

**131W Philosophical Anthropology (4) F.** Lecture, three hours. Reading and comparative analysis of theories of human nature, conduct, and history as found in selected philosophical and literary works by major writers in the Western and Eastern cultural traditions; emphasis on cultural anthropology, from Plato, Gotama Buddha, and St. Paul in ancient times to modern theories of man as formulated by dialectical materialism, psychoanalysis, and existentialism.

**131X Comparative Religion (4).** An introduction to the comparative study of religion as it occurs in the major tradition of the Western and non-Western worlds, including Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, Taoism, and Shinto. Theories and origins of religious behavior are considered.

**131Z Psychological Anthropology (4).** Cultural differences and similarities in personality and behavior. Topics include child rearing practices and consequent adult personality characteristics, biocultural aspects of child development and attachment, evolutionary models of culture and behavior, aspects of politically linked personality, cognitive anthropology, the psychology of narrative forms, and comparative national character studies. Prerequisites: Social Sciences 2A or 7. Same as Social Sciences 156N.

#### 134 Area Studies

**134A Oceania (4).** Seminar, three hours. The cultural history and recent developments among the Pacific peoples of Polynesia, Micronesia, Melanesia, New Guinea, and Australia.

**134C Asians in California (4).** Lecture, three hours. An exploration of the demographic, economic, and social characteristics of major Asian immigrant groups which have settled in California since the mid-eighteenth century. The roughly chronological sequence moves from rural to urban communities, focusing on the roles of kinship, friendship, and ethnic networks in immigration and adaptation.

**134D Castes and Tribes of India (4).** Lecture, three hours. An introductory survey of the range of social structures in South Asia. Major issues are addressed in lectures and readings; students will focus on a special topic in a brief research paper.

**134E Women in Asia (4) F.** Lecture, three hours. Compares the changing position of rural and urban women in India, China, and other selected areas in Asia over time (primarily the twentieth century).

**134F Hinduism: The Great Tradition (4) F.** Lecture, three hours. An introduction to the various aspects of Hindu civilization. The focus is on the Great Tradition from Vedic to Medieval times, looking at religious content and at the social and economic system which supported and transmitted this tradition.

**134G The Modernization of Hinduism (4).** Lecture, three hours. An examination of Hinduism—The Great Tradition, the little traditions, the caste system—and structural and cultural changes in it from the late nineteenth century. To help bring order into the study of the complexity of Hindu civilization, the focus is on yogis and swamis and on bhakti or devotional movements in an urban setting.

**134H Chinese Culture (4) F.** Lecture, three hours. China from ancient times to the present.

**134J Japanese National Character (4).** Seminar, three hours. An examination of Japanese national character studies and how current developments are changing the ideas and values of the younger generation in Japan.

**134K Comparative Family History: Asia (4).** Review of recent interdisciplinary and comparative work on family history. Exploration of the changing family life in China and India. Students do research projects, chiefly through use of biographies and autobiographies.

**134M African Societies (4).** Lecture, three hours. Comparative studies of the cultures and societies of Sub-Saharan Africa, with emphasis on ecological adaptations, social organization, languages, and social change. Prerequisite: Social Sciences 2A. (Emphasis: anthropology)

**134T Japanese Culture (4).** Lecture, three hours. Japan from ancient times to the present.

#### 135 Methods and Formal Representations

**135A-B Mathematical Anthropology I, II (4-4).** Lecture, three hours. Considers a variety of substantive problems dealt with by anthropologists. Determination of what can be done through formalizing this organized complexity, using a variety of formal, mathematical, statistical, or computer-based techniques.

**135D-E Techniques of Data Collection and Analysis I, II (4-4) F, W.** Lecture, three hours. Basic methods and theories of proximity and preference data collection including pile-sort, ranking, triads, item-by-use matrices, rating, and free-listing. Multidimensional scaling, clustering, and quadratic assignment approaches are utilized. Extensive hands-on computer use. Prerequisite: Social Sciences 11A-B-C, 100A-B-C, or consent of instructor. Same as Social Sciences 101G-H.

**135J Ethnographic Journals: Descriptive Accounting of Experience (4).** Course develops writing skills through descriptive accounting of personal experiences and activities in which students are participants and observers. Text editors are used to record these logs. Course stresses achieving completeness of description, a professional writing style, and reduction of ambiguity in written text.

#### 137 Special Seminars (4-4-4) F, W, S

**137A Anthropological Major Seminar (4-4-4).** Seminar, three hours. A course in anthropological theory designed especially for majors in Anthropology. Different issues are considered in different years. Prerequisite: Anthropology major only or consent of instructor.

**139A-Z Special Topics in Anthropology (4) F, W, S.** May be repeated for credit. Prerequisites vary.

### Linguistics

Course modules emphasizing cognitive linguistics are assigned numbers from 140-149. NOTE: Students wishing to complete a module in the cognitive linguistics series may do so by taking any three upper-division cognitive linguistics courses.

#### 141 Linguistic Theory

**141A Introduction to Syntax (4) F.** Lecture, three hours. Linguistic intuition, well-formedness, constituent structure, transformation, derivation, argument, and counter-example. Emphasis on English syntax and what characterizes a linguistically significant generalization. Prerequisite: Social Sciences 3 or Linguistics 50. (Emphasis: cognitive linguistics.) Same as Linguistics 120. (V)

**141B Advanced Syntax (4) S.** Lecture, three hours. Further topics in English syntax and theory of grammar. Constraints on what linguistic rules can do. The relationship between linguistic theory and language learning. Prerequisite: Social Sciences 141A or Linguistics 120. (Emphasis: cognitive linguistics.) Same as Linguistics 122.

**141C Current Topics in Syntactic Theory (4) F.** Lecture, three hours. A small number of well-defined topics is pursued intensively, with particular emphasis on recent articles that have had significant impact on the development of the theory of syntax. Prerequisite: Social Sciences 141B or Linguistics 122. (Emphasis: cognitive linguistics.) Same as Linguistics 124.

**141D Semantics (4).** Lecture, three hours. Analysis of various proposals for the treatment of semantics in an integrated linguistic theory. The boundary between syntax and semantics. Coreference phenomena. Contributions from philosophy of language. (Emphasis: cognitive linguistics.) Prerequisite: Social Sciences 141A or Linguistics 120. Same as Linguistics 126.

**141E Pragmatics (4).** Lecture, three hours. The study in linguistic theory of the use of language by speakers as a tool for communication in context. Prerequisite: Social Sciences 141A. Same as Linguistics 145.

**141F Structures of Non-Indo-European Languages (4).** Nontechnical analysis of essential grammatical aspects of selected non-Indo-European languages. Comparison and contrast with aspects of the grammars of more familiar Indo-European languages (e.g., English and French) are emphasized. Prerequisites: Social Sciences 3 or Linguistics 50. Same as Linguistics 125.

**141G Morphology and the Lexicon (4) S.** Study of the lexical representation of words; its relations to phonology, morphology, and syntax, with special emphasis on recent developments in the theories of morphology and syntax. Prerequisites: Linguistics 110 and 120, or equivalent. Same as Linguistics 114.

#### 142 Psycholinguistics

**142A Introduction to Psycholinguistics (4) F.** Lecture, three hours. Study of a particular topic in the psychology of language with particular emphasis on syntax and semantics. Same as Linguistics 142.

**142B Project in Child Language (4) S.** Seminar, three hours. Begins with an intensive review of previous work on child language in which problems and methodology are discussed: projects specified. Remainder devoted to the projects and to discussing the problems and results which arise from doing them. Prerequisite: Social Sciences 50A or consent of instructor. (Emphasis: cognitive linguistics, psychology, anthropology, sociology.) Same as Social Sciences 156E and Linguistics 141.

**142D Language and the Brain (3) W.** Lecture, three hours. Analysis of current research on the biological bases of human linguistic capacity. Topics include development, focusing on hemispheric specialization and plasticity; the localization of specific linguistic functions in adults, with an emphasis on the study of aphasia; the relation of linguistic capacity to general cognitive capacity, considering especially research on retardation. Prerequisites: Biological Sciences 80 and 81. Biological Sciences 105 recommended. Same as Linguistics 142D.

**142E Readings in Child Language (4).** Provides opportunity to read and discuss in depth more recent work in language acquisition. Prerequisite: Social Sciences 50A. Same as Linguistics 143.

**149A-Z Special Topics in Linguistics (4) F, W, S.** May be repeated for credit. Prerequisites vary.

## Psychology

Course modules emphasizing individual or small group behavior are assigned numbers from 150-158.

#### 150 Honors in Psychology

**H150A-B-C Honors Seminar in Psychology I, II, III (4-4-4) F, W, S.** Focuses on the research activities, including the honors thesis research projects, of each student, and on the research of various psychology faculty. Students discuss their research interests in the early as well as the later stages of their projects. Research projects and project write-ups are required. Sequence may be repeated once. Prerequisite: open only to students in the Honors Program in Psychology.

#### 151 Experimental Psychology

**151A Experimental Psychology (4) F.** Lecture, three hours; laboratory, three hours. Emphasis on design of experiments and analysis of results. Experiments are conducted in laboratory sections. Prerequisites: Social Sciences 7 and one college-level mathematics course. (Emphasis: psychology)

**151LA Experimental Psychology Laboratory (2) F.** Laboratory, three hours. Corequisite: concurrent enrollment in Social Sciences 151A.

**151B Advanced Experimental Psychology (4) W.** Lecture, three hours. Design and analysis of multivalent, factorial, and correlational studies. Students prepare proposals for independent research. Prerequisite: Social Sciences 151A. (Emphasis: psychology)

**151LB Advanced Experimental Psychology Laboratory (2) W.** Laboratory, three hours. Corequisite: concurrent enrollment in Social Sciences 151B.

**151C Research in Experimental Psychology (4) S.** Each student conducts a research project in experimental psychology. The projects are discussed in a seminar format. Written reports on each project are submitted at the end of the quarter. Prerequisite: Social Sciences 151B. (Emphasis: psychology)

**151D Advanced Topics in Visual Perception (4).** Analysis of pattern, brightness, and color vision, and other specialized topics in the psychophysics and physiology of vision. Prerequisite: Social Sciences 151U or consent of instructor.

**151E Introduction to Psychological Tests and Measurements (4).** Lecture, three hours. Principles of psychological measurement, including psychometrics, test theory, and the measurement of abilities, attitudes, traits, and interests. Reliability and validity of psychological measurements. Prerequisites: Social Sciences 7 and 11A-B-C or equivalent.

**151F Motivation (4) F.** Lecture, three hours. Factors affecting the behavioral performance of organisms. A survey of theoretical and empirical approaches to the physiological, psychological, and social factors which generate behavior. Prerequisite: Social Sciences 7. (Emphasis: psychology)

**151J Introduction to Scaling (4).** Lecture, three hours. Procedures to quantify sensation, preference, ability, and attitude are explained (unidimensional scaling) with applications to various problems in psychology and some problems in industry and marketing. Prerequisite: Mathematics 2A or equivalent.

**151N Introduction to Color Science (4).** Lecture, three hours. Psychological problems in colorimetry; color systems; models of color perception. Use and control of color in industry discussed with illustration by color slides. Prerequisite: Mathematics 2A or equivalent.

**151O Gender in Biological Perspective (4).** Examines behavioral and biological differences between the sexes, both in humans and in animal models. Topics include neural and hormonal gender differences and gender differences in cognition and behavior, considered from a developmental perspective as well as in adulthood. Critically examines the evidence and theories regarding the existence of these differences and their presumed biological bases. Prerequisites: Social Sciences 7 and Biological Sciences 80 and 81, or consent of instructor.

**151R Psychophysical Methods and Models (4).** Experimental and theoretical methods used in the study of vision, with special emphasis on signal detection theory and linear systems analysis. Course is intended for students who plan to pursue graduate training in fields related to visual science; familiarity with elementary probability is assumed. Some knowledge of calculus will also be helpful. Prerequisite: Social Sciences 151U.

**151T Introduction to Auditory Perception (4).** Lecture, three hours. An introduction to the scientific study of hearing. Prerequisite: Social Sciences 7 or consent of instructor.

**151U Sensation and Perception (4) F.** Lecture, three hours. A general introduction to the scientific study of sensory processes and perceptual phenomena, with special emphasis on the visual system. Prerequisite: Social Sciences 7. NOTE: Students who have previously taken Social Sciences 50Q may not enroll in this course but are encouraged to take Social Sciences 151D.

**151V Advanced Sensation and Perception (4).** A continuation of Social Sciences 151U. In-depth study of selected topics, emphasizing the way questions in sensory research are formulated and pursued. Prerequisite: Social Sciences 151U.

**151W Visual Attention Research (2-2-2) F.** Review and discussion of current research on the role of attention in the perception of visual patterns. Experiments are designed, run, and analyzed. Students have the option of participating as subjects or writing a term paper. Prerequisites: Social Sciences 7 and consent of instructor.

#### 152 Learning

**152A Human Memory Disorders (4).** Focuses on models and methods of assessing human memory and its disorders. Exposure to conventional and new assessment devices provided.

**152B Human Neuropsychology (4).** Disorders of human brain functions are used to illustrate basic issues and findings in the study of brain and behavior. Topics include development and aging, perception and action, language, laterality, learning and memory, spatial behavior, psychopathology. Prerequisites: Biological Sciences 80 and 81 or equivalent, or consent of instructor.

**152C Learning and Memory (4).** Basic issues concerning the nature of behavioral plasticity and information storage and their neural substrates. Prerequisite: Biological Sciences 105 or consent of instructor. Same as Biological Sciences 158.

**152D Learning Theory (4).** Lecture, three hours. Investigation of the learning and memory processes of humans and animals. Basic experimental approaches to learning and memory, empirical results, and theoretical interpretations of the evidence are discussed. Prerequisite: Social Sciences 7. (Emphasis: psychology)

**152E Human Memory (4).** Lecture, three hours. A number of developments in the area of memory are presented. The first half of the course deals with the history of memory research as well as theories of the nature of memory. Among the topics covered are visual memory, recognition memory, high speed scanning, free recall, short-term memory, mnemonics, retrieval, and the relationship of memory to thinking. The second half of the course focuses on selected theoretical formulations for memory. Mathematical, information processing, and computer models are considered. Prerequisites: Social Sciences 7, Mathematics 5A-B, Social Sciences 11A-B, or consent of instructor. (Emphasis: psychology)

**152F History of Psychology (4) F.** Lecture, three hours; discussion, one hour. A history of the development of various schools and systems of psychological thought. Prerequisite: Social Sciences 7. (Emphasis: psychology)

**152G-H-I Issues in Cognitive Neurosciences I, II, III (4-4-4) F, W, S.** Recent advances in neural and cognitive sciences promise new understanding of basic psychological phenomena. Exploration of these findings and their implications for theory and research in psychology. Intended primarily for undergraduates intending postgraduate work, though not necessarily in psychology. Students are required to submit term projects and to take an active role in discussion. Prerequisites: upper-division standing and consent of instructor.

### 153 Rules and Decision Strategies

**153B Games as Models of Social Phenomena (4).** Lecture, two hours; discussion, one hour. Games as analogies of social, economic, and political situations. The interaction of contingency plans. Games (situations) with no winner and/or loser. Technical definition and discussion of conflict, threat, stability. Paradoxes involved in defining "rational decision." Prerequisite: one year of college-level mathematics. Same as Social Sciences 161M. (Emphasis: psychology)

**153C The Psychology of Chess (4).** Lecture, three hours. Reviews recent psychological literature on chess and gives chess demonstrations of the points made. Included are the psychoanalysis of chess players, artificial intelligence, chess programs, the relationship of eye movements to chess thinking, perception and memory of the chess master, blindfold chess playing, and the relationship of chess thinking to more general problem solving. Students should know chess. Prerequisite: consent of instructor. (Emphasis: psychology)

**153D Human Problem Solving (4).** Lecture, three hours. Modern developments in the psychology of human problem solving. Among the topics considered: concept identification, arithmetic, sets, logic puzzles, story problems, group problem solving, chess, and theorem proving. Prerequisites: Social Sciences 7 and upper-division standing. (Emphasis: psychology)

**153F Simulation and Games (4).** Lecture, three hours. A seminar to develop heuristic-based computer programs capable of playing a number of familiar games such as Monopoly, Clue, and Risk. Appropriate mathematical skills, e.g., game theory, graph theory, Markov chain theory, are taught as needed. Students work in teams to develop a program capable of playing one of these games with minimal sophistication. Prerequisites: Mathematics 2A-B-C and Information and Computer Science 1. (Emphasis: psychology) (V)

**153G Cognitive Science (4) F.** Lecture, three hours. An elementary introduction to investigations of the mind. Main topics include: computational theory, the idea of an algorithm, and the notation of implementation. Rules as knowledge. Competence and performance. The fundamental problem of cognitive science: the structure of the percept is not in the signal. The structure, processing, and development of cognitive abilities: examples to be drawn from language (syntax, the lexicon, logical form), concepts, the development of arithmetic. Specificity of mental principles. Learning: general purpose vs. specific abilities. Prerequisite: Social Sciences 7.

**153H Computers and Psychology (4).** Lecture, three hours. Introduction to computer applications in applied and research psychology, including automated psychological assessment, diagnosis, prescription development, experimental stimulus presentation, data analysis. Potential future developments, including artificial intelligence applications and "expert systems" are discussed. (V)

**153J Human Factors in Information Processing (4).** A survey of design and environmental factors that determine effective human transfer of information.

**153K Cognition (4).** An introduction to current theory and research on higher mental processes, including perception, attention, representation of knowledge, memory, problem-solving, action, skills, and language processing.

**153L Machine and Human Vision (4).** By trying to make computers see, one discovers many problems the human visual system must solve. Problems discussed include edge detection, stereo, object recognition, motion analysis, and color. Prerequisite: Social Sciences 7, Mathematics 2A, or equivalent.

**153M Models of Collective Decision Making (4).** Introduction to formal models of social choice, with emphases on the theory of committees and elections; economic models of social interaction, game theory, and coalition behavior; and judgmental accuracy of group decision making. Prerequisite: Social Sciences 12A-B-C. Same as Social Sciences 112F and 126L.

### 154 Personality Theory

**154A-B Personality Theory in the Twentieth Century I, II (4-4)**

**F.** A survey of the evolution of personality theory during the present century. **154A:** Classical theories of Freud, Jung, and Janet. **154B:** Cultural, learning theory, and psychometric formulations. Prerequisite: Social Science 7. (Emphasis: psychology)

**154D Psycho-Social Theories of Politics (4) S.** Focus on recent attempts to make sense of the relation between the individual and society. Same as Social Sciences 125T.

**154E Alcohol, Society, and Humankind (4).** Clinical, experimental, historical, and cross-cultural data are surveyed in the interest of understanding drunkenness and alcoholism as social phenomena. Prerequisite: Social Sciences 7.

### 155 Social and Personal Adjustment

**155A Theories of Deviance (4) F, Summer.** Lecture, three hours. Perspectives on deviance and criminality in behavior, institution, community, and myth. The suitability of contemporary theories of deviant behavior. Same as Social Sciences 161F and Social Ecology J133. (Emphasis: sociology)

**155B Abnormal Psychology (4) F, Summer.** Lecture, three hours. Introduction to psychopathology and behavioral deviations, and the concepts and theories regarding these conditions. Prerequisite: Social Sciences 7. (Emphasis: psychology)

**155C Problem Drinking and Alcoholism (4).** Lecture, three hours; discussion, one hour. A review of the literature in the field, including patterns of alcohol use and abuse and their relation to sociocultural, personality, developmental, and treatment variables. Theories of etiology and treatment are emphasized. (Emphasis: psychology, sociology)

**155F Psychology of Dreams (4) Summer.** Psychological literature on the brain and chemistry of the dreamer is reviewed. The content of dreams is examined through the psychoanalytic tradition of Jung, Freud, and others, as well as through other psychological traditions and mythology and literature. Current research on dreams is included.

**155G Delusional Thought (4).** Lecture, two hours; discussion, one hour. Various types of delusional thought from other cultures and our own are analyzed with respect to how they interrelate with the everyday life of the believers of the delusions. (Emphasis: psychology, sociology)

**155H Models of Addiction (4) F.** Review of medical, psychological, sociological, moral, behavioral, personality, and other models of the addiction process and its treatment. A variety of common addictive behaviors are considered, including alcoholism, drug addiction, gambling, work, and smoking.



**155M-N-O A Practical Introduction to Humanistic and Transpersonal Psychology I, II, III (4-4-4).** Humanistic and transpersonal psychologies investigate areas such as psychological growth, maturity and potential, self-actualization, peak experience, consciousness and consciousness-modifying disciplines, and growth-oriented psychotherapy. Course content is both conceptual and experiential. Prerequisite: Social Sciences 7.

**155S Introduction to Clinical Psychology (4).** Overview of theories, techniques, and research methodologies in counseling and clinical psychology. Behavioral, cognitive, psychodynamic, psychoanalytical, rational-emotive, and multimodal approaches are examined. Lectures supplemented by group discussions and demonstrations. Prerequisites: Social Sciences 7 and upper-division standing.

**155T Psychopathology and the Occult (4).** Lecture, three hours. A study of the psychopathological dimensions of witchcraft, demonology, cults, and beliefs unsupported by evidence or number of adherents. The embodiment of these themes in literature and film is considered. (Emphasis: psychology)

**155W Social Cognition (4).** Examination of how people understand themselves and others. Topics include casual attribution, person perception, and moral reasoning. Review draws on research done by social and developmental psychologists. Same as Social Sciences 126J.

**155X-Y-Z Psychopathology I, II, III (4-4-4) F, W, S.** Lecture, three hours. Psychopathology is examined from both experimental and theoretical perspectives. Topics include theories of the unconscious, dissociative thinking, hypnosis, hysteria, and thought impairments produced by major affective disorders. Prerequisite: Social Sciences 155B.

#### 156 Development

**156A Developmental Psychology (4) F, Summer.** Lecture, three hours. A general introduction to the study of the physical, intellectual, social, and emotional development of the child from birth to adulthood. Prerequisite: Social Sciences 7.

**156B-C-D Creative Learning in Children (4-4-4) F, W, S.** Seminar, two hours; field work, six hours. Students assist in teaching children at the Farm School, recording and studying their interactions with the children, and developing materials for use in the School. The Farm School is ungraded and the children range in age from five to 12. Students in any major are eligible for the course. We are particularly interested in students who know something—like programming, music, biology, mathematics, Spanish, improvisational dance, etc.—and care about it. (Emphasis: psychology, sociology)

**156E Project in Child Language (4).** Begins with an intensive review of previous work on child language in which problems and methodology are discussed and projects are specified. Remainder devoted to the projects and discussing the problems and results which arise from doing them. Prerequisite: Social Sciences 50A or consent of instructor. Same as Social Sciences 142B and Linguistics 141. (Emphasis: cognitive linguistics, psychology, anthropology, sociology)

**156F Learning and Learning Deficits in Children (4).** Learning in normal and attention-deficit-disordered children. Normal developmental course of learning is discussed and a variety of deficits reviewed. Includes fieldwork with attention-deficit-disordered children

**156G Moral Development Over the Life Span (4) S.** An introduction to moral reasoning and behavior in children, adolescents, and adults. Same as Social Ecology S149. Not offered every year.

**156H Cognitive Development (4).** An analysis of intellectual development from birth through maturity. Mechanisms of cognitive growth from Piagetian and current information processing theories are examined. Recent research on developmental changes in concept formation, knowledge structures, memory skills, and problem solving strategies is presented.

**156K Cross-Cultural Child Development (4).** Discussion of findings of research on child development in non-Western societies. Focuses on the effect of the environment and culture on the social behavior of children. Each student will be responsible for studying one society in depth as well as reading a selection of

articles reporting research findings. Same as Social Sciences 131C and Social Ecology 152.

**156M Perceptual Development (4).** Human perceptual development is examined from birth through childhood with emphasis on localization, discrimination, and pattern recognition abilities in vision and audition. The role of perceptual development in cognition is evaluated.

#### 157 Cognitive Semiotics

**157A Introduction to Cognitive Semiotics (4).** Lecture, three hours. Symbols and their webs. The foundation course in cognitive semiotics, comprising an introduction both from the philosophical standpoint represented by Peirce and from the linguistic standpoint represented by Dalgarno and Saussure. Current cognitive developments are studied. (Emphasis: psychology, cognitive linguistics)

**157B Cognitive Iconics (4).** Lecture, three hours. The study of writing systems (alphabets, runes, Mayan and Egyptian hieroglyphics), and in particular of their evolution and modern changes introduced spontaneously through "mistakes," with a view toward exploring aspects of the human mind. (Emphasis: psychology, cognitive linguistics)

**157C Semiotics II (4).** Lecture, three hours. The history of semiotics from the Greek and Roman Stoics through early Patristic writings to the search for "real character" during the eighteenth century. A knowledge of Greek and/or Latin is desirable. Prerequisite: consent of instructor.

**157D Semiotics III (4).** Semiotic thought from Peirce to the present. Modern developments, especially "animal talk" and other controversies. Semiotic evolution. Prerequisites: Social Sciences 157B and 157C.

**157T Special Topics in Semiotics (4).** Focuses on topics selected from the semiotic domain broadly considered. 1985-86 topics include hidden order phenomena in ancient writing; semiotic (or cognitive) evolution; and semiotics of movies. Prerequisite: Social Sciences 157A, 157B, or consent of instructor.

**159A-Z Special Topics in Psychology (4) F, W, S.** May be repeated for credit. Prerequisites vary.

### Sociology

Course modules emphasizing social interaction are assigned numbers between 160-168.

#### 161 Sociological Theory

**161A Social Change (4).** Comparison of various theories of social change from the classical formulations of Marx and Weber through contemporary functionalist, neo-evolutionary, political economy, and world system perspectives. Emphasis is macrosociological, focusing on processes of transformation affecting societies, nation-states, or the international system as a whole.

**161B-C Family and Community (4-4) F, W.** Seminar, three hours. Students formulate and carry out a study on intimate relationships and interpersonal networks. Focus on family, friendship, and community, and on how people create a supportive network of relations in modern society. Prerequisite: consent of instructor.

**161D Social Stratification (4).** Lecture, three hours. Sources, functions, and dynamics of the unequal distribution of wealth, prestige, knowledge, and power in American and other societies.

**161E Organizations (4).** How bureaucracies, formal organizations, and voluntary associations work, how and why they grow, and where they are going. History and structure of organizational rationality; dynamics of organized groups; behavior in organizations. The limits of bureaucratization and attempts to overcome these limits through decentralization. Same as Social Sciences 126M. (Emphasis: sociology, political science)

**161F Theories of Deviance (4) F.** Lecture, three hours. Perspectives on deviance and criminality in behavior, institution, community, and myth. The suitability of contemporary theories of deviant behavior. Same as Social Science 155A and Social Ecology J133.

**161G Populations (4).** Lecture, three hours. Birth, death, migration, and other rates as global properties of human societies. Study of causes and effects of changes in the size, structure, distribution, and characteristics of human populations. Investigation of models and data sources (censuses, vital statistics, population registers, surveys, and ethnography) relevant to those changes.

**161H Sociology of Knowledge (4).** Lecture, three hours. How the social world helps to shape what we take for granted, what we notice, and what we believe. The creation, diffusion, and social influence of knowledge, thought forms, and symbols as consensus-making devices. The making and unmaking of ideologies.

**161I Mass Communications (4).** Lecture, three hours. Organization and processes of mass communications in American society and developing nations. Effects of the mass media on social consensus, conflict, and innovation. The technological and social future of the mass media.

**161J Authority and Elites (4).** Lecture, three hours. Examines the formative experiences of political leaders and elites in authority relations, and the way these experiences influence their behavior and effectiveness as rulers. Emphasis on U.S., British, and French cases. Same as Social Sciences 124J.

**161K Social Movements and Collective Behavior (4).** Lecture, three hours. A survey of models of collective action drawn from sociology, economics, psychology, and political science, and focusing on areas such as social movements, strikes, crowd psychology, cults, fads and fashions, public opinion, and symbolic and mythical elements in collective culture. Prerequisite: Social Sciences 4, 6A, or 8A. Students who have taken Social Sciences 8 also are eligible. Same as Social Sciences 126C.

**161L Personality Impression Formation (4).** Lecture, three hours. Exploration into the body of knowledge concerning how we form, maintain, and change judgments of people. Prerequisite: upper-division standing. (Emphasis: sociology, psychology)

**161N Racism and Ethnicity (4).** Examines patterns of racial inequality and the beliefs that justify such patterns. Surveys the ways in which minority groups assert their identity in situations of conflict and discrimination. Focuses on issues of policy and social action. Examples drawn from the U.S., Europe, South Africa, and the South Pacific. Same as Social Sciences 122I.

**161O Fascism and Conservatism (4).** Surveys the nature and practice of fascism and conservatism. Emphasis on fascism in the 1930s and neo-fascism in the U.S. and Europe in the 1970s and 1980s. Conservatism, including its various recent manifestations, examined.

**161P Families in the Past (4).** Lecture, two hours; discussion, one hour. Goals are to familiarize students with recent interdisciplinary and cooperative work on family history and to involve students in research and analysis of family history materials, through the use of U.S. county records and perhaps interviews. (Emphasis: sociology, anthropology)

**161R Role Theory in the Social Sciences (4).** Explores role theory in anthropology, sociology, and social psychology. The concept of role provides a link between broad society-wide studies and studies of the individual personality and is a valuable key for interdisciplinary work and a fundamental part of any comprehensive social science theory. Students will be encouraged to develop their own theoretical systems. Same as Social Sciences 131V.

**161T Social Interaction I (4).** An exchange-theoretic analysis of informal social relations such as friendship, marriage, social and political influence, and the concept of power; the relationship between those phenomena and economic activity. Same as Social Sciences 114P.

**161W Occupations and Professions (4).** What makes some jobs satisfying and others boring? How does technology influence the workplace? What changes are coming in the U.S. job market? These and other questions in sociology and psychology of occupations are covered in readings and lectures. Students interview workers and study aspects of their occupations.

**161X Critical Political Theory (4) W.** Acquaints the student with current political theories, related in particular to democratic the-

ory, which attempts to join political, economic, social, historical, linguistic, and philosophical concerns to questions involving the relationships between and among individuals, groups, and institutions in the society, the economy, and the polity. Same as Social Sciences 125O.

**161Y Sociology of Conflict (4).** An examination of theories of social conflict in the context of empirical research on social conflict among groups, among nations, and within communities, groups, and organizations. Prerequisite: upper-division standing. Same as Social Sciences 126Q.

**161Z Men and War (4).** Research seminar in which students design a course on war and gender roles. Topics include societies in which warriors are the masculine ideal, biological basis to male aggression, women's attraction to violent men. Students research a question, drawing on studies in social science or biology or history, or novels, propaganda, or other literature on war. Prerequisite: consent of instructor.

**162A Sociology Majors Seminar (4).** Students learn sociology by doing it. A modest-sized research project is planned and implemented by each student. Prerequisite: Sociology major or consent of instructor.

**162C Men and Women: Sociology of Sex and Gender (4) Summer.** Probes the sociological concept of gender roles and impact gender has on the lives of women and men. Analysis of theoretical explanations of gender roles, relating theoretical and academic research to social experience of students. Historical analysis of American gender roles, sexual politics, negative and positive aspects, and evaluation of current trends and implication for the future.

**162E Markets and Firms (4).** Compares sociological and economic approaches to organizing complex tasks and transactions. The integration of these perspectives has produced great interest in recent research on work processes and social exchange. Examples of research on integration are drawn from both industrial organization and non-commercial areas.

**169A-Z Special Topics in Sociology (4) F, W, S.** May be repeated for credit. Prerequisites vary.

## Comparative Culture

Course modules emphasizing Comparative Culture are assigned numbers from 170-178.

### 170 Disciplines and Culture Study

**170A Scope and Problems of Interdisciplinary Studies (4).** Lecture, three hours. An exploration of the problems of interdisciplinary scholarship and the interrelationship among social science and humanities disciplines, focusing on the transferability of conceptual systems and the development of meta languages. (Emphasis: comparative culture)

**170B Philosophy of Culture (4).** Lecture, three hours. An introduction to philosophies of culture that have been formulated by philosophers, historians, anthropologists, and sociologists over the past four centuries. Evolutionary, functional, ecological, psychological, Marxist, structuralist, phenomenological, culture historical, kulturkreise, and culture area philosophies and explanations are analyzed.

**170C Economics and Culture (4).** The economic problems of groups and ways of approaching them. A basic examination of people, ideas, and economic systems.

**170D Politics and Culture (4).** An introductory examination of the relationship of political ideas to the socioeconomic structure of American society.

**170E Society and Culture (4).** An introduction to issues in the study of society and culture through the works of major classical theorists such as Marx, Weber, and Durkheim.

**170F History and Culture (4).** An introduction to ethno-history, focusing on the contributions of history to the interdisciplinary study of sociocultural systems.

### 171 Expressive Forms of Culture

**171A Cultural Analysis of Literature (4).** A study of literature as a cultural document. The relevance of a formalist approach which views literature as autonomous is assessed against a consideration of the cultural and social factors in illuminating a

literary work, which in turn is considered for the ways it might shed light on its social and cultural context.

**171B Folklore and Popular Culture (4).** A survey of forms of folklore and their relationships to popular culture and to social and cultural analysis.

**171C Comparative American Folklore (4) W.** A study of major genres of folk expression in American history, focusing on how folklore contributes to an understanding of American culture. Attention is given to the songs, folktales, and folklife of various American groups.

**171D Religion and Culture (4) S.** A survey of the major issues in the comparative study of religious beliefs and behavior. Examines forms of religious expression and organization and their relationship to social and cultural forces.

**171F Cultural Analysis of Visual Arts (4) S.** Explores the relationships between the visual arts and the culture and society of which they are a part. The works of nonliterate societies as well as those of the Western world are analyzed and compared.

**171G Language and Culture (4) F.** A lecture and discussion course in the nature of language, its spoken and written forms, and its relation to thought and other forms of human culture: the verbalization of morality, values, religion, aesthetics, and politics; problems in the interpretation of ideological works in ancient and recent times; semantics and psychology of speech, image, gesture, and onomatopoeia as communication—beyond the dictionary.

**171K-L-M Gospel Choir I, II, III (2-2-2) F, W, S.** A study of the music of Afro-American spirituals and gospels. Approach is one of cultural authenticity rather than "musically straight." Course includes historical and cultural aspects of this form of music. Several performances are given throughout the year. Participation is by audition. May be repeated for credit.

**171T-U-V Television and Culture I, II, III (4-4-4).** Examines the relationships between television and culture, and the structure of the television industry and its relationship to other American social institutions. Concentrates on methods of analyzing various television genres, from situation comedies, game shows, and soap operas to documentaries and news. Videotapes, selected readings, and a paper are required.

## 172 World Cultures

**172A African Culture (4) S.** A survey course including the history of major African societies and states and contemporary forms of social and cultural life.

**172B American Culture (4) Summer.** A survey of the historical development of dominant American society and culture. Aims to identify dominant social values and to explore their implications for the development of American society.

**172C Latin American Culture (4) S.** A study of political, social, economic, and intellectual forces in Latin America. Major topics include Latin American thought; social stability and instability, including revolutionary change; changing Latin American cultures.

**172F Indian Culture (4).** A survey of the history of India, with emphasis on elements of cultural and structural continuity in Hindu civilization.

**172G Asian-American Culture (4).** A survey course of socio-political-economic dimensions of Asian-American people—their past, present, and future.

**172H Afro-American Culture (4) W.** A survey of the development of Afro-American culture with a focus on the United States. Topics include African and New World sources and contemporary forms of Afro-American social and cultural life.

**172I Chicano Culture (4) W.** A critical survey of social science literature on the Chicano experience and a general discussion of the various models and theories applied by social scientists to the study of oppressed national minorities. Discussion of race and class within the context of the Chicano experience.

**172J Native American Culture (4) W.** An introduction to the history, evolution, ecology, and culture areas of North American Indians. Describes how Native Americans once were and why they were that way. A brief introduction to contemporary Native American culture is provided.

**172K Finnish and Estonian Culture and Language (4).** Lecture, three hours. Non-Indo-European languages of Europe. Finno-Ugric phonetics, grammar, and ethnography. History and culture of Estonia and Finland, with emphasis on possible implications for cultural development of other small linguistically isolated peasant populations. Either cultural or linguistic aspects can be stressed, depending on students' preferences. Further individual study of spoken Finnish and Estonian will be available.

**179 Special Topics (4-4-4) F, W, S.** Special topics courses are offered from time to time, but not on a regular basis. These courses probe a single ethnic group or culture, or take up a special cultural problem or an aspect of culture for consideration. Possible subject matters are Film and Visual Arts; The Image of Minorities in American Films; Comparative American History Through Literature; American Autobiography; American Ideologies; Comparative Ethnic Politics; Chicano Historical Experience; Afro-American History; History of Education in America.

**197A-B-C Field Study in the Chicano Community (4-4-4) F, W, S.** Emphasis on applied bicultural education in the Barrio. Students participate in classroom situations with Chicano elementary school students. Prerequisite: consent of instructor. Pass/no pass option only. Course may be repeated for credit for three quarters only. Open to students with an interest in specializing in bicultural, bilingual education.

## Special Courses—Upper-Division

### 180 Upper-Division Special Topics

**180A Exploring Society Through Photography (4).** Seminar and laboratory, three hours. Students explore society through presentation, interpretation, and discussion of their own photographs. A few common exercises at the beginning of the quarter are followed by individual projects. Photography as social observation and the relation of photographs in an essay is stressed. Prerequisite: basic photo techniques. (Emphasis: anthropology, sociology)

**180C Social and Psychological Dimensions of the Movie (4).** Lecture, three hours. Movies are looked at from their anthropological perspective, i.e., as visual expressions of and influences on the culture from which they grow. The course scrutinizes films whose intent is to propagandize, arouse, terrify, amuse, revolt, and so on; the "language of the film" is studied from the semiotic viewpoint. (Emphasis: anthropology)

**180E Gandhi: Life and Legacy (4).** Lecture, three hours. Focus is on Mahatma Gandhi's life and career. The three themes are the formation of personal identity in a colonial society; the charismatic leader and mass politics; social theories of nonviolence and social change.

**180J The Economics of Accounting Principles (4) F.** Introduction to accounting concepts and principles, including the accounting model and accounting cycle, transaction analysis, and the preparation of financial statements. An analysis of the similarities and differences between accounting and economic concepts (e.g., value, profits) is examined. Same as Social Sciences 117F.

**180K Advertising and American Culture (4) Summer.** Examination of the function and content of advertising in the United States. Topics include the structure and function of advertising agencies, marketing strategies, ad content and social values, and the role of advertising in capitalism, the "consumer culture," and social forecasting. Prerequisite: an introductory course in social science or consent of instructor.

**181A Workshop in Social Sciences Writing (4).** Lecture, three hours. The workshop is structured around the writing of a number of very short papers, the in-class discussion of those papers, and the editing, by students, of a class "journal." Prerequisites: upper-division standing and successful completion of the lower-division Writing Requirement.

**181B Social Science Fiction (4).** Lecture, three hours. This course focuses on the novel as a vehicle for a range of issues and themes taken up by the social sciences, including society and technology, social psychology, and relationships between literary form and social scientific inquiry. Prerequisites: upper-division standing and successful completion of the lower-division Writing Requirement.



**181C Writing About Special Topics in Social Science (4).** Lecture, three hours. Students are encouraged to integrate the skills of written expression and textual analysis through interdisciplinary reading and writing on a single, but fairly general topic. Topics vary. Prerequisites: upper-division standing and successful completion of lower-division Writing Requirement.

**181D Writing for the Social Sciences (4).** Lecture, three hours. Instruction and practice in the modes of writing in the social sciences. Students receive practice in writing proposals, research papers, abstracts, and case studies. Prerequisites: upper-division standing and successful completion of the lower-division Writing Requirement.

#### **183 Women's Studies**

**183A-B Women's Studies Core Course I, II (4-4).** Lecture, three hours. Basic components of Women's Studies Concentration. In-depth study of women in society and culture, through anthropology, literature, psychology, sociology, and philosophy.

#### **185 Advanced Seminars**

**185A-B-C People in Society (4-4-4).** For seniors who would like to do a senior project on a topic having to do with people in society. A year-long seminar with emphasis on independent reading, research, and writing, and mutual help and criticism. Prerequisite: senior standing or consent of instructor.

**189A-Z Special Topics in Social Sciences (4).** May be repeated for credit.

**190 Senior Thesis (4-4-4) F, W, S.** Prerequisite: consent of instructor.

**197D-Z Field Study (4) F, W, S.** Prerequisite: consent of instructor. May be repeated for credit.

**198A-Z Group Independent Study (4) F, W, S.** Prerequisite: consent of instructor. May be repeated for credit.

**199 Independent Study (2-4) F, W, S.** Prerequisite: consent of instructor. May be repeated for credit. Students may enroll for only one 199 each quarter.

## **Graduate Courses**

**201A Descriptive Multivariate Statistics I (4) W.** Lecture, four hours; laboratory, two hours. Mathematical tools to organize and illuminate the multivariate methods. Multiple regression analysis, multi-dimensional scaling, and cluster analysis. Statistical computing via MDS(x), DMDP, and SPSS. Prerequisite: Social Sciences 100A-B-C or equivalent. Same as Social Ecology 290A and Management 290X.

**201B Descriptive Multivariate Statistics II (4) S.** Lecture, four hours; laboratory, two hours. Presentation of the principal methods of multivariate statistics including criteria for appropriate use and the interpretation of resulting measurements. Computer exercises are used to demonstrate concepts. Prerequisite: Social Sciences 201A, Social Ecology 290A, or Management 290Y. Same as Social Ecology 290B and Management 290Z.

**201C Sampling Techniques and Estimation Methods (4) F.** A review of confidence interval estimates derived from simple random samples is followed by a representation of techniques for improving the precision of such estimates under the constraints of feasibility, cost, and time. Methods for dealing with bias and nonsampling errors are also considered. Outside speakers. Prerequisites: Social Sciences 100A-B-C or equivalent. Same as Social Ecology 290C and Management 290. Satisfactory/Unsatisfactory only.

**201G Analysis of Relational Data (4) S.** A practicum in social networks data analysis focusing on the special problems raised by data sets that embody relations. Log-linear and quadratic assignment procedures are stressed along with multidimensional scaling and other representational models.

**201J Statistical Methods in Network Analysis (4).** A practicum on network approaches to a classic topics in data analysis: the rectangular table or multivariate analysis. Programs on microcomputers are utilized. Students implement data-analytic studies using one or more of the methods. Prerequisite: graduate standing or consent of instructor.

**201L Mathematical Tools for Network Analysis (4) W.** A broad introduction to selected topics in algebra and discrete combinatorics with special emphasis on semigroups and graph theory. Acquaints students with the mathematical tools used in social networks analysis.

**204A Algebraic Theories in the Social Sciences (4).** Seminar, three hours. Various applications of abstract algebra to the social sciences. The unifying mathematical framework is categorical algebra including such basic ideas as category, functor, natural transformations, and universality. Examples drawn from such areas as pattern recognition (group theory), formal languages and social relations (semigroups), and the general problems of inducing structure from behavior (data). This course requires some mathematical maturity, but no specific knowledge. Prerequisite: graduate standing or consent of instructor.

**205C Alcohol and Behavior (4).** Focuses on the effects of alcohol on behavior, with emphasis on memory and cognitive processes. Primary attention is given to research results and research potential. What studies have been done and what studies need to be done? Each student selects one area to review. Previous familiarity with the topic is not required. Prerequisite: graduate standing or consent of instructor.

**208A-B Thesis Research and Writing I, II (4-4) W, S.** Seminar dealing with problem formulation, research design, data collection and interpretation, analysis, and presentation of findings. Prerequisite: consent of instructor.

**209A Special Topics in Mathematical Social Science: Network Theory (4).** Examination of potential graphs as models for social networks. Several papers by D. Strauss (University of California, Riverside) are read as is background material from Biggs.

**209B Financial Markets (4) W.** Roles, characteristics, politics of financial institutions, and behavior of capital markets. Attention to relationship between these aspects of the financial sector and federal monetary management and policy. Discussion of markets for specific instruments, such as federal funds, commercial paper, mortgages, and corporate bonds. Prerequisite: graduate standing or consent of instructor. Same as Management 231.

**210A-B-C Graduate Colloquium in Economics I, II, III (2-2-2) F, W, S.** Weekly reports and colloquia by faculty, students, and visitors. Class discussion of these presentations and other material on current research methodology. Prerequisite: admission to graduate program in Economics or consent of instructor. May be repeated for credit.

**211A Mathematics for Economists (4) F.** Gives students the mathematical background required for graduate work in economics. Topics covered include multivariate calculus, differential equations, and linear algebra. Prerequisite: graduate standing or consent of instructor.

**212A-B-C Microeconomic Theory I, II, III (4-4-4) W, S.** Theoretical microeconomics. Emphasis on the meaning and empirical interpretation of theoretical models. Topics include theory of the firm, theory of the market, theory of the consumer, duality theory, application to econometrics, general equilibrium and welfare economics, uncertainty, game theory. Prerequisite: graduate standing or consent of instructor.

**213A Mathematical Statistics for Economists (4) F.** Mathematical statistics necessary to prepare students for econometric study and applied work. Topics include probability theory, distributions, sampling, parametric interval and point estimation, statistical hypothesis testing, and nonparametric tests. Prerequisite: graduate standing or consent of instructor.

**213B-C Econometrics I, II (4-4) W, S.** Specification, estimation, and testing of econometric models. Main emphasis on linear simultaneous equations models. Time series, nonlinear models, and limited dependent variable models are covered. Prerequisite: Social Sciences 213A or equivalent.

**213D-E-F Econometrics Laboratory (1-1-2) F, W, S.** Discussion of problems in econometrics and their relationship to econometrics

theory. Instruction in the use of computers for applied econometric work. Prerequisite: concurrent enrollment in Social Sciences 213A-B-C.

**213G Discrete Choice Econometrics (4) S.** Specification, estimation, and testing of discrete choice models, with emphasis on cross-section application. Qualitative choice, limited dependent variables, sample selection bias, and latent variables. Students use computer packages to apply models to real data. Prerequisites: Social Sciences 213A-B.

**213H Time Series Econometrics (4).** Econometric analysis of time series data. Moving average and autoregressive series, regression analysis, Box-Jenkins techniques, computational methods, and causality conditions. Prerequisites: Social Sciences 213A-B-C.

**214A-B Labor Economics I, II (4-4) F, W.** Analytic and empirical study of labor markets. Topics include labor supply and demand, human capital, educational sorting, life-time earnings profiles, discrimination, unemployment, unions; several econometric techniques including combined time-series and cross-sections, sample selection bias, and switching regressions are taught as needed. Prerequisite: Social Sciences 111B and 211A or equivalent.

**214C-D Industrial Organization I, II (4-4) F, W.** Analysis of the structure and economic performance of markets, and the impact of public policy and their efficiency and equity. Effects of information structure. **214C:** Oligopoly, cartels, mergers, vertical integration, patents, innovation, antitrust, and regulation; **214D:** price flexibility and dispersion, auctions, search and industrial structure, intrafirm organization. Prerequisites: Social Sciences 111B and 211A, or equivalent.

**214E Urban Economics I (4) F.** Theoretical and empirical analysis of the economic functioning of urban areas. Urban economic development, location of firms and households, housing markets, urban public finance. Econometric estimation of hedonic price functions for housing. Prerequisites: Social Sciences 111B and 211A, or equivalent.

**214G Transportation Economics (4) W.** Economic analysis of intercity transportation. Cost measurement, applications of pricing principles, project evaluation, and economic regulation. Policy toward railroads, air passenger transport, and intercity highways. Prerequisites: Social Sciences 111B and 211A, or equivalent.

**214H Economics of Urban Transportation (4) S.** A sequel to Social Sciences 214E and 214G. Travel demand analysis including discussion of econometric techniques. Pricing and investment in urban transportation, effects of transportation on urban structure, selected policy issues. Prerequisite: Social Sciences 214E or 214G.

**214J Information Economics (4) W.** Study of information as an economic resource, focusing on principles which govern the production, distribution, and value of information. Impact of information structures on individual decision, corporate structure, and the operation of markets. Prerequisites: Social Sciences 111A-B-C and 211A, or equivalent.

**214L Financial Economics (4) S.** The modern theory of portfolio selection as an application of individual decision making under uncertainty. Implication for equilibrium financial asset pricing. Prerequisites: Social Sciences 111A-B and 211A or equivalent, and Social Sciences 212A-B.

**214N Public Choice (4) F.** Theoretical and empirical explanations of democratic governments' behavior, with emphasis on the role of economic rationality. Voting behavior, special interest groups, economic efficiency in political decisions. Prerequisites: Social Sciences 111B and 211A, or equivalent.

**215A-B-C Macroeconomic Theory I, II, III (4-4-4) F, W, S.** Advanced macroeconomic theory including alternative macroeconomic models, microeconomic foundations of macroeconomics, investment and growth theory, inflation and unemployment, rational expectations and macroeconomic policy, wealth effects, crowding out and fiscal policy, money and interest, open economy models. Prerequisites: Social Sciences 111C and concurrent enrollment in Social Sciences 211A.

**217A-Z Topics in Economics (4) F, W, S.** Study of current literature on topics in advanced economic theory. Subject matter varies; may include microeconomics, macroeconomics, mathematical economics or econometrics as arranged by the instructor and specified in advance. Prerequisite: consent of instructor. May be repeated for credit.

**219A Research Writing in Economics (4).** For graduate students in economics who are writing their required research paper in an applied field. How to write an original paper in economics, guidance for specific papers. Prerequisite: admission to the graduate program in Economics.

**220A-B-C Research Seminar in Politics, Society, and Social Issues (1.3-1.3-1.4) F, W, S.** Seminar, two hours. Weekly reports and colloquia by faculty, students, and visitors. Students required to report on one research project over the course of three quarters. Prerequisite: admission to graduate program in Social Sciences or consent of instructor.

**221A-B-C Theoretical Approaches to Urban and Transportation Analysis (4-4-4).** Seminar, three hours. Selected theoretical perspectives on urban and transportation analysis based upon the study of human behavior. The seminar is intended to assist graduate students and faculty associated with the Institute of Transportation Studies to formulate and complete research programs emphasizing interdisciplinary collaboration in the social sciences. Research findings are presented by students, faculty, and invited guests. Prerequisite: graduate standing.

**221U Research Seminar in Electoral Behavior (4).** Students will be expected to design and carry out an original research project in the field of electoral behavior, analyzing data from recent national election studies. Emphasis will be placed on learning techniques of data analysis and presentation. Prerequisite: graduate standing or consent of instructor.

**222A-B Seminar in Authority Relations I, II (4-4).** Examination of authority relations in workplaces and educational institutions in several societies. Emphasis on adaptation to unfamiliar contexts and the possibility of "self-management" in organizations.

**223A-B-C Theories of Political Structure (4-4-4) F, W.** Examination of alternative theories of political structure with particular attention to those found among sociologists such as Parsons, anthropologists such as Lévi-Strauss and Nadel, psychologists such as Piaget, and Marxists such as Althusser and Poulantzas. Objective is to test the utility of these approaches for the construction of a theory of political structure. Prerequisite: graduate student or consent of instructor.

**223D Comparative Political Institutions and Processes I (4).** An introduction and overview of comparative institutions and processes at the national and cross-national level. Prerequisite: graduate standing or consent of instructor.

**224B Methods of Political Inquiry (4).** A basic introduction to standard research techniques in political science. Prerequisite: undergraduate-level statistics or mathematics course or consent of instructor.

**224C Critical Political Theory (4).** An in-depth study of current political theories which are critical of the acceptance of mainstream political, economic, and sociological discussion of capitalist, democratic societies. Focus is on two theorists in particular: C.B. MacPherson and William E. Connolly; however, other theorists are covered. Prerequisite: graduate standing or consent of instructor.

**226C Political Economy (4) S.** Introduction to the many relationships between economics, politics, and government, both within and among societies. Areas covered include contemporary American politics, American history, political theory, ideology, labor, property, multinational corporations, economic regulation, international relations, and the Third World. Prerequisite: graduate status or consent of instructor.

**226S Rationality in Social Science (4).** Discussion of the history of the paradigm, how it has been refined into the cost-benefit model as it has been applied to political decision making; identification and examination of the main assumptions underlying the model; suggested modifications in the rationality paradigm. Prerequisite: graduate standing or consent of instructor.

**229A-Z Special Topics in Politics and Society (4).** Current research in politics and society. Topics vary.



**230A-B-C Current Research in Social Relations (1.3-1.3-1.4) F, W, S.** Seminar, three hours. Research seminar in which a number of Social Relations faculty members present and discuss their current research.

**230D-E-F Cultural Synergy I, II, III (4-4-4).** A year-long seminar on the analysis of cultural synergy and its application in social criticism and in designing new institutions and environments. **230D:** Use of questionnaires, content analysis, and computer interviewing techniques to measure conditions of cultural synergy. **230E:** Application of the theory in social criticism, including the linkage of synergy conditions to social indicators and the culture of poverty. **230F:** Design of biostructures and satellite communities to maximize cultural synergy. Prerequisites: must begin seminar in fall quarter; consent of instructor.

**230X-Y-Z Proseminar in Social Relations I, II, III (4-4-4) F, W, S.** Gives first-year graduate students a general background in theory and research and helps them prepare a long research paper. By the end of spring quarter, students must complete their paper and give a public lecture on its contents. The readings covered in the seminar are tailored to fit the students' research interests. A core course for first-year graduate students in social relations and anthropology. Prerequisite: graduate standing or consent of instructor.

**231A-B-C Systems of Belief I, II, III (4-4-4) F, W, S.** Seminar, three hours. Approaches to exploring and understanding particular belief systems in unfamiliar cultures.

**232A-B Advanced Experimental Anthropology (4-4) W, S.** Seminar, three hours. This seminar deals with the major topics in experimental anthropology. It has a heavy anthropological emphasis. Individual research projects required from each participant. Prerequisite: consent of instructor.

**233A-B Mathematical Anthropology I, II (4-4).** Seminar, three hours. A variety of substantive problems dealt with by anthropologists and what can be done through formalizing this organized complexity, using mathematical, statistical, and computer-based techniques. Models of the structure, process, and evolution of cognitive, social, and ecological aspects of culture considered.

**234B-C Inequality in Rural Societies I, II (4-4).** Seminar, three hours. Social inequality (stratification) in small communities in the Third World with emphasis on the interaction of stratification systems and socio-economic change. Class sessions include lectures, discussions, and presentation of research results. Prerequisite: graduate standing or consent of instructor.

**235D Cross-Cultural Research on Cognition (4).** Seminar, three hours. Current research on cognition using cross-cultural methodology. Both the cultural concomitants of cognitive skills and their development over time are explored. Each student prepares a paper in the form of a research proposal which surveys existing work in some subarea and formulates a new research problem. Prerequisite: graduate standing or consent of instructor.

**239A Topics in Anthropology (4-4-4) F, W, S.** Seminar, three hours. Current research in anthropology is presented. Topics vary.

**240A-B-C Cognitive Sciences Research Seminar (1.3-1.3-1.4) F, W, S.** Seminar, two hours. Weekly reports and colloquia by faculty, students, and visitors. Prerequisite: admission to graduate program in Cognitive Sciences or consent of instructor. (Emphasis: psychology, economics)

**241A Introduction to Mathematical Statistics (4) F.** Lecture, three hours. Probability spaces, random variables, random sampling, maximum likelihood estimation, central limit theorems, hypothesis testing. Prerequisite: calculus or elementary statistics.

**241B Experimental Design (4).** Discussion of the logic of experimental design and inferential statistics. Presentation of mathematical ideas behind inferential statistics and analysis of variances; main emphasis is on research applications rather than mathematical formulations. Prerequisite: graduate standing or consent of instructor.

**241C Computational Models of Language and Cognition (4).** Introduction to the theory of abstract machines; formal languages and their relationship to abstract machines; learnability of families of languages under various conditions of input information and processing capability; computational models of language processes. Prerequisite: graduate standing or consent of instructor.

**242A-B-C Proseminar in the Cognitive Sciences (4-4-4) F, W, S.** Seminar, three hours. Year-long intensive introduction to the conceptual foundations and basic research results in the cognitive sciences for first-year graduate students. Prerequisite: graduate standing or consent of instructor.

**244A Linguistic Theory (4).** Seminar, three hours. An analysis of recent developments in linguistic theory. Discussion centers on the formulation of the goals of linguistic theory and on the use of linguistic data in relationship to these goals. Prerequisites: Social Sciences 141A or equivalent; graduate standing or consent of instructor.

**244B Seminar in Semantics and Cognitive Structure (4).** Seminar, three hours. Concentrates on recent research in semantic and cognitive structure. Prerequisite: some background in linguistics or psycholinguistics.

**247B Research Seminar in Psycholinguistics (4).** Seminar, three hours. This seminar consists of informal presentation and discussion of ongoing research in psycholinguistics on the part of the participants. Those people wishing to take the course who are not currently engaged in a research project will design and execute one. Prerequisites: consent of instructor and graduate standing.

**247C Language and Its Use: A Seminar in Pragmatics (4).** Seminar, three hours. This seminar covers selected topics dealing with the relationship between language and language use, including the work of some of the ordinary language philosophers, more recent developments in linguistics, and relevant thrusts in psychology. Prerequisite: consent of instructor.

**249A Topics in Cognitive Sciences (4-4-4) F, W, S.** Seminar, three hours. Current research in cognitive sciences is presented. Topics vary.

**250C-D-E Spatial Representation in Cognitive Sciences (4-4-4) F, W, S.** Seminar, three hours. In cognitive sciences, it is important to disclose information hidden in complex data. The information is often captured in spatial form such as a configuration of points in an appropriate space. Two methods widely used for this purpose, factor analysis and multidimensional scaling, will be discussed from the

beginning. Special emphasis will be placed upon nonmetric versions of these methods. Prerequisite: graduate standing or consent of instructor.

**251A-B Mathematical Models of Cognitive Processes I, II (4-4).** Lecture, three hours. Mathematical models of various cognitive processes that have been developed mostly since 1960, including learning, memory, perception, psycholinguistics, and problem solving. Models are formulated in different mathematical languages: calculus, algebra, logic, probability, and computer. Difficulties in testing and validating models are discussed. Prerequisite: graduate standing or consent of instructor.

**253A-B-C Visual Perception I, II, III (4-4-4).** Seminar, three hours. General introduction to visual perception for graduate students. Current research topics emphasized. Prerequisite: graduate standing or consent of instructor.

**253D-E-F Electro-optical Instrumentation Related to the Human Eye (4-4-4).** Seminar, three hours. In order to perform research on human vision, sophisticated electro-optical instrumentation is often required. Many optical and electro-optical instruments are designed to be used in connection with the human eye, and their design requires an understanding of the properties of human vision. Some of these instruments use the eye as a sensor (e.g., telescopes, fluoroscopes, etc.) and some are used to examine the eye (e.g., ophthalmoscopes, eye movement detectors, etc.). The course covers basic principles of the design of electro-optical systems and the relevant parameters of the human visual systems.

**254A Attention (4).** Seminar, three hours. Examination of the descriptive and functional properties of attention, especially in visual perception. Topics discussed are selection, orientating to and focus on objects and parts of objects, acuity, priming, switching attention, capacity limitations, effort, and automatic processing. Prerequisites: graduate standing or consent of instructor.

**255A-B Artificial Intelligence and Human Vision I, II (4-4).** An introduction to computational investigations of human visual perception. Topics include edge detection, stereo, 3-D structure from 2-D motion, shape from shading and contour, shape recognition, and philosophy of the computational approach. Prerequisites: graduate standing; Math 2C and Social Sciences 7, or equivalent.

**262A-B-C Research Methodology (4-4-4) F, W, S.** Seminar, three hours. Seminar to help students focus on their dissertation topics and to help the instructors audition their current research interests. Graduate students at all levels and instructors make presentations describing their ongoing work.

**263A Social Movements and Public Policy (4).** Seminar, three hours. Several recent changes in the U.S. have resulted from the interaction of a social movement, a new ideology, and government policies. This seminar focuses on how these factors have changed the status of women. Changes in the status of minority groups also are considered.

**263B Seminar in Social Structure (4) W.** Seminar, three hours. Alternative theoretical approaches and research strategies for examining topics such as stratification, modernization, and socialization. Readings include Marx, Weber, Dahrendorf, Sahlins, and Lenski.

**263H Development and Social Change (4).** Examines both classical and contemporary macrosociological theories of modernization and development. Competing perspectives are discussed and evaluated in light of their ability to explain concrete problems of underdevelopment such as economic stagnation, social inequality, political instability, and overpopulation. Prerequisite: graduate standing or consent of instructor.

**264A Seminar in Structuralism and Semiotics (4).** Seminar, three hours. A fresh look at structuralism and semiotics to determine whether there are some symbolic systems (e.g., myths, designs, food, clothes) that are enough like language to profit from the comparison. Prerequisite: graduate standing or consent of instructor.

**270A-B Proseminar in Expressive Forms (4-4) F, W.** A survey of the literature pertaining to the cultural and social analyses of expressive forms. The first quarter emphasizes general theoretical approaches to such analyses; the second quarter is devoted to a study of myth and ritual. Extensive reading is stressed, with short essay assignments and a final examination each quarter.



**273A-B Proseminar in Social Inquiry (4-4) F, W.** A survey of the philosophy and conceptual and methodological tools of the social sciences, with emphasis on the problems of interdisciplinary research. Required of all first-year Comparative Culture doctoral students.

**274A-B Nondominant American Classes and Cultures: Literature and Interpretations (4-4) W, S.** A survey of the literature and interpretations of nondominant social classes and ethnic/racial cultures in the United States. Emphasis on similarities and differences with one another and on their relationships with the dominant classes and culture. *Required of all second-year doctoral students in Comparative Culture.*

**275A-B-C Cross-Cultural Comparisons (4-4-4).** Analysis of the logic and methodologies of research in cross-cultural studies. Focus on explanations, methodological assumptions, research techniques, and introduction to statistics for comparative research. *Required of all second-year students focusing on social inquiry.*

**276A-B-C The Methodologies of Expressive Forms I, II, III (4-4-4).** Sequence devoted to the study of the methodologies of the expressive forms of culture. Because expressive forms are so diverse and methodologies so varied, students might take courses elsewhere in the School or on campus to satisfy this requirement. With the concurrence of the academic advisor, for example, courses in literary theory and criticism, art history, or musicology might suit the student's individual needs. *Required of all second-year students focusing on expressive forms.*

**279A Industrialization and Agrarian Crisis in Mexico (4).** A seminar on the impact of planned and unplanned economic change upon Mexican society and culture.

**279B National and International Dimensions of Third World Education (4).** An examination of the nature and consequences of alien incursion into the education of Third World societies.

**279C-D Imperialism and World Poverty I, II (4-4).** A two-quarter seminar on core-peripheral relationships and neo-colonialism, and their role in creating and alleviating world poverty.

**279E-F Southern California: The Technological Society I, II (4-4).** A two-quarter seminar focusing on the history, evolution, and consequences of technology in Southern California.

**279G Family, Sex, and Economy (4).** An examination of theories and case studies pertaining to the interrelationships among family structures, sexual differences, and economic systems.

**279H-I Topics in Marxist Sociology I, II (4-4).** A two-quarter seminar on new developments in Marxism (theoretical and methodological) as they pertain to political economy, class, the state, imperialism, sexism, and racism.

**279J Semiotics and Structuralism (4).** An examination of the theoretical foundations, socio-historical context, and assumptions of semiotics, and their application of the tests of culture.

**279K The State in Advanced Industrial Societies (4) S.** An examination of the problems of political and social power, bureaucracy, government administration, legitimacy, and the relation of social class to political power.

**279M-N America in the 1960s and 1970s I, II (4-4).** A two-quarter seminar that examines the conceptualization and methodology of American politics and culture. Topics include feminism, neo-conservatism, neo-evangelicalism, and the new left.

**279P Issues of Terramediterranean Independence (4).** A seminar on global issues generated by the modern sovereignty of societies of Africa and the Middle East.

**279Q World Systems (4).** A comparative perspective on world systems, including Wolf's capitalist, tributary, and kin-ordered modes of production, and their interactions. Course attempts to systematize and operationalize Wallerstein and to build upon Braudel's processual history. Stresses importance of world systems, historical, and processual problems in comparative analysis of social regularities. Students focus on a particular region of the world or a sample of world cultures for a term research project on the impact of world systems interfaces. Prerequisite: graduate standing or consent of instructor.

**280A-B-C Colloquium in Social Networks (1.3-1.3-1.4) F, W, S.** A seminar drawing on visiting scholars and local faculty designed to keep students abreast of current developments in Social Networks research.

**281A Network Theories of Social Structure (4) F.** Explores communicative, social, political, economic, and other flows of behavior using foundational network concepts and measures such as centrality, group, role, pattern, and system. What is social structure, what are the processes that generate structures, and what are the behavioral consequences of structural rather than individual dispositional properties?

**282A Kinship Structures (4).** The kinship systems of the world offer many interesting structures for algebraic analysis. The first such analysis was done for the Australian marriage class systems using the theory of permutation groups. This analysis will be extended to cover more aspects of marriage class structures and will be generalized to such systems as the Crow-Omaha.

**283A Interaction Models (4).** Human groups can be considered as finite systems of individuals some of whom interact in pairs. Each individual is assigned an attribute from a ring of values, and the set of these attributes is called the "state" of the system. States, together with graphs on individuals, are used to define stochastic processes. These processes are used to model such phenomena as ferromagnetism in physics and clique formation in social science.

**284A Quasi-Experimental and Field Research (4).** An introduction to research methods in anthropology and sociology that combine the experimental paradigm with field research. Topics include quasi-experimental research designs, ethnoscientific interviewing, behavior observation, social networks analysis, and judged similarities tasks.

**285A Topics in Graph Theory (4).** A detailed examination of selected topics in the theory of graphs, digraphs, and hypergraphs with a view toward applications to problems of social networks analysis.

**290 Dissertation Research (4) F, W, S.** May be repeated for credit. Prerequisite: consent of instructor.

**291 Directed Reading Examination Preparation (4) F, W, S**

**299 Independent Study (4) F, W, S.** May be repeated for credit.

**399 University Teaching (4-4-4) F, W, S.** Limited to Teaching Assistants.

## Department of Information and Computer Science

### John L. King Chair

- Lubomir Bic, Ph.D. University of California, Irvine, *Assistant Professor of Information and Computer Science* (systems based on the principles of dataflow; architectures and languages for such systems; dataflow principles for database applications)
- Alfred M. Bork, Ph.D. Brown University, *Professor of Information and Computer Science* (computer-based learning; production systems for computer-based learning; screen design; simulation; computer graphics)
- Julian Feldman, Ph.D. Carnegie Institute of Technology, *Professor of Information and Computer Science* (management of computing resources; problems involved in managing the computer resources of an organization, including resource allocation and financing organizations; the teaching of programming, and development of techniques which will facilitate the learning of programming)
- Peter Freeman, Ph.D. Carnegie-Mellon University, *Associate Professor of Information and Computer Science* (software engineering methods, tools, and management, especially for analysis and design; reusability; study of design representation; development of design training methods)
- Richard H. Granger, Ph.D. Yale University, *Assistant Professor of Information and Computer Science and Social Sciences* (cognitive science; natural language processing; memory models)
- Kathleen Gregory-Huddleston, Ph.D. Northwestern University, *Assistant Professor of Information and Computer Science* (social analysis of computing; labor and career aspects of the computer in industry)
- Daniel Hirschberg, Ph.D. Princeton University, *Associate Professor of Information and Computer Science* (analysis of algorithms; concrete complexity; data structures; models of computation)
- Donald Hoffman, Ph.D. Massachusetts Institute of Technology, *Assistant Professor of Psychology and Information and Computer Science* (human and machine vision; cognitive science; artificial intelligence)
- Gene H. Hostetter, Ph.D. University of California, Irvine, *Professor of Electrical Engineering and Information and Computer Science* (digital electronics, microprocessors, control systems)
- C. Scott Huddleston, Ph.D. University of Washington, *Assistant Professor of Information and Computer Science* (analysis of algorithms; concrete complexity; paradigms for algorithm design; high-level languages; program verification)
- Keith E. Justice, Ph.D. University of Arizona, *Associate Professor of Population and Environmental Biology and Information and Computer Science* (computer modeling of ecological phenomena)
- Dennis F. Kibler, Ph.D. University of California, Irvine; Ph.D. University of Rochester, *Assistant Professor of Information and Computer Science* (learning control knowledge; planning and problem solving; parallel processing of logic programs)
- John Leslie King, Ph.D. University of California, Irvine, *Chair and Associate Professor of Information and Computer Science and Management* (economics of computing; policies for computer management and use in organizations; public policy and social impact aspects of computer use)
- Rob Kling, Ph.D. Stanford University, *Professor of Information and Computer Science* (social analysis of computing—computer technology and public policy, sociology of computing)
- Kenneth L. Kraemer, Ph.D. University of Southern California, *Professor of Administration and Information and Computer Science, and Director of the Public Policy Research Organization* (economics and management of computing; organizational and social impacts of computing; information technology and public policy; management information systems/decision support systems)
- Patrick Langley, Ph.D. Carnegie Mellon University, *Associate Professor of Information and Computer Science* (machine learning and discovery; cognitive architectures; intelligent teaching systems)
- Nancy Leveson, Ph.D. University of California, Los Angeles, *Assistant Professor of Information and Computer Science* (information systems design; software safety and reliability; programming language semantics; database systems)

- George S. Lueker, Ph.D. Princeton University, *Associate Professor of Information and Computer Science* (computational complexity; probabilistic analysis of algorithms; data structures)
- Rami Razouk, Ph.D. University of California, Los Angeles, *Assistant Professor of Information and Computer Science* (computer-aided design; protocol modeling and verification; Petri nets)
- Jack Sklansky, Ph.D. Columbia University, *Professor of Electrical Engineering, Radiological Sciences, and Information and Computer Science* (computer vision; pattern recognition; biomedical information engineering)
- Thomas A. Standish, Ph.D. Carnegie Institute of Technology, *Professor of Information and Computer Science* (programming environments; data structures)
- Tatsuya Suda, Ph.D. Kyoto University, *Assistant Professor of Information and Computer Science* (computer networks; distributed systems; performance evaluation)
- Richard Taylor, Ph.D. University of Colorado, *Assistant Professor of Information and Computer Science* (programming environments; verification and testing of programs; concurrent processes)
- Nicholas P. Vitalari, Ph.D. University of Minnesota, *Assistant Professor of Administration and Information and Computer Science* (systems analysis and design; management information systems; social analysis of computing)
- Dennis Volper, Ph.D. University of California, San Diego, *Assistant Professor of Information and Computer Science* (computational complexity; analysis of algorithms; data structures)
- Kenneth Wexler, Ph.D. Stanford University, *Professor of Psychology and Information and Computer Science* (acquisition of languages)
- Roger Whitney, Ph.D. University of California, San Diego, *Visiting Assistant Professor of Information and Computer Science* (algebraic combinatorics; algorithms and complexity)

The development of the modern digital computer has made possible the solution of large-scale information processing problems in science, industry, and government. These problems include predicting the orbit of a satellite, simulating the economy, keeping track of inventories, and sending mail electronically. Such problems are solved by having the computer execute a procedure—a sequence of information processing operations including, but not limited to, arithmetic operations, testing and comparing numbers and representations of alphabetic information, and changing the sequence of operations within the computer. Information and computer science is concerned with the development of procedures which are effective and efficient, languages suitable for stating these procedures, systems for executing procedures, and with the study of the social setting in which procedures are used.

The implications of research in information and computer science extend beyond direct applications of the modern digital computer. Many animate and inanimate systems can be usefully viewed as information processing systems and analyzed in terms of the way they represent, store, and process information. Thus, information and computer science provides a point of view, an approach, for studying phenomena in many sciences.



Computing resources available on the campus include interactive access to the systems in the UCI Computing Facility—a Honeywell DPS8/49C (CP6) and a DEC VAX 11/780 (VMS). Departmental computing resources for instruction include a DEC VAX 11/750 (UNIX), two computer laboratories (one with Corona Personal Computers and one with Toshiba T100's), two Hewlett-Packard 9836 color graphics work stations, and two HP 9000 systems. Departmental computing resources for research include four DEC VAX 11/750's (UNIX), two Sun work stations, and a number of Integrated Solutions machines.

Transfer students are required to have the following: a minimum of 56 semester units/84 quarter; two years of transferable college mathematics, including one year of calculus; completion of one year of computer science courses, including the equivalent of ICS 1A or 1B; sufficient transferable credits to satisfy the majority of breadth requirements, and satisfaction of the lower-division writing requirement (one year of college English composition), and a competitive grade point average (since only a limited number of applicants can be accepted into the program).

Alternately, fall 1985 lower-division eligible transfer students can come to the campus without declaring a major, take the courses necessary to meet the ICS change-of-major requirements, and then apply for a change of major.

On the basis of our experience over the past several years, we anticipate that the number of incoming freshmen and advanced-standing students who elect ICS as a major in the fall of 1986 will exceed the number of positions available. In the fall of 1985 less than half of the incoming applicants who elected ICS were admitted to the major.

To ensure that their application is considered for the fall of 1986, students should be sure to file their application so it arrives on campus before November 30, 1985. The selection criteria will include grades, test scores, and affirmative action considerations.

Students interested in using computers as an adjunct to their major field of study may enroll in the introductory programming sequence (ICS 1B, 2, 2L, and 3).

## Degrees

Information and Computer Science . . . . . B.S., M.S., Ph.D.

### Honors

Honors at graduation, e.g., *cum laude*, *magna cum laude*, *summa cum laude*, are awarded on the basis of grade point average and the student's performance on research. Approximately 12 percent of the graduating seniors are selected for honors. To be eligible for honors, a general criterion is that students must have completed at least 72 units in residence at a University of California campus.

## Careers for the ICS Major

Students with undergraduate degrees in Information and Computer Science have been successful in finding career opportunities in recent years. Employment is available in computer programming, systems analysis, project control administration, and marketing.

A Bachelor's degree in Information and Computer Science can be part of a preparatory program for graduate work in computer science or a related field.

## Undergraduate Program

The undergraduate program in Information and Computer Science (ICS) is designed for students preparing for professional careers and for students preparing for graduate study

in information and computer science. It is designed to acquaint the student with the currently available methods of information and computer science which are useful in solving problems of science, industry, and government; to prepare the student for the additional formal and self-education required in this rapidly developing field; and to foster and extend the student's abilities to solve the kinds of problems encountered in information and computer science. The use of the computer as a problem-solving tool and the effects of its adoption on procedure and data representation are the underlying themes of the program.

**Note:** The award of a B.S. degree in ICS requires that students complete the course requirements for the degree *and* that they be enrolled in the ICS major. Although many students would like to change their major to the ICS major, there are insufficient spaces to accommodate all such petitions. Students who would like to change their major to ICS must contact the ICS Undergraduate Advisor's Office to discuss their plans.

Students enrolled in other degree programs who are interested in digital computer programming will normally begin their studies with Introduction to Programming and Problem Solving I (ICS 1B) and continue in the programming sequence with Programming and Problem Solving II (ICS 2, 2L) and Programming and Problem Solving III (ICS 3) as far as their interests require and their programs permit. Students who are doing, or planning to do, extensive work with numerical problems are advised to consider courses in numerical analysis.

Students interested in courses in computer engineering and digital systems should consult the list of Engineering courses. Students can declare a double major in Engineering and ICS; early consultation on such a double major is advisable.

Students are advised on academic matters by faculty and staff. Advising of undergraduate students is coordinated by the departmental counselors who also provide information on vocational and counseling services available on the campus.

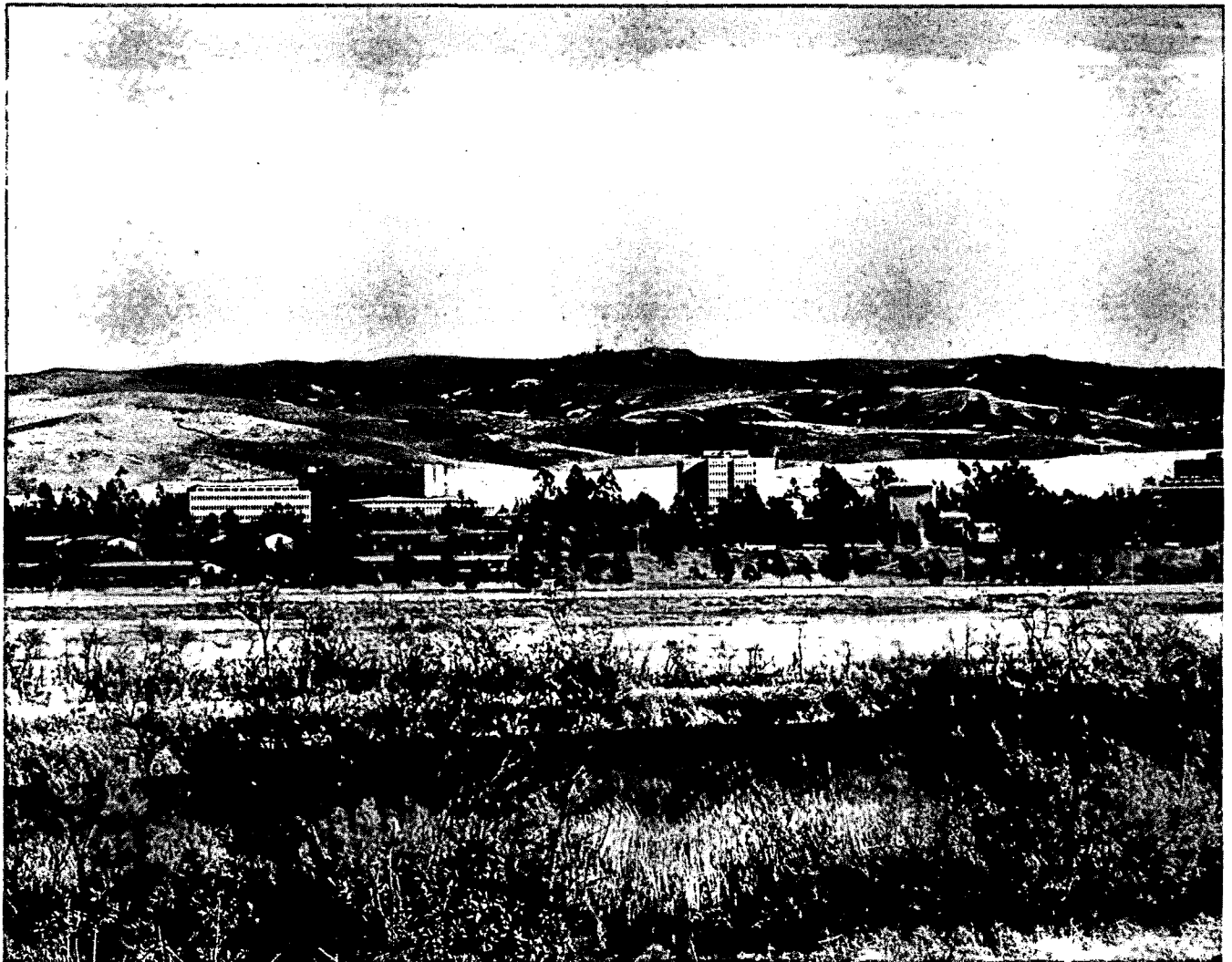
## Requirements for the Bachelor's Degree

**University Requirements:** See pages 49-52.

### Departmental Requirements

Information and Computer Science 1B, 2, 2L, 3. Any six of the following nine Information and Computer Science courses, provided at least one course and not more than two courses are chosen from each group: 141, 142; 151A, 151B, 152; 161, 162; 171, 172. Any two of the following Information and Computer Science courses: 145, 154 or 155, 165, 175, 195. Information and Computer Science 193.

Mathematics 2A-B-C, 6A-B-C, and a three-quarter sequence of any upper-division Mathematics course.



### The 3-2 Program with the Graduate School of Management

Outstanding students who are interested in a career in management and who will have completed all of the course requirements (including breadth requirements) for their bachelor's degree by the end of the junior year may apply for entry into the Graduate School of Management's 3-2 Program. This cooperative program leads to a Master's degree in either Business Administration (M.B.A.), in Public Administration (M.P.A.), or Business and Public Administration (M.B.P.A.), along with the bachelor's degree. Students should apply early in the junior year. The minimum grade point average required is 3.2 overall. Completion of either the Graduate Management Admissions Test (GMAT) or the Graduate Record Examination (GRE) also is required prior to admission to the 3-2 Program. Upon admission, senior-year students will take courses in management which will count toward the 180 units needed to receive a bachelor's degree. Upon successful completion of the required courses and units, usually at the end of the first year in the 3-2 Program, the bachelor's degree will be awarded. The GSM master's degree will be awarded after completion of all the requirements for the advanced degree, usually at the end of the fifth year. For further information, students should refer to the Graduate School of Management section and contact the GSM counseling office.

### Graduate Program Ph.D. Program

The graduate program in Information and Computer Science leads to a Ph.D. degree. The program is research-oriented and encourages students to work together with faculty to solve advanced problems in computer science. Current research activities include analysis of algorithms, artificial intelligence, machine architecture, programming environments, software engineering, computer-aided instruction, and the study of the interrelation of computing, organizations, policy, and society. The Department receives substantial extramural funding. The Ph.D. program is designed for full-time study, and can be completed in four to five years, depending upon the focus of research.

### Admission

Applications are evaluated on the basis of the student's prior academic record and potential for creative professional contributions. Applicants are expected to have good skills in computer programming and skills in mathematics equivalent to those obtained by students who complete college-level courses in logic and set theory, analysis, linear algebra, and modern algebra or probability and statistics. Computer science undergraduate training is not required, but some familiarity with machine organization, data structures, software systems, and formal models is helpful.

Applicants should take both the GRE General Test and the GRE Subject Test in Computer Science. Personal interviews are desirable but not required. Additional information about the graduate program in Information and Computer Science and application forms may be obtained by writing to the Graduate Counselor in the Department.

### Financial Assistance

Financial assistance is available to students in the form of teaching and research assistantships. Stipends vary, depending on the duties involved, and range up to \$7,800 for the academic year. Students who also teach or assist with faculty research during the summer may earn an additional \$2,000 to \$4,000 per year. More than half of the doctoral students in residence receive financial assistance.

### General Requirements for the Ph.D.

The Ph.D. program has three phases.

**Phase I. Breadth:** The purpose of the breadth phase is to develop the student's understanding of broad areas in computer science. Students must complete Phase I by the end of their second year.

**Phase II. Depth:** The purpose of the depth phase is to develop research skills and creative problem solving ability. The student must select an area of specialization and

1. demonstrate deep understanding of that area by satisfactory performance in two advanced courses and on a written comprehensive examination
2. pass one other advanced course of the student's choice
3. demonstrate research ability by preparing a survey paper and a research paper of publishable or near-publishable quality
4. present a research colloquium
5. receive approval from the faculty to take a Candidacy Oral Examination
6. pass the Candidacy Oral Examination conducted by a formal candidacy committee appointed by the Dean of Graduate Studies and Research.

The area of specialization is normally one of the Department's five concentrations: architecture and operating systems; software; theory of algorithms and data structures; artificial intelligence; computing, organizations, policy, and society (CORPS).

However, an area of specialization other than one of the above concentrations may be chosen with the approval of the graduate advisor.

All students in the Ph.D. program are eligible to be awarded an M.S. degree upon completion of all requirements of Phases I and II of the Ph.D. program except for the Candidacy Examination.

**Phase III. Dissertation:** This phase is devoted almost exclusively to the dissertation. When the student has passed the

formal qualifying examination and advanced to candidacy, a doctoral committee is appointed to supervise the dissertation and approve it on behalf of the Graduate Council.

**Teaching Requirement:** All ICS doctoral students are required to participate in teaching activities before being advanced to candidacy. Teaching activities in summer or night school, service at other universities, etc., may be accepted as fulfillment of the requirement.

**Programming Competence Requirement:** A computer scientist must be able to read and write programs in assembly, algebraic, and nonnumerical languages.

### Lower-Division Courses

**1A Programming and Problem Solving I (4) F, W, S, Summer.** Concepts and properties of procedures; language and notation for describing procedures; application of a specific procedure-oriented language to solve simple numerical and nonnumerical problems using a computer. Principles for using computers effectively and for clearly conceiving and expressing procedures. Designed to give the student an overview of computer science. (ICS 1A and Engineering 10 may not both be taken for credit.)

**1B Programming and Problem Solving I (4) F, W, S, Summer.** Concepts and properties of procedures; language and notation for describing procedures; application of a specific procedure-oriented language to solve simple numerical and nonnumerical problems using a computer. Principles for using computers effectively and for clearly conceiving and expressing procedures. Designed to prepare the student for subsequent ICS courses. (V)

**2 Programming and Problem Solving II (4) F, W, S, Summer.** Logical basis of computers and their structure; representation of instructions and data, codes, and number bases. Stack systems and other organizations. Assembly, linking, and loading. Computer as interpreter: microprogramming and interpretation. Programming in a higher level language and in assembly language. Prerequisite: ICS 1B. Corequisite: ICS 2L. (V)

**2L Laboratory for Programming and Problem Solving II (2) F, W, S, Summer.** Programming projects in macro-assembly language to develop, in depth, ideas introduced in ICS 2. Prerequisite: ICS 1B. Corequisite: ICS 2. (V)

**3 Programming and Problem Solving III (4) W, S, Summer.** Basic concepts of data structures and related algorithms. Arrays, lists, queues, stacks, strings, trees, and graphs; discussion of various implementations of these data objects. Investigation of effects of implementation choice on efficiency of an algorithm. Storage allocation and garbage collection. Sorting and searching. Comparison of data structuring features of several programming languages. Prerequisites: ICS 2 and 2L. (V)

**10 Computers and Society (4) F.** Introduction to the current state of information and computer science and technology for the nontechnical student. An overview for the person who wants to understand computers and automation as a major element in our technological society. Terminology and concepts; information structures; hardware and software; programming languages; applications in business, science, and education; implications. May not be taken for credit by ICS majors. (V)

**80 Special Topics in Information and Computer Science (2-4) F.** May be repeated for credit.

**90 Survey of Programming Languages (4) S.** Presentation and comparison of the procedural and data representation capabilities of several programming languages. Computer solution of problems in each language. Prerequisite: ICS 1A, or 1B, or equivalent.

## Upper-Division Courses

**141 Programming Languages (4) F, S, Summer.** In-depth study of several contemporary programming languages stressing variety in data structures, operations, notation, and control. Examination of languages for list, string, and array manipulation; languages for structured programming and systems programming; command and query languages; and general purpose languages. Principles of programming language design; programming style; run-time representations, environments, and execution strategies. Prerequisites: ICS 3, Mathematics 2A-B-C, and Mathematics 6A-B-C.

**142 Compilers and Interpreters (4) W.** Introduction to theory of programming language processors. Study of compilers focusing on lexical analysis, syntax analysis, and compile-time mechanics including code generation and optimization. Study of interpreters focusing on execution of interpretive representations (such as postfix), on mechanics of interpretation, and on run-time management of data structures. Prerequisite: ICS 141.

**145 Language Processor Construction (4) F, S.** Project course which provides working laboratory experience with construction and behavior of compilers and interpreters. Students build actual language processors and perform experiments which reveal their behaviors. Prerequisite: ICS 142.

**151A Introduction to Computer Systems Architecture (4) F, W.** Boolean algebra. Design/analysis of combinational and sequential systems using SSI/MSI/LSI modules. Number systems. Error detecting and correction codes. Arithmetic algorithms. Hardware/firmware implementation of algorithms. Prerequisites: ICS 3, Mathematics 2A-B-C, and Mathematics 6A-B-C. ICS 151A and EE 131 may not both be taken for credit.

**151B Intermediate Computer Systems Architecture (4) S.** Hardware description languages. Issues in machine organization including: arithmetic/logic unit design, control unit design. Memory organization, I/O processing and interrupts. Microprocessor system design. Prerequisite: ICS 151A. ICS 151B and EE 132 may not both be taken for credit.

**152 Process and Resource Management in Computer Systems (4) S.** Principles and concepts of process and resource management, especially as seen in operating systems. Processes, memory management, protection, scheduling, file systems, and I/O systems are covered. Concepts illustrated in context of several well-known systems. Prerequisite: ICS 141.

**154 Logic Design Laboratory (4) S.** Introduction to standard integrated circuits: gates, flip-flops, shift registers, counters, latches. Construction and debugging techniques. Design of digital systems using LSI and MSI components. Practical use of circuits in a laboratory environment, including implementation of small digital systems such as arithmetic modules, displays, and timers. Prerequisite: ICS 151A or 151B. ICS 154 and EE 134 may not both be taken for credit.

**155 Project in Computer System Organization (4) W, S.** Detailed specification and design of an actual computer system. Hardware-software tradeoffs. Emphasis on logical organization of system and on communicating design to others through documentation suitable for generating a concrete implementation. Prerequisite: ICS 152.

**161 Design and Analysis of Algorithms (4) F.** Discussion of time and space complexity of algorithms. Models of computation, techniques for efficient algorithm design, effect of data structure choice on efficiency of an algorithm. Fast algorithms for problems such as sorting, set manipulation, graph problems, matrix multiplication, Fourier transforms, and pattern matching. NP-complete problems. Prerequisites: ICS 3, Mathematics 2A-B-C, and Mathematics 6A-B-C.

**162 Formal Languages and Automata (4) S.** Formal aspects of describing and recognizing languages by grammars and automata. Parsing regular and context-free languages. Ambiguity, non-determinism. Elements of computability: Turing machines, random access machines, undecidable problems, NP-completeness. Prerequisites: Mathematics 6A-B, and either ICS 141 or 161.

**165 Project in Algorithms and Data Structures (4) S.** Design, implementation, execution, and analysis of algorithms for sorting, graph problems, and matrix manipulations. Time-space-structure trade-offs. Prerequisites: ICS 161, Mathematics 6A, Mathematics 6B; Corequisite: Mathematics 6C.

**171 Introduction to Heuristic Problem Solving in Artificial Intelligence (4) F.** Different means of representing knowledge and uses of representations in heuristic problem solving. Representations considered include predicate logic, semantic nets, procedural representations, natural language grammars, and search trees. Prerequisites: ICS 3, Mathematics 2A-B-C, and Mathematics 6A-B-C.

**172 Programming Techniques in Artificial Intelligence (4) S.** The study of the language LISP and its derivatives, as used in problem-solving systems requiring simple recursion, procedural embedding of information, production-system control structures, pattern-directed function invocation, and a variety of access and control mechanisms. Prerequisites: ICS 141 and 171.

**175 Project in Artificial Intelligence (4) S.** Construction of a working artificial intelligence system. Evaluation of capabilities of the system including impact of knowledge representation. Prerequisites: ICS 171 and 172.

**180 Special Topics in Information and Computer Science (4) F, W, S.**

**181 Organizational Information Systems (4) W.** Introduction to role of information systems in organizations, components and structure of organizational information systems, and techniques used in information systems analysis, design, and implementation. ICS 1A or 1B is recommended.

**182 Tutoring in ICS (2-4) F, W, S.** Offers opportunities to tutor both on an individual, as needed basis and as part of regularly scheduled courses. Specific tutoring assignments will depend on the courses with which the student is working, as determined by the instructor in charge. In most cases they will include some time in individual tutoring and a term paper or a project. Course can be taken only twice for credit.

**183 Data Processing Principles and Techniques (4) F.** Primary emphasis on Cobol programming and its application in a business environment. Several programming projects required. Focus on development and implementation of business financial applications. File organization, access methods, introductory concepts in data base development. Prerequisite: ICS 1A, 1B, or equivalent.

**184 File and Data Base Management (4) S.** Data base system architecture—data structures, storage structures, and data languages. Alternate approaches to data base management systems—relational approach, hierarchical approach, network approach. Data base security and integrity. Query processing. Prerequisite: ICS 3.

**186 Computer Graphics (4).** Interactive graphics software and hardware. Survey of interactive graphic design systems, spanning a large family of disciplines. Each class member will generate an operational program demonstrating interactive graphics as a man-computer communication media. Prerequisite: ICS 3.

**191 System Measurement and Evaluation (4).** Framework and methodology for determining the performance of existing and proposed information processing systems. Evaluation from the viewpoints of users, designers, and customers. Prerequisites: ICS 3 and ICS 152.



**193 Individual and Organizational Factors in Computing (4) F, W, S.** Specification and impacts of information systems in organizations. Computers as a tool from a societal-cultural perspective; computers and the public; social accountability of computing. Computing as a professional activity; issues of recognized standards of performance, licensing of practitioners, code of ethics. Prerequisites: ICS 3, Mathematics 2A-B-C, Mathematics 6A-B-C, completion of lower-division writing requirement and senior standing. Open to ICS majors only.

**195 Project in System Design (4) F, W.** Specification, design, implementation, testing, and documentation of a software system. Emphasis on methods essential to creating software systems: logical design, effective oral and written communication of concepts, proper programming style, well-planned testing, and group cooperation. Prerequisites: ICS 141 and senior standing.

**199 Individual Study (4) F, W, S**

## Graduate Courses

**211 Data Structures (4) F.** An in-depth treatment of a variety of data structures and their associated management algorithms. Queues; stacks; arrays and their address mapping functions; list structures including garbage collection, compacting, copying and equality; trees, subtrees, free and binary trees, balanced trees, AVL trees, and the use of trees in sorting and searching; multilinked structures including storage allocation strategies; tables, hash codes, comparison of search methods; strings, encrypting, compression and minimal length encodings; files, records, file structures; and theories and formalisms for data description.

**212 Programming Language Processors (4) W.** Theory and construction of compilers and interpreters for programming languages. Lexical Analysis: use of finite state automata, regular expressions, fast membership and conversion techniques. Syntax Analysis: Top-down, Bottom-up, Cocke's Algorithm, Earley's Algorithm, precedence techniques and left-to-right shift-reduce techniques such as LR(k), SLR(k), LALR(k), and reduction analysis. Compiling Mechanisms: symbol tables, chaining, floating addresses, dope vectors, thunks. Code Optimization: constant propagation, register minimization, code motion, reduction in operator strength, interval analysis, and other techniques. Run-Time Mechanics: Algol displays, heaps. Anatomy and Construction of Interpreters: intermediate forms such as postfix, interpretive execution of intermediate forms. Prerequisite: ICS 211.

**213 Formal Semantics of Programming Languages (4) W.** A survey of current approaches to the formal specification of the semantics of programming languages, including an introduction to and description of the merits of program verification. Areas covered will include operational, axiomatic, and denotational semantics and a comparison of these methods.

**221 Computer Systems Architecture (4) W.** Machine description languages including ISP, PMS, and graph models. Study of architectural issues and their relation to operating system functions: design of processor units, memory hierarchies and their management, microprogramming, and I/O. Prerequisites: ICS 151A, 151B, and 152, or equivalent.

**222 Advanced Topics in Computer Architecture and Operating Systems (4) S.** Machine organizations and operating systems of current computer systems are studied. The machines discussed include microcomputers (Intel 8086, iAPX432, Z8000), minicomputers (DEC PDP-11 family including VAX 11/780), medium-size computers (IBM 370 series), and supercomputers (CRAY-1). Advanced concepts in pipeline processing, dataflow architectures, array processing, and distributed processing are studied. Future trends in computer systems architecture are discussed. Prerequisite: ICS 221 or consent of instructor.

**231 Formal Analytic Techniques (4) S.** Introduction to some theoretical aspects of computer science which are related to applications. Topics from analysis of algorithms, operations research techniques, and formal models of computer systems (intended primarily for M.S. students).

**232 Models of Computation (4) S.** Fixpoint theory of program semantics; flow chart and recursive schemes. Various models of asynchronous computation, including flow graph schemata and data flow models such as Petri nets and programming-oriented systems.

Focus in these latter models is on various properties such as determinacy, deadlock, race conditions, and on the modeling of processes and interprocess communication. Implications for machine architecture and network.

**233 Analysis of Algorithms (4) W.** Analysis of correctness and complexity of various efficient algorithms; discussion of problems for which no efficient solutions are known. Set manipulation, graph algorithms, matrix multiplication, fast Fourier transform, pattern matching, and NP-complete problems.

**241 Computer Models of Human Behavior (4) W.** Study of experimental and analytical techniques appropriate to the development of computer models of human behavior with special emphasis on information processing models. Problems of induction and testing of models are also presented.

**242 Knowledge Representation in Artificial Intelligence (4) S.** Investigation of approaches to representation of knowledge for machine intelligence. Need for such knowledge as exhibited by examples of human behavior. Evaluation of current models and representations.

**245 Introduction to Software Engineering (4) F.** Survey of concepts and techniques in design and development of large software systems. Fundamental problems and applicable research in needs analysis, specification, design, programming, testing, project management, and software quality.

**246 Economics and Administration of Computing (4) W.** Approaches to providing computing services in the context of large organizations. Determination of goals, selection of equipment, management of programming staff, coping with change, marketing services, keeping up with technology, pricing and other techniques for allocation of services, financing, vertical versus horizontal organizations. Same as Social Ecology 246.

Graduate-level seminars and workshops are not offered each year but are offered as student and faculty interests dictate.

**250 Seminar in Programming Languages, Translators, and Systems (4)**

**251 Seminar in Artificial Intelligence (4)**

**252 Automata Theory (4).** Theory of finite automata and their relationship to formal languages and grammars. Formal analysis of various computational models including Finite State Acceptors, Push Down Acceptors, Turing Machines, and Random Access Machines. Topics include undecidability, computation complexity, and NP-completeness.

**256 Seminar in Computer Architecture (4)**

**257 Seminar in the Economics of Computation (4).** Explores and applies economic analyses to aspects of the computer industry, the use and management of computing resources, and the economic impacts of computing. Usually a project course; students engage in original research under the guidance of the instructor. A minimum introductory background preparation in economics and an understanding of computer technology and computer use are valuable but not required.

**258 Seminar in the Social and Economic Implication of Computers and Automation (4).** Consists primarily of readings of a number of statements about computing's impact on individuals and organizations. Analyses of those statements and positions using techniques developed by UCI researchers.



- 260 Seminar in Natural Language Processing (4).** A cognitive approach to the representations and processes underlying natural language understanding and generation. Representation topics include Conceptual Dependency theory, knowledge structures, scripts, plans, goals, MOPs. Process topics include conceptual analysis and its relation to parsing of formal (nonnatural) languages; inference generation and constraint; memory organization and retrieval; acquisition of knowledge; acquisition of language.
- 262 Seminar in Models of the Brain (4).** Models of aspects of human and animal behavior, and theories of how those behaviors may arise from brain operation. Especially how infant learning is effected and how both the learning and the operation of simple predictive and discriminatory behavior can be explained in terms of models that are compatible with relevant data from neurophysiology.
- 263 Seminar in Mathematical and Computer Models in Ecology (4).** An introduction to mathematical and computer models in ecology and evolutionary biology. Population growth and regulation, competition, predation, community interactions, island biogeography, optimal foraging, deterministic and stochastic models of population genetics, models that combine ecological and genetic effects. Same as Ecology and Evolutionary Biology 263.
- 270 Workshop in Programming Languages, Translators, and Systems (4)**
- 271 Workshop in Artificial Intelligence (4)**
- 276 Workshop in Computer Architecture (4)**
- 280 Special Topics in Information and Computer Science (4) F, W, S**

**290 Research Seminar (2) F, S.** Forum for presentation and criticism by students of research work in progress. Presentation of problem areas and related work. Specific goals and progress of research. Satisfactory/Unsatisfactory only.

**291 Directed Research (4) F, W, S**

**295 Colloquia-Orientation (2) F, W, S.** Graduate orientation program and colloquium series. Required of all Phase I Ph.D. students each quarter. Satisfactory/Unsatisfactory only.

**298 Thesis Supervision (varies) F, W, S.** Individual research or investigation conducted in preparation for the dissertation requirements for the Ph.D.

**299 Individual Study (varies) F, W, S.** Individual research or investigation under the direction of an individual faculty member.

**399 University Teaching (4) F, W, S.** Involves on-the-job experience for Teaching Assistants. Limited to and required of Teaching Assistants.

## Program in Social Ecology

### Joseph F. DiMento Director

Daniel G. Aldrich, Jr., Ph.D. University of Wisconsin, *Chancellor Emeritus, Professor of Soils and Plant Nutrition, Developmental and Cell Biology, Ecology and Evolutionary Biology, and Social Ecology, Emeritus*

Mark Baldassare, Ph.D. University of California, Berkeley, *Associate Professor of Social Ecology and Social Sciences* (urban and rural sociology, social impact assessment, mental health)

Arnold Binder, Ph.D. Stanford University, *Professor of Social Ecology and Psychiatry & Human Behavior* (research methodology, juvenile delinquency, police organization and methods)

Arthur S. Boughhey, Ph.D. Edinburgh University, *Professor Emeritus of Social Ecology*

Ralph A. Catalano, Jr., Ph.D. Maxwell School, Syracuse University, *Professor of Social Ecology and Administration, Assistant Vice Chancellor Academic Plans and Programs* (planning and public policy)

Kenneth S. Chew, Ph.D. University of California, Berkeley, *Assistant Professor of Social Ecology* (social demography, urban sociology and human ecology, research methods)

K. Alison Clarke-Stewart, Ph.D. Yale University, *Professor of Social Ecology, Associate Director of Undergraduate Studies* (development in early childhood and the effects of variation in the social environment)

Steven D. Colome, Sc.D. Harvard University, *Assistant Professor of Social Ecology* (environmental health sciences, air resources, epidemiology)

Ross F. Conner, Ph.D. Northwestern University, *Associate Professor of Social Ecology* (evaluation research and social psychology)

Thomas J. Crawford, Ph.D. Harvard University, *Associate Professor of Social Ecology and Psychiatry & Human Behavior* (attitude theory and social problems research)

T. Timothy Crocker, M.D. University of California, San Francisco, *Professor, Department of Community & Environmental Medicine, and Professor of Social Ecology* (clinical and experimental environmental medicine)

Joseph F. DiMento, Ph.D., J.D. University of Michigan, *Director of the Program in Social Ecology and Professor of Social Ecology, Social Sciences, and Administration* (planning, land use and environmental law, use of social science in policy making, legal control of corporate behavior)

John D. Dombrink, Ph.D. University of California, Berkeley, *Assistant Professor of Social Ecology* (crime and criminal justice, deviance and social control)

C. David Dooley, Ph.D. University of California, Los Angeles, *Professor of Social Ecology* (community psychology, epidemiology, economic change)

Kenneth W. Dumars, M.D. University of Colorado, *Associate Professor of Pediatrics, Physical Medicine & Rehabilitation, and Social Ecology* (etiology of chromosomenondisjunction; genetic counseling; longitudinal cytogenetic study of myeloproliferative disorders)

Claibourne I. Dungy, M.D. University of Illinois, Chicago, *Associate Professor of Pediatrics and Social Ecology* (health care delivery systems)

Jonathon E. Ericson, Ph.D. University of California, Los Angeles, *Associate Professor of Social Ecology* (archaeological chemistry, environmental quality and health, earth sciences)

Gary W. Evans, Ph.D. University of Massachusetts, *Associate Professor of Social Ecology* (human stress, environmental cognition, and research methodology)

Robert H. Friis, Ph.D. Columbia University, *Associate Clinical Professor, Primary Care, and Social Ecology* (psychology and sociology of health and illness)

Gilbert L. Geis, Ph.D. University of Wisconsin, *Professor of Social Ecology* (crime and criminal justice)

Wendy A. Goldberg, Ph.D. University of Michigan, *Assistant Professor of Social Ecology* (developmental psychology, social policy, biopsychology of parenting, family system)

Louis A. Gottschalk, M.D. Washington University Medical School, *Professor of Psychiatry & Human Behavior, Social Ecology, and Social Sciences* (psychiatric consultation with medical and surgical patients; psychosomatic medicine; psychopharmacology; development of measurement methods of assessing psychological states and traits; psychoanalysis)

Ellen Greenberger, Ph.D. Harvard University, *Professor of Social Ecology* (developmental psychology, adolescence and social institutions, social policy)

Michael Kleinman, Ph.D. New York University, *Associate Professor of Community Health and Environmental Medicine and of Social Ecology* (air pollution health effects)

James W. Meeker, Ph.D., J.D. State University of New York, Buffalo, *Assistant Professor of Social Ecology* (sociology of law, criminal justice, research methodology, statistics)

Raymond W. Novaco, Ph.D. Indiana University, *Associate Professor of Social Ecology* (human stress, aggression, community psychology)

Betty H. Olson, Ph.D. University of California, Berkeley, *Professor of Social Ecology and Civil Engineering* (aquatic microbiology, environmental chemistry, environmental attitudes, water resources)

Henry N. Pontell, Ph.D. State University of New York, Stony Brook, *Assistant Professor of Social Ecology and Social Sciences* (criminal justice, sociology of law, medical sociology)

Karen S. Rook, Ph.D. University of California, Los Angeles, *Assistant Professor of Social Ecology and Physical Medicine and Rehabilitation* (gerontology, social support systems, subjective well-being and health)

Benson Schaffer, J.D. Southwestern University School of Law, *Visiting Lecturer in Social Ecology* (criminal justice and family law)

Deane H. Shapiro, Jr., Ph.D. Stanford University, *Assistant Professor of Psychiatry & Human Behavior, and Social Ecology in Residence* (stress management, self control, and behavioral medicine)

Daniel S. Stokols, Ph.D. University of North Carolina, *Professor of Social Ecology and Associate Director of Graduate Affairs, Program in Social Ecology* (health impacts of environmental stressors, environmental design and social behavior)

Luis Suarez-Villa, Ph.D. Cornell University, *Assistant Professor of Social Ecology* (planning and public policy, regional science, international and regional development)

William C. Thompson, Ph.D. Stanford University, J.D. University of California, Berkeley, *Assistant Professor of Social Ecology* (psychology and law, criminal justice, human judgment and decision making, use of social science in appellate litigation)

Carol K. Whalen, Ph.D. University of California, Los Angeles, *Professor of Social Ecology and Psychiatry & Human Behavior* (hyperactivity, atypical child development, child therapies, health psychology)

John M. Whiteley, Ed.D. Harvard University, *Professor of Social Ecology and Social Sciences* (moral development, educational environments, late adolescent to early adult development)

The Program in Social Ecology applies interdisciplinary scientific methods to the study of a wide range of recurring social and environmental problems. Among the issues of longstanding interest to the Program are violence in society, social influences on normal and atypical human development over the life span, and aspects of the physical environment which have an impact on human health and behavior.

The faculty of Social Ecology is *multidisciplinary*. It includes psychologists who have specialized in developmental, environmental, community, and social psychology; urban sociologists; criminologists; planners; environmental health scientists; and lawyers. While faculty members are firmly grounded in these parent disciplines and teach basic courses in them, they concentrate their efforts on teaching and research with a problem orientation. In these problem-oriented courses, they integrate concepts and perspectives of several disciplines. This focus arises from commitment to the view that the analysis of complex societal problems requires *interdisciplinary* efforts (i.e., the joining of talents by people with different intellectual backgrounds). Another feature of instruction in Social Ecology is the use of lecturers from the community, individuals whose academic qualifications are complemented by their experiences with practical applications. For example, a judge, an architect, a counseling psychologist, and a former police officer are among those who teach courses in the Program. A number of social ecologists



are involved in interventions directed toward improving the way groups of individuals, institutions, and communities function; a number of others are involved in interventions aimed at improving the quality and control of the environment.

### Research Facilities

The new Social Ecology Building opened in spring 1984 and features several facilities for experimental research, including wet laboratories for research and teaching in the environmental health sciences; behavioral assessment laboratories for research in human development, social relations, criminal justice, and legal studies; and health and performance effects of environmental conditions. Specially designed observation laboratories are available for study of parent-child interaction, cooperation among children, sibling rivalry, and hyperactivity. The Environmental Simulation Laboratory (ESL) permits full-scale, realistic simulations of interior environments such as offices, classrooms, and apartments. Within these settings, several physical conditions (e.g., ambient lighting and color patterns, music and noise, spatial arrangements and physical density) and social processes (e.g., group communication patterns) can be varied experimentally so that researchers can assess the separate and joint effects of the conditions and processes upon occupants' performance and well-being.

### Degrees

Social Ecology ..... B.A., M.A., Ph.D.  
Applied Ecology (offered jointly  
with the School of Biological Sciences) ..... B.A.

### Honors

Honors at graduation will be awarded to about 12 percent of the graduating seniors. Initial eligibility for such honors will be on the basis of grade point average. A general criterion is that students must have completed at least 72 units in residence at a University of California campus. Final decisions concerning the awards of *summa cum laude*, *magna cum laude*, and *cum laude* are the responsibility of a committee chaired by the Associate Director for Undergraduate Studies.

### Honors Program in Social Ecology

Upper-division students in Social Ecology have the opportunity to participate in supervised independent work on an empirical study in their chosen area of interest: psychology and social behavior; criminology, criminal justice, and legal studies; or environmental health and planning. This program of study includes the development of a rationale and conceptual framework, design of a study, data collection and analysis, and report preparation over the span of three quarters, and culminates in an honors thesis. Students must have a minimum 3.5 grade point average in course work within their area of interest and have the recommendation of a faculty member to participate in the honors program.

### Career Opportunities

Graduates of the Program in Social Ecology bring a distinctive cross-disciplinary perspective to the job market. The Program provides a solid foundation for those students who seek jobs in planning departments, mental health settings, educational institutions, and a variety of community and governmental agencies. Many Social Ecology students find that their interdisciplinary training is also useful for careers in management and personnel.

The Program also provides sound preparation for students who wish to apply to graduate and professional schools of law, administration, public health, social welfare, psychology, sociology, criminology, and urban planning.

### Undergraduate Program in Social Ecology

The Social Ecology major offers either a general interdisciplinary degree in Social Ecology or a more focused experience through one of three specializations: Psychology and Social Behavior; Criminology, Criminal Justice, and Legal Studies; and Environmental Health and Planning. The specialization designation will be noted on the student's transcript upon graduation.

A minor in Social Ecology is offered for students who wish to be exposed to an interdisciplinary, scientific orientation toward environmental, social, and criminal justice problems while pursuing other disciplines. The Social Ecology faculty believes that an exposure to the components of the Program's curriculum is valuable to the educated individual. Program components include an integrative theoretical framework, an understanding of the research world, and familiarity with the use of scientific information in problem solving and policy making.

### Field Study

An important characteristic of the undergraduate program is its field study requirement for majors. Field study is open *only* to Social Ecology majors. Field Study is designed to provide students with an opportunity to examine social-environmental problems as they occur in community settings; to evaluate the merit of ideas presented in the classroom; and to conduct naturalistic observations and investigations. Under the supervision of a Social Ecology faculty sponsor, students are encouraged to evaluate procedures and problem-solving strategies used in the work place and to observe the links between community practices and academic ideas and issues.

The settings provided for field study include a wide range of problem-oriented institutions and agencies, e.g., Orange County Public Defender's Office, Orange County Social Services and Health Services Agency, city planning departments, and police departments. Other field study placements may be generated by faculty and students to fit their particular interests. All field studies are taken on a Pass/Not Pass basis. Further information on field study, including information about sign-up procedures, may be obtained from the Social Ecology Counseling Office.

### Environmental Health and Planning

The Environmental Health and Planning specialization is concerned with the impact of the physical environment on human health and behavior. Students begin with basic courses in human ecology, environmental quality, environmental psychology, urban sociology, and planning and public policy. Subsequent course work moves toward problem-oriented courses in these areas, enriched by ongoing faculty and student research on such topics as the effects of environmental stressors (e.g., crowding, smog, noise); the biology and politics of water pollution; compliance with environmental regulations; the way in which economic changes in a community affect the health and well-being of its residents; the psychological determinants of the decision to have children; the effects of stress on health; and the social effects of urbanization.

In addition to providing basic knowledge for students in other areas, courses are relevant to professional careers in the areas of administration, environmental quality and health, environmental impact assessment, and community environmental education. Graduate and professional opportunities related to environmental analysis include urban and regional planning, architecture, environmental psychology, ecology, public health, and urban sociology. Special emphasis is placed upon the roles of individual citizens and community organizations, both governmental and private, in maintaining and enhancing the quality of the human environment. Field study is done in 10 California city planning departments, the offices of private architectural firms, environmental information centers, pollution control agencies, and health agencies.

#### **Specialization in Environmental Health and Planning**

Following the completion of Social Ecology E8 (Introduction to Environmental Analysis), students must complete six courses from the following list:

S110 Human Stress  
 E111 Survey Analysis of Urban Residents  
 E113 Technology and Public Policy  
 E119 Urban and Regional Analysis  
 E120 Topics in Applied Ecology  
 E121 Topics in Environmental Health  
 E124 Toxic Substances  
 E125 Microbial Ecology of Natural and Polluted Waters  
 E130 Contemporary Urban Issues, Policy, and Theory  
 E132 Urban Sociology  
 E136 Social Ecology of the Borderlands  
 E139 Urbanization and Social Change  
 145 Introduction to Program Evaluation  
 E149 Life in Space  
 E153 Chronological Dating Techniques in Environmental Reconstruction  
 E158 Community Health: An Epidemiological Approach  
 S159 The Family  
 E162 Environmental Law  
 E167A History of Water Pollution  
 E171 Dynamics of Human Populations  
 E172 Social Planning  
 E173 Human Ecology  
 E175 Environmental Reconstruction  
 E187 Environmental Psychology  
 E188 Advanced Environmental Psychology  
 E189 Environmental Design Research Methods

The following lower-division courses are recommended:

E5 Introduction to Environmental Quality  
 E7 Planning and Public Policy

#### **Psychology and Social Behavior**

The Psychology and Social Behavior specialization is concerned with human behavior in social contexts. A major objective is to study variations in social environments (e.g., the family, school, workplace) that affect development over the life cycle. Students begin with basic course work in human development, social psychology, community psychology, and abnormal psychology. Subsequent course work examines such topics as psychosocial development in children, adolescents, and adults; gerontology; sex differences; attitude change; the evaluation of social programs; psychology and the law; the effects of stress on health and psychological adjustment; counseling and psychotherapy. Opportunities also are available to work with faculty on research in these and other areas.

Students are given a foundation which will enable them to work after graduation from UCI in the private or public sectors or to do graduate work in psychology, human develop-

ment, social work, counseling, or education. Approximately 50 agencies are available for field study in this specialization, including schools, child care facilities, community clinics, counseling centers, hospital settings, and social service agencies.

#### **Specialization in Psychology and Social Behavior**

Following the completion of S9 (Introduction to Human Behavior), students must complete six upper-division courses, at least three and no more than four of which must be in one of the following groups: Developmental Psychology, Social Psychology, Clinical and Community Psychology, Health Psychology, or Psychology and Social Problems.

#### **Developmental Psychology**

S104 Behavioral Assessment  
 S105 Developmental Disabilities  
 S106 Clinical Child Psychology  
 S113 Infancy  
 S122 Human Sexuality  
 S123 Adolescent Development  
 S125 Adult Development  
 S126 Human Development and Social Policy  
 S127 Early Child Development  
 S128 Perspectives on the Development of the Child  
 S132 Gerontology  
 S133 Transitional Issues from Late Adolescence to Adulthood  
 S145 Perspectives on Child Rearing  
 S148 Development of Sex Differences  
 S151 Developmental Psychopathology  
 Strongly recommended: S11 Human Development

#### **Social Psychology**

E111 Survey Analysis of Urban Residents  
 S114 Aggression  
 S117 Social Relationships  
 S118 Interviewing and Assessment  
 S122 Human Sexuality  
 J133 Deviance  
 S138 Attitude Organization and Change  
 S143 Attitudes and Behavior  
 S148 Development of Sex Differences  
 166D Introduction to Survey Analysis  
 E174 Seminar in Psychological Perspectives on Human Fertility  
 S181 Leadership  
 E187 Environmental Psychology  
 J190 Psychology and Law  
 Strongly recommended: S86: Introductory Social Psychology

#### **Clinical and Community Psychology**

S101A-B Counseling Theory  
 S104 Behavioral Assessment  
 S105 Developmental Disabilities  
 S106 Clinical Child Psychology  
 S107 Child Therapies  
 S109 Cognitive Behavior Therapy  
 S110 Human Stress  
 S116 Peer Counseling  
 S120 Violence in Society  
 S122 Human Sexuality  
 S151 Developmental Psychopathology  
 E165 Health and Social Environment  
 S166 Behavior Modification  
 Strongly recommended: S20 Abnormal Behavior

**Health Psychology**

S110 Human Stress  
 S115 Aging and Health  
 S122 Human Sexuality  
 S150 Child Health Psychology  
 E158 Community Health: An Epidemiological Approach  
 S160 Advanced Seminar: Human Stress

**Psychology and Social Problems**

S108 Child Abuse and Neglect  
 S120 Violence in Society  
 S122 Human Sexuality  
 S126 Human Development and Social Policy  
 J132 Juvenile Delinquency  
 J133 Deviance  
 145 Introduction to Program Evaluation  
 S154 Families That Work  
 S165 Sociology of Mental Health and Illness  
 E174 Seminar in Social Psychological Perspectives on Human Fertility  
 S180A-B-C Social Ecology of Peace  
 S185 Impacts of Divorce  
 J190 Psychology and the Law

Strongly recommended courses for students who anticipate pursuing graduate study in psychology:

Biological Sciences 79, 80, 81 (Biological Bases of Behavior)  
 Social Ecology 166A-B-C (Social Science Statistics)  
 Elective units: Social Sciences 151A (Experimental Psychology), Social Sciences 152D (Learning Theory), and Social Sciences 152E (Human Memory)

**Criminology, Criminal Justice, and Legal Studies**

The Criminology, Criminal Justice, and Legal Studies specialization is concerned with the social control of criminality and violence and with the relationship between society and its legal institutions. Basic courses cover forms of criminal behavior and introduce the student to the workings of the American legal system. Subsequent course work is complemented by ongoing faculty and student research on such topics as the determinants of police decisions to shoot; characteristics of persons and of situations which promote intervention by "good Samaritans" at the scene of crimes; interpersonal violence; the control of delinquency through family counseling and crisis intervention; jury decision making; prosecutorial decision making; the analysis of court decisions; the deterrence of criminal behavior; white collar and corporate crime; and organized crime and corruption.

This specialization provides students with opportunities to examine critical issues in regard to criminal and delinquent behavior and official reactions toward violators. The course of study prepares students for careers in justice system administration, probation and parole, law enforcement, and formal corrections, as well as for law school and other graduate programs including criminology, criminal justice, legal studies, and sociology. Offerings examine social problems that involve crime and society's reactions to these problems, and assess the organization and operation of the criminal justice system as it now functions. Field study placements are available in police departments, public defenders' offices, probation and parole agencies, consumer affairs agencies, the State juvenile detention system, Victim/Witness Assistance programs, the Orange County Legal Services Program, the UCI College Legal Clinic, and in private legal firms.

**Specialization in Criminology, Criminal Justice, and Legal Studies**

Following the completion of J4 (Introduction to Criminal Justice), students must complete six of the following courses:

S108 Child Abuse and Neglect  
 J114 Organized Crime and American Society  
 S120 Violence in Society  
 J132 Juvenile Delinquency  
 J133 Deviance  
 J134 Victimless Crime  
 J138 Victims of Crime  
 J140 Prisons, Punishment and Corrections  
 J141 Seminar in Criminal Justice  
 J142 White Collar Crime  
 J143 Theories of Punishment  
 J144 Criminal Law  
 J145 Government Crime  
 J147 Law and Social Change  
 J148 Criminological Theory  
 S161 Family Law  
 E162 Environmental Law  
 J181 Contemporary Legal Issues  
 J182 Legal Sanctions and Social Control  
 J190 Psychology and the Law

The following courses are especially recommended to students who desire exposure to legal reasoning and analysis in order to help decide whether to pursue a career in law, and to students who wish to learn how to "think like a lawyer": J80, 89, J144, J147, S161, E162, J181, J190. These courses are taught by members of the Social Ecology faculty who are lawyers.

**Requirements for the Bachelor's Degree**

**University Requirements:** See pages 49-52.

**Social Ecology Major Requirements****Lower-Division Requirements**

Social Ecology 1 (Principles of Social Ecology), 10 (Research Design); J4 (Introduction to Criminal Justice); E8 (Introduction to Environmental Analysis); and S9 (Introduction to Human Behavior).

**Upper-Division Requirements**

Ten upper-division Social Ecology courses (numbered 100-196), 197A (Studies in Field Settings); 197 (Field Study), two quarters (eight units) taken during the junior and senior years; students must complete required prerequisite courses prior to field study enrollments; open only to Social Ecology majors.

In order to remain in good standing and be eligible for graduation from the Program in Social Ecology, a student must attain the following: a minimum grade point average of 2.0 in all required lower-division Social Ecology courses (10, 1, J4, E8, S9), a minimum grade point average of 2.0 in all required upper-division courses, 10 chosen from courses numbered 100-196, 197A, and eight units of field study.

**Planning a Program of Study**

Students who major in Social Ecology, although they may be specializing in a single area of interest, are encouraged to develop an appreciation of a wide array of person-environment problems. The strongest program of study also includes basic course work in at least one of the social, biological, or physical sciences. Students who enter the major as freshmen should plan to complete the required lower-division courses by the end of the junior year. Transfer students and students who declare a major in Social Ecology after entering UCI should work with the Social Ecology Counseling Office to develop a plan for meeting the requirements of the major in an orderly fashion.



The Social Ecology Counseling Office is prepared to help all students in planning a program of study. Contact with this Office is important so that students will develop a broad, yet coherent, series of courses. Students who expect to pursue graduate study should consult also with appropriate faculty members to ensure proper preparation.

### Undergraduate Major in Applied Ecology

The Program in Social Ecology and the School of Biological Sciences offer a program of undergraduate instruction leading to a B.A. degree in Applied Ecology. The interdisciplinary curriculum furnishes a strong undergraduate foundation for students interested in advanced study in environmental planning and resource management.

An Applied Ecology major receives the basic science training of a Biological Sciences major and utilizes these skills in a core of environmentally based courses taught in Social Ecology. Social Ecology brings to this major a unique combination of courses in Environmental Quality and Health, Planning and Public Policy, and Law and Society. This combination, together with a strong biology background contributed by the School of Biological Sciences and a general science background contributed by the School of Physical Sciences, enables students selecting this major to pursue interdisciplinary learning experiences which are difficult to achieve within traditional disciplines. The first three years of the major are very structured, leaving the last year open for students to specialize in an area of their choice.

### Careers in Applied Ecology

Careers in the fields of environmental and resource management and planning are particularly suited to an Applied Ecology background. Many graduates hold technical or administrative positions in, for example, the United States Environmental Protection Agency; or in California's Regional Water Quality Control Board, Air Resources Board, Department of Fish and Game, and Department of Health and Human Services; or in various county and city agencies. A variety of firms in the private sector employ Applied Ecology graduates to prepare environmental impact reports, laboratory analyses, and planning studies. Industrial health professionals are in demand to help determine the safety or workplace environments for the labor force. The Applied Ecology major also provides a strong academic foundation for graduate or professional study in areas such as conservation and natural resources, environmental health science, microbiology, public health, law, planning, and administration.

The Applied Ecology major provides students with a comprehensive treatment of basic ecological principles and their relevance to human needs. As an alternate pathway, students with an engineering perspective are encouraged to explore the program options in Environmental Engineering offered by the School of Engineering. Also, students are encouraged to explore the concentration in Ecology and Environmental Biology, leading to a B.S. degree in Biological Sciences, offered by the School of Biological Sciences.

### Requirements for the Bachelor's Degree in Applied Ecology

**University Requirements:** See pages 49-52; the Applied Ecology degree combines breadth and major requirements.

#### Applied Ecology Requirements

The University breadth requirements are incorporated within the Applied Ecology curriculum; no additional coursework is required to complete the breadth (general education) requirements. All of the Applied Ecology requirements must be

taken for a grade (except field study). Students must maintain a minimum grade point average of 2.0 in Applied Ecology lower- and upper-division courses, as well as a grade point average of 2.0 in all courses taken at UCI.

Each student must fulfill the following general, field study, and elective requirements:

**General:** Mathematics 2A, 2B, and 7; or Mathematics 2A, 2B, and Social Ecology 10; Humanities 1A, 1B, 1C (lectures and discussions), plus any course approved to meet the upper-division writing requirement.

Physics 3A, 3B, 3LA, 3LB, or Physics 5A, 5B, 5LA.

Chemistry 1A-B-C, 1LB-LC, 51A, 51LA, and 51B.

Social Sciences 4.

Biological Sciences 90; 101; 102; 103 and 103L or 104 and 104L; 106; and 166.

Social Ecology 1; E5, E8 (or E7 with additional approved class); and E120 or E173.

**Field Study:** Social Ecology 197A and one quarter of 197; or two quarters of Independent Study (199) sponsored by a faculty member in one of the focused areas below.

**Elective:** No fewer than three, and preferably, six courses in one of the following focused areas. Students should note that some courses below have prerequisites.

#### Resource Management-Aquatic Environments:

Biological Sciences 120, 169, 175, 176, 178, 179, 180, 181, 182; Social Ecology E125, E140, E167A, E167B.

#### Resource Management-Terrestrial Environments:

Biological Sciences 120, 167, 171, 172, 173, 174, 177, 184, 185, 186, 187, 189.

#### Water Pollution

Biological Sciences 122, 127, 175, 178, 180; Social Ecology E110, E121, E125, E125L, E140, E141, E156A, E156B, E158, E167A, E167B.

#### Industrial Hygiene and Occupational Health

Biological Sciences 173, 206; Engineering CE166, ME164, ME264, ME269; Social Ecology E110, E121, E140, E156A, E156B, E158, E167A, E167B, 244.

#### Environmental Health Sciences

Biological Sciences 173, 206E; Engineering CE166; Social Ecology E110, E121, E156A, E156B, E158, 244.

#### Environmental Law and Planning

Social Ecology E89, E110, E113, E114, E118, E120, E121, E146, E156A, E156B, E162, E167A, E167B, E168, E173, E176, E181, E192.

### Planning a Program of Study

It is important that students take the required science courses early, in order that the science background may be utilized in the Social Ecology courses. There are many required courses, and the student must plan carefully. For initial academic advising, students should consult the Social Ecology Counseling Office (163 Social Ecology Building) or the Biological Sciences Student Affairs Office. Faculty academic advisors may be either Social Ecology or Biological Sciences faculty members.

## Undergraduate Minor in Social Ecology

### Lower-Division Requirements

J4 Introduction to Criminal Justice  
E8 Introduction to Environmental Analysis  
S9 Introduction to Human Behavior

### Upper-Division Requirements

Students must complete five upper-division courses selected from Social Ecology courses numbered 100-196 and all within one specialization (Environmental Health and Planning; Criminology, Criminal Justice, and Legal Studies; Psychology and Social Behavior).

### Additional Curricular Options

Social Ecology majors may combine their coursework with the following University programs and should consult an academic counselor for further information.

### Education

Students who plan to obtain a teaching credential or a higher degree in the field of education should consult with counselors in the Office of Teacher Education early in their college career. Students completing a B.A. in Social Ecology may qualify for a waiver of the Single Subject Credential Examination. Social Ecology courses that are relevant to a career in education include: S9, S11, S101, S104, S106, S107, S114, S119, S122, S124, S127, S129, S134, S140, S161, S166, S168, E5, E6, E89, E158, E187, J42, J80, J132. For additional information about teaching credentials, refer to the Teacher Education section.

### The 3-2 Program with the Graduate School of Management

Students who are interested in a career in administration and who have completed all of the course requirements for the B.A. in Social Ecology and the UCI breadth requirement may apply to the Graduate School of Management for their 3-2 Program. Application should be made early in the junior year. During their senior year, Program participants will take courses in management which will count toward the 180 total units needed to receive a bachelor's degree. Upon successful completion of the required courses and units, usually at the conclusion of four years of undergraduate study, a B.A. degree will be awarded by the Program in Social Ecology. A Master's degree in Business Administration, Public Administration, or Business and Public Administration will be awarded after successful completion of all requirements for the advanced degree, usually at the end of the fifth year.

### Concentration in Global Peace and Conflict Studies

#### Participating Faculty

Francesca Cancian, School of Social Sciences  
Joseph DiMento, Program in Social Ecology  
Karl Hufbauer, School of Humanities  
Jon Jacobson, School of Humanities  
Gregory Kavka, School of Humanities  
Jon Lawrence, School of Physical Sciences  
Guy de Mallac, School of Humanities  
Julius Margolis, School of Social Sciences  
Calvin McLaughlin, School of Biological Sciences  
Keith Nelson, School of Humanities  
Riley Newman, School of Physical Sciences  
Frederick Reines, School of Physical Sciences  
Caesar Sereseres, School of Social Sciences  
Rein Taagepera, School of Social Sciences  
John Whiteley, Program in Social Ecology

The Concentration in Global Peace and Conflict Studies is an interdisciplinary curriculum designed to introduce the student to the phenomenon of international violence in the twentieth century, with particular attention to the danger of nuclear war and the challenge of creating a satisfactory and enduring peace. Though the Concentration as such can be elected by any student in the School of Humanities, the School of Social Sciences, or the Program in Social Ecology, the courses of the Concentration are open to all UCI students.

Participants in the Concentration must complete the equivalent of nine courses, beginning in the sophomore year with an introductory series and culminating with the Peace and Conflict Forum and its related Seminar, usually taken during the senior year. The student selects the remainder of the courses comprising the Concentration from an approved list of upper-division courses and must organize these choices in consultation with a panel of the participating faculty into a coherent interdisciplinary program complementary to the student's major.

#### Requirements for the Concentration:

Three lower-division courses: History 11 (Introduction to Peace and Conflict), Social Science 26D (The Nuclear Arms Race), Physics 16 (Physics of Nuclear Weapons)

Five relevant upper-division courses selected from the following: History 146B (U.S. Foreign Relations Since World War II), Social Sciences 123G (U.S. Foreign Policy), Social Sciences 123I (U.S. National Security), Social Sciences 113E (Political Economy of National Defense), Social Sciences 122A-B (Soviet Society and Politics), History 133A-B-C (European International History: 1870-1985), Philosophy 182 (Issues in Social Philosophy; 1985-86 topic is morality and nuclear weapons), Humanities 198 (topic in 1985-86 is foundations of nonviolence), Social Ecology 190A-B-C (Social Ecology of Peace), Social Sciences 161Z (Men and War), Social Sciences 115S-T-U (Political Economy of International Relations).

A minimum of two quarters of Humanities 180 (same as Social Sciences 123S or Social Ecology E184)—Peace and Conflict Forum—totaling two units, taken during the senior year.

One quarter of Humanities 181 (same as Social Sciences 123E or Social Ecology E185)—Peace and Conflict Seminar—totaling two units, taken during the fall and winter quarters of the senior year.

Further information concerning the Concentration in Global Peace and Conflict Studies is available from selected faculty representatives in Social Science Tower 531, Humanities Office Building 300A, or Social Ecology 356.

### Graduate Program in Social Ecology

The Program in Social Ecology offers graduate education leading to the Master of Arts and Doctor of Philosophy degrees. Students desiring a Ph.D. should apply directly for the Ph.D. program. Only individuals interested in the M.A. as their final degree in Social Ecology should apply for admission at the Master's level. The emphasis in Social Ecology graduate study is primarily upon theory and research which have implications for policy and social action. Clinical training is not offered. All applicants for either the M.A. or Ph.D. should submit undergraduate transcripts, three letters of recommendation, Graduate Record Examination General Test scores, and a formal application before February 1. Interested persons may call the Social Ecology Graduate Counselor, Jan Martin (714) 856-5917, for further information.

The Program in Social Ecology is organized around the study of contemporary problems in the social and physical environment. Problems are researched from the diversified viewpoints of a multidisciplinary faculty, including specialists in community, environmental, social, developmental, and health psychology; planning; urban sociology; law; criminology; and environmental health. Graduate education emphasizes this multidisciplinary orientation rather than the focused perspective of a single discipline.

Social Ecology is committed to an empirical approach. Program evaluation, legal research, questionnaire and survey methods, field research, naturalistic observation, and quasi-experimental techniques are emphasized as much as laboratory experimentation.

A sampling of faculty research and teaching interests includes, but is not limited to, human stress, psychosocial aspects of physical and emotional health, program evaluation, economic change and behavioral disorders, atypical child development, effects of employment on adolescent social and cognitive development and adult well-being, police use of deadly force, legal sanctions and deterrence, white collar crime, effects of the physical environment upon social behavior and health, childbearing decisions, effects of social environments on early child development, urban decentralization, social support systems among the elderly, water quality, air quality, the use of scientific information in public policy formation, the performance and health impacts of work environments, and environmental regulatory processes. A predoctoral and postdoctoral training program, sponsored by the National Institute of Mental Health, emphasizing the relations among environmental demands, human development, and health, commenced in fall 1981.

Collaborative research with faculty members is an important component of graduate education in Social Ecology. Prospective graduate students should contact the Social Ecology Graduate Counselor for more detailed information concerning the current research interests of Social Ecology faculty members.

### M.A. Program

Each incoming Master's student is assigned a faculty advisor with whom the student discusses an individual program of graduate education. The program leading to the M.A. degree requires a thesis and satisfactory completion of seven approved courses (28 units), including the Seminar in Social Ecology (200), Research Methods (201), and at least one additional approved course in statistics or methodology. Other courses should be selected with regard to the student's academic and career objectives, and must be approved by the faculty advisor. The seven required courses must include at least five graduate courses and must be exclusive of any directed study, independent study, or thesis courses (298, 299, or 295). One four-unit field study (297) course may be counted as one of the seven required courses. A grade of B or better must be achieved in all courses. Students are advanced to candidacy for the M.A. degree, and a thesis committee appointed, after a review of their graduate work and thesis plans by a faculty committee. All M.A. students who have not advanced to candidacy will be formally evaluated by the Social Ecology faculty at the end of each academic year. At that time the faculty may recommend that the student continue toward the M.A. or cease study in the Program. Evaluation of M.A. students who have advanced to candidacy is the responsibility of the student's Master's thesis committee. One year of academic residence is required, but completion of all M.A. requirements, including a thesis approved by the student's committee, ordinarily takes about two years.

The M.A. degree in Social Ecology may be useful in obtaining a variety of positions. Many recent M.A. graduates are now employed in federal, state, county, city, and private agencies in such areas as planning, mental health and welfare, and probation and parole. A number of students with the Master's degree in Social Ecology have entered Ph.D. programs at other universities.

### Ph.D. Program

The doctoral program offers advanced training that prepares students for research and teaching positions. Graduates also may be particularly qualified for positions with private or governmental agencies where they can bring advanced academic training, insight, and expertise to bear in such areas as environmental quality, environmental design research and urban planning, criminal justice, community health, functional and dysfunctional social development, and program evaluation. Students who enter with the normal academic preparation and pursue a full-time program of study ordinarily should be able to earn the Ph.D. degree in five years of study beyond the baccalaureate.

Each incoming Ph.D. student will be assigned a faculty advisor with whom the student should meet at least once every quarter to discuss an individualized program of graduate education. Required for all Ph.D. students are: Seminar in Social Ecology (200), Research Methods (201), two approved quarters of graduate-level statistics, Program Evaluation (291) or Social Epidemiology (224), and Issues in Social Interventions (213).

In addition to these six required core courses, doctoral students must also complete a minimum of six other approved graduate level courses before advancement to candidacy. These six additional required courses are exclusive of any field study, directed study, independent study, or dissertation research courses (297, 298, 299, or 296).

Students may take each of their electives within a different substantive area or may take clusters of courses within fewer subareas. Among the substantive areas in which multiple electives are offered are: **Environmental Sociology** (SE202, SE242, SE243, SE263, SE274), **Planning and Public Policy** (SE246, SE247, SE250, SE253, SE254, SE256, SE257), **Evaluation Research** (SE230, SE291, SE292), **Environmental Psychology** (SE265, SE267, SE269A-B, SE288), **Health Psychology and Social Epidemiology** (SE224, SE241A-B, SE258, SE231, SE249, SE285), **Environmental Quality and Health** (SE224, SE281, SE283, SE285), **Lifespan Human Development** (SE204, SE220, SE221, SE225, SE226), **Community Psychology and Social Behavior** (SE205, SE210, SE212, SE217, SE219, SE227, SE230), **Criminal Justice and Criminology** (SE232, SE234, SE235, SE237, SE238, SE276), **Law and Society** (SE245, SE254). Several specialized courses on survey research, theory development, statistics, and teaching are offered (SE214, SE260, SE261, SE264A-B, SE290A-B). In addition, courses which may be applicable to a student's subarea are offered by other academic units on the campus (e.g., Graduate School of Management, School of Social Sciences, School of Biological Sciences).

All Ph.D. students who have not been advanced to candidacy will be formally evaluated by the Social Ecology faculty at the end of each year. At that time, the faculty may recommend that the student continue toward the Ph.D., complete the M.A. degree only, or cease graduate studies in the Program. Evaluation of Ph.D. students advanced to candidacy is the responsibility of the student's doctoral dissertation committee. Prior to the award of the Ph.D., each doctoral student must serve as a Teaching Assistant under faculty supervision for at least two quarters.

All Ph.D. students are required to complete a research project before advancement to candidacy for the Ph.D. The method of research may include experiments, questionnaire and survey studies, systematic field observation, computer simulation, etc. It is expected that students will begin this project during their first year in residence and that it will be completed during the second year. The written report of the project may be equivalent to a Master's thesis and may be submitted as such if the student has been advanced to candidacy for the M.A. degree.

Also, before being officially advanced to candidacy for the Ph.D., doctoral students must demonstrate mastery of one or more research areas within Social Ecology. Accordingly, students are required to submit a written analysis of a social/environmental problem relevant to one or more disciplines within Social Ecology. The prequalifying requirement can be completed through alternative written formats including a comprehensive examination or the submission of a manuscript (or series of papers) which intensively examines specific research issues. Preferably, the perspective taken should be interdisciplinary, but a unidisciplinary approach is acceptable if it is more congruent with the student's educational goals and is acceptable to the student's committee. Each student's plans for completing the breadth requirement are developed in collaboration with a committee of three Social Ecology faculty members. Students are encouraged to assemble and meet with this committee as early as possible during their graduate career and are required to do so by no later than the third quarter of their second year. Once the student's plans have been approved and implemented, the examining committee will meet with the individual to determine his or her success in meeting the breadth requirement, and to recommend additional academic work if it is deemed necessary.

A student may be formally advanced to candidacy for the Ph.D. when the student's dissertation plan has been approved by the candidacy committee appointed by the Graduate Dean on behalf of the Graduate Council. The student will appear before this committee for an oral examination. The dissertation plan will include a thorough examination of the history of the problem being proposed for investigation; its current status; the way in which the proposed research will further knowledge; a detailed specification of the proposed method of approach to the problem; and a description of the planned methods for analyzing research findings.

Formal advancement to candidacy for the Ph.D. will be made by the Dean of Graduate Studies and Research upon recommendation by a unanimous vote of the student's candidacy committee. Alternatively, the committee may recommend a course of action to strengthen the student for advancement to candidacy at a future date. When the student is advanced to candidacy, a doctoral committee will be appointed on behalf of the Graduate Council. The doctoral committee, ordinarily consisting of three members of the faculty, will supervise the preparation and completion of the doctoral dissertation. The dissertation should be completed and accepted within one to two years, and no later than three calendar years after the student's advancement to candidacy.

## Undergraduate Courses

### Principles and Methods

**1 Principles of Social Ecology (4).** Lecture, three hours. Introduction to the ecological paradigm through a consideration of the classic and recent works in human, cultural, and social ecology. Emphasis on the use of the ecological paradigm as an aid in analyzing societal problems and prescribing for their amelioration. (III)

**10 Research Design (4) F, S.** Lecture, three hours. An introduction to the logic behind and methods of designing research studies and experiments in Social Ecology. Statistical reasoning discussed to the extent necessary for relevant data analyses. (III)

**89 American Legal System (4).** Lecture, three hours. Overview of the American civil legal system. Provides a basic understanding of the system and of certain fundamental legal concepts. Concentrates on the meaning and function of law, how law is made, judicial jurisdiction, issues of procedure, torts, and consumer protection. (III)

**100 Special Topics in Social Ecology (4).** Lecture, three hours (or variable). Special topics courses are offered from time to time, but not on a regular basis. Course content varies with interests of the instructor. Prerequisites: SE 1 and, in some cases, consent of instructor. May be repeated for credit.

**113 Social Intervention (4).** Lecture, three hours. Interdisciplinary course involving analyses of several social change issues common to Social Ecology subareas. Focus is on assessment for and design of social interventions in settings ranging from the small group through the community. Especially recommended to students concurrently taking field study.

**145 Introduction to Program Evaluation (4).** Lecture, three hours. Presentation of the fundamentals of evaluating public and private social reform programs in diverse fields (e.g., education, physical and mental health, criminal justice, training, human services). Intended for people currently working with a social program or those planning to do so. Prerequisite: SE 10 or consent of instructor.

**166A-B-C Social Science Statistics (4-4-4) F, W, S.** Lecture, four hours; laboratory, three hours. Presents the statistical concepts and techniques most widely used in social science research and provides a practical experience, via Social Ecology 166D, wherein these are employed. The first two quarters are devoted to descriptive statistics. The third quarter focuses on inferential statistics. Weekly laboratories employ computer graphics to investigate concepts. Same as Social Sciences 100A-B-C. Under the Social Ecology bachelor's degree requirements of 10 upper-division classes (that became effective fall 1983), each of the graded classes in the 166 sequence will meet the requirement. Same as Social Sciences 100A-B-C.

**166D Introduction to Survey Analysis (4).** Seminar, three hours; laboratory, two hours. Student research teams analyze survey-generated data using the techniques from Social Ecology 166A-B-C. Students present their results at a symposium for that purpose. Corequisite: enrollment in Social Ecology 166C. Same as Social Sciences 100D.

**166E Introduction to Statistical Computing (4).** Lecture, two hours; laboratory, two hours. Enables the student to utilize the analysis routines available within the Statistical Package for the Social Sciences (SPSS). Methods of data management and interpretation of computer output are covered. Students also are introduced to FORTRAN programming. Prerequisites: Social Ecology 166A and concurrent enrollment in 166B, or consent of instructor. Same as Social Sciences 100E.

**169 Introduction to Survey Sampling (4).** Lecture, three hours. Beginning with a review of the concepts of statistical inference, presents the four most common sample survey designs—simple random sampling, stratified random sampling, cluster sampling, and systematic sampling. Prerequisites: upper-division standing and consent of instructor. Pass/Not Pass only.

**177 Senior Seminar in Social Ecology (4).** Seminar, three hours. An overview of Social Ecology and discussion of its theoretical conceptualizations. The application of the concepts of Social Ecology to problems such as poverty, drug addiction, or planned communities. Prerequisites: SE 1, senior standing.

**H190 Honors Seminar in Social Ecology (4) F, W, S.** Independent work on an empirical study in the student's area of interest (selected from among the three specializations). Three quarters of work includes the development of a rationale and conceptual framework, design of the study, data collection and analysis, and report preparation culminating in an honors thesis. Prerequisite: acceptance into the Social Ecology Honors Program. Open only to juniors and seniors. May be repeated for credit three times.

**197 Field Study (2-4) F, W, S.** Open only to Social Ecology majors. Prerequisite: Social Ecology 197A and introductory course. May be repeated for credit. Pass/Not Pass only.

**197A Studies in Field Settings (4) F.** Lecture, three hours. Students are introduced to alternative models of experiential learning and to various methods of observation, assessment, and evaluation. Introduction to the nature of organizations and ethical issues that emerge from research and intervention in natural settings. Must be taken prior to 197 Field Study. Enrollment in discussion section is required. Prerequisites: SE 1 and 10, majors only. Letter grade only.

**198 Directed Studies (2-4) F, W, S.** Prerequisite: consent of instructor. Pass/Not Pass only.

**199 Special Studies (2-4) F, W, S.** Prerequisites: consent of instructor and junior or senior status.

**199W Special Studies: Writing (4) F, W, S.** Course material determined by instructor. The writing component involves several submissions of outline, draft, and final copy totaling approximately 5,000 words. Prerequisite: completion of lower-division writing requirement with grade of C or above; upper-division status; consent of instructor; enroll in departmental office only.

## Environmental Health and Planning

**E3 Human Environments (4).** Lecture, three hours; laboratory, one hour. Introduction to concepts of demography, utilization of resources, growth and carrying capacity. Course focuses on the biological and physical aspects of current human problems. The course employs an ecological perspective to investigate solutions. (II)

**E4 Natural Disasters (4).** Lecture, three hours. This course will examine the natural processes and impacts of natural disasters. The responses of our society are examined and compared with available prehistoric case studies. Basic understanding of natural processes is gained in this course. (II)

**E5 Introduction to Environmental Quality and Health (4).** Lecture, three hours. A preliminary survey of people's interaction with the physical and biological environments. Components included are water, air, food, noise, and housing. Included are elements of environmental administration, environmental education, and consumer protection. International aspects of these factors examined. (II)

**E6 Introduction to Ecology (4).** Lecture, three hours. Principles of ecology: application to populations, communities, ecosystems, and humans. Same as Biological Sciences 1C.

**E7 Introduction to Planning and Public Policy (4).** Lecture, three hours. Objectives are to expose students to the seminal works concerned with the city; to describe the models of the city which have been derived from these works; and to demonstrate the nexus between the models and the policies pursued by the planning profession. (III)

**E8 Introduction to Environmental Analysis (4) W.** Lecture, three hours. An overview of the analytic techniques and theoretical principles shared by public health, urban planning, and environmental design. Convergence and divergence among these disciplines for research and practice are discussed. (III)

**E30 Environmental Impact Studies (4).** Lecture, three hours. Covers the new laws requiring the preparation of environmental impact statements before projects are allowed to begin. Conceptual framework and methods of analysis are reviewed through case studies.

**E33 Urban and Rural Change (4).** Seminar, three hours. Analyzes current trends of urban deconcentration and nonmetropolitan growth. Changes in demand for "new rural lifestyles," in outward

expansion of central city functions, and in rates of urban growth are examined in light of policy and planning implications for both urban and rural areas.

**E70 The Limits to Growth (4) S.** Lecture, three hours. An examination of the present predicament of mankind in terms of limited natural resources, industrial growth, population expansion, increasing pollution, and per capita food production. Study of problems involved in equating growth with progress, especially as outlined originally by the Forrester models, and subsequently developed by the Club of Rome and M.I.T.

**E100 Special Topics in Environmental Analysis (4).** Lecture, three hours. Special topics courses are offered from time to time, but not on a regular basis. Course content varies with interest of the instructor. Prerequisites: E8 and, in some cases, consent of instructor.

**E101 Social Ecology of Science and Technology (4).** Lecture, three hours. Examines science and technology from an interdisciplinary perspective. Topics include the history and sociology of science, technology and social change, science and public policy, citizen participation, technology and social impact assessment, and planning for the future.

**E108 Spatial Structure of Metropolitan Areas (4).** Lecture, three hours. The spatial arrangement of activities in U.S. metropolitan areas. Identification of the economic, social, and technological processes which affect urban spatial structure. The processes of urbanization and suburbanization are discussed, and the policy implications of contemporary urban spatial structure are examined. Prerequisites: upper-division status; Social Science 4 or 12A-B. Social Science 5A recommended. Same as Social Sciences 118L.

**E111 Survey Analysis of Urban Residents (4) F.** Lecture, three hours. Hypotheses concerning the nature and problems of metropolitan areas are tested using Orange County data. A resident survey and the 1980 census are used to study urban social and economic issues. Empirical research projects will be assigned during the course. Prerequisites: SE 1, SE 10, and either SE 166A-B-C or Social Sciences 100A-B-C or Math 5A-B-C.

**E113 Technology and Public Policy (4).** Lecture, three hours. Examines the use, impact, and control of technological development; the nature of public policies affected by science; decision-making roles of different groups; and methods for promoting responsible planning. Cases may include airport sitings, energy technologies, and environmental pollution.

**E119 Urban and Regional Analysis (4) F.** Lecture, three hours. An introduction to concepts and methods in regional science with applications to planning, public policy, and environmental analysis. Spatial interaction, location, multiplier, basic activity, and input-output models and their relation to ongoing urban and regional phenomena will be considered. Prerequisites: either SE166A-B-C, SS100A-B-C, Math 5A-B-C, or SE10.

**E120 Topics in Applied Ecology (4).** Lecture, three hours. A survey of how ecological concepts are used in dealing with selected environmental management problems, such as pollutant cycling, agricultural practices, water quality, pest management, and the promotion of desirable species. Legal, social, and economic implications of the topics will also be considered. Prerequisite: E5 or course in ecology.

**E121 Topics in Environmental Health (4).** Lecture, three hours. Environmental issues of current and past concern are examined from chemical, biological, social, legal, and economic perspectives. Subjects covered include air, noise, water, nutrition, environmental carcinogens, and pesticides. Prerequisite: E5 or E8. May be repeated once for credit.

**E125 Microbial Ecology of Natural and Polluted Waters (4).** Lecture, three hours. Examines microorganisms and their functions in the aquatic environment, specifically microorganisms' role in the biogeochemical cycles of nitrogen, sulfur, and mercury, and how man's activities are affecting these cycles. In addition, considers how and why indicator organisms are used in the determination of water quality for public health. Prerequisite: E5 or a course in biology. Same as Biological Sciences 118.

**E125L Microbial Ecology of Natural and Polluted Waters Laboratory (4).** Laboratory, three hours. Covers experiments that deal with the enumeration and identification of microorganisms from various aquatic environments. Microbial mediation of the sulfur, nitrogen, and mercury cycles is examined in the laboratory. Public health aspects of water quality are also examined. Prerequisite or corequisite: E125. Same as Biological Sciences 118L.

**E130 Urban Issues, Policy, and Theory (4) W.** Lecture, three hours. A critical survey of current U.S. urban, metropolitan, and regional issues and trends, and their relation to spatial theories, and to planning and public policy-making. Topics include Sunbelt/Frostbelt growth and decline, urban employment and unemployment, central city redevelopment, and housing and the urban environment. Prerequisite: Social Ecology 10.

**E132 Urban Sociology (4).** Lecture, three hours. Overview of theoretical, substantive, and policy issues in urban sociology. History of urbanization, the school of human ecology, and recent trends regarding urbanism. Time is devoted to understanding the causes and possible solutions to urban problems.

**E136 Social Ecology of the Borderlands (4).** Lecture, three hours. An introduction to the most important socio-economic issues affecting the urban-regional context of the U.S.-Mexico border area. Borderlands regional development, urbanization, migration, industrialization, labor market, and environmental issues are considered.

**E139 Urbanization and Social Change (4).** Lecture, three hours. Examines interactions between social structure and physical space in three contexts: (1) the contemporary evolution of cities and their hinterlands in the U.S.; (2) patterns of urbanization in the Third World; and, as background for understanding these developments, (3) the reemergence of cities in Medieval Europe.

**E140 The Chemical Components of Water Quality (4).** Lecture, three hours. A survey of the chemical properties of water used for drinking, agriculture, and industry. The lecture portion of the course covers basic chemical analyses of water and the significance of these tests in determining water quality. Prerequisites: Chemistry 1A and E5. Same as Biological Sciences 119.

**E149 Life in Space (4).** Lecture, three hours. The need for autonomy, weightlessness, radiation, isolation, and confinement aboard the Space Station present problems of human environmental quality and health. The student attends the problems of living in space and appreciates space technology including life support, robotics, expert systems, and AI.

**E153 Chronological Dating Techniques in Environmental Reconstruction (4) F.** Lecture, three hours. Radiocarbon dating is a good example of a common technique which has wide application for a number of different fields. The course surveys a number of dating techniques which can be used to establish a chronological framework. Particular emphasis is placed on applications for environmental reconstruction.

**E158 Community Health: An Epidemiological Approach (4).** Lecture, three hours. An examination of the distribution and dynamics of human health problems on the community level and exploration of the principles and procedures of scientific investigation used to determine circumstances under which diseases occur or health prevails. The broadened scope of epidemiology including environmental, genetic, nutritional, and social ramifications, in addition to the classical concern about infectious diseases and their role in social upheavals, is surveyed. Prerequisite: consent of instructor.

**E162 Environmental Law (4).** Lecture, three hours. Environmental law is a combination of traditional legal principles and newly created statutes, rules, and decisions applied to the area of environmental protection. Course investigates roles of courts, legislature, executive branch and administrative agencies, and private citizens attempting to regulate environmental quality. Federal and state laws are utilized.

**E164 Analysis and Design of Behavior Settings (4).** Seminar, three hours. The research of Roger Barker and others on behavior settings is discussed. Subsequently, an intensive naturalistic observation of a community behavior setting is undertaken by members of the class. Students will analyze the dynamics of the setting and propose strategies for the design of similar settings in the future. Prerequisites: E187 and 10.

**E167A History of Water Pollution: Biological (4).** Seminar, three hours. Sources of water pollution are followed from the Middle Ages to the present. Investigation of how these problems were viewed in relationship to health and to problem solving. The design of the course is to acquaint the students with previous practices and to compare those practices with those used today. Prerequisite: E5 or consent of instructor.

**E167B History of Water Pollution: Chemical (4).** Seminar, three hours. Traces the history of chemical pollutants, including organics, heavy metals, and inorganic compounds over the nineteenth and twentieth centuries. Compounds are reviewed in terms of their impact on human health and the aquatic environment. Prerequisite: E5.

**E171 Dynamics of Human Populations (4) F.** Lecture, three hours. Focuses on the dynamics of human populations. Topics include natality, mortality, natural increase, in and out migrations, age distribution, life tables, carrying capacities and optimum population levels, fluctuations in and regulation of population densities.

**E172 Social Planning (4).** Lecture, three hours; laboratory, one hour. Aimed at providing a conceptual framework for planned social change. Focus of first quarter is assessment of the setting and framework for design of organizational and community change attempts. Second quarter focuses on change attempts and articulation of strategies for implementation of social interventions. Participants divide time between lectures and involvement in work groups. Plans are evaluated by a jury of community representatives and other experts.

**E173 Human Ecology (4) W.** Lecture, three hours. Consideration of demographic features, intrinsic rate of increase, and carrying capacity. Encompasses effects of human population on their environment, and also of environment on human populations, settlement patterns, and societal evolution.

**E174 Seminar in Social Psychological Perspectives on Human Fertility (4).** Seminar, three hours. Theory and research on the influence of personality needs and traits, social norms, and perceived costs and benefits upon childbearing behavior. As project, students are expected to design a study of social psychological causes and correlates of human fertility. Prerequisite: SE 10 or consent of instructor.

**E175 Environmental Reconstruction (4).** Lecture, three hours. The application of a number of scientific techniques used in environmental reconstruction is surveyed with reference to specific case studies. Students incorporate these techniques and sampling procedures into their research designs. Prerequisites: E8 and SE10 or consent of instructor.

**E176 Planning Theory (4).** Lecture, three hours. Deals with "planning" in the generic sense, as well as public sector and urban planning. Topics include: "Planning—The Ultimate Presumption?," "Planning—The Ideal Context," "Planning vs. Democracy," "Planning—The American Context," "Planning Is as Planners Do," and "Is It Better to Have Planned and Lost, Than Never to Have Planned at All?" Prerequisite: E7. Not offered 1985-86.

**E177 Analysis of Metropolitan Areas (4).** Lecture, three hours. Hypotheses concerning the nature and problems of metropolitan areas are tested using statistical data. Introduction to the census and other sources of descriptive data useful in understanding dynamics of urban social and economic change. Prerequisites: SE 1 and 10. Not offered 1985-86.

**E184 Peace and Conflict Forum (1-1).** Lecture, two hours. A faculty-student forum featuring lecturers from a variety of institutions with discussion issues related to global peace and conflict. Pass/Not Pass only.



**E185 Peace and Conflict Seminar (2).** Seminar, two hours. Seminar in which student prepares a research paper under direction of a faculty supervisor. Prerequisite: only open to students in the Concentration on Global Peace and Conflict Studies.

**E187 Environmental Psychology (4) F, W.** Lecture, three hours. Impact of the physical environment on individual and group behavior. Three basic concerns examined: (a) environmental determinants of behavior at the individual and interpersonal level; (b) social planning and urban design; and (c) methodological approaches to the study of environmental issues. Prerequisites: SE10 and E8.

**E188 Advanced Environmental Psychology (4) W.** Lecture, four hours. Overview of major research paradigms within the field of environmental psychology. Seminar discussions emphasize current developments within various subareas of the field, priorities for future research, and prospects for developing a cross-paradigm approach to the study of environment and behavior. Prerequisites: SE1, E8, E187.

**E189 Environmental Design Research Methods (4) S.** Lecture, four hours. First part of the course is an in-depth treatment of theoretical and empirical work relevant to selected topics in environmental psychology. In the second part, students go into the field in collaboration with architectural consultants and develop environmental evaluation instruments, collect data, and report findings to the architectural consultants who then provide feedback to the students on the usefulness of the data. Prerequisites: SE 10 and E187.

## Criminology, Criminal Justice, and Legal Studies

**J4 Introduction to Criminal Justice (4) F, S.** Lecture, three hours. Traces our legal system from its common law heritage. An introduction to criminal and constitutional law in the United States providing basis for discussion of our court structure, corrections, probation and parole, and the police activities of arrest, search and seizure, and interrogations. Juvenile Court law and procedure discussed. (III)

**J40 Forms of Criminal Behavior (4).** Lecture, three hours. "Crime in the streets" and "crime in the suites" have aroused public concern. Political agitation surrounds crimes of violence; reformers demand equivalent sanctions against the white-collar criminal. (III)

**J41 The Police (4) S.** Lecture, three hours. A socio-psychological study of the police. Examines the nature and structure of police organizations and discusses their relationship to the social environment.

**J44 Crime and Society (4).** Lecture, three hours. Examination of the sources of crime in contemporary American society and the concept of crime as one form of "deviance." Review of social policy in crime control, and discussion of the organization and structure of police forces and correctional agencies.

**J45 The Police and Social Change (4).** Lecture, three hours. An examination of the history and philosophy of police organization and administration with special emphasis on how society determines the role of the police and the influence of changing social conditions on the role of the police.

**J50 The Legal Profession (4).** Lecture, three hours. Examines the role of the legal profession in modern society, surveying the diverse professional roles lawyers play and comparing the American legal profession with that of other societies. Focuses on the so-called litigation explosion, on ethical problems confronting the profession, on interactions between lawyers and other professionals, and on the training and socialization of new lawyers.

**J80 Law and Society (4).** Lecture, three hours. A survey of man's relationship with law including an analysis of the theoretical and practical role of law in the evolution of Western civilization with emphasis on modern American society. Examines current issues in the sociology and psychology of law. (III)

**J100 Special Topics in Criminal Justice (4).** Lecture, three hours. Special topics courses are offered from time to time, but not on a regular basis. Course content varies with interest of the instructor. Prerequisites: J4 and, in some cases, consent of instructor.

**J114 Organized Crime and American Society (4) S.** Lecture, three hours. Examination of the phenomenon of American organized crime from a sociological perspective and explanation of methods by which this particular form of criminality is tolerated at various levels of society. Emphasis on ways in which "underworld" interests interact with legitimate economic and political institutions.

**J132 Juvenile Delinquency (4).** Lecture, three hours. Study of the patterns of delinquent behavior, selected theories that explain the behavior, and current research that aims at enhancing exploratory power. Attempts to prevent and control delinquency are put in a historical perspective that includes examination of the development of the current juvenile justice system and evolution of modern juvenile law.

**J133 Deviance (4) F.** Lecture, three hours. Surveys the major theoretical perspectives on why socially prohibited behavior occurs and examines conditions under which deviance is identified and defined as a social reality. Also explores the effects of institutionalization upon the deviant and efforts at eradication of negative societal labels. Same as Social Science 155A.

**J134 Victimless Crimes (4) W.** Lecture, three hours. An examination of criminal offenses in which there are apt to be no complaining witnesses—homosexuality, prostitution, gambling. Implications of the use of criminal law to control these behaviors in terms of the individuals involved in the offenses, other persons, and the society in general are considered, and various alternative social policies are reviewed and evaluated.

**J138 Victims of Crime (4).** Lecture, three hours. Examines the impact of crime upon a variety of victims, e.g., victims of child and spousal abuse, burglary, arson, robbery, and rape. Considers such topics as victim compensation, victim-offender relationships, and the secondary victimization process.

**J140 Prisons, Punishment, and Corrections (4) W.** Lecture, three hours. A review of the history and present conditions regarding treatment of law violators. The conflict among rehabilitation, vengeance, and deterrent principles. Analysis of civil rights, racial antagonism, and politicalization in the contemporary American correctional system.

**J141 Seminar in Criminal Justice (4) W.** Seminar, three hours. Selected topics in the field of criminal justice examined. Issues vary with the interests of the instructor and students, and include such topics as violent crime, political crimes, police discretion, and civil rights of prison inmates. Prerequisite: J4.

**J142 White-Collar Crime (4).** Lecture, three hours. Criminal activity of business and corporate enterprise, both in terms of theoretical insights into the explanations of criminal behavior and in terms of social concerns with deterrence. The pioneering work of Edwin H. Sutherland and the contemporary investigations of Ralph Nader provide substantive background. Specific cases and specific forms of social response to white-collar crime reviewed.

**J143 Theories of Punishment (4).** Lecture, three hours. Survey of the various schools of thought regarding formal punishment theory. The purposes of legal sanctions are examined, including those of

deterrence, rehabilitation, retribution, and incapacitation. Considers problems in realizing formal goals of punishment in practice.

**J144 Criminal Law (4) W.** Lecture, three hours. Deals specifically with the substantive nature of criminal law as opposed to criminal procedure which is concerned with how the criminal law is enforced. Considers three types of crime: offenses against the person, including laws of homicide, assault, and battery; offenses against habitation and occupancy, including laws of burglary and arson; and offenses against property, including laws of larceny, robbery, forgery, and counterfeiting.

**J145 Government Crime (4).** Lecture, three hours. This course examines the legal, organizational, and political issues involved in the generation and control of government lawlessness. Readings present historical and theoretical perspectives in the abuse of government authority and the ability of the legal system to control such behavior.

**J146 Social Control of Violence (4) F.** Lecture, three hours. Studies the police as controllers of violence, users of violence, and as victims of violence. Prerequisite: Social Ecology J4.

**J147 Law and Social Change (4).** Lecture, three hours. Explores the relationship of law to its social setting by considering both law as a product of social change and law as a source or medium of change.

**J148 Criminological Theory (4).** Lecture, three hours. Explores the question of crime causation from a number of theoretical perspectives in the social sciences. Schools of thought examined include utilitarianism, positivism, human ecology, social structural approaches, social process (learning) theories, labeling, and radical-critical (political) perspectives.

**J181 Contemporary Legal Issues (4).** Lecture, three hours. An in-depth analysis of current legal issues viewed from their political and constitutional perspectives. Issues studied are determined by instructor and student interest. Prerequisite: consent of instructor.

**J182 Legal Sanctions and Social Control (4).** Lecture, three hours. Examination of criminal sanctions as mechanisms of social control. Study to include the nature, function, and organization of courts as sanction generating institutions, and problems associated with punishing white-collar and corporate illegalities.

**J190 Psychology and the Law (4) S.** Lecture, three hours. Focuses upon the psychological assumptions of the American legal system and mental health aspects of the provision of criminal justice services. Topics include civil commitment, the insanity defense, competence to stand trial, jury selection, eye-witness identification, and the use of the police, courts, and correctional institutions in the prevention of behavior disorder. Prerequisite: course in psychology or mental health.

## Psychology and Social Behavior

**S9 Introduction to Human Behavior (4) S.** Lecture, three hours. An introduction to models of human development and mental health, and the application of the scientific method to the study of social behavior. The differences among individual, group, and societal levels of analysis and intervention are emphasized. (III)

**S11 Human Development Over the Life Cycle (4).** Lecture, three hours. Emphasis on patterns of growth and change in the development of self-identity, mastery and competence, and interpersonal relations during each of five life-cycle periods: infancy, childhood, adolescence, adulthood, and old age. Special attention to social, institutional, and environmental influences on the course of development. (III)

**S20 Abnormal Behavior (4) W.** Lecture, three hours. A survey of the characteristics of various types of behavioral and thought disorders and the methods used to alleviate or treat or deal with them. Emphasis upon the interaction among the social, cultural, and biochemical components of disordered behavior and society's reactions to its manifestations. Prerequisite: Social Ecology S9 or introductory course in psychology. (III)



**S84 Community Psychology (4) W.** Lecture, three hours. Deals with the community orientation to the delivery of mental health care. The development of community mental health is described, and various models for its practice are delineated. Techniques of evaluating the efficacy of community programs are explored. (III)

**S86 Introductory Social Psychology (4) F.** Lecture, three hours. Surveys experimental design and studies of conformity, obedience, communication and persuasion, self-justification, causal attribution, aggression, prejudice, and interpersonal attraction. Emphasis on empirical research (particularly laboratory experiments) conducted to test social psychological theories and hypotheses. (III)

**S100 Special Topics in Social Behavior (4).** Lecture, three hours. Special topics courses are offered from time to time, but not on a regular basis. Course content varies with interest of instructor. Prerequisites: S9 and, in some cases, the consent of instructor.

**S101A-B Counseling Theory I, II (4-4).** Lecture, three hours. Theoretical approaches and related counseling techniques examined, including client-centered, rational-emotive, transactional analysis, Adlerian, Gestalt, and behavioral counseling. Beginning relationship skills practiced in a laboratory section, using film and audio tapes.

**S104 Behavioral Assessment (4).** Lecture, three hours. Laboratory-seminar exploration of diverse methods of assessing, analyzing, and recording behavior. Includes methods of direct behavioral observation, structured (analog) assessments, rating scales, interviewing, and self-monitoring. Focuses on the development of assessment skills and the application of these techniques in intervention and research programs. Prerequisites: Social Ecology E10 and consent of instructor.

**S105 Developmental Disabilities (4).** Lecture, three hours. Examines current knowledge about severe and persistent behavioral deficits, particularly mental retardation and childhood autism. Topics include intellectual assessment, malnutrition, chromosomal anomalies and inborn errors of metabolism, cultural-familial retardation, institutionalization and deinstitutionalization, and current trends in prevention and amelioration.

**S106 Clinical Child Psychology (4) F.** Lecture, three hours. Examines research and theory concerning childhood psychopathology. Topics include diagnosis and assessment, early identification of high risk children, fears and phobias, antisocial behavior, childhood psychoses, depression, hyperactivity, child abuse, and child advocacy.

**S107 Child Therapies (4) W.** Lecture, three hours. Examines research methodologies, empirical data, and implications of diverse intervention strategies. Primary topics include psychotherapy process and outcome, family therapies, behavioral intervention, cognitive behavior modification, pediatric psychopharmacology, and ethical and social policy implications of intervening in other people's lives.

**S108 Social Ecology of Child Abuse and Neglect (4).** Lecture, three hours. Emphasizes integration of psychological, social, and cultural factors for understanding the etiology of child maltreatment. Prediction, treatment, prevention, and policy issues also are covered.

**S109 Cognitive Behavior Therapy (4) W.** Lecture, three hours. Presentation of principles and procedures of therapeutic interventions based on cognitive-behavior methods. Cognitive factors in learning, emotional arousal, psychological disorder, and psychotherapy are reviewed. Introduces the application of cognitive behavioral methods to problems of depression, anxiety, anger, pain, and impulsivity.

**S110 Human Stress (4) W, S.** Lecture, three hours. Stress is presented as a multidisciplinary topic. Biological, psychological, and sociological approaches to the study of adaptation-related disorders are reviewed. The environmental demands of contemporary urban life, such as noise, crowding, work pressure, and traffic congestion, are examined for their impact on personal health and behavior. Methods of stress reduction are also presented.

**S113 Infancy (4) F.** Lecture, three hours. An overview of human development from conception through the first two years of life, covering processes and events in the domains of physical, emotional, social, and cognitive development.

**S114 Aggression: Theories and Research Methods (4).** Lecture, three hours. Explores divergent theoretical conceptions of aggression, various techniques of assessment used in experimental investigations of aggression, and the research paradigms in which such

investigations are conducted. Emphasis is placed on the student's understanding of theoretical and methodological issues—e.g., instinctual vs. learning views; operational analysis vs. intentional action concepts; formulations of aggressive drive; the catharsis controversy; the impact of TV violence; the effects of punishment; etc.

**S115 Aging and Health (4).** Lecture, three hours. Examines the issues of physical and mental health of middle-aged and elderly persons. A small research project is conducted on some aspect of older adults' self-health care practices.

**S116 Peer Counseling (4) S.** Lecture, three hours. Introduction to paraprofessional counseling and social support. Review of the effectiveness of psychotherapy and comparison of the analytic, humanistic, and behavioral approaches on their assumptions, goals, and verbal processes. Special counseling issues include crisis intervention, suicide prevention, death/dying, and ethics. Prerequisites: SE10 and S9.

**S117 Social Relationships (4) W.** Lecture, three hours. Introduction to the major issues, concepts, and methods in the study of social relations. Central themes are the effect of social relations on psychological and physical well-being, the nature of social relations among different age groups and socio-demographic groups, the processes involved in the formation of love relationships and friendships, and strategies for helping the socially isolated and those whose existing relationships are dysfunctional.

**S118 Interviewing and Assessment (4).** Lecture, three hours. Topics covered include strengths and limitations of the interview as a method for gathering information; interview strategies and skills; unintended interviewer effects on the data gathered; content analysis and coding of interview data; and comparison of interview with questionnaire methods of assessment. Students gain substantial experience in interviewing and some experience in questionnaire design. Prerequisite: S9 or S11 or an introductory course in psychology.

**S120 Violence in Society (4).** Lecture, three hours. An overview of current theory and research on aggression followed by a focus on anger and violence as problems in individual and social functioning. The process and functions of anger are examined with regard to normal behavior and psychopathology. The determinants, prevalence, and implications of violence in society are analyzed.

**S122 Human Sexuality (4) W, S.** Lecture, three hours. A broad survey of human sexuality encompassing genetic factors, physiological and anatomical development, customary and atypical forms of behavior, reproductive processes, and cultural determinants.

**S123 Adolescent Development (4) W.** Lecture, three hours. Focuses on social, psychological, and intellectual development during the adolescent years, with emphasis on the influences of the family, school, peer groups, and workplace. Topics include identity development, autonomy and independence, intimacy and sexuality, and achievement. Prerequisite: S11 or Social Sciences 7.

**S125 Special Topics in Adult Development (4).** Lecture, three hours. Examines the role of culture, social roles, and age norms on selected aspects of social and cognitive behavior. Different periods of adult development (early adulthood, old age) may be the focus of attention in different years. Emphasis is on developmental theory and on the research it has generated. Prerequisite: S11.

**S126 Social Policy and Human Development (4).** Lecture, three hours. Explores the major assumptions underlying social policies designed to affect the course of human development. Examines in detail a selected number of policy issues in this area (e.g., Head Start, mandatory school busing, youth employment programs, forced retirement). Prerequisite: S11 and consent of instructor.

**S127 Child Development (4).** Lecture, two hours; laboratory, one hour. Examines physical, social, emotional, and intellectual growth and development between the ages of 2 and 15 years. Classroom seminar and course readings are supplemented by observation of children. Prerequisite: S9 or S11.

**S128 Perspectives on the Development of the Child (4).** Lecture, three hours; discussion, one hour. Lectures and discussion provide a forum for investigating developmental issues in detail. Requires commitment to critical analysis of theoretical issues and to analysis of implications of selected theoretical perspectives. Prerequisite: S9.

**S132 Gerontology (4) F.** Lecture, three hours. Introduction to the major issues, concepts, and methods in the study of aging. Examines stereotypes and myths associated with aging; reviews physiological and psychological changes that accompany old age; distinguishes behavior changes due to aging *per se* from those due to historical and socioeconomic factors; considers political and social aspects of old age in contemporary society.

**S134 Human Development and Cross-Cultural Perspectives (4).** Lecture, three hours. Examines cultural variations in cognitive and personality dimensions, family structure and kinship patterns, and socialization practices. Special attention is devoted to consideration of developmental theory in light of individual and cultural adaptation to different environments. Prerequisite: Social Ecology 11, or Social Sciences 2 or 7, or a course in human development.

**S138 Attitude Organization and Change (4) S.** Lecture, three hours. Definitions and measures of beliefs and attitudes and implications of attitude theory and research for social action programs. Covers source, message, and audience effects in communication and persuasion; psychological functions of beliefs and attitudes; and cognitive consistency theories.

**S143 Attitudes and Behavior (4) W.** Lecture, three hours. Cultural influences on attitudes and behavior. Situational versus attitudinal determinants of compliance and altruism. Attitude change and behavior change. Beliefs about the causes of behavior. Fishbein and Ajzen's theory of reasoned action.

**S145 Perspectives on Child Rearing (4).** Lecture, three hours. The impact of different child rearing practices on the development of personality and character. Examination of the effects on development of variations in the structure and dynamics of the family and school, and of the consequences of group care, working mothers, and the one-parent family. Prerequisites: S9 or S11, or any course in developmental psychology or human development.

**S148 Development of Sex Differences (4) W.** Lecture, three hours. Examination of research on how sexes differ in physiology, cognitive functioning, personality, and social behavior. Sex-differentiated development from the prenatal period through early adulthood is covered. Explanations for male-female differences are sought, focusing on biological (genetic, hormonal) and social (familial, cultural) mechanisms. Prerequisites: S9 or S11.

**S149 Moral Development Over The Life Span (4).** Lecture, three hours. Introduction to moral reasoning and behavior in children, adolescents, and adults. Same as Social Sciences 156C.

**S150 Child Health Psychology (4).** Lecture, three hours. Exploration of the psychological antecedents, concomitants, and consequences of medical illnesses in children. Topics include children's beliefs about health, illness, and medication; the role of stress; coronary-prone behavior; therapeutic adherence and physician-patient interaction; coping with chronic illness; and the effects of a child's illness on the family. Prerequisite: consent of instructor.

**S151 Developmental Psychopathology (4).** Lecture, three hours. Examines research and theory concerning the origins, course, and outcomes of disordered behavior. Focuses on continuity and change in patterns of behavior; environmental challenges and buffers; stress and competence in children; vulnerable and invincible children; children of mentally ill parents; families at risk; and childhood antecedents of adult disorders.

**S153 Television and American Culture (4).** Lecture, three hours. Introduction to the phenomenon of television and its impact on the individual in American culture. Is television a menace or a boon to modern living? The historical roots of media and entertainment criticism are also examined.

**S154 Families That Work (4) S.** Seminar, three hours. Topics include the development of sex differences in occupational ambi-

tions; effects of employment on psychological growth and well-being; consequences of maternal and paternal employment for children's development and the functioning of the family; and impacts of unemployment and underemployment. Prerequisites: S9 or S11 or an introductory course in psychology or sociology. Restricted to juniors and seniors except by permission of instructor.

**S159 The Family (4) W.** Lecture, three hours. Examines the family in historical perspective and relates changes in family structure to broader societal, cultural, and economic changes. Focuses on such issues as inequality and conflict in the family and the changing role of women in society and family.

**S160 Advanced Seminar: Human Stress (4).** Lecture, three hours. Provides an in-depth exposure to selected topics in the field of human stress. General topics include environmental determinants of stress, life events and social support, stress-related disturbances, occupational stress, and stress management interventions. Considerable attention is paid to theoretical and methodological issues in stress research. Prerequisites: S110 and permission of instructor.

**S161 Family Law (4) S.** Lecture, three hours. Examines legal issues surrounding marriage, cohabitation, divorce, child custody and support, adoption, and the rights of parents and children in the family context. The findings of social science research are used to illuminate the legal issues.

**S164 Sociology of Health and Medicine (4).** Lecture, three hours. Focuses on the role of social factors in defining and assessing health; social class and ethnic variations in illness behavior; organization and structure of the health care delivery system; and current policy issues surrounding the provision of health services (e.g., National Health Insurance).

**S165 Sociology of Mental Health and Illness (4).** Lecture, three hours. An overview of sociological contributions to the study of the nature, causes, and consequences of mental health and illness. Topics include social status and mental health, stressful life events, societal response to mental disorders, organization of mental health services in the community, problems of institutionalization and deinstitutionalization. Prerequisite: S9 or equivalent.

**S166 Behavior Modification (4).** Lecture, three hours. Overview of the principles and methods of behavior modification derived from psychological theories of learning. Considers applications of behavior techniques to treat childhood disorders, school problems, juvenile delinquency, marital and sexual problems, alcoholism, and eating disorders. Behavioral interventions in community and industrial settings also are considered.

**S180A-B-C Social Ecology of Peace (4-4-4) F, W, S.** Examination of the role of human nature, government, religion, business, education, and the family in achieving peace. **S180A:** Focuses on insights from the helping professions. **S180B:** Focuses on insights from social sciences and individuals from the broader society. **S180C:** Examines the problems of creating a framework for a satisfactory and enduring peace and for reducing risks of nuclear war.

**S185 Impacts of Divorce (4).** Lecture, three hours. Examines divorce in historical, economic, and, primarily, psychological contexts, emphasizing recent research pertaining to the impacts of divorce on children, families, and society. Prerequisites: S9 or S11.

## Graduate Courses

**200 Seminar in Social Ecology (4).** Students are introduced to the classic and contemporary literature of human and social ecology and are expected to use the ecological paradigm to analyze social phenomena of interest to the differing subprograms.

**201 Research Methods (4).** In-depth analysis of the conceptualization of research and the design of appropriate research strategies. Topics covered are experimental design, questionnaire and interview construction, and observation techniques. Prerequisite: previous course work in statistics.

**202 Issues in Environmental Sociology (4).** Seminar providing in-depth treatment of theoretical and empirical work relevant to selected topics in environmental sociology. Among the topics considered are housing quality and human behavior, the designs of learning environments, human development and the environmental design, and the impact of the urban environment on human groups.

**203 Social Ecology of Sex Differences (4).** Recent research on sex differences in physical development, intelligence, social patterns, adult-child interaction, and behavioral deviance are reviewed. Current psychological and biological theories of sex differences are evaluated in terms of data from a variety of scientific disciplines, and implications for contemporary social problems are explored.

**204 Research Seminar on Adolescence (4).** Students formulate and carry out a research investigation in the general area of social influences on adolescent development. Use of available, extensive survey data is encouraged. Discussion of selected topics in the study of adolescence and of methods and problems of data analysis as they emerge from students' research.

**205 Issues in Social Psychology (4).** Provides in-depth treatment of theoretical and empirical work relevant to selected topics in social psychology. Theories of attitude change, group dynamics, and attribution are applied to such problems as overpopulation, environmental degradation, media violence, and racial conflict.

**210 Seminar in Community Psychology (4).** The historical development of community psychology and various models for its practice are described. An analysis of the persistence of problems within social systems is linked to social intervention strategies. The impact of the social environment on physical and psychological health is studied as a function of contemporary stress factors.

**211 Attitude Theory and Research (4).** Survey of theory and research on attitude organization and change. Topics include attitude measurement, ideology and the organization of belief systems, stereotypes, communication and persuasion research, theories of attitude change, and the relationship between attitudes and behavior. Prerequisite: graduate standing or consent of instructor.

**212 Seminar in Behavioral Assessment (4).** After reviewing the theoretical and empirical literature on assessment strategies, students design and implement behavioral assessment programs tailored to specific problem areas in schools, hospitals, and community settings. Measurement problems, ethical dilemmas, and potentials for community applications are reviewed. Prerequisite: course in developmental biology.

**213 Issues in Social Intervention (4).** Issues in assessment and design of social interventions are covered. These include systems analysis in social settings, role of the social interventionist, problems of entry, assessment of systems ranging from small group through the community, and planning of social change.

**214 Introduction to Survey Research (4).** Overview of survey research methods. Topics covered include historical background, constraints and biases of survey research, and in-depth study of factors involved in the development, administration, and analysis of surveys.

**217 Nonprofessional Change Agents Seminar (4).** Examines two types of nonprofessional social intervention: naturally occurring social support and intentional paraprofessional programs including self-help groups. Operational definitions and the stress-moderating impact of social support are considered. Techniques in selecting and training paraprofessionals are reviewed.

**219 Learning and the Control of Behavior (1).** Principles and theories of classical and operant conditioning from laboratory experiments and demonstrations of the extensions of such studies into more clinical settings. Review of criticisms of learning theory applications. Repeated review of whether there is a learning theoretical basis to behavior control.

**220 Human Development (4).** Examines major models of life-span development and selected research areas in the field. Emphasis is on themes of development which have significance over the life span; ecological perspectives on human development; and social policy implications of human development research.

**221 Seminar in Atypical Child Development (4).** An atypical syndrome such as minimal brain dysfunction or early childhood autism is selected for intensive analysis. Studies of biological functions, psychological processes, family variables, intervention strategies, legis-



lation, and community programming are explored and integrated. Methodology and evaluation are emphasized.

**224 Methods in Social Epidemiology (4).** Overview of advanced correlational methods including introductions to path analysis, ecological fallacy and cross-level inference, time-series analysis (including both least-squares and Box-Jenkins methods), cross-lag panel correlational analysis, and structural equation modeling (e.g., LISREL). Prerequisite: graduate standing or consent of instructor.

**225 Seminar in Social Gerontology (4).** Examines sociocultural and environmental influences on the social roles, behavior, and personal adjustment of middle-aged and older adults. Topics include changes in age composition and structure of populations, the functions of work and leisure, support systems, health care, and prospects for social intervention.

**226 Youth in Society (4).** Examines the role of youth in society and the role of society in the psychosocial development of youth. Considers the historical emergence of youth as a subculture, the nature of youth cultures, the structure and function of adolescent social arrangements, and the participation of youth in the family, school, economy, and political arena.

**227 Seminar in Social Behavior (4).** Focuses on a single problem area, investigated from a developmental perspective. Intensive discussion of developmental processes is accompanied by individual or small group projects addressing specific research problems. The problem area is announced each year. Prerequisite: course in developmental psychology.

**230 Social Problems and Public Policy (4).** An examination of the processes of policy making, policy analysis, and policy evaluation, with particular attention to the role of experts. The emphasis of the course is on the uses and abuses of scientific information in policy making rather than on methods of policy development and analysis.

**231 Psychosocial Dimensions of Chronic Illness (4).** Social, psychological, and economic factors contributing to quality of health care delivery examined in relation to a prototypic chronic disease. Discussion of biological complications, medical approaches, lifestyle modifications, and psychosocial problems.

**232 Seminar in Juvenile Delinquency (4).** Examines the major theories of juvenile delinquency, prevention and control programs, and the administration of juvenile justice.

**234 Urban Society and Crime (4).** Explores possible explanations for the pervasive racial, economic, and cultural bias prevalent in substantive criminal law and its administration. A limited number of areas are explored in depth in order to understand the bias behind the rhetoric of civil liberties and equal justice. Prerequisites: courses in criminal justice and consent of instructor.

**235 Theories of Crime (4).** Explanations for the cause of crime often tell as much about the structure and ideology of a social system as they do about violations of the criminal law. The course examines the positions of thinkers such as Bentham, Freud, Marx, Lombroso, and Sutherland, as well as those of the current labeling theorists, who believe that crime is primarily a function of the distribution of power and of tactics of the strong denigrating acts of the weak.

**237 Violence and Its Social Impact (4).** Review of the history of violence in our society and its effect on communities and social institutions. Violence is presented in terms of theories of aggression and of crime as applied to the behavior of individuals, groups, and corporations. Suggestions are made for social policy regarding violence prevention.

**238 Seminar in White-Collar Crime (4).** Examines the illegal behavior of individuals who commit crimes in the course of their employment. Special attention is paid to ways in which power and organizational structure affect the behavior of the white-collar offender. Prerequisite: consent of instructor.

**239 Seminar on Occupational Stress and Burnout (4).** Examines theoretical conceptualizations and empirical studies of occupational stress in a number of professional settings, as well as prevention and treatment strategies.

**241A-B Seminar on Environment, Development, and Health (2-2).** Highlights developments in environmental, developmental and health psychology, urban sociology, and public health. Emphasizes mental health aspects of person-environment transactions.

**243 Spatial and Temporal Dimensions of Community (4).** A systematic theoretical and methodological examination of local community organization and environment, focusing on potential for people to pursue everyday needs and activities. Application of theory and findings to work hours, childcare, commerce, recreation, medical care, and other aspects of physical and social planning.

**244 Toxic Substances in the Environment (4).** Examines sources, distribution, and cycling of toxic substances in the general environment, with emphasis on patterns of human exposure and mechanisms of damage. The toxic-substance standard-setting process is explored.

**245 Social Science and the Legal Process (4).** Examines social science methods for understanding and affecting the legal process. Emphasizes a current legal issue. The class provides, through its research and legal analysis, input into the adjudication of the issue under consideration.

**246 Economics and Administration of Computing (4).** Approaches to providing computing services in the context of large organizations. Determination of goals, selection of equipment, management of programming staff, coping with change, marketing services, keeping up with technology, pricing and other techniques for allocation of services, financing, vertical versus horizontal organizations. Same as Information and Computer Science 246.

**247 Changing Patterns of Social Control (4).** Emphasis on the methodology for analyzing the effectiveness of modes of social control, and on the general societal costs of that control. Field research data are available for analysis.

**249 Family and Health (4).** The relationship between family and physical illness is examined from a variety of theoretical and clinical perspectives. Both personal accounts and research literature are used to examine how various forms of physical illness can prompt the family to generate adaptive and maladaptive coping mechanisms.

**250 Metropolitan Analysis Seminar (4).** Students are introduced to sources of data which they will collect to test hypotheses concerning urban systems.

**253 Urban Planning (4).** A survey of the models of urbanism assumed by professional planners and of the tools and powers at their command. Students assess the likely effectiveness of planning efforts given those tools and the complexity of urban dynamics.

**254 Seminar on the Regulatory Process (4) S.** Involves multidisciplinary investigation of the regulatory process. Topics include analysis of objectives of regulation; legal overview of the process in administrative law and organizational and historical overview. Examples include economic and environmental regulation, among others.

**256 Politics of Plan Implementation (4).** Survey and discussion of the literature concerned with the politics of plan implementation. Students conduct and present analyses of political settings relevant to planners.

**257 Social Indicators (4) S.** A survey of the social indicators literature and presentation of individual projects attempting to devise indicators of social phenomena.

**258 Seminar in Health Psychology (4).** Interdisciplinary exploration of emerging fields of health psychology and behavioral medicine. Topics examined are: (a) role of stress in the development and treatment of medical problems; (b) sociocognitive determinants of health and illness; (c) interpersonal health transactions, e.g., physician-patient communication processes and role relationships; (d) behavioral approaches to medical problems such as diabetes, obesity, and hypertension. Focus on recent research findings, methodological strategies, and directions for future research.

**260 Seminar on Teaching (4).** Examination of the teaching process; research and theory of teaching as a discipline. Considerable attention given to the teaching process utilizing experiential techniques including analysis of video tapes of class members working as Teaching Assistants. Satisfactory/Unsatisfactory only.

**261 Strategies of Theory Development (4) F.** The goals of this course are (1) to examine key issues and controversies facing the development of social ecological theory, and (2) to encourage students to develop their own abilities as theorists. Strategies for enhancing creative hypothesis formation are emphasized.

**263 The Spatial Structure of Urban Social Problems (4).** Begins with an examination of theoretical approaches for the analysis of spatial dimensions of urban social problems. Normative issues arising in spatial systems are discussed. This foundation is then used to examine the spatial dimensions of selected urban social problems. Problem selection reflects student interest; possibilities include housing, transportation, education, poverty, health care, and the provision of public services.

**264A-B Data Analysis (4) W, S.** Course provides an appreciation and understanding of statistics necessary to conduct applied research. Topics include approaches to and presentation of data, robust statistics, standardization techniques, multivariate regression, and analysis of variance. Prerequisite: graduate standing or consent of instructor.

**265 Seminar on Spatial Behavior (4).** Phylogenetic aspects of spatial behavior among diverse species are explored. At the human level, four basic spatial behavioral constructs are discussed: territoriality, privacy, personal space, and crowding.

**267 Human Stress and the Environment as Stressor (4).** Sources of stress from the biological, psychological, social, and physical environments are examined with respect to their impact on personal health, behavior, and the functions of social systems. Stress is presented as a multidimensional concept that can profitably be studied by an ecological analysis of determinants and outcomes.

**269A-B Research Seminar in Environmental Psychology (4-4).** Two-quarter sequence focusing on critical discussion and analysis of ongoing research in environmental psychology being conducted by faculty, graduate students, and postdoctoral fellows. Off-campus researchers make some presentations. Prerequisite: consent of instructor.

**271 Research Practicum in Environment, Development, and Health (4).** A research practicum for postdoctoral and doctoral students. Seminar provides substantive discussion of student research topics and assistance in the completion of a grant proposal.

**272 Principles of Environmental Design (4).** The goals of this class are to understand the principles and processes of design in the built environment, including graphic analysis and behavioral programming. Prerequisite: consent of instructor.

**274 Seminar on Urban Sociology (4).** Survey of current issues in urban sociology, including urbanization, city-hinterland relations, urbanism, metropolitan growth, migration, local community, metropolitan organization, power structure, and urban social psychology.

**275 Special Topics in Social Ecology (4).** Topics covered vary with interests of the instructor. Prerequisite: consent of instructor. May be repeated for credit.

**276 Seminar in Social Deviance (4).** Provides an in-depth examination of the field of social deviance. Major perspectives are examined in relation to policy issues concerning causation and control of deviant behavior.

**277 Seminar in Child Health Psychology (4).** This seminar examines diverse psychological and social ecological contributions to health and illness in children. Psychological, interpersonal, institutional, and physical environmental dimensions are explored. The focus is on contemporary research findings, the pitfalls and promise of scientific methodologies, future research directions, and policy implications.

**278 Research Seminar on Divorce (4).** Seminar, three hours. Focus on the psychological impact of divorce and its consequent child custodial arrangements on parents and children. The psychological impact is viewed in the broader context of society, including economic implications of divorce and societal changes that have accompanied the increase in divorce rate. Students participate in an empirical study of divorced families and attend lectures and discussions. Prerequisite: graduate standing or consent of instructor.

**281 Wastewater Treatment (4).** Current concepts in wastewater treatment. Some lectures are given by officials in the State Department of Public Health and the regional water quality control boards, as well as by individuals from local water districts. The goal of the course is to integrate wastewater technology with water pollution policy. Prerequisite: consent of instructor.

**283 Seminar in Environmental Health and Quality (4).** Concepts and principles of environmental health. Focuses on industrial hygiene, water and air quality, noise pollution, and environmental carcinogens. Past and present theory and implementation practices are discussed through review of legislative measures and enforcement procedures. The social and biological interactions surrounding each topic are examined.

**284 Human Inference (4).** Survey of research on human inference, judgment under uncertainty, and risk assessment. Focuses on how the cognitive strategies and heuristics people use to process information can sometimes lead to serious inferential errors and on how contextual factors influence judgment. Prerequisite: graduate standing or consent of instructor.

**287 Employment and Family Functioning: Policy Issues (4).** Examines the effects of current and potential policies on the well-being of working parents and their children. Focus on policy-making at various governmental levels and in the private sector. Prerequisite: graduate standing or consent of instructor.

**288 Seminar in Environmental Psychology (4).** Provides an overview of major theoretical and research perspectives within the field of environmental psychology. These perspectives are discussed in terms of their value for behavioral science projects launched in the community. Prerequisite: consent of instructor.

**289 Environmental Design Research Practicum (4).** Provides an intensive field research experience in environmental psychology for graduate students. The initial portion of the course overviews basic theory and methods of environmental assessment. The latter portion of the course involves consultations with professional designers and subsequent post-occupancy evaluation of an existing setting. Prerequisite: SE 201 or consent of instructor.

**290A Applied Multivariate Statistics (4).** Lecture, four hours; laboratory, two hours. Mathematical tools to organize and illuminate the multivariate methods. Multiple regression analysis. Multi-Dimensional Scaling and Cluster analysis. Statistical computing via MDS(x), BMDP, and SPSS. Prerequisite: graduate standing or consent of instructor. Same as Social Sciences 201A.

**290B Applied Multivariate Statistics (4) S.** Lecture, four hours; laboratory, two hours. Conceptual overview of multivariate statistical methods. Criteria for appropriate use. Meaning of key measurements within methods. Statistical computing via MDS(x), BMDP, and SPSS. Prerequisites: Social Ecology 290A and graduate standing, or consent of instructor. Same as Social Sciences 201B.

**290C Sampling Techniques and Estimation Methods (4).** Review of confidence interval estimates derived from simple random samples followed by presentation of techniques for improving precision of sample-generated estimates that take account of realistic issues. Methods for dealing with bias and nonsampling errors. Prerequisites: Social Ecology 166A-B-C or equivalent. Same as Social Sciences 201C and Management 290.

**291 Program Evaluation (4).** Students are introduced to the use of research techniques and statistical methods in assessing the effectiveness of social programs. Different evaluative models are discussed using examples of actual program evaluations. Prerequisites: Social Ecology 201 and two quarters of graduate-level statistics. Intended for students in the Ph.D. program.

**292 Seminar in Evaluation Research (4).** Intensive analysis of several issues in the field of evaluation research. Topics are drawn from current research issues involved in assessing the effectiveness of social reform projects (e.g., theory and models of evaluation research, role of evaluation researcher). Prerequisites: Social Ecology 201 and two quarters of graduate-level statistics, or consent of instructor.

**294 Seminar in Space Science Research (4).** Examines the nature of problems during prolonged space flight aboard the proposed Space Station. Focuses on the enhancement and maintenance of human productivity in space. Guest speakers and NASA field trips. Prerequisite: Social Ecology E149 or consent of instructor.

**295 Master's Thesis Research and Writing (4 to 8).** Prerequisite: advancement to candidacy. Satisfactory/Unsatisfactory only.

**296 Doctoral Dissertation Research and Writing (4 to 8).** Prerequisite: advancement to candidacy. Satisfactory/Unsatisfactory only.

**297 Field Studies (2 to 4) F, W, S**

**298 Directed Studies (2 to 4) F, W, S**

**299 Independent Study (4) F, W, S.** Prerequisite: consent of instructor. May be repeated for credit.

**399 University Supervised Teaching (2 to 4) F, W, S.** Required of and limited to Teaching Assistants. Prerequisite: consent of instructor. Satisfactory/Unsatisfactory only.

## School of Engineering

William A. Sirignano **Dean**

The School of Engineering comprises three Departments: Civil, Electrical, and Mechanical Engineering. Each Department offers undergraduate and graduate degree programs of study for men and women who will engage in the professional practice of engineering as it relates to design, development, research, other engineering functions, and teaching in industry, government, or a university. Programs at all levels emphasize the fundamentals underlying engineering, thus enabling the graduates to continue professional development through formal or informal study. Thus, the degree programs in the School of Engineering endeavor to provide UCI graduates with adequate intellectual tools for entrance into the profession and for continued renewal of their technical knowledge.

At the undergraduate level, a Bachelor of Science degree program in Engineering, with options in Civil, Electrical, or Mechanical Engineering, is offered respectively through the Civil, Electrical, and Mechanical Engineering Departments. Each of these options is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (formerly the Engineers' Council for Professional Development).

Although in past years an undergraduate combined program of Environmental Engineering has been offered in conjunction with either the Civil Engineering or the Mechanical Engineering option, effective fall 1985 the School has closed that option to entering students.

Courses in computer engineering and digital systems are offered within the Electrical Engineering option. Courses in computer science are offered not by the School of Engineering but rather by the Department of Information and Computer Science (ICS). Students with high achievement can declare a double major in Engineering (with the Electrical Engineering option) and ICS. Early consultation with the School on this and other double-major programs, such as the one with Biological Sciences, is advisable.

The undergraduate Engineering curriculum provides a firm background in the basic sciences through courses in physics, mathematics, and chemistry; a fundamental understanding of the engineering sciences through required basic engineering courses; and specialization via technical electives. The breadth requirement must be taken in the areas of Humanistic Inquiry, Social and Behavioral Sciences, and Writing.

It is not uncommon for engineering students to need *more than four years* to obtain their B.S. degree, particularly if part-time employment or major extracurricular activities make heavy demands on their time. Occasionally students can catch up by enrolling in summer sessions at UCI or, with prior permission, at other institutions.

Each of the three Departments offers graduate-level options leading to the M.S. and Ph.D. degrees in Engineering. The M.S. program requires 36 units to be completed; the exact selection of the courses is formulated through consultation between the student and a faculty advisor. Thesis and non-thesis programs are available. The Ph.D. program is still less structured but more specialized than at the M.S. level. There is no set course requirement; rather, students must demonstrate various competencies as they progress toward the completion of their doctoral programs.

Engineering students may join any of a number of student organizations. Most of these organizations are professionally oriented and in many instances are local chapters of national

engineering societies. A primary function of these groups is to provide regular technical and social meetings for students with common interests. Most of them also participate in the annual Engineering Week activities, held each February, and in other School functions.

There are student chapters of the American Institute of Aeronautics and Astronautics (AIAA), the American Society of Civil Engineers (ASCE), the American Society of Mechanical Engineers (ASME), the Associated General Contractors of America (AGC), the Institute of Electrical and Electronic Engineers (IEEE), the Mexican-American Engineering Society (MAES), the National Society of Black Engineers (NSBE), the Society of Women Engineers (SWE), and the honorary engineering societies Tau Beta Pi and Eta Kappa Nu.

Faculty and committee meetings (except those involving personnel considerations) are open meetings; in addition to designated student representatives, all students are encouraged and expected to participate in the development of School policy. Student evaluation of the quality of instruction is made each quarter.

### Degrees

Engineering ..... B.S., M.S., Ph.D.

### Honors

Undergraduate honors at graduation in the School of Engineering are awarded on the basis of grade point average, and service to the School, service to the University, service to the community, or achievement in research projects. A general criterion is that students must have completed at least 72 units in residence at a University of California campus. Approximately 1 percent of the graduating class shall be awarded *summa cum laude*, 3 percent *magna cum laude*, and 8 percent *cum laude*, with no more than 12 percent being awarded honors.

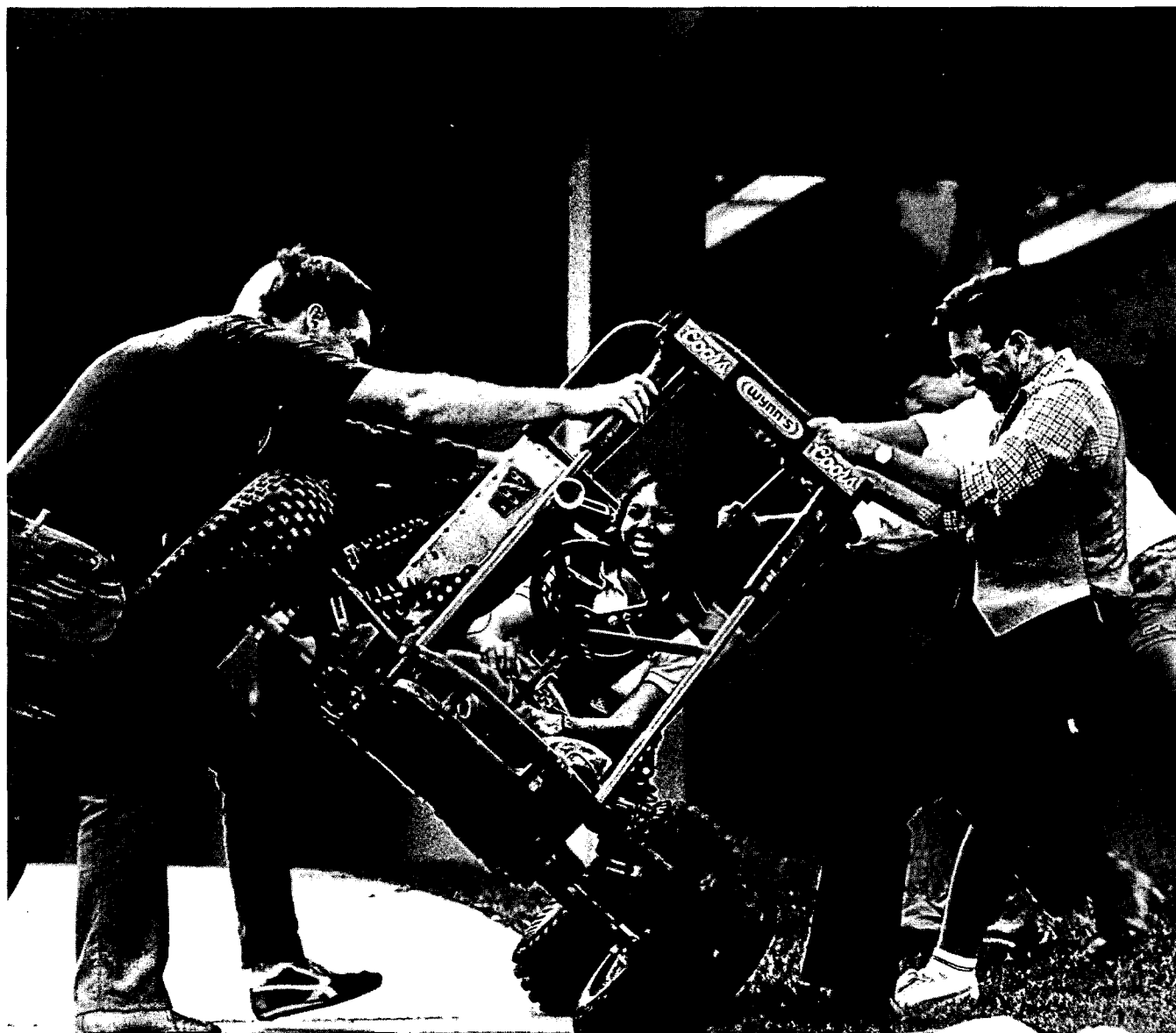
Additional awards in other categories are made throughout the academic year.

### Undergraduate Program

**NOTE: Revisions to the undergraduate Engineering program's curricular, course schedule, and degree requirements were in progress when the 1985-86 UCI General Catalogue went to press. The new requirements will apply to students entering fall quarter, 1985. Students must consult the School's Undergraduate Affairs Office for updated details.** The undergraduate program leads to a B.S. degree in Engineering, with accredited options in Civil Engineering, Electrical Engineering, or Mechanical Engineering.

### Admissions

Students should plan to enter the Engineering program at UCI as freshmen or as juniors. The sequential nature of the Engineering program and the fact that many courses are offered only once a year also make it imperative that students begin their studies in a fall quarter. Applicants wishing to be admitted for the fall quarter, 1986 must have submitted their completed application forms by November 30, 1985.





*High school students* wishing to enter the UCI Engineering program are advised to have completed four years of English, four years of mathematics, and one year each of physics and chemistry. That preparation is fundamental to success in the Engineering program and is vital to receiving first consideration for admittance to the Engineering major during periods of restricted enrollments, as are honors courses and advanced placement courses. Special attention will also be given to applicants who have submitted their SAT scores and three Achievement Test Scores by January 2, 1986. All applicants for the School of Engineering must apply for admission to a specific Engineering department. These departments are Civil Engineering (CE), Electrical Engineering (EE), and Mechanical Engineering (ME).

If enrollment limitations make it necessary, unaccommodated Engineering applicants will be offered alternative majors at UCI. Or they may choose to be redirected to another University of California campus that can still accommodate freshman applicants in majors other than Engineering. As an option, freshman applicants subject to redirection can ask for admission to the two-year UCR-UCI Joint Engineering Program offered by the Physics Department at UC Riverside. Students admitted to this program complete their first two years of study at UCR. They then can apply for a limited number of places in the UCI School of Engineering at the junior level. A summer session at UCI also is required between the sophomore and junior years. Further information is available from the Office of the UCR-UCI Joint Engineering Program, Department of Physics, University of California, Riverside, California 92521; telephone (714) 787-1012.

*Transfer students* can be admitted to the School of Engineering upon completion of a lower-division program in another major at UCI or at another college, including community colleges. Students seeking admission to the School of Engineering from colleges and schools other than UCI must satisfy the University requirements for admission to advanced standing and must have completed appropriate prerequisites for the junior-level courses to be undertaken in the School. These include courses equivalent to English and Comparative Literature WR39A-B; Mathematics 2A-B-C and 3A-B-D; Engineering 10; Physics 5A-B-C-D-E, Chemistry 61A-B (or Chemistry 1A-B-C) (students should review the program-of-study charts for the Civil, Electrical, and Mechanical Engineering options to determine what level of physics and chemistry courses are required; the typical equivalent at most colleges is a three- or four-semester physics sequence plus a two-semester chemistry sequence, each for majors in those fields). Students planning to study electrical engineering at UCI need a course in modern physics that is equivalent to UCI Physics 5D. If the student's physics preparation did not include such a course, Physics 5D can, subsequently, be taken at UCI.)

Completion of these minimum requirements does not guarantee admission to the UCI Engineering program, because enrollment limitations in various categories of Engineering may dictate selection based on ranking by academic proficiency. For instance, transfer applicants planning to begin their junior year at UCI in the fall of 1985 were required to have grade point averages ranging from near 3.0 to 4.0, depending on whether they asked to be admitted into the Civil, Mechanical, or Electrical Engineering Department, in order of increasing program impact.

Transfer students satisfying the Statewide Articulation Agreement on Lower-Division Engineering Requirements (California Community Colleges-California State Universities-University of California) may complete the remaining

requirements for the B.S. degree in six quarters at UCI, provided one or two designated courses are taken in summer session prior to entry. All transfer students should arrange for early consultation with the School's Undergraduate Student Affairs Office so that a smooth transition can be planned. Recall the earlier note that it is not uncommon for engineering students—even those who have started as freshmen at UCI—to spend more than four years to obtain the B.S. degree.

### Advising

Academic advising is available from faculty advisors, academic counselors, and peer advisors. Freshmen and sophomores will find that most of their questions can be answered by the counselors, who also approve their programs of study, and by the peer advisors in the School's Office of Undergraduate Student Affairs. All Engineering students must consult at least once every quarter with the academic counselors in the School's Undergraduate Student Affairs Office. Students also are encouraged to consult with their faculty advisors, especially for career guidance; Mechanical Engineering students are required to do so.

## Requirements for the Bachelor's Degree

**University Requirements:** See pages 49-52.

**School Requirements:** Credit for at least 180 units including the following:

**Mathematic Courses:** Twenty-four units—Mathematics 2A-B-C and 3A-B-D.

**Basic Engineering Courses:** Engineering E10, E80, E101. See departmental requirements for additional specified core courses and electives.

**Basic Science Courses:** Physics 5A-B-C, Physics 5LA-LB-LC, Chemistry 61A, and Chemistry 61LA. See departmental requirements for additional specified science courses.

**Breadth Courses:** Thirty-six units—approved three-course clusters in (a) Humanistic Inquiry, (b) Social and Behavioral Sciences, and (c) Writing. At least one Writing course, such as Engineering 190, must be taken at the upper-division level. See pages 13-14 for the list of other approved courses. Note that the remaining breadth requirements stated there are satisfied by the courses in Mathematics and Basic Sciences specified above. Breadth courses must include at least two lower-division courses in writing beyond the Subject A requirement and one upper-division course in writing.

**Free Electives:** Six units in any university-level academic courses. An exception is made with physical education and remedial courses which, while counting as part of a student's quarterly work load, are not applied to the 180 units required for the B.S. degree in Engineering.

**Duplication of Subject Material:** Students who take courses which involve considerable duplication of subject material may not receive full graduation credit for all units thus completed.

**Residence Requirement:** In addition to the University residence requirement, at least 36 upper-division engineering units specified by each option must be completed successfully at the University of California.

**Variations:** Variations from the degree requirements may be made subject to the approval of the faculty of the School. Students wishing to obtain variances should submit petitions to the School's Undergraduate Student Affairs Office.



## Programs of Study

A student who wishes to graduate from one of the accredited Department options—Civil, Electrical, or Mechanical Engineering—should select the engineering and basic science courses listed in the respective program of study. Additional information on opportunities within each option is available from faculty advisors and academic counselors, who will also advise students on selection of courses. *Students must realize, however, that they alone are responsible for the planning of their own programs and for satisfactory completion of the graduation requirements.*

Students may substitute courses of their choosing for those required if they can substantiate the merits of the program of study and obtain prior approval from faculty of the School.

Students are cautioned about the structure of prerequisites which underlies most Engineering courses. The sample programs shown in each departmental description constitute preferred sequences which take into account all prerequisites.

Students must complete all of the required lower-division courses in the freshman and sophomore years in order to qualify for enrollment in any upper-division Engineering course.

Qualified undergraduate students who have high academic standing, who have completed the necessary prerequisites, and who have obtained permission from the School's Undergraduate Study Committee may take certain graduate-level courses. Students are required to complete Engineering 10 during the freshman year and WR30A-B-C during the first two years. Thereafter, proficiency in computing (using FORTRAN) and writing is expected in all Engineering courses, whether explicitly stated so as a prerequisite or not.

Students in the School of Engineering, in accordance with general campus policy, are permitted to take courses in certain areas on a Pass/Not Pass basis. With respect to programs in Engineering, such areas are the breadth courses, *except* for courses taken in fulfillment of the UCI Writing Requirement; any free electives; and any courses not submitted as fulfilling the graduation requirement (including technical electives beyond the number required).

## Proficiency Examinations

A student may take a course by examination with the approval of the faculty member in charge of the course and the Dean of the School. Normally, ability will be demonstrated by a written or oral examination; if a portion of the capability involves laboratory exercises, the student may be required to perform experiments as well as to take a written examination. The proficiency examination is not available for any course a student has taken before (or has audited) at UCI.

## Double Options for Environmental Engineering

Effective fall 1985 entering students will not be admitted to the Environmental Engineering option. Students who entered the School of Engineering prior to fall 1985 and elected this option must meet the following course requirements and should refer to the 1984-85 edition of the UCI General Catalogue for further information and discuss their program with an academic counselor in the School's Office of Undergraduate Student Affairs.

### Civil and Environmental Engineering

In addition to the requirements in the Civil Engineering option, the student must complete six environmental courses approved by the faculty advisor and the Civil Engineering Undergraduate Coordinator.

### Mechanical and Environmental Engineering

In addition to the requirements in the Mechanical Engineering option, the student must complete six environmental courses approved by the faculty advisor and the Mechanical Engineering Undergraduate Coordinator.

## Undergraduate Acceleration toward the M.S. Degree in Engineering

Exceptionally promising seniors may, with permission of the Undergraduate Study Committee, take graduate-level Engineering courses in addition to the undergraduate degree requirements. After attaining the B.S. degree and upon acceptance to the M.S. program in Engineering, the student may petition for application of up to eight units of excess credit toward the M.S. degree. If the petition is approved by the School and the Dean of Graduate Studies and Research, the student could complete the M.S. degree in three quarters of residence as a graduate student even while serving as a teaching or research assistant.

## Graduate Program

Graduate study is offered leading to the M.S. and Ph.D. degrees in Engineering. The graduate program has concentrations in Civil, Electrical, Mechanical, and Environmental Engineering. Civil Engineering focuses upon structural mechanics; transportation, planning, and urban systems; water resources; and environmental engineering. The concentration in Electrical Engineering includes electronics, electro-acoustics and electro-optics, digital systems, telecommunications, control systems, and electric energy systems. Mechanical Engineering specialties include heat transfer, fluid dynamics, materials, combustion, environmental engineering, solar energy, and atmospheric processes. Studies in operations research can be carried out through interdisciplinary courses offered by several academic units.

## Admissions

For information on requirements for admission to graduate study at UCI, see page 70. Admission to graduate standing in the School of Engineering is generally accorded those possessing a B.S. degree in Engineering or an allied field obtained with an acceptable level of scholarship from an institution of recognized standing. Those seeking admission without the prerequisite scholarship record may, in some cases, undertake remedial work; if completed at the stipulated academic level, they will be admitted to full graduate standing. Those admitted from an allied field may be required to take supplementary upper-division courses in basic engineering subjects.

The Graduate Record Examination General Test is required of all applicants.

## Master of Science in Engineering

The M.S. degree is normally attained by one of two routes: Plan I, a thesis, or Plan II, a comprehensive examination. For the M.S. degree with thesis, a minimum of 36 approved units is required, of which at least 20 must be nonresearch graduate units (courses numbered 200-289). A maximum of eight M.S. thesis research units (296) may be submitted. The M.S. thesis must demonstrate the student's capability of undertaking an original study and carrying it through to a conclusion satisfactory to at least three members of the faculty. For the M.S. degree with comprehensive examination, a minimum of 36 approved units are required, of which at least 24 must be

nonresearch graduate units (numbered 200-289). In Electrical Engineering the comprehensive examination takes the form of a core course program (see Graduate Courses in Electrical Engineering). The detailed program of study for each M.S. student is formulated in consultation with an advisor who takes into consideration the objectives and preparation of the candidate and the specific requirements of the School. Students should acquaint themselves with core course requirements in the various concentrations of the M.S. program. The program of study must be approved by the faculty of the School. Full-time students should be able to complete the requirements for the M.S. degree in three to four quarters.

Further details of the M.S. program in the Civil, Electrical, and Mechanical Engineering Departments are presented in the individual departmental descriptions.

### Part-Time Study

Those students who are employed may pursue the M.S. degree on a part-time basis, carrying fewer units per quarter. Since University residence requirements necessitate the successful completion of a minimum number of units in graduate or upper-division work in each of at least three regular University quarters, the part-time student should seek the advice of the graduate student counselor in the School of Engineering and the approval of the chair of the appropriate program (CE, EE, or ME). M.S. programs must be completed in four calendar years from the date of admission. Students taking courses in University Extension should consult the section on Transfer of Courses below.

### Transfer of Courses

Upon petition a limited number of *graduate-level courses* taken through University Extension, on another campus of the University, or in another accredited university may be credited toward the M.S. degree after admission. With the exception of work undertaken in another Graduate Division of the University, transfer credit will not be applied to the minimum required units in 200-series courses. For further information, see page 76.

## Doctor of Philosophy in Engineering

The doctoral program is tailored to the individual needs and background of the student. The detailed program of study for each Ph.D. student is formulated in consultation with an advisory committee which takes into consideration the objectives and preparation of the candidate. The program of study must be approved by the faculty of the School. There are no specific course requirements, but there are several milestones to be passed: admission to the Ph.D. program by the faculty of the School; passage of the preliminary examination assessing the student's background and potential for success in the doctoral program; satisfaction of the teaching requirements required of all doctoral students; research preparation; formal advancement to candidacy; completion of a significant research investigation; and preparation and defense of an acceptable dissertation. The degree is granted upon the recommendation of the Doctoral Committee and the Dean of Graduate Studies and Research. For at least the final two years of the doctoral program it is expected that the student will be a full-time resident in the School. Doctoral programs must be completed in seven calendar years from the date of admission. Financial aid, such as research and teaching assistantships, is available.

Further details of the Ph.D. program in the Civil, Electrical, and Mechanical Engineering Departments are presented in the individual departmental descriptions.

## Undergraduate Engineering Core Courses

NOTES: With the exception of E1 and EE181A-B-C, the

undergraduate courses listed below are open *only to students majoring in Engineering*. All others must petition for permission to enroll.

**E1 Introduction to Engineering (1) F.** Nature of engineering; preparation for profession; nature of civil, electrical, and mechanical engineering; related fields of engineering; employed engineer; ethical and legal aspects of profession; case studies in project design, implementation, and operation. P/NP only. Not offered every year.

**E10 Computational Methods in Engineering (4) W, Summer.** Procedures and procedure followers, algorithms and flow charts, computer languages, subprograms. Computer macro- and microelements, number systems. Methods of differentiation, integration, curve fitting, list processing. Error analysis. Must qualify in BASIC and FORTRAN at end of course through computer use. E10 and Information and Computer Sciences 1A may not both be taken for credit. Prerequisite: Mathematics 2A.

**E30 Statics (3) W, Summer.** Forces, equilibrium, structures, distributed forces, friction, virtual work, moments of inertia. Prerequisites: Physics 5A, Mathematics 2A.

**E50 Engineering Design and Economy (3) W.** Introduction to philosophy of engineering design and its interrelationship with economy, needs analysis, feasibility study, preliminary design, optimization, value analysis, interest and money-time relationships.

**E70 Network Analysis I (3) F, Summer.** Modeling and analysis of electrical networks. Frequency and transient response of circuits. Prerequisites: Mathematics 2C, Physics 5B, Engineering E10.

**E80 Dynamics (3) S, Summer.** Rigid body dynamics, momentum, and energy principles; modeling and analysis of mechanical systems. Prerequisites: Physics 5A and Mathematics 3B.

**E98 Group Study (1 to 4).** Group study of selected topics in engineering. Prerequisite: consent of instructor. May be repeated for credit.

**E99 Individual Study—Engineering and Computer Science Laboratory (ECSEL) (2-4) F, W, S.** Individual and group study in engineering and computer science for underrepresented minority students. Tutoring, seminars, and field trips are scheduled to enhance study techniques. Pass/Not Pass only.

**E101 Introduction to Thermodynamics (3) F, W, Summer (occasionally).** Thermodynamic principles; open and closed systems representative of engineering problems. Prerequisites: Physics 5B, Mathematics 3D, English and Comparative Literature WR39A-B.

**E162 Chemistry for Environmental Engineering (4) F.** Basic concepts from physical chemistry, organic chemistry, and biochemistry as they relate to environmental engineering. Fundamentals of equilibrium chemistry, water chemistry, carbonate system, acidity, and alkalinity. Introduction to colloidal chemistry, destabilization of colloidal particles. Basic concepts of nuclear chemistry. Quantitative and instrumental method in chemistry. Prerequisites: Chemistry 1A and E101A.

**E190 Communications in the Professional World (4) F, W, S.** Workshop in writing technical reports, journal articles, proposals. Oral presentations. Communicating with the public. Enrollment limited. Prerequisites: junior or senior standing in Engineering; completion of lower-division writing requirement.

**E192 Ethical Issues in Engineering (4) S.** Application of ethical theory to moral problems in engineering. Topics include exercise of conscience and free expression within corporations; basic professional obligations to the public; role of values in safety decisions; ethics codes; whistle-blowing. Case studies. Prerequisite: Completion of lower-division writing requirement. Same as Philosophy 172.

## Department of Civil Engineering

### Faculty

Gary L. Guymon, Ph.D. University of California, Davis, *Department Chair and Professor of Civil Engineering* (water resources, heat and mass transport in soils), Registered Professional Engineer  
Peter S. Dixon, Ph.D., D.Sc. University of Manchester, *Professor of Biological Sciences and Environmental Engineering* (water pollution control)

- Medhat A. Haroun, Ph.D. California Institute of Technology, *Associate Professor of Civil Engineering* (structures and earthquake engineering)
- Betty H. Olson, Ph.D. University of California, Berkeley, *Associate Professor of Social Ecology and Civil Engineering* (aquatic microbiology environmental chemistry, water resources)
- Gerard C. Pardo, Ph.D. Stanford University, *Associate Professor of Civil Engineering* (structural analysis, experimental structural dynamics), Registered Professional Engineer
- Wilfred W. Recker, Ph.D. Carnegie-Mellon University, *Professor of Civil Engineering and Director, Institute of Transportation Studies-Irvine* (transportation modeling and urban systems)
- Jan Scherfig, Ph.D. University of California, Berkeley, *Professor of Civil and Environmental Engineering* (water resources, treatment processes, toxicity), Registered Professional Engineer
- Robin Shepherd, Ph.D. University of Canterbury; D.Sc. University of Leeds, *Professor of Civil Engineering* (structural dynamics, earthquake-resistant design), Registered Professional Engineer
- Roger F. Teal, Ph.D. Tufts University, *Assistant Professor of Civil Engineering* (transportation policy, urban interactions)
- Roberto Villaverde, Ph.D. University of Illinois, Urbana, *Assistant Professor of Civil Engineering* (structural and earthquake engineering)

### Lecturers

- Keith W. Blinn, J.D. Marquette University, *Visiting Lecturer in Civil Engineering* (governmental regulations, environmental policy and law)
- John M. Coil, M.S. University of California, Berkeley, *Visiting Lecturer in Civil Engineering* (structural design and analysis), Registered Structural Engineer
- L. James Ewing, Jr., M.S. University of California, Irvine, *Visiting Lecturer in Civil Engineering* (water and wastewater systems, reclamation and reuse), Registered Professional Engineer
- Evgeny M. Gershunov, Ph.D. University of Moscow, *Visiting Lecturer in Civil Engineering* (offshore structures and design analysis), Registered Professional Engineer
- J. Richard Greenwood, Ph.D. University of California, Los Angeles, *Visiting Lecturer in Civil Engineering* (environmental engineering)
- Theodore V. Hromadka III, Ph.D. University of California, Irvine, *Visiting Lecturer in Civil Engineering* (water resources, numerical methods, hydrology), Registered Professional Engineer
- Edward L. Stanton, Ph.D. Case Western Reserve University, *Visiting Lecturer in Civil Engineering* (structural stability), Registered Professional Engineer

Civil Engineering has been described as the art of harnessing the great powers of nature for the use and convenience of man. The success of this endeavor is evident all around us. The inhospitable arid plain which greeted the early settlers in Southern California has been transformed into a thriving metropolis largely resulting from the application of civil engineering.

The object of the Civil Engineering curriculum is to prepare graduates for a career in practice, research, or teaching. At the undergraduate level a common core of fundamental subjects is provided, with opportunity to specialization in the

senior year. Graduate opportunities allow programs of study in structural analysis and design, transportation and urban systems, and water resources engineering.

The career opportunities in civil engineering are certainly as varied as in any other discipline. Graduates may look forward to long-term careers in major corporations, public bodies, the military, private consulting firms, or to being self-employed in private practice. History has shown a civil engineering education to be a good grounding for many administrative and managerial positions.

## Undergraduate Option in Civil Engineering

### Bachelor of Science Degree

The program objective is to prepare civil engineering graduates for a career in the profession or for entry into graduate school. The curriculum provides the opportunity to obtain a firm foundation in engineering science as well as to develop the techniques of analysis and design which are basic for the successful practitioner. Emphasis is placed on developing problem-solving skills.

### Requirements for the Bachelor's Degree with the Civil Engineering Option

**University Requirements:** See pages 49-52.

**School Requirements:** See page 262.

**Departmental Requirements:** Students must select a primary and a secondary area of concentration from among courses in structures, transportation, or water resources. They must take at least three courses in the primary area and at least two courses in the secondary area. In addition each student must select at least one course in environmental engineering. Students must choose courses which total at least 13.5 units of design in the Civil Engineering electives, making a minimum of 22.5 units of design required for the degree.

In addition, students must take at least 89 units of Engineering and technical subjects, 62 of which are School and departmentally required Engineering Core Courses and at least 28 of which are restricted upper-division Civil Engineering technical electives. The Core Courses are: Chemistry 61B, CE1, CE5, E30, E50, ME130A, CE105, CE115, CE120, CE131, CE131L, CE150, CE151, CE170, and CE185.

Upper-division students must obtain their faculty advisors approvals of the courses to be taken each quarter.

### Program of Study

The sample program of study chart is typical for the accredited option in Civil Engineering. Students should keep in mind that this program is based upon a rigid set of prerequisites, beginning with adequate preparation in high school mathematics, physics, and chemistry. Therefore, the course sequence should

### Sample Program of Study—Civil Engineering

	Freshman	Sophomore	Junior	Senior
Fall	Math 2A Free Elective CE 5 Breadth	Math 3A Physics 5C, 5LC Breadth E70	E101 CE 150 CE 105 CE 120	CE Elective CE 131, 131L Technical Elective Breadth
Winter	Math 2B Physics 5A, 5LA E 10 Breadth	Math 3B E 30 Chemistry 61A, 61LA E 50	ME 130A CE 151 CE 185 Breadth	CE Elective CE Elective Technical Elective Breadth
Spring	Math 2C Physics 5B, 5LB CE 1 Breadth	Math 3D Chemistry 61B, 61LB E 80 Breadth	CE 170 CE Elective CE 115 Breadth	CE Elective CE Elective Free Elective Breadth

not be changed except for the most compelling reasons. Students who are not adequately prepared, or who wish to make changes in the sequence for other reasons, must have their programs approved by the appropriate advisor.

## Graduate Concentration in Civil Engineering

### Master of Science Degree

Two routes are available to those working for the M.S. degree: (1) successful completion of 36 approved units (which include a project) and a comprehensive examination, or (2) a combination of course work and a thesis (typically 28 approved units of course work coupled with a thesis counting for 8 units).

### Doctor of Philosophy Degree

The requirements for the Ph.D. degree include an early assessment of the student's research potential (this may consist of a preliminary examination), research preparation, passing the qualifying examination, advancement to candidacy, completion of a significant research investigation, and the submission and defense of an acceptable dissertation.

## Civil Engineering Undergraduate Courses

**CE1 Engineering Drawing (3) S.** The elements of engineering drawing and graphics. Introduction to graphic statics and descriptive geometry. Prerequisite: consent of instructor.

**CE5 Introduction to Land Measurement (3) F.** Introduction to surveying, measurements, errors, surveying field notes, linear measurements, leveling, angles, bearings. Use of the level and transit equipment, legal descriptions, subdivisions, topographic surveys, mapping vertical and horizontal curves, State coordinate system, and U.S. public land survey system. Prerequisite: Mathematics 2B.

**CE105 Civil Engineering Methods: Analysis of Uncertainty (4) F.** Introduction to probability, statistics, and decision analysis for civil engineers. Consideration of uncertainties involved in engineering problems. Prerequisite: Mathematics 3A.

**CE115 Civil Engineering Systems Analysis and Design (4) S.** Procedures for planning, designing, and managing large-scale civil engineering systems. Emphasis is on the development of computer-based optimizing methods and on the economic and social forces and constraints of the environment in which large systems occur. Prerequisites: E10 and E50.

**CE120 Introduction to Transportation Analysis (4) F.** Fundamental concepts in planning, design, and management of transportation and urban systems. Topics: transportation planning process, travel demand analysis, system performance, and policy evaluation. Prerequisite: E50.

**CE 121 Transportation Planning Models (4) W.** Development of the theoretical foundations of models employed in the transportation planning and analysis process. Focus on aggregate and disaggregate techniques of land use forecasting, trip generation and distribution, modal choice, and network assignment. Prerequisite: CE 120. Not offered every year.

**CE122 Transportation Systems Analysis (4) S.** Applications-oriented treatment of transportation systems analysis. Emphasis on modeling of transportation systems and traveler behavior. Transportation and land use interaction, forecasting travel demand, modeling system performance, network equilibrium, and spatial distribution. Prerequisite: CE121.

**CE127 Introduction to Traffic Engineering (4) S.** Planning, design, and operation of roadways and their networks and their relationship with other modes of transportation for safe and efficient movement of people and goods. Traffic flow theory, highway capacity, traffic control, and highway economy. Use of traffic simulation models for analysis of capacity and control problems. Prerequisite: CE120.

**CE128 Computer-Aided Geometric Design for Civil Engineers (4) W.** Introduction to the use of computer-aided design techniques in the provision of efficient roadway alignments, gradients, and other features to accommodate the safe movement of traffic. Instruction based on the VANGO computer graphics system. Prerequisites: E10 and junior standing.

**CE131 Soil Mechanics (3) F.** Mechanics of soils, composition and classification of soils, compaction, compressibility and consolidation, shear strength, seepage, bearing capacity, lateral earth pressure, retaining walls, piles. Prerequisites: CE150 and ME130A.

**CE131L Soil Mechanics (2) F.** Laboratory procedures of soil testing for engineering problems. Corequisite: CE131.

**CE132 Foundation Design (3) W.** Application of soil mechanics principles to the design of shallow and deep foundations, retaining walls, sheet piles, cofferdams, piers, and caissons. Prerequisite: CE131.

**CE150 Strength of Materials (5) F.** With laboratory. Stress and strain. Analysis of gross internal forces (axial and shearing forces, bending and twisting moments) and stress and deformations which they induce in structural members. Prerequisite: E30.

**CE151 Structural Analysis and Design (4) W.** Fundamentals of structural engineering; deformations of statically determinate structures, stability of structural members, design of structural members (steel, reinforced concrete, and composite); and design and analysis of simple indeterminate structures. Prerequisite: CE150.

**CE152 Computer Methods of Structural Analysis (4) S.** Matrix techniques for indeterminate framed structures: flexibility and stiffness method. Computer techniques using the stiffness method. Structural dynamics of single, multi, and infinite degree of freedom systems. Computer techniques for frequencies and modes. Prerequisite: CE151.

**CE153 Structural Design (4) W.** Fundamentals of reinforced concrete, steel, timber design. Fundamentals of dead and live load factors. Design project which includes site planning, footing, framing, roof design of two-story tilt-up wall building. Prerequisites: CE151 and CE154.

**CE154 Reinforced Concrete Design (4) F.** Ultimate strength design of systems of reinforced concrete beams, slabs, columns, and footings. Prerequisite: CE151.

**CE161 Environmental Impact Assessment and Reporting (3) F.** Mandatory and proposed environmental impact reports. Pertinent legislation and local requirements for environmental impact assessment, factors required in conducting environmental studies, selected case studies, techniques and applicable methodologies for performing impact assessment.

**CE164 Chemistry for Environmental Engineering (4) F.** Basic concepts from physical chemistry, organic chemistry, and biochemistry as they relate to environmental engineering. Fundamentals of equilibrium chemistry, water chemistry, carbonate systems, acidity, and alkalinity. Introduction to colloidal chemistry, destabilization of colloidal particles. Basic concepts from nuclear chemistry. Quantitative and instrumental methods in chemistry. Prerequisites: Chemistry 1C or 61B; E101.

**CE166 Health Aspects of Environmental Engineering (4) S.** Introduction to environmental microbiology as a design tool to meet public health water and waste water quality objectives. Explores the mechanisms of environmentally toxic stresses which affect industrial health, air, and waste quality. Prerequisite: junior standing.

**CE168 Sociopolitical Aspects of Environmental Quality (3) S.** Social, political, legal, and technical aspects of developing major civil systems in an environmentally conscious society. Impact of current environmental framework upon development activities; examination of sociopolitical process by which environmental quality concerns are reconciled with infrastructure creation. Case studies of water, transportation, energy, and housing projects.

**CE170 Hydraulic Systems (4) S.** With laboratory. Analysis and design of turbomachinery, pipe networks, storm drainage, sewerage systems, open channel flow, controls, hydraulic appurtenances, irrigation and water supply systems. Computer applications and problems included. Prerequisite: ME130A.

**CE172 Water Resources Supply (4) F.** Analysis and design of water resources systems. Hydrological cycle, flood hydrology, frequency analysis, watershed yield analysis, groundwater hydrology, wells, flood design criteria, water supply criteria, water demand and disposal, irrigation requirements, and water law. Computer problems included. Prerequisite: ME130A.

**CE173 Water Resources Quality (4) W.** Analysis and design of water treatment and reclamation systems. Physical, chemical, and biological water quality parameters. Water quality laws. Federal and State standards. Treatment system design concepts. Laboratory, field trip. Prerequisites: Chemistry 1B or 61A; ME 130A.

**CE175 Design of Water and Waste Treatment Systems (4) S.** Design of unit processes for the treatment of water and waste water. Concurrent introduction to materials and selection, design layout, mass balances, control systems, and plans and specifications. Field trip and projects included. Prerequisites: CE172, CE173.

**CE176 Water and Waste Treatment Practices in Southern California (3) S.** Description of water and waste water treatment practices at various sites throughout Southern California. Field trips to each location are preceded by lecture on the specific treatment processes involved. Prerequisite: CE173.

**CE185 Numerical Methods in Engineering (4) W.** Computer-aided numerical solution of problems occurring in practice of engineering. Data analysis, linear equations, and optimization are included. Prerequisite: Mathematics 3A and 3D.

**CE198 Group Study (4-4-4) F, W, S.** Group study of selected topics in engineering. Prerequisite: consent of instructor.

**CE199 Individual Study (2 to 4 per quarter).** For undergraduate Engineering majors in supervised but independent reading, research, or design. Prerequisite: consent of instructor. May be repeated for credit.

## Civil Engineering Graduate Courses

**CE220A Advanced Travel Demand Analysis (3) F.** In-depth introduction to travel demand modeling techniques. Methods of multivariate data analysis examined in context of application in development of travel choice models including mode, route, destination choice. Prerequisite: knowledge of elementary probability and statistics.

**CE220B Analysis of Transportation Supply (3) W.** Review of basic performance characteristics of different modes of transportation, such as cost, capacity, speed, volume, safety, and control. Analysis and modeling of transportation performance, and cost of passenger and freight modes as a function of planning and engineering options. Prerequisite: CE220A.

**CE220C Transportation Economics (3) S.** An introduction to the fundamental economic concepts of transportation analyses of demand, supply, and their interaction for the various transportation modes. Costing and pricing techniques. Benefit-cost evaluation and its limitations. Comparison of economic aspects of various modes. Institutional and regulatory structure for the various modes and consequences for behavior. Prerequisites: CE220A, CE220B.

**CE221 Innovation in Urban Transportation (3) W.** Recent technological, service, and management innovations in urban transportation. Political, economic, organizational, regulatory impediments to innovation. Case studies of innovation. Role of government in innovation process. Generalization of case studies and prognosis for future changes in urban transportation. Prerequisite: consent of instructor.

**CE223 Transportation Policy Analysis (3) F.** Transportation policy process and outputs at national, state, local levels. Major government institutions and interest groups, nature of decision-making system, transportation system development as function of policy evolution. Key policy issues in urban transportation. Prerequisite: CE122 or consent of instructor.

**CE225 Transportation and Urban Systems Analysis (3) W.** Systems analysis techniques in development of models for description, analysis, optimization of urban areas. Development of skills for analyzing population, land use, transportation networks, public facility siting in congested urban environments. Prerequisite: knowledge of elementary systems analysis.

**CE226 Traffic Engineering (3) S.** Highway capacity and design. Capacity analysis of freeways, expressways, urban streets, arterials, signalized intersections, ramp, weaving sections, ramp metering, coordination, signal systems.

**CE228 Advanced Traffic Flow Theory (3) F.** In-depth introduction to traffic flow theory. Theory of flow-density relationships, macroscopic models, microscopic models, queueing approaches, simulation



models, noninterrupted flow. Emphasis on theoretical development and interrelationships. Prerequisite: knowledge of elementary probability and statistics.

**CE229A-B-C Current Topics in Transportation Research (1-1-1) F, W, S.** Seminar focuses on current research efforts in analyzing and evaluating the complex interrelationship of urban activity patterns and the transportation network. Prerequisite: consent of instructor.

**CE231 Foundation Engineering (3) W.** Essentials for design and analysis of structural members that transmit superstructure loads to the ground. Topics include subsurface investigations, excavation, dewatering, bracing, footings, mat foundations, piles and pile foundations, caissons and cofferdams, other special foundations. Prerequisite: CE131 or equivalent.

**CE232 Soil Dynamics (3) S.** Wave propagation. Soil properties for dynamic loads. Effects of earthquakes on retaining walls, dams, and embankments. Dynamic behavior of footings and pile foundations. Liquefaction of soils. Machine foundations. Prerequisites: CE131, CE247.

**CE242 Continuum Mechanics (3) F.** Deformation, displacement, vector, strain tensor. Compatibility. Velocity accelerations; strain-rate tensor. Stress tensor. Conservation of mass and energy, virtual work. Linear elasticity, fluid flow. Applications.

**CE245 Experimental Modal Analysis (3) S.** A thorough coverage of modal analysis techniques including digital signal processing concepts, structural dynamics theory, modal parameter estimation techniques, and application of modal measurement methods suitable for practical vibration analysis problems. Prerequisite: CE247 or equivalent.

**CE246 Current Topics in Structural Mechanics (2) F, W, S.** Focuses on current research efforts in analyzing and designing civil engineering structures. Prerequisite: consent of instructor. May be repeated for credit.

**CE247 Structural Dynamics (3) F.** Vibration of discrete and continuous mass elastic systems. Isolation and transmissibility. Dynamic recording instruments. Introduction to nonlinear theory of vibration. Response of structures to earthquake, traffic, and wind loads. Response spectra concepts. Normal mode analysis. Numerical integration techniques. Prerequisite: E80.

**CE248 Random Vibrations (3) S of odd years.** Stochastic response of linear, single, and multi degree of freedom systems. Probabilistic approach to dynamic response of structures to random loading such as earthquake and wind gusting. Prerequisite: consent of instructor.

**CE249 Earthquake Engineering (3) W.** Earthquake magnitude, intensity, and frequency. Seismic damage to structures. Earthquake load prediction including response spectra, normal mode, and direct integration techniques. The basis of building code earthquake load requirements for buildings. Seismic response of special structures. Lifeline engineering. Prerequisite: consent of instructor.

**CE250 Computational Methods in Structural Mechanics (3) F.** Weighted residual methods and boundary integral equations, boundary element method, applications in potential and elasticity problems, nonlinear and time-dependent problems, critical evaluation of finite and boundary elements. Prerequisites: CE281 and CE257.

**CE251 Dynamics of Fluid/Structures Systems (3) W of odd years.** Fundamentals of structural dynamics (time and frequency domains), fluid mechanics (potential flow and hydrodynamic forces), and numerical methods (finite elements and boundary solutions). Formulation of the general interaction problem with applications to ground-based and elevated tanks, dams, and off-shore structures. Formerly CE287. Prerequisite: consent of instructor.

**CE252 Analysis of Offshore Structures (3) W.** Essential hydrodynamics of water waves, wave forecasting and sea states described together with wave forces. Fundamentals of deterministic and probabilistic analysis of multidegree of freedom structures studied, together with fatigue and soil structure interaction problems. Not offered every year. Prerequisite: CE281.

**CE253 Plates and Shells (3) W of odd years.** Plates and shells as structural members, using classical differential equations and modern computer techniques. Topics include bending of circular and rectangular plates, shells of revolution, and cylindrical shells. Finite element computer practice. Prerequisite: consent of instructor.

**CE254 Structural Concrete (3) S.** Design of reinforced structural elements for strength and serviceability under axial, bending, shear, and torsional loads. Aspects of frame and shear wall structures. Detailing for ductility. An introduction to prestressed concrete design. Not offered every year. Prerequisite: CE154.

**CE255 Advanced Structural Design (3) S.** Principles of structural design with emphasis on structural steel and composite steel concrete construction. Design of tension, compression, torsion, and flexural members. Design of plate girders, braced and unbraced frames, and rigid frames. Not offered every year. Prerequisite: CE153 or consent of instructor.

**CE257 Advanced Structural Analysis (3) W.** Flexibility and stiffness methods in the analysis of indeterminate structures. Computer-based techniques. Modeling of structural elements to simulate inelastic behavior. Static and dynamic analyses for lateral loading conditions. Prerequisite: consent of instructor.

**CE258 Earthquake-Resistant Structural Design (3) S.** Objectives of seismic design. Cyclic load-distortion characteristics of typical structural elements. Desirable structural form. Ductility and methods of achieving it. Use of energy dissipators. Project involving design of multistory, multibay rigid-jointed plane frame. Prerequisite: consent of instructor.

**CE259 Structural Stability (3) S of even years.** Introduction to structural stability emphasizing behavior of simple structural com-

ponents that illustrate various modes of instability: Euler columns, beam columns, beam torsional and lateral instability, circular ring buckling. Elementary matrix methods compatible with the finite element models now used in industry for complex structures. Prerequisite: consent of instructor.

**CE266 Advanced Techniques in Environmental Health Management (3) S.** Bureaucratic structure, and operations at all levels related to public health. Organizational structure and psychology; politics of the budgetary process; advocacy, PPBS, grantsmanship, and public health law with emphasis on mitigation of environmental health impact. Prerequisite: CE166.

**CE268 Environmental Resources Systems—Planning and Evaluation (3) W.** With laboratory. Planning civil engineering systems. Optimization of water and transportation systems. Design criteria for public works. Economic evaluation of alternative systems. Prerequisite: CE273.

**CE271 Unsaturated Flow in Soils (2) S.** Theory and application of flow of fluid in the unsaturated zone (zone of aeration). Topics in soil-water physics, analysis of flows in regional groundwater basins, miscible displacement, mathematical modeling techniques. Prerequisite: consent of instructor.

**CE272 Fluid Flow in Porous Media (3) W of odd years.** Theory and application of dynamics of flow in porous media. Groundwater resources, evaluation and management. Well design and analysis. Dispersion of pollutants. Mathematical models. Prerequisite: CE170 or consent of instructor.

**CE273 Water and Waste Treatment Technology (3) S.** With laboratory. Water and waste pollution control. Physical, chemical, and biological treatment. Reuse of wastes and disposal of nonreusable wastes. Prerequisite: CE173.

**CE275 Numerical Methods in Subsurface Flow (3) W.** Application of numerical methods to mathematical models of subsurface flow. Finite element, finite difference, and boundary element methods are applied to diffusion and Laplacian problems representing a variety of porous media flow processes. Regional groundwater basin modeling techniques are explored. Students must prepare several computer codes. Prerequisites: CE281 and consent of instructor.

**CE278 Flow in Open Channels (3) W of even years.** Mechanics of fluid motion in open channels, uniform and nonuniform flow, unsteady flow, flood routing, flow over movable beds, and sediment and mass transport. Numerical methods. Prerequisite: CE170 or consent of instructor.

**CE281 Finite Element Method in Continuum Mechanics (3) F.** Application of finite elements to continuum mechanics problems. Adaptation of finite element methods to the computer. Coded algorithms provided. Variational principle and Galerkin-based schemes. Element properties and matrix manipulations. Prerequisite: FORTRAN IV programming experience.

**CE283 Mathematical Methods in Engineering Analysis (3) F.** Tensors and matrices; eigenvalue problems; partial differential equations; boundary value problems; special functions; introduction to complex variables; calculus of variations and its applications.

**CE295 Seminars in Engineering (varies) F, W, S.** Seminars scheduled each year by individual faculty in major field of interest. Prerequisite: consent of instructor. May be repeated for credit.

**CE296 Master of Science Thesis Research (varies).** Individual research or investigation conducted in preparation of the thesis required for the M.S. degree in Engineering. Prerequisite: consent of instructor. May be repeated for credit.

**CE297 Doctor of Philosophy Dissertation Research (varies).** Individual research or investigation conducted in preparation for the dissertation required for the Ph.D. degree in Engineering. Prerequisite: consent of instructor. May be repeated for credit.

**CE299 Individual Research (varies).** Individual research or investigation under the direction of an individual faculty member. Prerequisite: consent of instructor.

## Department of Electrical Engineering Faculty

- Chen S. Tsai, Ph.D. Stanford University, *Department Chair and Professor of Electrical Engineering* (integrated and fiber optics, acoustic microscopy, electro-optics, solid state devices)
- Casper W. Barnes, Jr., Ph.D. Stanford University, *Professor of Electrical Engineering* (signal processing, digital filtering)
- Behnam Bavarian, Ph.D. Ohio State University, *Assistant Professor of Electrical Engineering* (control systems, robotics)
- Neil J. Bershad, Ph.D. Rensselaer Polytechnic Institute, *Professor of Electrical Engineering* (communication and information theory, signal processing)
- Hideya Gamo, D.Sc. University of Tokyo, *Professor of Electrical Engineering* (quantum electronics and modern optics)
- Gene H. Hostetter, Ph.D. University of California, Irvine, *Professor of Electrical Engineering* (digital electronics; microprocessors, control systems)
- Chin C. Lee, Ph.D. Carnegie-Mellon University, *Assistant Professor of Electrical Engineering* (solid state technology and devices, integrated and fiber optics, optoelectronics, acoustic microscopy)
- James H. Mulligan, Jr., Ph.D. Columbia University, *Professor of Electrical Engineering* (solid state circuits, active networks, system theory), Registered Professional Engineer
- Orhan Nalcioglu, Ph.D. University of Oregon, *Associate Professor of Electrical Engineering and Radiological Sciences* (radiological imaging)
- Robert M. Saunders, D.Eng. Tokyo Institute of Technology, *Professor of Electrical Engineering* (energy conversion and electro-mechanical devices, control systems), Registered Professional Engineer
- Roland Schinzinger, Ph.D. University of California, Berkeley, *Professor of Electrical Engineering and Administration* (electric power systems, operations research, optimal design), Registered Professional Engineer
- Jack Sklansky, D.Sc. Columbia University, *Professor of Electrical Engineering, Information and Computer Science, and Radiological Sciences* (pattern recognition, image processing, computer engineering), Registered Professional Engineer
- Allen R. Stubberud, Ph.D. University of California, Los Angeles, *Professor of Electrical Engineering* (control systems, estimation and optimization, digital filtering), Registered Professional Engineer
- Harry H. Tan, Ph.D. University of California, Los Angeles, *Associate Professor of Electrical Engineering* (communication and information theory, stochastic processes)
- Stanley A. White, Ph.D. Purdue University, *Adjunct Professor of Electrical Engineering* (signal processing)

### Lecturers

- Wayne J. Bartley, Ph.D. University of California, Irvine, *Visiting Lecturer in Electrical Engineering* (control systems and circuits)
- Eugene Evancoe, M.S. University of Illinois, *Visiting Lecturer in Electrical Engineering* (electronics laboratory)
- Leonard Ferrari, Ph.D. University of California, Irvine, *Visiting Lecturer in Electrical Engineering* (image processing)
- Benjamin Fisher, Ph.D. University of California, Irvine, *Visiting Lecturer in Electrical Engineering* (communication theory)
- Norman R. Grossman, M.S. University of California, Los Angeles, *Visiting Lecturer in Electrical Engineering* (digital electronic design)
- Jai Hakhu, Ph.D. University of California, Irvine, *Visiting Lecturer in Electrical Engineering* (solid state devices)
- Howard Handler, Ph.D. University of Arizona, *Visiting Lecturer in Electrical Engineering* (electronics and electronic control of machines)
- John M. Hargrove, M.S. University of California, Los Angeles, *Visiting Lecturer in Electrical Engineering* (computer architecture and hardware design)
- James P. Hauck, Ph.D. University of California, Irvine, *Visiting Lecturer in Electrical Engineering* (optical and microwave systems)
- Lee Hummel, M.S. University of Illinois, *Visiting Lecturer in Electrical Engineering* (digital electronics)
- David Isaacs, Ph.D. University of California, Los Angeles, *Visiting Lecturer in Electrical Engineering* (system theory)
- Bela A. Lengyel, Ph.D. Pazmany University, Budapest, *Visiting Lecturer in Electrical Engineering* (quantum electronics and optics)

- Khalil Najaf-Zadeh, Ph.D. University of Illinois, Chicago Circle, *Visiting Lecturer in Electrical Engineering* (energy systems), Registered Professional Engineer
- Iqbal M. Naqvi, Ph.D. Cornell University, *Visiting Lecturer in Electrical Engineering* (electronic design)
- Edward J. Pisa, Ph.D. University of California, Irvine, *Visiting Lecturer in Electrical Engineering* (image processing)
- John G. Rau, M.A. University of Washington, *Visiting Lecturer in Electrical and Environmental Engineering* (environmental systems and operations research)
- Milton Rensink, M.S.E.E. Stanford University, *Visiting Lecturer in Electrical Engineering* (digital system design)
- William T. Rhoades, M.S. Massachusetts Institute of Technology, *Visiting Lecturer in Electrical Engineering* (digital electronics)
- Ken D. Schreder, Ph.D. University of Southern California, *Visiting Lecturer in Electrical Engineering* (stochastic processes)
- Farrokh Shokoooh, Ph.D. Louisiana State University, *Visiting Lecturer in Electrical Engineering* (electric energy systems), Registered Professional Engineer
- Richard Sklar, M.S. University of California, Los Angeles, *Visiting Lecturer in Electrical Engineering* (digital electronics)
- Kenneth Tiernan, Ph.D. Tufts University, *Visiting Lecturer in Electrical Engineering* (circuits and systems)
- Lawrence R. Weill, Ph.D. University of Idaho, *Visiting Lecturer in Electrical Engineering* (information theory and communication systems)
- Henry H.-G. Yeh, Ph.D. University of California, Irvine, *Visiting Lecturer in Electrical Engineering* (stochastic optimal control)
- Eric Zimmerman, M.S.E.E. University of Michigan, *Visiting Lecturer in Electrical Engineering* (microwave systems laboratory)
- Rainier Zuleeg, D. Eng. Tohoku University, Japan, *Visiting Lecturer in Electrical Engineering* (solid state devices)

Electrical engineering is a broad field which has its foundations in electrical phenomena and with devices that use electricity. Knowledge of the mathematical and natural sciences, gained by study, experience, and practice, is applied with judgment to develop ways to use the materials and forces of nature economically for the benefit of mankind. Some electrical engineers concentrate on making electrical energy available and utilizing it properly. Others specialize in the tiny electronic devices, circuits, and systems that are used extensively in communications, computers, medicine, entertainment, automation, and control.

Most electrical engineers begin work in a corporate environment, where they are part of an engineering team. They obtain satisfaction from solving meaningful problems and seeing culmination in tangible results. The primary criteria for advancement are the ability to communicate effectively, to reason clearly, to apply expertise and experience, and to accomplish assignments.

Many electrical engineering graduates are practicing engineers throughout their careers, being interested in and enjoying the sense of achievement from technical and scientific accomplishment. About an equal number enter other lines of endeavor. Many become company executives, some establish their own companies, and some use their knowledge, training, and logical, goal-oriented thinking to advantage in such fields as medicine, law, or public administration.



## Focused Research Program on Image Engineering

Image engineering is a new way of thinking about today's technology. Spanning the growing industrial-scientific spectrum of technologies which utilize visual images at every step of the process from data acquisition to the design and display of the images themselves, image engineering synthesizes current research in a comprehensive way which may have far-reaching effects on such diverse fields as manufacturing, fluid mechanics, structural vibrations, chemistry, cardiology, and radiology. This new concept in engineering could impact a range of industries from radar to pharmaceuticals, from medical imaging to computer-aided manufacturing, from vehicular guidance and inspection to electronic cameras. The potential of image engineering in science and industry is being developed in the high-tech industrial environment of Orange County through the Focused Research Program on Image Engineering, a program funded by the campus Division of Graduate Studies and Research. The program participants include more than 20 engineering firms in Orange County and elsewhere in the United States and more than a dozen academic disciplines at UCI and the California State University campuses at Long Beach, Fullerton, and San Luis Obispo, who are involved in high-quality, industrially relevant research on image engineering. Further information is available from Professor Jack Sklansky, Department of Electrical Engineering, School of Engineering, University of California, Irvine, CA 92717.

## Undergraduate Option in Electrical Engineering

### Bachelor of Science Degree

The undergraduate Electrical Engineering curriculum is built around a basic core of humanities, mathematics, natural and engineering science courses. It is arranged to provide the fundamentals of synthesis and design that will enable graduates to begin careers in industry or to go on to graduate study. Electrical engineering students at UCI receive special training in network analysis, electronic system design, signal processing, control systems, electromagnetics, and computers. They learn to design circuits and systems to meet specific needs and to use modern computers in problem analysis and solution.

The electrical engineering faculty have special interest and expertise in the following fields: communications theory; computer engineering; control systems; digital signal processing; electronic system design; integrated electro-optics and electro-acoustics; medical imaging and automatic pattern classification; power systems and electromechanics; and quantum electronics and optics.

## Requirements for the Bachelor's Degree with the Electrical Engineering Option

**University Requirements:** See pages 49-52.

**School Requirements:** See page 262.

**Departmental Requirements:** At least 84 units of School and departmentally required Engineering Core Courses and technical electives and at least six units of free electives. The Core Courses are: Physics 5D, 5LD, Physics 5E, 5LE, Engineering E70, EE75, EE75L, EE110A, EE110LA, EE110B, EE110LB, EE113, EE120A, EE120B, EE131, EE131L, EE140A, EE140LA, EE170, EE180, and EE186.

### Program of Study

Students must complete all required freshman and sophomore courses before they enroll in any junior or senior Electrical Engineering courses. Furthermore, the selected technical electives must satisfy the requirements of engineering design. (The Undergraduate Student Affairs Office can provide necessary guidance for satisfying the design requirement.)

The sample program of study chart is typical for the accredited option in Electrical Engineering. Students should keep in mind that this program is based upon a rigid set of prerequisites, beginning with adequate preparation in high school mathematics, physics, and chemistry. Therefore, the course sequence should not be changed except for the most compelling reasons. Students who are not adequately prepared, or who wish to make changes in the sequence for other reasons, must have their programs approved by the appropriate advisor.

## Graduate Concentration in Electrical Engineering

### Master of Science Degree

The Electrical Engineering Department offers two routes to the M.S. degree: a comprehensive examination option and a thesis option.

The comprehensive examination option is a nonthesis program designed for practicing electrical engineers in industry who will probably not go on to the Ph.D. Candidates take the five Electrical Engineering core courses (EE 210A, 235, 240A, 279, and 287A) and a coherent set of courses in a specialization approved by their faculty advisor. In addition to the University's grade-point-average requirements, each of the core courses must be completed with a grade of B or better. It is possible to meet these degree requirements on a part-time basis.

The thesis option is intended for full-time students who are likely to continue on to the Ph.D. Although students considering the Ph.D. may also elect the comprehensive examination option, the Electrical Engineering faculty feels that the

### Sample Program of Study—Electrical Engineering

	Freshman	Sophomore	Junior	Senior
Fall	Math 2A Free Elective Free Elective or Breadth Breadth	Math 3A Physics 5C, 5LC Breadth E70	E101 EE 113 EE 180 Breadth	EE 131, 131L EE 140A, 140LA Technical Elective Breadth
Winter	Math 2B Physics 5A, 5LA E 10 Breadth	Math 3B Physics 5D, 5LD Chemistry 61A, 61LA EE 75, 75L	EE 170 EE 110A, 110LA EE 120A Breadth or Free Elective	Technical Elective Technical Elective Technical Elective Breadth
Spring	Math 2C Physics 5B, 5LB Breadth Breadth	Math 3D Physics 5E, 5LE Free Elective (Chem. 61B, 61LB) E 80	EE 186 EE 110B, 110LB EE 120B Free Elective	Technical Elective Technical Elective Technical Elective Breadth



research, writing, and oral examination experience to be gained via the thesis route is highly beneficial training for more advanced work. For the thesis option, students, during the first quarter of the program and in consultation with their faculty advisor, are required to develop and obtain approval of a complete program of study. A committee of three full-time faculty members is appointed to guide development of the thesis and, when the thesis is approved, to administer an oral examination on basic principles and the thesis contents.

### Doctor of Philosophy Degree

The Ph.D. program in Electrical Engineering requires commitment to the years of dedicated study and collaboration necessary to develop a qualified student's knowledge, ability, and capability for expression to the doctoral level. Ph.D. students are selected from applicants with appropriate degrees from institutions of recognized high standing on the basis of outstanding demonstrated scholarship and potential. After substantial preparation, Ph.D. candidates work as understudies to faculty advisors. The process involves extended immersion in a research atmosphere and culminates in the production of original research results presented in a dissertation.

Milestones to be passed in the Ph.D. program include the following: acceptance into a research group by the faculty advisor during the student's first quarter of study; passing the Preliminary Examination, which is a screening examination to let students know at an early stage whether or not the faculty feel that they are likely to successfully complete the degree; preparation for doing research, completion of the School of Engineering teaching requirements, and the development of a research proposal; passing the Qualifying Examination to assess the candidate's preparation for research and to evaluate the proposed research; successful completion of the research; development and approval of the dissertation; presentation of the dissertation and final examination on its contents.

The degree is granted upon the recommendation of the Doctoral Committee and the School's Associate Dean of Graduate Studies and Research. Doctoral programs must be completed within seven calendar years of the date of admission.

### Electrical Engineering Undergraduate Courses

**EE75 Network Analysis II (4) W, Summer.** Application of Laplace transforms; poles and zeros; two port parameters; Bode plots; Fourier series and Fourier transforms. Prerequisites: E10 and E70. Concurrent enrollment in EE75L is required.

**EE75L Electric Networks Laboratory (1) W, Summer.** Laboratory to accompany EE75. Prerequisites: E10, E70; EE75 must be taken concurrently.

**EE110A Electronics I (4) W.** Principles of operation and circuit models for junction diodes and bipolar and field effect transistors. Application of these models to the design of discrete and integrated electronic circuits for amplification, rectification, and signal generation. Concurrent enrollment in EE110LA is required. Prerequisites: EE75, 75L, and 113.

**EE110LA Electronics I Laboratory (1) W.** Laboratory accompanying EE110A. Concurrent enrollment in EE110A is required.

**EE110B Electronics II (4) S.** With laboratory. The principles of operation, design, and utilization of integrated circuit modules, including operational amplifiers, logic circuits, and pulse circuits. Typical applications to electronic system design. Concurrent enrollment in EE110LB is required. Prerequisites: EE110A, EE110LA.

**EE110LB Electronics II Laboratory (1) S.** Laboratory accompanying EE110B. Concurrent enrollment in EE110B is required.

**EE111A Analysis and Design of Electrical Circuits (4) S.** Active and passive electrical circuits. Topology, network theorems, sensitivity considerations. Classical synthesis and computer-aided techniques

for two-, three-, and four-terminal networks. Prerequisites: EE110B, EE110LB, and EE120B.

**EE113 Physical Electronics and Materials (4) F, Summer.** Processes of conduction in solids and gases. Semiconductors. Diode and transistor properties. Thermionic, field, and photo emission. Photoconductivity. Magnetic materials. Prerequisites: E70, Physics 5C. Not offered every summer.

**EE114A Field-Effect Semiconductor Devices (4) F.** Semiconductor theory, metal-semiconductor contacts and diodes, metal-oxide-semiconductor (MOS) structures; MOS field-effect transistors, junction field-effect transistors, device modeling and fabrication technologies. Prerequisite: EE113.

**EE114B Bipolar Semiconductor Devices (4) W.** PN-junction diodes, bipolar (NPN or PNP) transistors, photodiodes, light-emitting diodes, laser diodes, device modeling, and fabrication technologies. Prerequisite: EE114A.

**EE120A Signals and Systems I (4) W, Summer.** Studies of signals and systems. Application of Fourier series and Fourier and Laplace transforms to continuous-time system analysis. Convolution and modulation theory. Prerequisites: EE75, EE180. Not offered every summer.

**EE120B Signals and Systems II (4) S.** Application of sampling theorem, z-transforms, and discrete Fourier transforms to discrete-time system analysis. Difference equations, discrete-time convolution. Prerequisite: EE120A.

**EE128A Communication Systems (3) S.** Introduction to analog and digital communication systems, including effects of noise. Modulation-demodulation for AM, FM, PM, and PCM, with applications to radio, television, and recorders. Signal processing as applied to communication systems. Prerequisites: EE120B and EE186.

**EE131 Logic and Switching Circuits (4) F.** Introduction to digital computers. Numbers and codes, Boolean algebra, switching circuits, sequential networks, hardware forms, analysis and design problems. Concurrent enrollment in EE131L is required. Prerequisites: EE110B, EE110LB. Note that EE131 and ICS 151A may not both be taken for credit.

**EE131L Logic and Switching Circuits Laboratory (1) F.** Laboratory to accompany EE131. Concurrent enrollment in EE131 is required.

**EE132 Logic and Organization of Digital Computers (4) W.** Building blocks and organization of digital computers, the arithmetic, control, and memory units, and input/output devices and interfaces. Microprogramming and microprocessors. Concurrent enrollment in EE132L is required. Prerequisites: EE131, EE131L. Note that EE132 and ICS 151B may not both be taken for credit.

**EE132L Digital Computer Laboratory (1) W.** Laboratory to accompany EE132. Concurrent enrollment in EE132 is required.

**EE133 Microprocessors (3) S.** Covers microprocessor architectures and peripheral devices. Experience with a microprocessor system is provided. Functional requirements are realized through software and I/O hardware design. Prerequisites: EE132 and EE132L.

**EE133L Microprocessor Laboratory (1) S.** Laboratory to accompany EE133. Concurrent enrollment in EE133 is required.

**EE135 Digital Signal Processing (3) F.** Nature of sampled data, sampling theorem, difference equations, data holds, z-transform, fast Fourier transform, w-transform, digital filters, Butterworth and Chebyshev filters, quantization effects. Prerequisites: EE120B and EE186.

**EE136 Computer Vision (3) S.** The use of digital computers for the analysis of visual scenes; image enhancement in digital displays; geometric corrections; pattern recognition; robotics; diagnosis of medical images. Prerequisites: EE131, EE131L, or consent of instructor.

**EE140A Introduction to Control Systems (4) F, Summer.** Feedback control systems. Modeling, stability, and system specifications. Root locus, Bode, Nichols, and state-space methods of analysis and design. Prerequisites: E10, E80, EE110B, EE110LB, EE120B. Concurrent enrollment in EE140LA is required.

**EE140LA Control Systems I Laboratory (1) F, Summer.** Laboratory accompanying EE140A. Concurrent enrollment in EE140A is required.

**EE140B Sampled-Data and Digital Control Systems (3) W.** Sampled-data and digital control systems. Sampling process and theory of digital signals; z-transform and modeling; stability; z-plane, frequency response, state-space techniques of digital control system synthesis. Prerequisites: EE131, EE131L, EE140A, EE140LA.

**EE160A Energy Conversion (4) F, W of odd years.** With laboratory. Rotating and stationary energy converters. Magnetic circuits and transformers. Alternating current and direct current machines. Prerequisite: EE170.

**EE160B Electric Energy Systems (4) F, W of even years.** Generation, transmission, and use of electrical energy. Fault calculation, protection, stability, reliability, and optimal load flow. With laboratory as appropriate. Prerequisites: E70, EE75, EE75L.

**EE170 Engineering Electromagnetics (4) W.** Electromagnetic fields and solutions of problems in engineering applications; reflection and refraction of plane waves, transmission line and guided waves, resonance cavity and radiation. Prerequisites: EE113, Mathematics 3D.

**EE176 Engineering Optics (3).** Fundamentals of optical systems design: incoherent light sources, lens, mirror, photodetectors, radiometry, image recording and display. Optical systems and components; resolution, modulation, transfer functions, and noise. Prerequisite: EE170.

**EE177 Engineering Electrodynamics (4) S.** With laboratory. Time-varying electromagnetic fields including waveguides, resonant cavities, radiating systems. Motion of charged particles in electromagnetic fields, radiation by moving charges. Scattering and dispersion. Prerequisite: EE170.

**EE178 Optical Electronics (3) W.** Fundamentals of optical systems and components. Incoherent light sources, radiometry, resolution and transfer functions. Lasers and related optical devices and systems. Prerequisite: consent of instructor.

**EE180 Electrical Engineering Analysis (3) F.** Functions of complex numbers and their application to electrical engineering problems. Applications to lumped and continuous parameter engineering systems. Prerequisites: EE75, Mathematics 3D.

**EE181A-B-C Mathematical Methods in Operations Research.** Operations research forms the basis for rational decision making in the design and operation of complex (engineering) systems. Prerequisite: consent of instructor. Same as Mathematics 171A-B-C.

**EE181A Linear Programming (4) F.** Simplex algorithm, duality, optimization in networks.

**EE181B Nonlinear Programming (4) W.** Conditions for optimality; quadratic and convex programming, geometric programming, search methods.

**EE181C Integer and Dynamic Programming (4) S.** Multistage decision models. Applications.

**EE186 Engineering Probability (4) S.** Sets and set operations; nature of probability, sample spaces, fields of events, probability measures; conditional probability, independence, random variables, distribution functions, density functions, conditional distributions and densities; moments, characteristic functions, random sequences, independent and Markov sequences. Prerequisite: EE120A. EE120B must be taken concurrently.

**EE198 Group Study (4-4-4) F, W, S.** Group study of selected topics in engineering.

**EE199 Individual Study (2 to 4).** For undergraduate Engineering majors in supervised but independent reading, research, or design. Prerequisite: consent of instructor.

## Electrical Engineering Graduate Courses

**EE210A Active Networks I (3) F.** Behavior of active networks subjected to analog and digital signals. Application to the analysis and optimum design of common electronic circuits used for processing analog and digital signals. Prerequisites: EE110A-B or equivalent.

**EE210B Active Networks II (3) W.** Analysis and optimum design of integrated electronic circuits and systems to process analog and digital signals. Performance limitations of bipolar and field effect inte-

grated circuits, charge coupled devices; development of design methods for their effective utilization in analog, digital, and hybrid systems. Prerequisite: EE210A or consent of instructor.

**EE212 Topics in Electronic System Design (3).** New research results in electronic system design. Prerequisite: consent of instructor. May be repeated for credit.

**EE217A Advanced Semiconductor Devices I (3) W.** Semiconductor theory, GaAs metal-semiconductor field-effect transistors (MESFET), microwave semiconductor devices, analog, and digital MESFET integrated circuits, device modeling and fabrication technologies. Prerequisite: EE114A.

**EE217B Advanced Semiconductor Devices II (3) S.** Photodiodes, light-emitting diodes, diode lasers, epitaxial growth of III-V compound semiconductors, and fiber optics technology. Prerequisites: EE217A and EE114A.

**EE222 Topics in Communications Systems (3).** New research results in communications systems. Prerequisite: consent of instructor. May be repeated for credit.

**EE227A-B Detection, Estimation, and Demodulation Theory (3-3) F, W.** Application of statistical design theory, state variables, random processes, and Ito calculus to deriving optimum receiver structures for signal detection, parameter estimation, and analog demodulation. Prerequisite: EE287A.

**EE228A-B Communication and Information Theory (3-3) W, S of odd years.** Communication over noisy channels; optimum receiver design; information theory concepts—entropy, mutual information, encoding of information. Shannon's coding theorems, channel capacity, and implementation of some coded systems. Prerequisite: EE287A or consent of instructor.

**EE230A Digital Signal Processing I (3) W.** Fundamental principles of digital signal processing, sampling, decimation and interpolation, discrete Fourier transforms and FFT algorithms, transversal and recursive filters, discrete random processes, and finite-word effects in digital filters. Prerequisites: EE135, EE240A, and EE287.

**EE230B Digital Signal Processing II (3) S.** Applications of digital signal processing, short-time spectral analysis, spectral estimation, optimal filtering, autoregressive modeling, waveform quantization and coding, block processing, distributed arithmetic. Prerequisite: EE230A.

**EE231 Software Engineering: Theory and Practice (3) F.** Study of existing computer-program test methodologies including reliable path testing, program test data selection and generation, data flow analysis, and symbolic execution. Analysis of programming errors, software reliability prediction and estimation, and various software reliability models. Prerequisites: ICS 90 (or working knowledge of FORTRAN IV) and Mathematics 130A, Mathematics 130B, or EE186.

**EE232 Automatic Pattern Classification (3) S.** Design of machines to sort observed data into classes in areas such as speech, images, electrical signals, and symptoms of disease. Topics include geometry of decisions in feature space, training procedures, feature extraction, feature selection, cluster analysis, stochastic classifiers, and nonlinear classifiers. Prerequisite: EE186.

**EE233 Computer Architecture and Microprogramming (3) S.** Problems in hardware, firmware (microprogram), and software. Computer architecture for resource sharing, real-time applications, parallelism, microprogramming, and fault tolerance. Various architectures based on cost/performance and current technology. Prerequisites: EE132, EE132L.

**EE234A-B Digital Image Analysis (3-3) W, S of even years.** Manipulation and analysis of images by computer. Digitization and compression; enhancement restoration and reconstruction; matching, description, and recognition. The level of treatment emphasizes concepts, algorithms, and (when necessary) the underlying theory.

**EE235 Digital Systems Theory (3) W.** Discrete-state information systems. Basic mathematical tools such as groups, graphs, regular expressions, and phrase-structural languages. Discussion of applications of these tools to design of digital systems such as encoders and decoders, digital computers, and digital image analyzers. Prerequisites: EE131, EE131L.

**EE236 Digital Electronics I (3) S.** Band theory of solid-state electronics; semiconductor devices, fabrication technology; nonlinear circuit analysis, analog-digital and digital-analog converters, magnetic memories. Prerequisite: EE110A. Not offered every year.

**EE238 Topics in Computer Engineering (3).** New research results in computer engineering. Prerequisite: consent of instructor. May be repeated for credit. Not offered every year.

**EE239 Topics in Digital Signal Processing (3).** New research results in digital signal processing. Prerequisite: consent of instructor. May be repeated for credit. Not offered every year.

**EE240A Linear Systems I (3) F.** State-space representation of continuous-time and discrete-time linear systems. Controllability, observability, stability. Realization of rational transfer functions. Prerequisite: EE140A, EE287.

**EE240B Linear Systems II (3) W.** Continuation of deterministic linear multivariable systems. Linear state feedback and observers in continuous-time and discrete-time system control. Introduction to stochastic systems. Prerequisite: EE240A.

**EE240C Linear Systems III (3) S.** Continuation of stochastic linear multivariable systems. Kalman filtering, prediction, estimation, and smoothing. Prerequisite: EE240B.

**EE241A Advanced Topics in Control Systems I (3) F.** Numerical methods in control system optimization. Prerequisite: EE240C. May be repeated for credit.

**EE241B Advanced Topics in Control Systems II (3) W.** State of the art in system identification. Offered when sufficient demand. Prerequisite: EE241A or consent of instructor. May be repeated for credit.

**EE241C Advanced Topics in Control Systems III (3) S.** Latest developments in adaptive control. Offered when sufficient demand. Prerequisite: EE240C or consent of instructor. May be repeated for credit.

**EE242 Topics in Systems and Control (3).** New research results in system and control theory. May be repeated for credit. Prerequisite: consent of instructor. Not offered every year.

**EE260A-B Electromechanical Energy Conversion (3-3) W, S of even years.** Generalized theory of electrical machines. Performance characteristics of specific machines. Design criteria and methodology. With laboratory where appropriate. Prerequisite: EE160A or consent of instructor.

**EE261A-B Power Electronics (3-3) F of even years, S of odd years.** Electronic relays and control of network switching. Converters for high power dc transmission systems. Electronic control of electrical machines. With laboratory where appropriate. Prerequisite: EE160A (concurrent) or consent of instructor.

**EE262 The Planning and Operation of Electrical Power Systems (3) F of odd years.** Factors of economy, environment, and technological change in operation and expansion of electric power systems. Forecasting and planning techniques. Vulnerability of large systems. With field trips where appropriate. Prerequisite: consent of instructor.

**EE263A-B Power Flow Analysis and Control (3-3) W, S of odd years.** Methods of power flow analysis. Fault conditions and protection. Optimal dispatch. Transient and dynamic stability. Estimation and control of power system functions. With laboratory and field trips where appropriate. Prerequisites: EE160A-B (concurrent) or consent of instructor.

**EE264 Electric Power Transmission Lines (3) S of even years.** Transmission line characteristics. Surge propagation in ideal and lossy lines. Effect of line length and interconnections. Overvoltage conditions and insulation coordination. Electromagnetic interference. With laboratory where appropriate. Prerequisites: EE160A-B or consent of instructor.

**EE269 Topics in Electric Power Systems (3).** New research results in electric power systems. Prerequisite: consent of instructor. May be repeated for credit. Not offered every year.

**EE270 Imaging Optics (3) S.** Optical imaging instruments from geometrical and wave optic standpoints. Indirect optical imaging methods such as holography, interferometry, and intensity correlation interferometry.

**EE271 Statistical Optics (3).** Temporal and spatial coherence of electromagnetic radiation. Statistics of photoelectrons generated by



thermal radiation and laser beams. Wave propagation through fluctuating medium. Signal-to-noise ratio in photodetection. Not offered every year.

**EE272 Engineering Quantum Mechanics (3).** Basic quantum electronics for optical electronic devices. Not offered every year.

**EE273A Quantum Electronics I (3) F.** Semiclassical development of the theory and application of lasers and related optical electronic devices. Prerequisite: EE170.

**EE273B Quantum Electronics II (3) W.** Quantum theoretic development of the theory and application of lasers and related optical electronic devices. Prerequisite: EE273A or consent of instructor.

**EE274 Quantum Optics (3).** Quantum theory of electromagnetic field and its application to laser and related optical devices. Noise, photoelectron counting statistics, and intensity correlation interferometry. Not offered every year.

**EE275A Electro-optic Devices (3) F.** Review of basic laser principles. Optics in crystals. Electro-optic effects. Electro-optic devices and applications. Prerequisite: EE170.

**EE275B Acousto-optic Devices (3)** W. Bulk and surface acoustic waves, acousto-optic effects, acousto-optic Bragg diffraction, acousto-optic devices and applications. Prerequisite: EE170.

**EE275C Integrated and Fiber Optics (3)** S. Optical waveguides; passive and active guided-wave devices; integrated optics modules/circuits and applications; optic fibers; fiber optic devices; fiber optic communications systems; fiber optic sensors. Prerequisites: EE275A and EE275B.

**EE276 Topics in Integrated Optics (3)**. New research results in integrated optics. Prerequisite: consent of instructor. May be repeated for credit. Not offered every year.

**EE277 Topics in Laser Systems (3)**. New research results in laser systems. Prerequisite: consent of instructor. May be repeated for credit. Not offered every year.

**EE279 Advanced Engineering Electromagnetics (3)** S. Basic theorems in electromagnetic theory and their application to electromagnetic waves: plane waves, guided waves, and antenna radiation. Prerequisite: EE170 or equivalent.

**EE281A Topics in Operations Research (3)**. Topic(s) selected by students and instructor. Examples: network and flows, modeling and simulation, stochastic processes. Prerequisites: EE181A-B (Math 171A-B) or Management 201B.

**EE281B Optimization Methods: Theory and Applications (3)**. Advanced topics in linear, nonlinear, and dynamic programming and their extensions. Prerequisites: EE181A-B (Math 171A-B) or Management 201B.

**EE281C Operations Research Applications in Engineering (3)**. Topic(s) selected by students and instructor. Examples: reliability, design optimization, engineering economic systems. Prerequisites: EE181A-B (Math 171A-B) or Management 201B.

**EE281D Operations Management (4)** S. Evaluation of risks. Operating decisions in materials handling, inventory control, service systems, scheduling, and facilities design. Discussion of qualitative and quantitative aspects. Same as Management 218.

**EE287A Random Signals and Systems (3)** F. Extensions of probability theory to families of random variables indexed on time. General properties of stochastic processes such as stationarity, ergodicity, stochastic continuity, differentiability, and integrability. Linear and nonlinear transformations, correlation, power spectrum, and linear filtering of stochastic processes. Linear mean-square estimation, the orthogonality principle, Wiener Kolmogoroff theory, filtering, and prediction. Wide-sense Markoff sequence, recursive filtering, and the Kalman filter. Prerequisite: EE186.

**EE287B Theoretical Foundations of Stochastic Processes (3)** S of odd years. Mathematical treatment of several advanced topics in stochastic process theory with application to modeling and analyzing communication and control systems. Enough mathematical machinery developed so that the impact and limitations of the theory can be stated precisely and understood for applications. Prerequisite: EE287A.

**EE289 Topics in Stochastic Systems (3)**. New research results in stochastic systems. Prerequisite: consent of instructor. May be repeated for credit. Not offered every year.

**EE294 Electrical Engineering Colloquium (varies)**. Guest speakers discuss their latest research results in electrical engineering. Prerequisite: consent of instructor. May be repeated for credit.

**EE295 Seminars in Engineering (varies)** F, W, S. Scheduled each year by individual faculty in major field of interest. Prerequisite: consent of instructor. May be repeated for credit.

**EE296 Master of Science Thesis Research (varies)**. Individual research or investigation conducted in the pursuit of preparing and completing the thesis required for the M.S. degree in Engineering. Prerequisite: consent of instructor. May be repeated for credit.

**EE297 Doctor of Philosophy Dissertation Research (varies)**. Individual research or investigation conducted in preparing and completing the dissertation required for the Ph.D. degree in Engineering. Prerequisite: consent of instructor. May be repeated for credit.

**EE299 Individual Research (varies)**. Individual research or investigation under the direction of an individual faculty member. Prerequisite: consent of instructor.

## Department of Mechanical Engineering Faculty

- Donald K. Edwards, Ph.D. University of California, Berkeley, *Department Chair and Professor of Mechanical Engineering* (heat and mass transfer, radiation with convection, natural convection, evaporation, condensation), Registered Professional Engineer
- Roy M. Arrowood, Ph.D. University of California, Davis, *Assistant Professor of Mechanical Engineering* (mechanical behavior of materials, composite materials, ceramics, materials processing wear)
- Paul D. Arthur, Ph.D. California Institute of Technology, *Professor of Mechanical Engineering* (fluid mechanics, design, heat transfer, biomedical engineering), Registered Professional Engineer
- James E. Bobrow, Ph.D. University of California, Los Angeles, *Assistant Professor of Mechanical Engineering* (controls and robotics)
- Said E. Elghobashi, Ph.D. Imperial College, University of London, *Associate Professor of Mechanical Engineering* (combustion, heat transfer, turbulence, modeling)
- Carl A. Friehe, Ph.D. Stanford University, *Professor of Mechanical Engineering* (fluid mechanics, turbulence, atmospheric processes)
- John C. LaRue, Ph.D. University of California, San Diego, *Associate Professor of Mechanical Engineering* (turbulent flows applied to scalar diffusion, heat transfer and combustion; micrometeorology and air-sea interaction)
- Farghalli A. Mohamed, Ph.D. University of California, Berkeley, *Professor of Mechanical Engineering* (mechanical behavior of materials, creep, superplasticity, strengthening mechanisms)
- Gary S. Samuelsen, Ph.D. University of California, Berkeley, *Professor of Mechanical and Environmental Engineering* (combustion processes and air resources, environmental resource management), Registered Professional Engineer
- William A. Sirignano, Ph.D. Princeton University, *Dean, School of Engineering and Professor of Mechanical Engineering* (combustion theory, fluid mechanics, applied mathematics)
- Marvin F. Young, Ph.D. University of California, Davis, *Assistant Professor of Mechanical Engineering* (heat transfer, fluid mechanics, solar energy), Registered Professional Engineer

### Lecturers

- Irwin Alber, Ph.D. California Institute of Technology, *Visiting Lecturer in Mechanical Engineering* (fluid mechanics and mathematical modeling of turbulence)
- Roger Brum, Ph.D. University of California, Irvine, *Visiting Lecturer in Mechanical Engineering* (digital interfacing and optical diagnostics)
- David D. Butler, B.S. Michigan State University, *Visiting Lecturer in Mechanical Engineering* (descriptive geometry and drafting practice)
- Ravi Deo, Ph.D. Georgia Institute of Technology, *Visiting Lecturer in Mechanical Engineering* (structural dynamics and composites)
- Charles N. McKinnon, Jr., Ph.D. University of Missouri, *Visiting Lecturer in Mechanical Engineering* (controls, vibrations), Registered Professional Engineer
- Lawrence Muzio, Ph.D. University of California, Berkeley, *Visiting Lecturer in Mechanical Engineering* (combustion engines)
- Robert Phalen, Ph.D. University of Rochester, *Visiting Lecturer in Mechanical Engineering* (environmental medicine and air pollution)
- David Wooten, Ph.D. California Institute of Technology, *Visiting Lecturer in Mechanical Engineering* (vibration and noise control), Registered Professional Engineer
- Joseph E. Wuerer, Ph.D. University of California, Irvine, *Visiting Lecturer in Mechanical Engineering* (energy, air resources), Registered Professional Engineer
- Paul A. Zelinsky, B.S. Lehigh University, *Visiting Lecturer in Mechanical Engineering* (computer aided design and engineering)

Mechanical engineering is concerned with energy conversion and transfer, forces and motions, and material behavior in the design of systems. Knowledge of mathematics, physics, and chemistry lies at the core of the field, but application of this knowledge to design uses engineering technology—a disciplined way of thinking, modeling, and testing that enables design to proceed despite incomplete information and uncertainty.

Fundamental areas in mechanical engineering include statics, kinematics, dynamics, fluid mechanics, heat and mass transfer, thermodynamics, solid mechanics, mechanical behavior of materials, controls, and experimental methods. Application areas include combustion, heat engines, propulsion, refrigeration, terrestrial and aerospace vehicles.

Since mechanical engineering covers a wide spectrum of subjects, many students use the undergraduate curriculum as preparation for further studies in areas such as environmental engineering, medicine, law, and management.

## Undergraduate Option in Mechanical Engineering

### Bachelor of Science Degree

The undergraduate Mechanical Engineering curriculum includes a core of mathematics, physics, and chemistry. Electives in the humanities are required for intellectual development. Engineering courses in fundamental areas fill much of the remaining curriculum; a few electives allow the undergraduate student to specialize somewhat or to pursue broader areas.

### Requirements for the Bachelor's Degree with the Mechanical Engineering Option

**University Requirements:** See pages 49-52.

**School Requirements:** See page 262.

**Departmental Requirements:** At least 95 units of Engineering and technical subjects including a minimum of 34 units of design. The Core Courses are: Chemistry 61B and 61LB, E30, ME52A, ME52B, ME54, CE150, ME105A, ME105B, ME105C, ME115, ME120, ME121, ME130A, ME130B, ME147, ME151A, ME151B, ME151C, ME152A, ME152B, ME153, ME156, ME170A.

The faculty advisors and the Undergraduate Student Affairs Office can provide necessary guidance for satisfying the design requirements. Selection of elective courses must be approved by the assigned faculty advisor and the departmental undergraduate advisor.

### Program of Study

Students planning to graduate in June 1986 must complete Physics 5A-B-C-D, Physics 5LA-LB-LC-LD, Chemistry 61A-B, and Chemistry 61LA-LB. Students planning to graduate in

June 1987, 1988, or 1989 must complete Physics 5A-B-C, Physics 5LA-LB-LC, Chemistry 61A-B, and Chemistry 61LA-LB.

The sample program of study chart is typical for the accredited option in Mechanical Engineering. Students should keep in mind that this program is based upon a rigid set of prerequisites, beginning with adequate preparation in high school mathematics, physics, and chemistry. Therefore, the course sequence should not be changed except for the most compelling reasons. Students who are not adequately prepared, or who wish to make changes in the sequence for other reasons, must have their programs approved by the appropriate advisor.

## Graduate Concentration in Mechanical Engineering

### Master of Science Degree

Two options are available to pursue study for the M.S. degree. The comprehensive examination option requires completion of 36 units of study, execution and documentation of a design project (which can count for up to eight of the 36 required units), and completing an examination on the course work and project. This plan is available for those who wish to emphasize professional practice. The thesis option requires completion of 36 units of study (eight of which can be taken for study in conjunction with the thesis research topic); the completion of an original research project; the writing of the thesis describing it; and approval of the thesis by a thesis committee. This plan is available for those who wish to gain research experience or as preparation for study for the doctoral degree.

### Doctor of Philosophy Degree

An applicant for admission to the Ph.D. concentration in Mechanical Engineering normally will have completed an M.S. program with distinction from an institution of recognized high standing. Evidence of superior scholarship and potential for original creative work are necessary for admission to the program. Before seeking admission an applicant should communicate directly and in some detail with a prospective faculty sponsor. The student's objectives and financial resources must mesh with a faculty sponsor's research interests and research support. Financial aid in the form of a Teaching Assistantship or Fellowship will ordinarily support only one year of the period of several years required to complete the program. During the balance of the period the student will be in close collaboration with the faculty research director, will be employed as a Research Assistant through the faculty member's research grants, and will use laboratory supplies, equipment, and computer facilities purchased through these extramural funds. Admission to the concentration requires demonstration of educational preparation, intellectual capacity, dedication, and sufficient financial support.

### Sample Program of Study—Mechanical Engineering

	Freshman	Sophomore	Junior	Senior
Fall	Math 2A Free Elective/Writing ME 52A Breadth	Math 3A Physics 5C, 5LC Breadth Free Elective	E 101 CE 150 ME 105 Breadth	ME 121 ME 151A ME 152A Breadth
Winter	Math 2B Physics 5A, 5LA E 10 Breadth	Math 3B E 30 Chemistry 61A, 61LA Breadth	ME 130A ME 156 ME 105B ME 115	ME 151B ME 152B ME 170A Breadth
Spring	Math 2C Physics 5B, 5LB ME 52B Breadth	Math 3D ME 54 Chemistry 61B, 61LB E 80	ME 130B Breadth ME 105C ME 120	ME 151C ME 147 ME 153 Breadth

The Mechanical Engineering faculty have special interest and expertise in fluid and thermal sciences and in materials. Fluid and thermal sciences at UCI emphasize combustion, including advanced optical diagnostics, alternative fuels utilization, pollutant formation, and mathematical modeling; convective heat and mass transfer; numerical modeling; radiative transfer; thermal design and energy studies; and turbulence including atmospheric and wake turbulence and two-phase flow. Materials research emphasizes creep, superplasticity, fracture, ceramics, and composite materials.

## Mechanical Engineering Undergraduate Courses

**ME52 Descriptive Geometry and Graphics (4) W.** With laboratory. Engineering graphical analysis. Computer-aided graphical analysis. Foundations of computer drafting. Prerequisites: E10 and E30.

**ME52A Graphic Science and Design (3) F.** Addresses graphic skills including interpretation and preparation of mechanical design drawings and drafting techniques. The use of three-dimensional concepts in solving classical mechanical engineering problems is explored.

**ME52B Computer-Aided Design (2) S.** Addresses the capabilities, limitations, and economics of computer-aided drafting and designing systems. Modern three-dimensional CAD systems are used to construct two- and three-dimensional objects. Prerequisites: ME52A, E10.

**ME54 Principles of Materials Science (4) S.** Atomic structure, bonding, imperfections, deformation, diffusion, physical and mechanical properties, phase transformation, strengthening processes, and heat treatment. Prerequisites: E80, Physics 5A-B, Chemistry 61A.

**ME57 Manufacturing Processes in Engineering (2) F, W, S.** With laboratory. Machines and processes of mechanical manufacturing. Safety and professional procedures emphasized. Use of measuring instruments, hand tools, lathe, mill, drill press, bandsaw, grinder, welding equipment. Pass/Not Pass only.

**ME105A-B-C Mechanical Engineering Laboratory.** Experimental methods, and experimental and theoretical investigation and analysis of the performance and control of mechanical engineering systems. Report writing and communication skills are stressed.

**ME105A (4) F.** Design and construction of electronic circuitry and interfacing with transducers, including digital data analysis. Design of experiments, static and dynamic response of transducers, calibration, uncertainty analysis, and report writing. Prerequisites: Mathematics 3D, Engineering E10, E80. Engineering E101 should be taken concurrently with ME105A.

**ME105B (4) W.** Experiments on fundamental cycles and processes in thermodynamics. Report writing emphasized. Prerequisites: ME105A and E101. Engineering ME115 should be taken concurrently with ME105B.

**ME105C (4) S.** Experimental methods, and experimental and numerical analysis of thermal performances of mechanical engineering systems. Report writing stressed. Heat transfer, thermodynamics, fluid dynamics, thermal properties of materials. Prerequisites: ME54 or ME154, ME105B, ME120. Engineering ME130B should be taken concurrently with ME105C.

**ME110 Combustion in Practical Systems (3) F.** Fundamentals of combustion, flame structures, flame speed, flammability, fuels properties, and combustion phenomena in engines, boilers, and furnaces. Prerequisite: ME115.

**ME112 Engines and Propulsion (4) S.** With laboratory. Application of thermodynamics and fluid mechanics to flame processes in gas turbine, diesel, and spark ignition engines. Includes adaptation to future fuels, propulsion in gas turbines, rockets, ramjets, and overall system performance. Prerequisite: ME115.

**ME115 Applied Engineering Thermodynamics (4) W.** Application of thermodynamic principles to compressible and incompressible processes representative of practical engineering problems—power cycles, refrigeration cycles, multicomponent mixtures, air conditioning systems, combustion and compressible flow. Design of a selected thermodynamic process. Prerequisite: E101. Engineering ME115 should be taken concurrently with ME105B.

**ME116 Statistical Thermodynamics (3) W.** Classical and quantum mechanical descriptions of substances and thermodynamic properties of gases, liquids, and solids. Elementary kinetic theory of gases and evaluation of transport coefficients. Prerequisite: Physics 5E. Not offered every year.

**ME118 Energy: Resources and Utilization (3) F.** Present and projected status of energy demands and production with special attention to energy sources and conversion. Prerequisite: E101. Not offered every year.

**ME119 Nuclear Power Generation (3) W.** Fundamentals of nuclear power generation and environmental effects. Prerequisites: E101 and ME130A. Not offered every year.

**ME120 Heat Transfer (4) S.** Fundamentals of heat transfer with application to practical problems. Conduction, convection in laminar and turbulent flow, radiation heat transfer, and combined heat transfer. Application to insulation requirements and heat exchangers. Individual design project. Prerequisites: E101, ME130A.

**ME121 Topics in Thermal Design (4) F.** Topics in design selected from mechanical engineering. Heat exchangers, heat barriers, heat pipes, solar collectors, thermal environmental controls, and thermal storage systems. Thermoeconomic optima. Effect of geometry on volume, weight, capacity, and pumping power. Prerequisite: ME120.

**ME124 Solar Engineering (3) S.** Characteristics of solar radiation and climatology. Heat balances and performance characteristics of solar collectors, heat exchangers, and storage systems. Application to domestic hot water, heating, and cooling. Photovoltaics. Prerequisites: E101 and ME120 (may be taken concurrently). Offered alternate years.

**ME130A Introduction to Fluid Mechanics (3) W.** Hydrostatics; control volume analysis; the basic flow equations of conservation of mass, momentum, and energy; dimensional analysis, effects of viscosity; mathematical analysis of ideal fluid flow. Prerequisites: Physics 5A, Math 3B, and E80.

**ME130B Introduction to Viscous and Compressible Flows (3) S.** Introduction to the analysis of viscous, incompressible flow and one-dimensional compressible flow. Prerequisite: ME130A.

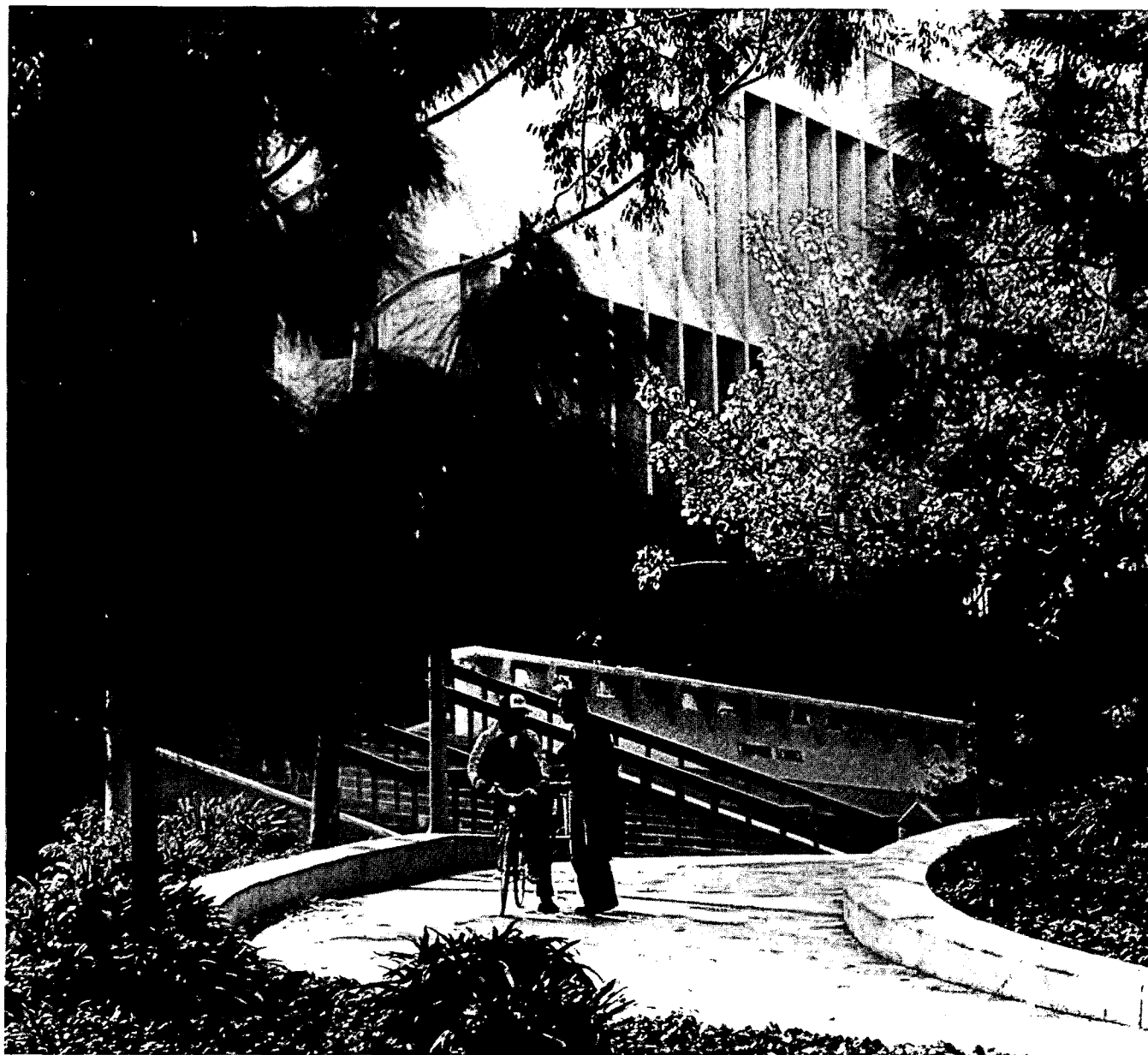
**ME135 Compressible Flow (3) S.** Compressible effects in fluid mechanics. Isentropic inviscid flow. Channel, Fanno, Rayleigh flows. Acoustics, shock waves, linearized supersonic flow, nozzles and diffusers. Prerequisite: ME130A. Not offered every year.

**ME146 Orbital Mechanics (3) S.** Celestial mechanics as applied to space vehicle orbits. Atmospheric entry. Prerequisite: E80. Not offered every year.

**ME147 Design of Modern Machines (4) S.** Systems approach to design of machinery; case studies used to confirm principles. Prerequisites: E30, E80.

**ME151A-B-C Mechanical Engineering Design (3-4-4) F, W, S.** With laboratory. Kinematic analysis of mechanisms and linkage synthesis. Design of machine elements such as shafts, gears, bearings, springs. Major design project conducted, utilizing all phases of mechanical design methodology: conceptual design, synthesis, analysis, and review. Prerequisites: E101, ME130A, and ME156 or CE150A.

**ME152A Introduction to Computer-Aided Engineering (3) F.** Elements and principles of computer-aided engineering with modern hardware and software are presented with a design focus. Case studies are used to assist in finite-element method techniques. Prerequisites: ME54 or ME154; ME120.



**ME152B Application of Computer-Aided Engineering in Design (3) W.** A variety of engineering problems are designed with modern computer-aided engineering hardware and software. Prerequisite: ME152A.

**ME153 Design Evolution Through Failure Investigation (4) S.** Survey of the mechanisms by which mechanical devices may fail, including overload, fatigue, corrosion, and wear. Use of fractography and other evidence to interpret failure modes and specify design/manufacturing changes. Students redesign failed parts or structures based on actual parts and/or case histories. Prerequisites: ME151A, ME156.

**ME155 Principles of Composite Materials Design (3) W.** Introduction to composites, especially fiber-reinforced composites, for mechanical applications. Survey of particulate composites. Properties of reinforcing fibers. Manufacture of fibers and composites. *Micromechanics of fiber composites. Strength criteria and failure modes.* Macromechanics in design of laminated composite structures. Prerequisites: CE150, ME154, and either CE151 or ME156.

**ME156 Mechanical Behavior and Processing of Materials (3) W.** Elastic and plastic deformation, yielding criteria, necking, buckling, fracture, fatigue, impact, forming processes and design parameters, and selection of materials. Prerequisite: ME54.

**ME158 Aeronautical Design (3) F.** Concepts of mechanical design applied to aircraft. Sizing, configuration, performance verification, and design analyses as related to wing thickness and sweep, wing loading, thrust loading, payload, and takeoff field length. Each student designs a complete airplane. Prerequisites: CE150, ME154, and either CE151 or ME156.

**ME162 Engineering Meteorology (3) S.** Aspects of meteorology important to engineering problems including diffusion of pollutants, wind loading on structures, energy transport, and atmospheric processes. Prerequisite: ME130A.

**ME164 Air Pollution and Control (3) F.** Sources, dispersion, and effects of air pollutants. Topics include emission factors, emission inventory, air pollution, meteorology, air chemistry, air quality modeling, impact assessment, source and ambient monitoring, regional control strategies. Prerequisite: E101.



**ME169 Vibration and Noise Control (3) W.** Fundamentals of mechanical vibrations and application to sound generation and propagation. Source, measurement, effect, as well as legal and economic aspects of noise and vibration control. Prerequisite: E80.

**ME170A Introduction to Control Systems (4) F.** With laboratory. Feedback control systems. Modeling, stability, and systems specifications. Root locus, Bode, Nichols, and state-space methods of analysis and design. Prerequisites: E80, Mathematics 3D.

**ME170B Principles of Mechanical Systems (4) S.** Modeling and dynamic analysis with use of computer-aided engineering software. Interaction design optimization of systems as a function of strength/weight, fatigue, vibrations, cost, and other restraints. Development of optimal control strategies. Systems integration and interfaces. Prerequisite: ME170A.

**ME180 Instrumentation and Data Acquisition (3) S.** An introduction to semiconductor devices and digital and linear circuits with mechanical engineering orientation. Emphasis on instrumentation, controls, data acquisition systems, and microprocessor applications. Prerequisite: ME105A.

**ME198 Group Study (4) F, W, S.** Group study of selected topics in engineering. Prerequisite: consent of instructor. May be repeated for credit.

**ME199 Individual Study (2 to 4).** For undergraduate Engineering majors in supervised but independent reading, research, or design. Prerequisite: consent of instructor. May be repeated for credit.

## Mechanical Engineering Graduate Courses

**ME200A-B-C Engineering Analysis.** Mathematical tools to solve advanced engineering problems. For first-year graduate students in Mechanical Engineering. Prerequisite for each part: Mathematics 3D.

**ME200A (3) F.** Differential equations (ordinary and partial), Fourier and Laplace transforms, boundary and eigenvalue problems, special functions.

**ME200B (3) W.** Infinite series, vector analysis, complex variables, conformal transformations.

**ME200C (3) S.** Tensor analysis, matrices, numerical methods, probability and statistics.

**ME210 Advanced Fundamentals of Combustion (3) W.** Premixed, nonpremixed, and heterogeneous reactions, with emphasis on kinetics, thermal ignition, turbulent flame propagation, detonations, explosions, flammability limits, diffusion flame, quenching, flame stabilization, and particle spray combustion. Prerequisite: ME110.

**ME215 Advanced Combustion Technology (3) S.** Emphasis on pollutant formation and experimental methods. Formation of gaseous pollutants and soot; transformation and emission of fuel contaminants in gas, liquid, and solid fuel combustion; methods employed to measure velocity, turbulence intensity, temperature, composition, and particle size; methods to visualize reacting flows. Prerequisite: ME110.

**ME216 Advanced Thermodynamics (3) W.** Statistics of independent particles, development of quantum mechanical description of atoms and molecules, application of quantum mechanics, evaluation of thermodynamic properties for solids, liquids, and gases, statistical mechanics of dependent particles (ensembles). Prerequisite: E101 and ME200A. Not offered every year.

**ME221A Convective Heat Transfer I (3) W.** Laminar convective heat transfer in external and internal flows. Approximate integral and expansion methods. Introduction to finite difference methods.

**ME221B Convective Heat Transfer II (3) S.** Turbulent convective heat transfer in external and internal flows. Free convection from external surfaces. Finite difference applications. Prerequisite: ME221A.

**ME222 Radiation Heat Transfer (3) F.** Black body radiation. Radiative transport equations for surfaces separated by nonparticipating media. Radiant energy transfer through absorbing, emitting, and scattering media. Radiation-conduction interaction. Radiation-convection interaction. Introduction to numerical methods in radiation. Prerequisite: ME120.

**ME223 Numerical Methods in Heat, Mass, and Momentum Transport (3) S.** Introduction to the discretization of the different types of

partial differential equations (parabolic, elliptic, hyperbolic). Finite difference equations for one-, two-, and three-dimensional flows. Two-dimensional parabolic procedure (GENMIX). Two-dimensional elliptic procedure (TEACH). Prerequisites: ME221A and ME230A. Not offered every year.

**ME224 Convective Mass Transfer (3) W.** Concentrations, velocities, and mass fluxes. Mechanisms of mass transport and transport properties in multicomponent media. Mass transfer problems described by ordinary differential equations. Partial differential transport equations and some solutions of technical importance. Interphase mass transfer formulations and solutions. Prerequisites: ME120 and ME200A. Not offered every year.

**ME230A Advanced Incompressible Fluid Dynamics I (3) F.** Vector and tensor notation. Stokes relation between stress and strain, and development of Navier-Stokes equations. Exact solution to one- and two-dimensional, steady and unsteady laminar flows. Lubrication theory and creeping flows. Laminar boundary layers and integral methods of solution. Prerequisite: ME130B.

**ME230B Advanced Incompressible Fluid Dynamics II (3) W.** The course covers waves and potential flow. The course is intended to be an extension of 230A, but students with a strong background in fluid dynamics may be allowed to take it, subject to the instructor's approval.

**ME231 Fundamentals of Turbulence (3) S of even years.** Phenomenon of turbulence. Reynolds equations. Dynamics of turbulence. Free turbulent shear flows. Wall-bounded turbulent shear flows. Turbulent transport of scalar quantities. Spectral dynamics. Mathematical models of turbulence. Prerequisite: ME230A.

**ME232 Atmospheric Turbulence (3) S of odd years.** Turbulent motion. Statistical and spectral methods. Homogeneous and shear flow problems. Turbulence in the atmosphere. Boundary layer, effects of buoyancy, rotation. Prerequisite: ME230A.

**ME235 Advanced Compressible Fluid Dynamics (3) F.** Current and advanced concepts in engineering applications of fluid mechanics. Generalized channel flow applied to Fanno, Rayleigh, and normal shocks. Laminar and turbulent boundary layers in compressible flow. Numerical methods. Separated and recirculating flow, unsteady flow, hypersonic parameters. Prerequisites: ME120 and ME130A.

**ME247 Advanced Dynamics (3) F.** Kinematics and dynamics of three-dimensional complex motions. Lagrangian dynamics, Hamilton's principles. Dynamics of gyros and platforms. Satellite dynamics (spinning, gravity gradient, etc.). Prerequisite: ME147 or equivalent. Not offered every year.



**ME251A Theory of Diffusion (3) F.** Solid-state diffusion, analysis of diffusion in solids, thermodynamics of diffusion, application of diffusion theory to phase transformation and deformation problems. Prerequisite: ME154 or consent of instructor. Not offered every year.

**ME251B Phase Transformations (3) W.** Kinetics of nucleation, nucleation theory, isothermal transformation, martensitic transformation. Prerequisite: ME251A. Not offered every year.

**ME252 Dislocation Theory (3) F.** Theory of elasticity and symmetry of crystals, plasticity and slip systems, stress field of dislocation, dislocation reaction, theories of yielding and strengthening, application of reaction-rate kinetics to thermally activated dislocation motion. Prerequisite: ME154 or consent of instructor. Not offered every year.

**ME253 Design with Ceramic Materials (3) F of odd years.** Dependence of ceramic properties on bonding, crystal structure, defects, and microstructure. Ceramic manufacturing technology. Survey of thermal, electrical, magnetic, and optical properties. Strength, deformation, and fracture of ceramics. Mechanical design with brittle, environment-sensitive materials exhibiting time-dependent strengths. Prerequisite: ME154.

**ME254 Mechanical Behavior of Engineering Materials (3) W.** Principles governing structure and mechanical behavior of materials, relationship relating microstructure and mechanical response with application to elasticity, plasticity, creep, and fatigue, study of rate-controlling mechanisms and failure modes, fracture of materials. Prerequisite: ME154. Not offered every year.

**ME255 Science of Composite Materials (3) S of even years.** Properties of intentionally inhomogeneous materials, especially composites manufactured for extreme environments, elevated temperatures, wear resistance. Chemical compatibility of constituents, microstructural stability, environmental effects. Micromechanics of particulate and fiber-reinforced composites. Strength criteria, toughness, and failure mechanisms. Thermomechanical effects. Prerequisites: ME154 and CE 150A or consent of instructor.

**ME256 Plasticity and Metal Forming (3) S.** Stress and strain analysis, plasticity equations, yielding, integration of plasticity equations, plastic instability, application of plasticity theory to some forming processes. Prerequisite: E30, ME154, or consent of instructor. Not offered every year.

**ME257 Materials Processing Technology (3) W.** Advanced topics in the science of manufacturing processes. Physical principles of heat treatment of ferrous and nonferrous alloys, and the relationship between resulting microstructures and properties. Physics of solidification. Scientific analysis of the manufacture of metal and ceramic parts by powder metallurgy techniques. Prerequisite: ME251A or consent of instructor. Not offered every year.

**ME264 Fundamentals of Air Pollution Aerosol Technology (3) S.** Behavior of airborne solid and liquid particles in air resources engineering. Description of air drag, gravity, Brownian motion, light scattering, charging phenomena, coagulation, size distributions. Applications include generation and classification of aerosols, lung deposition, formation and characteristics of atmospheric aerosols. Prerequisites: ME130A-B. Not offered every year.

**ME269 Advanced Noise Pollution and Control (3) S.** Noise sources; technology of noise control; noise measurement in the environment; community and individual response to noise; noise as a factor in environmental impact. Current noise problems and noise abatement efforts. Prerequisite: ME169. Not offered every year.

**ME270A Linear Systems (3) F.** Methods of linear systems analysis. Linear spaces and linear operators. Spectral analysis of linear operators. State-space representations of continuous-time and discrete-time linear systems. Response of linear systems—impulse response and state transition operators. Controllability and observability. Realization of rational transfer functions. Stability. Prerequisites: ME170A or EE140A. Not offered every year.

**ME270B Applications of Optimal Control Theory (3) W.** Minimum energy and minimum-time control formulations for various systems. Modal control of flexible structures. Prerequisites: ME270A, EE240B.

**ME271 System Identification (3) S.** Course covers the latest techniques in system identification. Materials covered encompass techniques in both frequency and time domain. Linear and nonlinear

dynamic processes, correlation, regression, stochastic approximation, etc., are among the topics covered. Prerequisite: ME270A. Not offered every year.

**ME272 Topics in Systems and Control (3) S.** Advanced topics in systems and control theory. Large-scale, multilevel, and hierarchical systems; algebraic and geometric system theory; adaptive systems; game and team-decision theory; system identification; numerical methods; stability theory. Prerequisite: consent of instructor. Not offered every year.

**ME280 Digital Data Acquisition and Analysis (3) S.** Principles of digital acquisition of the various types of signals encountered in engineering practice and research and their statistical and spectral analysis. Topics covered include: analog-to-digital conversion, aliasing, recording, and statistical and spectral analysis to be done on a computer as a part of the course. Prerequisites: ME180, ME200A-B-C.

**ME294 Engineering Design and Synthesis (3) F, W, S.** Course in engineering design in which master-level students in comprehensive engineering concentration undertake a design project. Interaction with the professional community is encouraged. Interaction among student projects in environmental engineering and civil engineering is encouraged. Tools of design, project management, presentation, and reporting are developed.

**ME295 Seminars in Engineering (varies) W.** Seminars by individual faculty in major fields of interest. Prerequisite: consent of instructor.

**ME296 Master of Science Thesis (varies) S.** Individual research or investigation conducted in the pursuit of preparing and completing the thesis required for the M.S. in Engineering. Prerequisite: consent of instructor.

**ME297 Doctor of Philosophy Dissertation Research (varies) S.** Individual research or investigation conducted in the pursuit of preparing and completing the dissertation required for the Ph.D. in Engineering. Prerequisite: consent of instructor.

**ME298 Seminars in Mechanical Engineering (1) F, W, S.** Presentation of advanced topics and reports of current research efforts in mechanical engineering. Required of all graduate students in mechanical engineering. Satisfactory/Unsatisfactory only.

**ME299 Individual Research (varies) W.** Individual research or investigation under the direction of an individual faculty member. Prerequisite: consent of instructor.

## Graduate School of Management

### Newton Margulies Dean

- George W. Brown, Ph.D. Princeton University, *Professor Emeritus of Administration* (decision sciences, business policy)
- Ralph A. Catalano, Ph.D. Maxwell School, Syracuse University, *Assistant Vice Chancellor—Plans and Programs and Professor of Social Ecology and Administration* (planning and public policy)
- Joseph F. DiMento, Ph.D., J.D. University of Michigan, *Professor of Social Ecology and Administration* (planning, land use and environmental law, use of social science in policy making, legal control of corporate behavior)
- Henry Fagin, M.S. Columbia University, *Professor Emeritus of Administration* (societal context of organizations)
- Gordon J. Fielding, Ph.D. University of California, Los Angeles, *Professor of Social Science and Administration and Director, Institute of Transportation Studies* (urban theory and transportation policy)
- Peter Freeman, Ph.D. Carnegie-Mellon University, *Associate Professor of Information and Computer Science and Administration*, (software engineering methods, tools, and management, especially for analysis and design; reusability; study of design representation; development of design training methods)
- Maxwell Fry, Ph.D. London School of Economics, *Professor of Economics and Administration* (monetary economics and financial institutions)
- Craig Galbraith, Ph.D. Purdue University, *Assistant Professor of Administration* (strategic management, forecasting and corporate modeling, industrial organization economics)
- Mary C. Gilly, Ph.D. University of Houston, *Assistant Professor of Administration* (marketing strategy and research, retailing, consumer behavior)
- L. Robin Keller, Ph.D. University of California, Los Angeles, *Assistant Professor of Administration* (decision sciences)
- John Leslie King, Ph.D. University of California, Irvine, *Associate Professor of Administration, and Chair, Department of Information and Computer Sciences* (computer technology, public policy management, management information systems)
- Rob Kling, Ph.D. Stanford University, *Professor of Information and Computer Science and Administration* (social analysis of computing, computer technology and public policy, sociology of computing)
- Kenneth L. Kraemer, Ph.D. University of Southern California, *Professor of Administration and Director of the Public Policy Research Organization* (urban and regional information systems, public administration, public policy development)
- Newton Margulies, Ph.D. University of California, Los Angeles, *Dean of the Graduate School of Management and Professor of Administration* (organizational behavior and organizational development)
- Joseph W. McGuire, Ph.D. Columbia University, *Professor of Administration* (organizational theory, business policy, business environment, managerial economics)
- Henry McMillan, Ph.D. University of Wisconsin, *Assistant Professor of Administration and Social Sciences* (economics, international trade, monetary economics)
- Jone Pearce, Ph.D. Yale University, *Associate Dean of the Graduate School of Management and Assistant Professor of Administration* (organizational behavior, organizational authority, nonprofit organizations)
- James L. Perry, Ph.D. Syracuse University, *Professor of Administration* (public policy management, urban policy, public sector collective bargaining)
- Lyman W. Porter, Ph.D. Yale University, *Professor of Administration and Psychology* (organizational behavior, personnel administration, higher education administration)
- Waymond Rodgers, Ph.D. University of Southern California, *Assistant Professor of Administration* (financial accounting, commercial lending, human information processing systems, covariance structural modeling)
- Judy B. Rosener, Ph.D. Claremont Graduate School, *Assistant Dean of the Graduate School of Management and Lecturer in Administration* (public policy management, community decision making)
- Roland Schinzinger, Ph.D. University of California, Berkeley, *Professor of Electrical Engineering and Administration* (electric power systems, operations research, optimal design), Registered Professional Engineer

Carlton H. Scott, Ph.D. The University of New South Wales, *Professor of Administration* (operations research, production management)

William B. Stevenson, Ph.D. University of California, Riverside, *Assistant Professor of Administration* (formal organizations, quantitative methodology)

Alladi Venkatesh, Ph.D. Syracuse University, *Assistant Professor of Administration* (marketing, marketing research)

Nicholas P. Vitalari, Ph.D. University of Minnesota, *Assistant Professor of Administration and Information and Computer Science* (management information systems)

## Adjunct Faculty and Lecturers

- Robert W. Allen, Ph.D. University of California, Irvine, *Visiting Lecturer in Administration* (organizational behavior, management, power, influence processes)
- Scott Anderson, M.B.A. Stanford University, *Visiting Lecturer in Administration* (finance, accounting)
- Albert J. Ashurst, M.S. University of California, Irvine, *Adjunct Lecturer in Administration* (organizational behavior, organizational theory)
- Douglas Ayers, M.P.A. Syracuse University, *Visiting Lecturer in Administration* (government, public budgeting, public finance)
- David Baker, J.D. Pepperdine University, *Visiting Lecturer in Administration* (business law)
- Perry Bliss, Ph.D. State University of New York, Buffalo, *Visiting Professor of Administration* (marketing, business organization, consumer behavior)
- Leon Bosch, Ph.D. Northwestern University, *Visiting Professor of Administration* (management, business policy, international business)
- Ernest Brown, J.D. University of California, Berkeley, *Visiting Lecturer in Administration* (business law)
- Daniel Cooper, J.D. Western State University, *Visiting Lecturer in Administration* (federal taxation, corporate taxation)
- Michael DeSilva, J.D. Hastings College of Law, University of California, *Visiting Lecturer in Administration* (corporate law, contract law)
- Frank Ewing-Chow, Ph.D., D.B.A. University of Southern California, *Visiting Lecturer in Administration* (accounting, financial auditing), Certified Public Accountant
- Dennis J. Galligani, Ph.D. University of California, Los Angeles, *Assistant Vice Chancellor Academic Affairs and Adjunct Lecturer in Administration* (administrative internship)
- William Gonzalez, M.B.A. Cornell University; M.P.A. New York University, *Senior Adjunct Lecturer in Medicine and Administration* (health care management)
- Michael Kinsman, Ph.D. Stanford University, *Visiting Lecturer in Administration* (finance)
- Robert Rooney, Ph.D. Stanford University, *Visiting Lecturer in Administration* (econometrics, forecasting)
- Leon M. Schwartz, A.B. The Johns Hopkins University, *Vice Chancellor Administrative and Business Services, Acting Director of Hospital Clinics, and Senior Adjunct Lecturer in Administration* (accounting), Certified Public Accountant
- Jae K. Shim, Ph.D. University of California, Berkeley, *Visiting Lecturer in Administration* (accounting, operations research)
- Bernard Sisco, B.C.S. Benjamin Franklin University, *Visiting Senior Lecturer in Administration* (public policy, management in federal sector, planning and analysis)



The Graduate School of Management (GSM) offers an undergraduate minor in Management and graduate study leading to the M.B.A. (Master of Business Administration), M.P.A. (Master of Public Administration), M.B.P.A. (Master of Business and Public Administration), and to the Ph.D. degree in Administration. The undergraduate minor is designed for those who wish to gain some insight into issues of modern management, as well as those who anticipate future graduate work in Management. The Master's degrees are professional in nature; the Ph.D. in Administration is for those who wish to pursue a career in scholarly research.

The Master's programs are intended to provide future managers with a firm foundation in the basic disciplines and in management tools and techniques. Each student in the Master's program focuses upon an institutional area and may develop expertise in one or more functional specializations. The Ph.D. program for the field of administration has academic and research objectives.

## General Admission Requirements

Evaluation of the applicant's file for admission to the Master's and Ph.D. degree programs will consist of an integrated assessment of all materials (test scores, transcripts of previous academic work, statements of purpose, and letters of recommendation). The University admission standard of a 3.0 or better undergraduate grade point average (on a 4.0 scale) is required. The minimum TOEFL (Test of English as a Foreign Language) score acceptable for study at GSM is 570.

Requests for application material should be addressed to the Graduate School of Management, University of California, Irvine; Irvine, California 92717.

## Master's Degrees

GSM admits students for study leading to the Master's degrees in the fall quarter. The deadline for completion of all phases of the application procedure is June 1. In addition to the general University rules governing admission to graduate study, GSM normally requires the following:

1. Those applicants seeking to be admitted to the M.B.A. program are required to take the Graduate Management Admission Test (GMAT). Applicants interested in pursuing the M.P.A. or M.B.P.A. degrees are also encouraged to take the GMAT, but may substitute the Graduate Record Examination (GRE) for GMAT.
2. College-level mathematics including calculus and a course in probability theory. Applicants without adequate mathematical preparation may be admitted with the condition that they complete preliminary courses with a grade of B or better. These courses should be completed by fall quarter, but no later than the end of the second quarter in residence. Undergraduate courses in both the social sciences (e.g., economics, political science, psychology, sociology) and information and computer sciences are *strongly* recommended.

## The Ph.D. Degree

GSM admits students for the Ph.D. in the fall quarter only. Deadline for application is April 1. The Ph.D. program requires a commitment to full-time study. In addition to the other requirements, Ph.D. applicants are encouraged to submit a previously prepared paper (research report, Master's thesis, essay, case study) which may be indicative generally of the applicant's interests and capabilities.

## Educational Objectives

Three basic premises underlie the School's philosophy of graduate education. First, there are significant phenomena

and problems common to business, educational, and governmental organizations; second, a common set of disciplines, concepts, techniques, and technologies exist which are appropriate to a wide range of organizational or scholarly roles; third, many administrators in the future will work in more than one of the three arenas during their careers.

Regardless of the content of particular courses, it is expected that all degree candidates will be exposed to and have the ability to use the following:

**General Knowledge.** The broad context of organizations and management; the late twentieth century (significant trends, conditions, and problems); history of science, scientific inquiry, and the philosophy of science; economic, political, and social analysis.

**Conceptual and Empirical Knowledge of Organizations.** Basic concepts of management; the structure and functions of organizations, including comparative analysis and inter-organizational relations; levels and units of decision making; individual behavior and group norms; operating environments of organizations.

**Specific Knowledge of Particular Arenas of Administration.** In-depth study of specific institutional environments for administrative practice, such as governmental and business organizations, and other types of organizations.

**Mathematics and Statistics.** As tools of precise reasoning, as languages which will tend more and more to dominate professional and scholarly literature, and above all, as foundations for relevant quantitative methods.

**Technical Bases of Management.** Decision processes; operations research; systems and policy analysis; budgeting and accounting techniques; personnel policies; techniques for measuring and affecting attitudes and behavior; research design and strategies.

**Management Information Systems.** Computer technology, information sciences, and basic computer applications.

**General Skills.** Political skills, effective management of interpersonal relations, leadership strategies and tactics, and competence in oral, graphic, and written expression.

**Professional Orientations.** Identification of factors, values, and policies which might bear on successful, responsible, and intellectually honest performance of organizational roles. Recognition of the administrator's potential contributions to society and of ethical and moral problems which arise from social research and the management of human enterprises.

## Undergraduate Minor in Management

The GSM faculty and the Dean of Undergraduate Studies offer an undergraduate minor in Management. The minor consists of seven courses: one lower-division introductory course and six upper-division courses.

Students are eligible to minor in Management if they have completed all prerequisite courses prior to the enrolling in upper-division management courses. A grade point average of 2.0 or better is required in all prerequisite courses. Interested students may obtain further information from the Graduate School of Management Office, 323 Social Science Tower.

### Prerequisite Courses

The following are prerequisite for enrolling in the upper-division undergraduate minor courses: Social Sciences 12A and 12B (Basic Economic Theory); Mathematics 2A (Calculus) or equivalent; Mathematics 7 (Basic Statistics with probability or equivalent).

A one-quarter course selected from Social Sciences 6A, 6B, or 6C (Introduction to Political Science); 7 (Introduction to Psychology); 8 (Introduction to Sociology); or Social Ecology S9 (Introduction to Human Behavior)

Transfer students should check with their college counselor for established equivalencies for these prerequisite courses.

### Courses Satisfying the Undergraduate Minor

Management 5 (Managing in Contemporary Organizations)  
Management 181 (Managing in Organizational Behavior)  
Management 183 (Managerial Decision-Making)  
Management 160 (Introduction to Public Management)  
Management 185 (Introduction to Managerial Accounting)  
Management 186 (Introduction to Managerial Finance)  
Management 187 (Introduction to Marketing)

In establishing the GSM undergraduate minor in Management, the faculty anticipated three types of students to be drawn to courses in administration: (1) students who wish to learn about the administration of organizations as a way of gaining appreciation for a significant aspect of the culture, (2) students preparing for careers in other fields that require some knowledge of administration but not a high concentration in the field, and (3) students who expect to go on to graduate work in administration and who wish early guidance and undergraduate work appropriate to this career objective.

### The 3-2 Program for Undergraduates

In addition to the two-year Master's program for students who have already received a bachelor's degree from the University of California or another institution, outstanding UCI undergraduate students may enter a cooperative 3-2 Program with GSM and most other campus units. Acceptance into the 3-2 Program constitutes advance admission to the graduate program. Such students complete their undergraduate major requirements by the end of the junior year. During their senior year, they take graduate courses in GSM. These courses are used to satisfy their undergraduate unit requirements, and at the same time apply toward their graduate degrees. Successful completion of the requirements in the program normally leads to the bachelor's degree in the cooperating discipline after the fourth year, and an M.B.A., M.B.P.A., or M.P.A. degree after the fifth year. The ability to complete both degrees in five years may vary by academic program. Students should consult with their academic counselor in their major School for further information about completing undergraduate requirements in three years. Students contemplating entering such a program should contact the Graduate School of Management prior to, or early in, the start of the junior year, for the purpose of program consultation.

NOTE: With the exception of 3-2 students, no undergraduates will be enrolled in GSM *graduate-level* courses.

### Master's Degree Programs

The Graduate School of Management offers three Master's degrees: the M.B.A. (Master of Business Administration), the M.P.A. (Master of Public Administration), and the M.B.P.A. (Master of Business and Public Administration). All three require a minimum of 23 quarter courses (92 units) with a

minimum overall grade point average of 3.0 in the Core and overall.

The Master's degree programs normally take two full academic years or their equivalent in part-time registration. Students with substantial personal or professional commitments normally take two courses per quarter and are required to complete the Master's degree in no more than four years. To accommodate the needs of these students, GSM offers a number of courses each quarter during the late afternoon and evening hours (after 4:00 p.m.). There is no thesis required. The courses in the Master's degree programs are divided into three groups, each group designed to achieve specific educational objectives. The courses are divided as follows: Tier I, Common Core Courses, which are required of all Master's degree students; Tier II B courses, which are required for the M.B.A. degree; and Tier II P courses, which are required for the M.P.A. degree. For the M.B.P.A. degree, the student is required to take all of Tier II B and II P courses. The balance of the minimum required 23 courses will consist of electives.

Master's students select electives to emphasize educational and career goals and interests.

#### Tier I Common Core Courses

The first group consists of 10 Core courses (Tier I) taken by all Master's degree students. The Core has two fundamental aims: (1) to develop skills needed to select and use effectively the appropriate means, methods, and techniques for diagnosing and solving organizational problems; (2) to identify the significant concepts and phenomena associated with the study of complex organizations, and to bring to bear the relevant contributions of the core disciplines on the analysis of organizations and the administrative processes.

Tier I Common Core Courses, each of which is four units, are: Management of Complex Organizations, Statistics for Management, Operations Research for Management, Organizational Analysis for Management, Accounting Information for Management, Microeconomics for Management, Macroeconomics for Management, Political Analysis for Management, Computer and Information Systems for Management, Public/Private Interactions.

#### Specialization in Business Management, Public Management, or Business and Public Management

Students pursuing the M.B.A. are required to take all four Tier II B courses: Business Strategy, Marketing for Management, Corporate Finance, and Operations Management. Students pursuing the M.P.A. are required to take all four Tier II P courses: Public Policy Making, Public Policy Analysis, Public Financial Management, and Public Productivity Management. Students pursuing the M.B.P.A. are required to take *all eight* of the Tier II courses.

#### Elective Courses

The remaining coursework for the Master's degrees will consist of either nine additional electives for the M.B.A. or M.P.A. degrees, or five electives for the M.B.P.A. degree. The major emphasis in the elective courses will be to develop additional depth in a discipline or interdisciplinary area or specialized competence in the use of a particular set of technical tools and methods. The student will select the electives in light of the student's educational and career goals and interests.

### Executive M.B.A. Program

The Executive M.B.A. Program is designed for managers who are highly motivated toward a career in management of organizations and for those currently in executive positions. It enables participants to enhance their management skills while obtaining a high-quality advanced education. Students may continue in their full-time professional roles while enrolled in the program. Limited class sizes are maintained, and all participants gain extensive work and managerial experience.

The program consists of a 92-unit course of study completed on alternating Fridays and Saturdays, with three five-day residential sessions held during the 21-month sequence. Emphasis is placed on organizational and interpersonal skills; increased competence in specific management techniques; overall management training; and developing an understanding of the integration of business and the environment.

Further information may be obtained by contacting the Director, Executive M.B.A. Program, Graduate School of Management, University of California, Irvine, California 92717.

### Management Internship Program

To complement the academic curriculum of GSM, a Management Internship Program provides practical application and work experience to selected GSM Master's students. Student interns are employed in administrative positions by local organizations. Course credit is available for participants in the Internship Program through the course "Management Internship Seminar." GSM faculty and organizational representatives as well as student interns participate in this seminar which deals with specific topics and projects encountered by the interns in their positions.

### Special Opportunities

Opportunities for students to take part in ongoing research exist through two University-wide research units based on the Irvine campus. Through the Public Policy Research Organization (PPRO) a student may participate in research on significant public policy issues. Current projects include a nationwide study of local government information systems. The Institute of Transportation Studies (ITS) conducts research in the areas of urban transportation policy and planning, transit management and labor relations, and transportation system evaluation. Students interested in these areas may have an opportunity to work on an ITS project.

### Doctor of Philosophy in Administration

GSM offers the Ph.D. in Administration to students with backgrounds in a variety of disciplines. While a master's degree is preferred, students may be admitted to the doctoral program directly from the baccalaureate degree. There are many appropriate undergraduate majors, including (but not limited to) psychology, political science, business or public administration, mathematics, computer sciences, economics, sociology, and so forth. Students with academic strengths in disciplines not usually considered as precursors for management (e.g., natural sciences, humanities, and the arts) are encouraged to apply. The Ph.D. program is designed to prepare students for academic careers in a number of the fields of management, e.g., organizational behavior, operations research, marketing, public policy, finance, business policy, or management information systems. Requirements of the Ph.D. program include a broad knowledge of core disciplines as represented by the 10 common core courses of the Master's degree program. In addition, the Ph.D. student must qualify as a skilled researcher and must complete a disserta-

tion demonstrating these skills. There are no foreign language requirements in the GSM Ph.D. program.

Although there is considerable variation in the length of time beyond a Master's degree needed to complete the Ph.D., a realistic range is three to five years. The Ph.D. program is divided into three phases: preliminary, qualification, and dissertation.

In the qualification phase the student prepares for dissertation research in an area of specialization. This phase is completed when an oral qualifying examination is passed and the candidacy committee recommends advancement to candidacy for the Ph.D.

The dissertation phase involves a significant original research project which demonstrates the Ph.D. student's creativity and ability to launch and sustain a career of research.

### Undergraduate Courses

#### 5 Managing in Contemporary Organizations (4) F, W, S, Summer.

Overview of the field of management including an historical perspective as well as current theory and concepts, to help the student understand the manager's role. Views of basic managerial processes, e.g., planning, organizing, managing human behavior.

**160 Introduction to Public Management (4).** This course is designed to introduce undergraduate students to the study of public administration. For those expecting to take further courses in the field or considering a public service career. Prerequisites: Management 5 and upper-division standing.

**181 Managing Organizational Behavior (4).** Basic theory and concepts which provide the manager with tools for understanding behavior of people in organizations. Areas such as individual, group, and organizational determinants. Prerequisites: Management 5 and upper-division standing.

**183 Managerial Decision Making (4).** Basic processes and tools of managerial decision making. Identification of objectives, controllable and noncontrollable variables, phases of decision making, role of computers, quantitative tools for managerial decision making. Prerequisites: Management 5 and upper-division standing, and a basic course in statistics with probability.

**185 Introduction to Financial Accounting (4) Summer.** Lecture, three hours. Acquisition, reporting, and use of financial information in a business organization. Emphasis on use of information generated by the accounting system for decision making, planning, and control. Public sector analogies considered wherever possible. Prerequisites: Management 5 and upper-division standing.

**186 Introduction to Managerial Finance (4).** Lecture, three hours. Basics of financial administration. Capital budgeting, cost of capital, cash budgeting, working capital management, and long-term sources of funds. Provides a basic understanding of issues and techniques involved in financial decision making. Prerequisite: Administration 185 or consent of instructor. Prerequisites: Management 5 and 185; upper-division standing.

**187 Introduction to Marketing (4).** Basic marketing concepts; discussion of the role marketing plays in modern society. Topics: industrial and consumer marketing, promotion, distribution, and pricing theory. Prerequisites: Management 5 and upper-division standing.

**198A-B-C Special Studies/University Administration (4-4-4) F, W, S.** Selected undergraduates participate as interns in three-quarter seminar. Students serve as managers within administrative units both on and off campus, with course work complementing the intern experience. Pass/Not Pass only. May be repeated for credit.

## Graduate Courses

**200 Management of Complex Organizations (4) F.** Focuses on the nature and functions of the managerial job in the context of the internal and external environments of complex organizations. Introduces students to the uses of managerial tools in organizational problem solving.

**201A Statistics for Management (4) F.** Lecture, four hours. Methods of statistical inference, emphasizing applications to administrative and management decision problems. Topics: classical estimation and hypothesis testing, regression, correlation, analysis of variance, nonparametric methods, and statistical decision theory. Prerequisite: basic statistics with probability.

**201B Operations Research for Management (4) S.** Lecture, four hours. Tools of mathematical decision-making with emphasis on model applicability, formulation, and interpretation. Topics: linear programming, simulation, and stochastic processes. Prerequisite: basic course in calculus. Management 201A recommended.

**202 Organizational Analysis for Management (4) W.** Focuses on human behavior in organizations. Topics include motivation and leadership, power and influence, group dynamics, and intergroup relations. Applications of job and organizational design, organizational development, and human resources management techniques are examined.

**203 Accounting Information for Management (4) F, Summer.** Nature and purpose of accounting, principal accounting instruments, and valuation problems.

**204 Microeconomics for Management (4) W.** Economic analysis of individual decision units. Topics: introduction to demand and supply curves, production functions, cost curves, equilibrium of the firm, perfect competition, monopoly, imperfect competition, demand and supply of inputs. A knowledge of algebra and elementary calculus is assumed. Prerequisites: calculus and linear algebra.

**205 Macroeconomics for Management (4) S.** Principal determinants of national income and employment, with emphasis on concepts, tools, and data. Application of classical, Keynesian, and other models to fiscal and monetary policy. Prerequisites: calculus and linear algebra.

**206 Political Analysis for Management (4) F, W.** Political analysis related to management of organizations. Topics: political environment of management, concepts and processes central to political analysis, bureaucratic politics, politics and the manager.

**207 Information and Computer Systems for Management (4) F, W, Summer.** Introduction to computer systems and technology; introduction to management-oriented applications of computing; opportunity for hands-on experience for management-related tasks. No prior computer experience required.

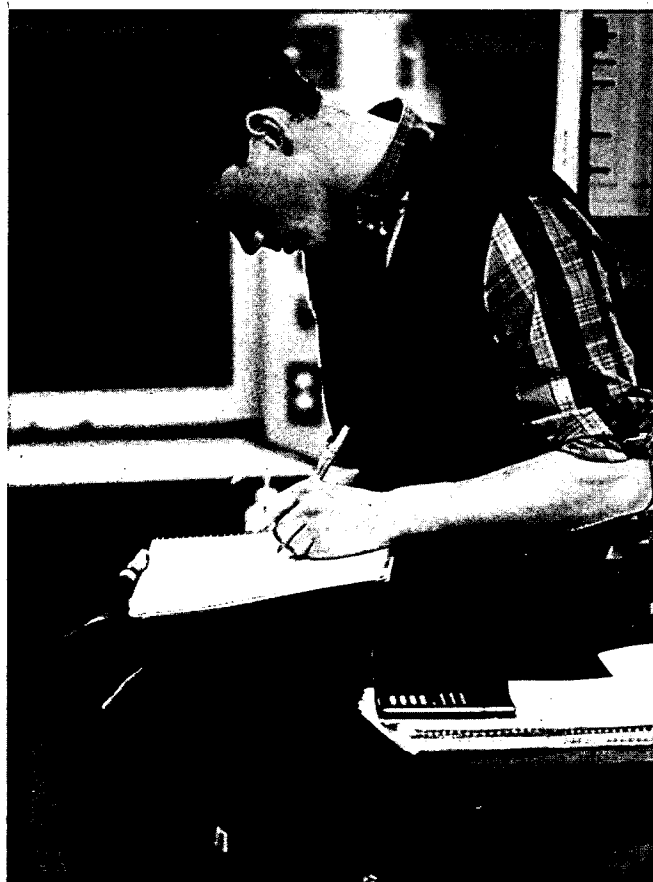
**208 Issues in Public/Private Sector Interactions (4) F.** Types of markets and politics represented in government and business facilitation joint ventures; private production of public services; government protection of business; knowledge transfer from business and vice versa; personnel transfer between business and government.

**211 Public Policy Making (4) W.** Overview of public policy-making activities in the U.S. Examination of conceptual frameworks for the study of policy making and systematic exploration of key steps in the policy process—development, implementation, evaluation, and termination.

**212 Public Policy Analysis Implementation/Evaluation (4) S.** Application of analysis to design and evaluation policies and programs. Public decision agenda; role of analysis in policy making; analysis techniques for policy development, implementation, evaluation, and termination; politics, values, and ethics as policy-making inputs; design of plans, programs, and controls.

**213 Public Financial Management (4) S.** Intergovernmental fiscal relations. Concepts and practices of public finance and governmental budgeting in the United States. Public finance theory including theory of taxation; tools and techniques of public financial management.

**214 Public Productivity Management (4) W.** Introduction to the major concepts and theoretical issues in public productivity analysis. Application of these theories through specific techniques and methods to problems and cases.



**215 Business Strategy (4) S.** Primarily a lecture-case (implemented through discussion) course. Focuses upon the decision-making processes of company managers. Draws upon a wide variety of fields: marketing, finance, production, personnel, organization, etc. Prerequisites: Management 216, 217, and 218.

**216 Marketing for Management (4) W.** Introduction to the field of marketing. Objectives include: developing familiarity with terms, techniques, and institutions in marketing environment; acquainting students with the type of decisions made by marketing managers, and the factors influencing these decisions.

**217 Corporate Finance (4) S.** Introduction to the techniques of financial analysis and the management of a firm's sources and uses of funds. Selected problem areas in financial management, including short-term asset management; capital budgeting and capital structure policy; dividend policy; mergers and leasing. Capital markets are also discussed. Prerequisites: Management 201A, 203, 204.

**218 Operations Management (4) W.** Introduction to philosophy and techniques of operations and production management. Topics: project planning, risk evaluation, and decisions with regard to resource allocation, materials and inventory, service, scheduling, distribution and facilities. A blend of quantitative and qualitative considerations. Prerequisites: Management 201A and B. Same as EE281D.

## Electives

**220 Managerial Accounting/Control Systems (4) W.** Design of cost information and systems used to plan and control organizational activities; procedures used to account for unit, process, and program costs; cybernetic evaluation of costing procedures; cost estimation, analysis, and accounting via computers. Prerequisite: Management 203.

**221A-B-C Financial Reporting Standards (4-4-4).** Standards required of public and business organizations when preparing financial reports in accordance with APB, FASB, and SEC rules, and the effects such rules may have on individual organizations or societal sectors. Prerequisites: 221A: Management 203; 221B: Management 203 and 221A; 221C: Management 203 and 221B.



**222 Federal Taxation (4) S.** Methods of researching federal laws governing income taxation of individuals and corporations, and provisions for a tax-exempt status. Prerequisite: Management 203.

**223 Auditing (4).** Concepts and techniques of organizational auditing as an extension of financial audit methodology. How organizational auditing improves goal attainment by providing reliable information on the effectiveness and efficiency of organizational activities. Public and private organization cases evaluated via organizational auditing. Prerequisite: Management 203.

**230 Advanced Financial Theory (4).** Decision making under uncertainty, theories of asset prices, efficiency of capital markets, and determinants of capital structure. Develops theoretical approaches to financial problems and applies them to fundamental management issues, such as dividend policy, option pricing, and capital budgeting. Prerequisites: Management 201A, 201B, 204, 205, and 217.

**231 Financial Markets (4).** Seminar, three hours. Roles, characteristics, policies of financial institutions, and behavior of capital markets. Analysis of interest rate determination and flow of funds. Attention to effect of federal monetary policy on financial sector. Prerequisites: Management 201A, 201B, 204, 205, and 217. Same as Social Sciences 209B.

**232 Portfolio Analysis (4).** Seminar, three hours. Acquaints students with the conceptual and technical foundation of modern investment analysis. Major emphasis is placed on the application of analytic tools to asset selection, management, and evaluation of investment activities in the portfolio setting; risk-reward characteristics of the portfolio; and performance measures. Prerequisites: Management 201A, 201B, 204, 205, and 217.

**233 Investments (4).** A comprehensive survey of investment alternatives from which the individual or institution selects, including the analytical techniques and principals involved in the analysis of individual financial instruments; the functioning of financial markets; and a review of research on the securities markets and the valuation of securities. Prerequisites: Management 201A, 201B, 204, 205, and 217.

**234 Multinational Finance (4).** Determination of foreign exchange rate and relationships of international financial markets. Financial problems in management of multinational business. Prerequisites: Management 201A, 201B, 204, 205, and 217.

**241 Consumer Behavior (4).** Examines consumer decision making process with emphasis on application of concepts and research findings from behavioral sciences to solution of marketing problems. Includes models of consumer decision making, consumer information processing, theories of attitude and attitude change, attribution theory, mass communication effects, and sociological influences on consumer decision making. Prerequisite: Management 216.

**242 Public Sector Marketing (4).** Examines the role and application of marketing in nonprofit settings. Gives the student a conceptual understanding of marketing discipline and marketing processes, and shows how basic concepts, methods, and application of marketing principles are applicable to nonprofit organizations. The role of marketing in solving contemporary social problems. Case studies. Prerequisites: Management 206, 216; Management 256 recommended.

**243 Marketing Research (4) W.** Methods of measuring, examining, and predicting factors that affect the marketing process. Various aspects of the research process examined, including problem formulation, research design, data collection methods, sampling, statistical analysis, and methodological considerations. Use and evaluation of research as an input to the marketing management process are emphasized. Prerequisites: Management 201A, 216.

**251 Collective Bargaining in Public and Private Sectors (4).** Focus on contemporary collective bargaining in business and government. Topics: public policy framework, union formation, contract negotiation and administration, and grievance arbitration.

**252 Information Systems in Government (4).** Seminar, three hours. Design, development, management, and evaluation of urban information systems, with special emphasis on trade-offs among efficiency, effectiveness, privacy, and other key values affected by alternative financing, operating, and control policies. Prerequisite: Management 207. Management 256 recommended.

**256 Governmental Systems (4).** Seminar, three hours. Structures, processes, interactions, and functions of evolving systems of federal,

state, and local government in the U.S. viewed through multidisciplinary perspectives. Current controversies over theories and their underlying social and ideological bases. Management 256 recommended.

**260 Advanced Organizational Behavior (4) S.** Seminar, three hours. Topics in organizational behavior including motivation, leadership, group influences, adaptation and socialization, organizational structure, and communication. Prerequisite: Management 202 or consent of instructor.

**261 Organizational Change (4).** Seminar, three hours. Processes and technologies for bringing about change in organizations. Emphasis on rapidly growing body of theory, concepts, and techniques dealing with ways in which organizations can become more adaptive and meet challenges of modern society. Prerequisite: Management 202 or consent of instructor.

**262 Methods of Organizational Research (4).** Seminar, three hours. Development of critical-analytical skills criticizing published research and theory. Necessary skills to design research effectively. Prerequisite: Management 202 or consent of instructor.

**263A-B-C The Consultative Process (4-4-4).** Process and dimensions of the consultant's role. Topics include identification and definition of the client system, establishing contracts, ethics in consulting, tools and techniques in consultation, terminating the relationship.

**264 Interpersonal Dynamics (4).** Theory and practice devoted to nature and significance of interpersonal dynamics in organizational and administrative contexts. Opportunity to enhance awareness of interpersonal style and impact, to develop increased competence interpersonally.

**268 Seminar in Human Resources Management (4).** Basic topics in personnel and human resources management, including personnel systems, underlying assumptions and values expressed by human resources policies, staffing organizations, training and development, and performance appraisal systems. Prerequisite: Management 202.

**271 System Analysis and Design (4).** Understanding of development process for computer-based information processing systems. Beginning stages of development process, including analysis of current system, definition of new system, documentation of the information requirement, and basic and advanced systems analysis methods and techniques. Prerequisite: Management 207.

**272 Decision Support Systems (4).** Seminar, three hours. Introduction to the concept of Decision Support Systems (DSS). Explores prevailing concepts through the development of topical projects related to the technology and use of DSS in organizations. Prerequisite: Management 207.

**275 Legal Theory for Administrators (4).** Nature, historical background, and practical operation of American legal system and its impact upon policy making and administration in large organizations. Constitutional and political relationships which define and limit operation of systems.

**276 Selected Legal Problems for Business Organizations (4) W.** Selected legal issues in formation, operation, and dissolution of corporations, partnerships, and sole proprietorships; emphasis on advantages and disadvantages of each in terms of taxation, finance, obligations to third parties, and operating problems.

**277 Contract Law (4).** Detailed study from a business viewpoint of contract theories, assignments, delegation of duties, third-party beneficiary contracts, defenses to consensual contracts, types of conditions, methods of excusing conditions, remedies, and types of damages.

**290 Special Topic Seminars (4-4-4) F, W, S.** Seminar, three hours. Each quarter a number of special topic seminars are offered in the 290 series. These seminars are not sequential and may be repeated for credit providing the topic varies. Examples of possible topics include Communication in Organizations, Power and Authority in Organizations, Selected Topics in Personnel, International Management, Health Care Administration.

**291 Advanced Seminar in Business Administration (4).** Seminar, three hours. Further exploration of selected topics from Management 215. Prerequisite: Management 215.

**292 Forecasting and Futures Research (4) W.** Basic theory and techniques used to forecast future activities in technological, economic, social, and political arenas. Impact of forecasting on managerial decision making. Prerequisites: Management 201A and 201B.

**297A Doctoral Proseminar (4) F.** Analysis of the central theories and theoretical controversies in the field of management. Examination of the formal education for managerial careers and exploration of issues relating to professional careers in research and scholarship in the field of management. Satisfactory/Unsatisfactory only.

**297B Doctoral Seminar in Research Methods (4) W.** Provides a first exposure to some fundamental issues in the conduct of research and development of the domain of knowledge relevant to their fields. Satisfactory/Unsatisfactory only.

**297C Doctoral Seminar in Statistical Analysis (4) S.** Emphasizes techniques for the testing of hypotheses derived from organizational theory (or social science theories in general); touches lightly on traditional business statistics used in organizations. Satisfactory/Unsatisfactory only.

**297D Doctoral Dissertation Seminar (4).** Focuses on the development of dissertation proposals, including selection of research questions, literature review, research design, and data analysis. Students defend proposals developed during the course. Satisfactory/Unsatisfactory only.

**297E-F-G Management Research Seminar (4-4-4).** Colloquium series consisting of current research presented by GSM faculty and other distinguished scholars. Satisfactory/Unsatisfactory only.

**298A-B-C Management Intern Seminar (4-4-4).** Seminar, three hours. The Management Intern Program provides students with an opportunity to put into practice concepts, skills, and tools acquired in other parts of the GSM program. Weekly seminar sessions augment internship experiences with analyses of relevant administrative issues. Intended primarily for second-year Master's students.

**299 Individual Directed Study (4).** Individual study under the direction of a selected faculty member. Prerequisite: determined by instructor.

## Executive M.B.A. Program

Admission to the Executive M.B.A. Program is a prerequisite for enrollment in Management EP278 through EP296.

**EP278 Organizational Analysis for Management (5).** Introduces the analysis of behavior in organizations and organization theory. Includes individual dimensions of organizational behavior, interpersonal processes, group processes, group characteristics, intergroup relations, and organizational design. Topics emphasized are communication, motivation, leadership, influence and authority, person perception, individual differences, and conflict.

**EP279 Statistics for Management (5).** Introduces statistical concepts through study of their applications to the following problems: making sense of numerical information, dealing with uncertainty, sampling, analyzing relationships, forecasting, and decision making in an uncertain environment.

**EP280A Managerial and Financial Accounting (5).** Accounting for the executive. Functions, concepts, techniques, and the basic tools of accounting are emphasized. Stress is on the use of accounting information from the user's viewpoint.

**EP280B Managerial Finance (5).** Examines the function in the short and long term. Emphasis on the ability to analyze financial problems, such as the cost of a loan, whether to undertake a project, and whether to lease or buy. Topics include the financial infrastructure of the U.S. and world economies.

**EP281 Managerial Economics (5).** Provides an understanding of the basics of supply and demand so that the student can apply economic analysis to problems encountered in management positions. Students are expected to analyze real-world problems technically with the models developed in class and to evaluate the consequences of alternative actions.

**EP282A Operations Research for Management (5).** Focuses on the application of the quantitative model-building approach to problem solving by integrating modern computer technology with quantita-

tive techniques. Emphasis on problems that are amenable to quantitative analysis; mathematical model business decision making situations; computer output arising from the numerical analysis of models and the managerial significance of the results.

**EP282B Operations Management (5).** Focuses both on the elements associated with the design and operation of productive systems and the integration of these elements within the overall corporate strategy. Contemporary issues such as international management practice, the universal use of computers, and advances in automation and robotics are introduced as appropriate.

**EP283 Management Information Systems (5).** Acquaints executives with the successful implementation and use of computers in organizations. Emphasis on basic operations of computer systems and capabilities; organizational computer applications; roles played by management and users in the coordination, planning, development, and implementation of computer technology in organizations.

**EP284 Marketing Strategy (5).** Provides a basic understanding of the marketing function in a variety of organizations: profit and nonprofit, product- and service-oriented, consumer- and industry-oriented. Emphasis on the role of strategy as it relates to the marketing function and the total organizational plan.

**EP285 Aggregate Financial Activity and the Firm (5).** Defines the concepts of unemployment, inflation, and aggregate output, to introduce modern economic theories that propose to explain the determination of these variables and their relationship to government policy.

**EP286 Business Policy and Strategy (5).** Focuses on the responsibilities of a general manager of the company and tasks that are performed to determine the shape, character, and future of the total enterprise.

**EP287 Business and Government (5).** Focuses on political theories, concepts, and tools of analysis and how they explain business/government interaction; views how political constraints affect policy-making in the firm and business/government joint ventures; focuses on knowledge and personnel transfer between business and government and the private production of public services.

**EP288 International Business Strategy and Multinational Finance (5).** Examines many of the significant policy problems encountered by the multinational company, including ownership options, product-market-entry strategies, organizational arrangements, and policies for control.

**EP289 Organizational Change and Development (5).** Emphasizes the rapidly growing body of knowledge and techniques concerned with the ways in which organizations can better adapt to the challenges of a modern society with its changing values, new technologies, and increasing need for planned change.

**EP294 Introduction to Professional Management Education (7) S.** Introduces the process of managing. Assists students in acquiring a more global understanding of the managerial task and becoming acquainted with the values and attitudes typically thought to be characteristics of the profession. In addition, introduction to the Executive M.B.A. Program curriculum.

**EP295 Futures and Strategic Forecasting (8) Summer.** Demonstrates the relevance of anticipating the future. Provides overview of what has been done in anticipating and shaping the future. Introduces the tools and sources of information for anticipating and shaping the future. Provides an awareness of the emerging issues which may shape the future of organizations, industries, and nations.

**EP296 Executive Leadership (7).** Focuses on the conceptual, practical, and personal dimensions of executive leadership. Past and current leadership theories are addressed. Individual personal assessment and diagnosis.

## Teacher Education

### Rita W. Peterson **Director**

- T. Jean Adenika, Ph.D. Florida State University, *Supervisor of Teacher Education* (health and science education)
- William C. Anderson, M.D. Loyola University Stritch School of Medicine, *Adjunct Lecturer* (health education)
- Kenneth P. Bailey, Ph.D. University of California, Los Angeles, *Senior Lecturer Emeritus in History and Education*
- Frederick J. Baker, Ph.D. Michigan State University, *Assistant Director and Senior Lecturer in Education* (curriculum)
- Carolyn L. Bouldin, M.A. Pepperdine University, *Supervisor of Teacher Education* (intern teachers; elementary social science)
- Richard A. Denholm, Ed.D. Western Reserve University, *Supervisor of Teacher Education* (mathematics)
- John A. Dunn, M.A. California State College, Los Angeles, *Supervisor of Teacher Education* (art, drama, dance)
- James E. Dunning, Ph.D. Claremont Graduate School, *Adjunct Lecturer* (educational foundations)
- Jeffrey R. Heller, Ph.D. University of Iowa, *Visiting Lecturer* (special education)
- Virginia Kelly-Caldwell, M.S. California State University, Fullerton, *Supervisor of Teacher Education* (special education)
- Charles F. Kenney, Ed.D. Stanford University, *Supervisor of Teacher Education* (administrative services credential)
- Frances Craig Kenney, M.S. University of Southern California, *Supervisor of Teacher Education* (language arts)
- Katherine A. Kent, M.A. Arizona State University, *Visiting Lecturer* (special education)
- Robert E. Letro, M.A. California State College, Long Beach, *Supervisor of Teacher Education* (history and social science; media)
- Ann Lipscomb, M.S. California State University, Northridge, *Associate* (health education)
- Billie N. Masters, M.A. San Jose State University, *Supervisor of Teacher Education* (secondary reading; learning disabilities)
- Nick V. Messina, M.E. Kutztown State College, *Supervisor of Teacher Education* (reading)
- Rachael C. Mitchell, M.S. Pepperdine University, *Supervisor of Teacher Education* (reading specialist)
- Huberto Molina, Ph.D. University of California, Los Angeles, *Supervisor of Teacher Education* (bilingual education)
- Judy K. Montgomery, M.A. California State University, Long Beach, *Visiting Lecturer* (special education)
- Carol Booth Olson, Ph.D. University of California, Los Angeles, *Coordinator of Project Radius and Adjunct Lecturer* (composition)
- Rita W. Peterson, Ph.D. University of California, Berkeley, *Director of Teacher Education and Senior Lecturer in Education* (science education)
- Paul H. Reed, M.A. University of California, Irvine, *Visiting Lecturer* (special education)
- Mary W. Roosevelt, National Froebel Foundation Teaching Degree, University of London, *Supervisor of Teacher Education* (elementary education)
- Myron Simon, Ed.D. University of Michigan, *Professor of Education and English* (methods and philosophy of education)
- Russell M. Steinberg, Ph.D. University of California, Los Angeles; M.D. Medical College of Toledo, *Visiting Lecturer* (special education)
- Owen Thomas, Ph.D. University of California, Los Angeles, *Professor of Education, English, and Linguistics* (language arts)
- Donald R. Wheeler, Ed.D. University of Southern California, *Supervisor of Teacher Education* (administrative services credential; pupil personnel credential)
- Thomas C. Wilson, Ed.D. University of Southern California, *Adjunct Lecturer* (educational foundations)
- Eleanor P. Wynne, M.A. University of Washington, *Supervisor of Teacher Education* (early childhood and special education)
- Steven M. Zivolich, M.A. California State University, Los Angeles, *Visiting Lecturer* (special education)

The Office of Teacher Education is dedicated to a high level of academic scholarship in its professional programs and to excellence in the preparation of teachers, school counselors, and school administrators. The Office offers programs which lead to credentials required by those who teach, counsel, or

administer in the public and private schools of California. A second activity of the Office is described below under Project Radius.

Faculty associated with the Office of Teacher Education include distinguished scholars, researchers, and authors of national or international reputation. Most faculty have themselves taught or served as administrators in public or private schools, and all have shown commitment to the continued improvement of education through the processes of professional study, the development of new approaches to teaching, and the design or publication of innovative and scholarly courses of study.

The Office of Teacher Education is organized around the credential programs it offers. Faculty members generally are associated with the credential program representing their areas of expertise and interest. The program provides opportunities for interaction among students and faculty who share common interests.

### Project Radius

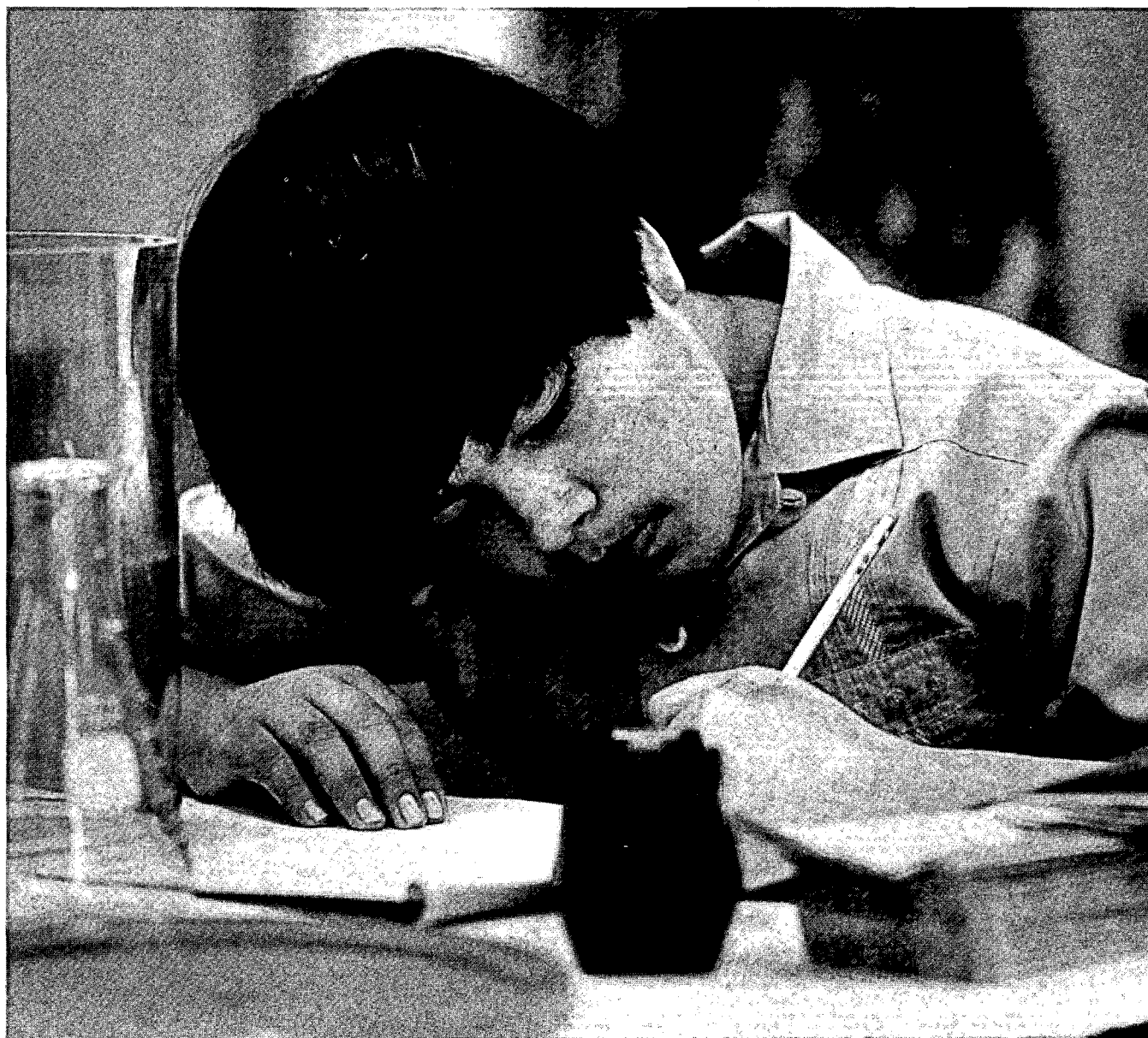
The purpose of Project Radius is to foster a climate of exchange and collegiality among administrators and faculty from UC Irvine and Orange County schools; to address issues, problems, and mutual concerns about curriculum, student preparation, and the professional development of teachers; and to work cooperatively to promote academic excellence at all levels of education. Coordinated by the Office of Teacher Education, Project Radius offers information and referral regarding various campus/school outreach activities and resources; conferences, workshops, courses, and summer institutes in specific curricular areas; assistance with curriculum review, design, and implementation; cooperation with university/school-based fund-raising efforts.

### Credential Programs

The Office of Teacher Education offers programs which lead to California teaching credentials as established by the Teacher Preparation and Licensing Law of 1970, known generally as the Ryan Act. In addition, programs leading to two nonteaching credentials, the Pupil Personnel Services Credential and the Administrative Services Credential, are offered. It is possible for a student concurrently to complete the requirements for a credential and to earn a graduate academic degree. This requires admission to the Teacher Education program and the graduate program in which the degree will be sought.

There are two basic teaching credentials in California: the Single Subject Credential and the Multiple Subject Credential. They are called basic because all other teaching and most nonteaching credentials have one of these two credentials as prerequisites.

Teaching credentials authorized by the 1970 credential law are not determined by grade level (i.e., elementary and secondary) but by the type of instructional situation (multiple or single subject). Each credential carries K-12 authorization. These credentials are awarded by the Commission on Teacher Credentialing upon recommendation of the UCI Office of Teacher Education and are required in order to teach or serve in a professional capacity in any public school in California.



## Single Subject Instruction Credential

"Single subject instruction" means the practice of assignment of teachers to specified subject matter courses, as is commonly practiced in California high schools and junior high schools. Teachers who are authorized for single subject instruction may be assigned, with their consent, to teach any subject in the authorized fields, at any grade level, but normally in a departmentalized secondary school. UCI is approved for this credential. Single Subject Instruction Credentials are authorized by the State of California in art, English, foreign languages, history, life science, mathematics, music, physical science, social science, as well as agriculture, business, government, health science, home economics, industrial arts, and physical education.

Candidates who enroll in the Single Subject Credential program at UCI generally are required to take the following courses: Education 101; Education 102A-H (students enroll in the section of their major); Education 105B; Education 105LB; Education 162 (usually taken after student teaching); Education 173; Education 174; Education 191L; Education 320A-B-C-D-E; Education 360; Education 380.

### Sample Fifth-Year Program—Single Subject Credential

Fall	Ed 101	Winter	Ed 173*	Spring	Ed 173
	Ed 102		Ed 320A,B		Ed 320C,D,E
	Ed 105B/LB		Ed 380		Ed 360
	Ed 174				

\*In winter quarter, Ed 175 may be substituted for Ed 173.

## Multiple Subject Instruction Credential

"Multiple subject instruction" means the practice of assignment of teachers to multiple subject matter instruction, as is commonly practiced in California elementary schools. Teachers who are authorized for multiple subject instruction may be assigned, with their consent, to teach in any self-contained classroom: preschool, kindergarten, and grades 1-12 inclusive, but normally the assignment is in the elementary school. UCI is approved for this credential.

Candidates who enroll in the Multiple Subject Credential program at UCI generally are required to take the following courses: Education 105A; Education 105LA; Education 110A-B; Education 162 (usually taken after student teaching); Education 173; Education 174; Education 191L; Education 300A-B-C-D-E; Education 360; Education 380.

### Sample Fifth-Year Program—Multiple Subject Credential

Fall	Ed 105A	Winter	Ed 105LA	Spring	Ed 300D,E,F
	Ed 110B		Ed 110A		Ed 360
	Ed 173		Ed 174		
	Ed 300A		Ed 300B,C		

Candidates desiring both Single and Multiple Subject Credentials may apply the basic professional courses of Education 105A, 105LA, 173, 174, 360, 380, and 162 toward both credentials, but must complete Education 101, 102, 110A-B, do student teaching in both areas, demonstrate competence by passing appropriate State-mandated subject field examinations where needed, and pass the California Basic Educational Skills Test (CBEST).

## Intern Teaching Credential Program

Through the intern program, a student may earn a stipend for one year of teaching while completing either the Multiple or Single Subject Credential. To serve as an intern in a school district, the student must be enrolled as a postbaccalaureate

student in the Office of Teacher Education. Intern candidates are selected by participating schools and the University based on the background and experience of the teacher candidate, the needs of the particular school, and the candidate's eligibility for the University's Teacher Education program. The stipend is paid by the school district. The number of internships varies from year to year. For further information see the intern secretary in the Office of Teacher Education. For the Special Education Intern Teaching Credential, see Specialist Credentials.

## Specialist Credentials

The Specialist Credential authorizes teaching in the specialization area at any grade level from preschool through grade 12. In order to qualify for this credential, the applicant must have a valid basic teaching credential (either the Single Subject or Multiple Subject Credential) and complete a specialized program of professional preparation in an approved program. In the State of California there are seven specialist credential categories: early childhood, bilingual/cross-cultural, mathematics, reading, agriculture, health science, and special education. UCI offers preparation for Specialist Credentials in early childhood education and in the special education areas of the learning handicapped, the physically handicapped, and the severely handicapped. Students interested in the details about Specialist Credentials should make an appointment for program counseling with the academic advisor in the Office of Teacher Education.

**Early Childhood Education Specialist Credential.** The Early Childhood Education Specialist Credential is a specialization beyond the basic Multiple Subject Instruction Credential. If the student can complete all the work, the student can obtain a preliminary teaching credential and an Early Childhood Specialist Credential with the B.A., but it is not likely. In nearly every instance it will be obtained as a result of the fifth-year program.

**Special Education Specialist Credentials.** UCI is approved for three areas of the Special Education Specialist Credential: Learning Handicapped, Physically Handicapped, and Severely Handicapped.

**Special Education Intern Specialist Credential.** UCI offers an intern teaching credential in each of its three approved areas in special education. The intern teacher becomes a teacher of record if the following requirements can be met: The student must be enrolled in the UCI credential program for an entire academic year, and must hold a basic teaching credential. The student must have completed the generic courses required for either the Learning Handicapped, Physically Handicapped, or Severely Handicapped Specialist Credential which includes Education 160, 161, 162, 163, and 184B (equivalency credit may be used for certain of these generic requirements). Finally, the student must have a contract offer from a public school district.

**The Resource Specialist Certificate of Competence.** The Resource Specialist Certificate of Competence requires possession of a valid Special Education Credential, and three or more years of teaching experience, including both regular and special education teaching experience. A clear Resource Specialist Certificate of Competence authorizes service only if a valid Special Education Credential, other than an emergency credential, is held concurrently. The UCI program leading to the clear Resource Specialist Certificate of Competence is a 16 quarter-unit program divided into four courses, and followed by an exit assessment.

## Bilingual/Cross-Cultural Emphasis

The Bilingual/Cross-Cultural Emphasis is a specialization in addition to a regular teaching credential. This means that a candidate must fulfill all the necessary requirements for a basic teaching credential whether this be with a Single Subject orientation for high school or a Multiple Subject orientation for elementary school. The Irvine program is limited to the development of a bilingual capacity in Spanish only as the second language.

At UCI the Department of Spanish and Portuguese offers a B.A. with a Bilingualism and English as a Second Language Emphasis. By acquiring this undergraduate major, the student will complete a significant part of the specific requirements for a Bilingual/Cross-Cultural Emphasis. This is the best kind of preparation for going into the program leading to a Bilingual/Cross-Cultural Emphasis. Entry and exit examinations are required for this program.

## Services Credential

The Ryan Act provides for five categories of nonteaching credentials which authorize their holders to provide specific nonclassroom services to public schools. Services Credentials are issued by the State in pupil personnel services, administrative services, health services, library services, and clinical-rehabilitative services. UCI offers programs which lead to the Administrative Services Credential, generally required by school administrators, and the Pupil Personnel Services Credential, sought by school counselors. Both credentials are effective for grades K-12. At UCI the Pupil Personnel Services Credential requires a basic teaching credential or a Master's degree in Social Ecology.

The Administrative Services Credential is a two-stage credential which requires completion of 36 quarter units for a Preliminary Administrative Services Credential and completion of an additional 36 quarter units for the Professional Administrative Services Credential. Prerequisites for the Preliminary Administrative Services Credential include a basic teaching credential, three years of acceptable full-time teaching experience, completion of Education 162 (or its equivalent), and a passing score on the California Basic Educational Skills Test. Applicants for the Professional Administrative Services Credential are required to have completed three years of administrative services under the preliminary credential. The preliminary credential is valid for five years while the candidate studies for the professional credential.

## Planning a Program of Study

One of the above patterns will prevail for all candidates. The primary option will be the status of the candidate (undergraduate or postbaccalaureate) at entry. Any program can be completed with one year of full-time postbaccalaureate study, but only a few can be pursued in an undergraduate program.

Field experience, including student teaching, is offered in the regular four-year undergraduate program or during the fifth-year program. Field experience may be started in the freshman or sophomore year.

The Office of Teacher Education program recommends two field experiences prior to entering into student teaching. One such experience might be a tutoring assignment during the freshman or sophomore year and another might be serving as a teacher's aide in the junior year. There are numerous options for this field experience. Each field experience program is a cooperative arrangement between the University and the public school districts to help provide UCI students with experience that will prepare them for their future work as teachers. The field experience can come from any one of

several academic areas in which students work in public schools under supervision of an experienced teacher in the school and with a University supervisor. As a tutor, the college student usually works with the public school student on a one-to-one basis. As a teacher's aide, the student typically works for a block of time per week for one quarter with a teacher in the classroom. During this time, students are given a variety of opportunities to help the experienced teacher enrich the course of study and to participate within the classroom. Ultimately it is in the classroom where the problems of teaching are either solved or ignored; hence here is where teacher preparation begins. This experience will assist the UCI student in making a more realistic vocational choice. It also involves the public school in the selection of future student teachers.

## Admission to the Teacher Education Program

All students are welcome to apply for admission to the Teacher Education program. Students are usually admitted twice a year, in the fall and spring quarters. Information and an application for admission are available from the Office of Teacher Education, 431 Social Science Tower. Admission is based on a broad index:

**Academic Achievement.** Completion of a baccalaureate degree from an accredited institution and a grade point average of 3.0 will support admission to the Teacher Education program at UCI. (Undergraduates who enroll in courses leading to credentials still must be admitted to a fifth year of study—to be described later.)

**Absence of Criminal Conviction that Would Preclude the Issuance of a Credential.** All students are required by law to obtain a certificate of clearance from the Commission on Teacher Credentialing prior to beginning student teaching. This process is primarily a fingerprint check to determine that the student is clear of criminal conviction. See a counselor in the Office of Teacher Education for advice on how to handle this process.

**Interview.** An Admissions Committee is available to meet with prospective students. All admitted to the program will have a personal interview with a member or members of the Committee.

**Written Recommendations.** Three letters of recommendation for admission are required. Such recommendations should indicate the student's ability to perform graduate-level work.

**CBEST.** Applicants should arrange to take the California Basic Educational Skills Test (CBEST) prior to the quarter they expect to apply for admission. Students may pick up information booklets about CBEST in the Office of Teacher Education.

**Admission.** Both the UCI academic department corresponding to the student's academic major and the Office of Teacher Education must recommend the admission of applicants for the Single Subject Instruction Credential. The applicant's record is reviewed first by the academic department and then by the Admissions Committee of the Office of Teacher Education.

## Minimum Requirements for the Basic Teaching Credential

The minimum requirements for the teaching credential in California are established by California state law. Requirements include:

1. A baccalaureate or higher degree, in an area other than professional education, from an approved institution.
2. A 45-quarter unit approved program of professional preparation. This means a sequence of education courses, including an all-day, full-time assignment of a semester's duration (or the equivalent) in student teaching.
3. Passage of a subject matter examination or its waiver via an approved academic program. UCI academic programs are approved for most examination waivers; but students should seek counsel from Teacher Education to ensure that they are enrolled in an approved waiver program.
4. Under certain conditions the passage of the College Level Examination Program is required. See a counselor in the Office of Teacher Education for advice.
5. Demonstration of a knowledge of the various methods of teaching reading as validated by successful completion of a program of study. (Industrial arts, physical education, music, art, and home economics are exempt from this requirement.)
6. A course or an examination covering the U.S. Constitution.
7. A fifth year of study (45 quarter units) is still required, even though a student may elect to start or complete the approved program of professional preparation as an undergraduate.
8. Successful completion of the California Basic Educational Skills Test. Applicants are required to take this test prior to application for admission.

## The Approved Program of Professional Preparation

The "Approved Program" refers to the minimum number of education courses required for the teaching credential. UCI defines the approved program as consisting of 19 quarter units, plus student teaching. Six quarter units of this instruction are required in the teaching of reading.

The Office of Teacher Education at UCI also offers a program for students who want more than the minimum requirements for teacher preparation. In addition to the 45-quarter-unit minimum requirements for a Multiple Subject (elementary) credential, students are offered a UCI-recommended group of courses that provide candidates with special preparation in writing and critical thinking, mathematics, science, computer applications, and fine arts. (See below.)

The UCI-recommended program, which includes the 45-quarter-unit minimum requirements and 20 quarter units of special preparation, can be completed in five quarters, or a sequence of summer, fall, winter, spring, and summer.

## Passage of a Subject Matter Examination

**Single Subject Examinations.** California requires all students to pass the National Teachers Examination (NTE) in the area of their teaching majors except where particular institutions have developed an approved major which waives the NTE. All UCI academic majors which are commonly taught in the public schools have been waived in lieu of the National Teachers Examination. However, in some majors there are certain requirements that a student must complete while fulfilling the major in order to receive this waiver. Students should consult a counselor in the Office of Teacher Education for detailed information.

**Supplementary Authorization.** Teaching minors by that name no longer exist, but it is possible to add further teaching authorizations beyond the single subject major. Students deciding to be credentialed in more than one subject area may qualify to do so in either of two ways:

1. Students may complete 30 quarter units (15 units if they are upper-division) in collegiate-level course work to be used to develop a supplementary authorization to teach in areas differing from the single subject major. Consult a counselor in the Office of Teacher Education for details.
2. Students may pass the National Teachers Examination in any area of their choice and thus qualify for the additional authorization in that subject.

**Multiple Subject Examinations.** A general subject matter examination authorizing teaching multiple subjects includes an examination of the candidate's knowledge of the following areas: English, social science, fine arts, science, and mathematics. The UCI program for the Multiple Subject Teaching Credential is approved for waiver of the examination if the student completes the required diversified program. The examination can be taken as often as necessary but should not be taken prior to the junior year.

**Requirements in Academic Areas for Waiver of Examination in the Multiple Subject Examinations.** Of the student's total undergraduate program, 128 quarter hours are required to be divided as follows:

Nine courses (36 quarter units) in two of the following areas and seven courses (28 quarter units) in the other two:

- a. English (including grammar, literature, advanced composition, and speech)
- b. Social science and history (must have courses in each)
- c. Mathematics and science (must have courses in each with a minimum of three approved courses in mathematics)
- d. Fine arts, foreign language, and philosophy

Since the academic major on the UCI campus will normally fulfill one of the four areas above and the UCI breadth requirement applies to the others, meeting the four requirements is possible if planned early in the student's career.

### UCI-Recommended Multiple Subject Program

Summer		Fall		Winter		Spring		Summer	
Ed 103	(4)	Ed 105A	(4)	Ed 105LA	(2)	Ed 300D-E-F	(12)	Ed 104E	(4)
Ed 108	(4)	Ed 110B	(4)	Ed 110A	(4)	Ed 360	(3)	Ed 104D	(4)
Ed 109	(4)	Ed 173	(4)	Ed 174	(1)	Ed 191L	(1.5)	Ed 162	(4)
Ed 118	(4)	Ed 300A	(4)	Ed 300B-C	(8)			Ed 380	(4)
Quarter Units 16		16		15		16.5		16	



## Fifth-Year Requirement

The UCI Teacher Education program defines the fifth year as 45 quarter units of upper-division work taken after the bachelor's degree is granted, or postbaccalaureate-level work. In each instance the fifth year will consist of a program, individually determined and based upon the assessed needs of the student, and where applicable (for example, in the Intern Program), by the hiring school district.

Regardless of courses completed prior to the bachelor's degree, students must complete a fifth year to obtain a clear teaching credential. In addition to the approved program listed above for the Multiple or Single Subject Instruction Credentials, the fifth year must include the following:

1. Completion of 45 quarter units
2. Completion of the following courses:
  - a. Education 162, Psychology and Education of the Exceptional Child
  - b. Education 360, Synthesis of the Professional Commitment
  - c. Education 380, Health Education for Teachers

## Provision for a Student Teaching Experience

Student teaching is defined as a full-day, five-day-per-week assignment, for 18 weeks (or its equivalent) in the appropriate classroom training environment. Regular seminars are held as part of the total student teaching program. Evaluation is based on performance, excellence in instruction, and professional maturity, factors which are assessed by the resident teacher, the University supervisor, and the candidate.

If competence has been demonstrated by the conclusion of the student teaching program and all other requirements are met, the student qualifies for recommendation for credential certification by UCI.

Multiple Subject Instruction candidates are assigned to teach in grades K-8. The assignment is split to include two levels within this range. Student teaching for Multiple Subject candidates consists of assignments with increasing levels of responsibility in each of three quarters.

Single Subject Instruction candidates are assigned in grades 7-12. This assignment may be split to include two levels within this range.

The student teaching situation requires the student to be in the school the full day for a full semester (or its equivalent), the same as is required of the regular teacher; student teaching experience includes faculty meetings, parent conferences, and sponsorship of events.

It is a joint responsibility of UCI and the school districts to guarantee that each student will have student teaching experience in a multi- or cross-cultural situation.

Clearances for student teaching are processed by the Office of Teacher Education and are contingent upon the certificate of clearance, a current health clearance, and academic preparation clearances. A student must apply for a student teaching assignment the quarter before student teaching. Students are to consult the Office of Teacher Education for appropriate information.

## Preliminary, Clear, and Life Credentials

Multiple and Single Subject Credentials are of three types:

**The Preliminary Credential.** The Preliminary Credential is awarded by the State upon completion of the baccalaureate, the professional education sequence, a course in the teaching



of reading, student teaching, completion of the Applied Technology in Education requirements, a course or examination covering the U.S. Constitution, a passing score on the California Basic Educational Skills Test, and where necessary, by passing the National Teachers Examination as required by the Ryan Act.

Under the present program, a student can be authorized to teach in California prior to the completion of the fifth year. However, the fifth year must be completed within five years after the preliminary credential is issued.

**The Clear Credential.** The Clear Credential cannot be awarded by the State until the completion of (a) a baccalaureate degree, (b) an approved program, and (c) a fifth year.

**The Life Credential.** The Life Credential is no longer awarded in California. Clear Credential holders will be required to meet professional growth requirements as a condition for renewing the Clear Credential.

## Courses

**100A Educational Strategies for Tutoring and Teacher Aiding (4) F.** On-the-job training as a public school tutor or teacher assistant. Cognitive learning with the bilingual and bicultural child, including teaching strategies. Pass/Not Pass only.

**100B Field Work with Bilingual and Bicultural Children (4) W.** Emphasizes field experience in the public schools. Involves developing teaching strategies, stating and implementing objectives, evaluation, and procedures. Opportunities exist to work with the bilingual and bicultural child. Pass/Not Pass only.



**100C Cross-Age Helping Techniques (4) S.** Develops instructional strategies and resources which can be used in effective cross-age and cross-cultural tutoring. Pass/Not Pass only.

**101 Secondary School Curriculum and Organization (4) F, Summer.** Historical and current practices in curriculum concepts and procedures.

**102 Methods of Teaching in the Secondary School (4) Summer.** All sections of 102 are normally completed in the fifth year. Scope and sequence in the instructional program in general and in the student's major. Observing and participating in the secondary classroom required. Includes extensive study in educational media: films, filmstrips, overhead presentations, television, the computer, and other educational technology. Course is to be taken immediately prior to supervised teaching.

**102A Methods of Teaching Foreign Languages in the Secondary Schools (4) F, W.** Prerequisites: senior standing as a foreign language major and some training in linguistics, or consent of instructor.

**102B Methods of Teaching History and the Social Sciences in the Secondary Schools (4) F, W, S.** Methods and teaching strategies used in developing instructional programs in social science.

**102C Methods of Teaching English in the Secondary Schools (4) F, W.** Scope, sequence, and methods in teaching English and related areas in secondary schools of California. Includes articulation problems in English programs; methods and strategies for teaching writing, literature, and speech.

**102D Methods of Teaching Music in the Secondary Schools (4) F.** Basic concepts of music education. Teaching strategies for performance-oriented curriculum and humanities approaches.

**102E Methods of Teaching Art in the Secondary Schools (4) F, W.** Teaching strategies in the high school arts and crafts programs. Skills appropriate to the high school student.

**102F Methods of Teaching Mathematics in the Secondary Schools (4) F, W.** Teaching strategies in high school mathematics programs. Emphasis on new mathematics.

**102G Methods of Teaching Science (4) F, W.** Teaching strategies in high school physical and biological science programs. Emphasis on the inquiry approaches to science.

**102H Methods of Teaching the Bilingual Child (4) Summer.** Individual development of potentialities of the bilingual child. Appropriate teaching strategies; examination of resources and materials, particularly from content areas, applicable to the teaching of the bilingual child.

**103A-B-C Mathematics for Elementary Education (4-4-4) F, W, S, Summer.** These courses meet certification requirements for the Fisher teaching credential in the State of California.

**104C Curriculum and Methods in the Elementary School: Foreign Language (4) F, W.** Audio-lingual method of teaching foreign languages at the elementary level. Examination and development of materials; evaluation; articulation with secondary schools.

**104E Methods of Teaching Art in the Elementary Schools (4) F, W, S, Summer.** Theory and understanding of teaching strategies in elementary school arts and crafts programs. Work on developing skills appropriate for use in the elementary classroom.

**104H Methods of Teaching English as a Second Language (4) Summer.** Understanding of the building blocks of English and Spanish, including psychological phenomena brought into play when the second language is encountered.

**105A Curriculum and Methods in the Elementary School: Reading (4) F, W, S, Summer.** Instructional programs in reading; participation in schools. Includes the study of phonics, as well as the various methods of teaching reading.

**105LA Curriculum and Methods in Reading Laboratory, Elementary (2) F, W, S, Summer.** Laboratory program in the public schools taken concurrently with Education 105A. Working in reading laboratories and classroom situations, putting into immediate practice the processes learned in Education 105A. Laboratory work includes a bicultural experience.

**105B Reading in the Secondary Schools (4) F, W, S, Summer.** Reading in the content areas. Attention to remediation in areas of word attack skills, comprehension, content clues, and decoding.

**105LB Curriculum and Methods in Reading Laboratory, Secondary (2) F, W, S, Summer.** Laboratory program in the public schools taken concurrently with Education 105B. Working in reading laboratories and classroom situations, putting into immediate practice the processes learned in Education 105B. Laboratory work includes a bicultural experience.

**106A Education of the Preschool Child (4) F.** Theoretical and practical analyses of schooling the preschool child. Curriculum development, teaching strategies, review of principal concepts and research concerning processes of learning; critical, productive, and creative thinking.

**106B Administration and Supervision of ECE Programs (4) W.** Designing and directing Early Childhood Education programs. Methods and techniques of management within differing ECE programs. Proposals, curriculum development, policies and procedures, budget planning, and legal responsibilities.

**106C Curriculum and Methods in Elementary Education: Early Childhood Education (4) S.** Diagnostic and prescriptive teaching, competency-based learning, continuous flow curriculum, continuous progress, inquiry teaching, parent and aide implementation, individualization, assessment and evaluation, and multicultural planning.

**106E Child Development I: Infancy and Early Childhood (4) F, Summer.** Research, theory, current controversies, trends, and techniques for study of the child and the family unit within the community setting.

**106F Child Development II: Middle and Late Childhood; Pre-adolescent Development (4) W, Summer.** Emphasis on the family and community setting. Theory, current research, and techniques for working with this age group.

**106G Child Development III: Adolescence and Early Adulthood (4) S, Summer.** Selected topics in individual and social behavior of the adolescent and early adult. Research, current studies, and theories applicable.

**106H-I-J Practicum in Early Childhood Education (4-4-4) F, W, S, Summer.** Supervised school laboratory experience in schools serving young children. Directed teaching in child development laboratories, nursery schools, day care schools, and similar approved facilities.

**107 Children's Literature (4) W, Summer.** History of all types of children's literature, major authors, and illustrators. Includes methods for promoting children's interest in literature and the effect of differential sociocultural backgrounds on children's motivation.

**108 Computers in Education (4) W.** A course which prepares prospective and experienced teachers to use existing courseware (educational software). Students also learn to operate and use microcomputers, and to use and develop classroom management systems.

**109 Science and Society (4) W, Summer.** Introduces elementary teachers to the world of science, conveying a sense of curiosity, excitement, and discovery. Lectures and nontechnical reading provide basic understanding of environmental/human biology and earth/planetary/physical sciences, with emphasis on the theme, science, and society. Recommended as a prerequisite to Education 110B.

**110A-B Strategies for the Development of Communication and Thinking Skills for the Elementary Child (4-4) 110A (F, W, S, Summer), 110B (F, W, S, Summer).** 110A Models of teaching of inquiry (social science), spelling, creative writing, language arts, music, art, and drama. 110B Methods and demonstrations in the teaching of science, mathematics, and physical education. Emphasis in each part on entry skills for the beginning teacher. Students will be able to demonstrate operational success in five teaching areas.

**111 Art and Crafts for Teachers (4) W, Summer.** Objectives and procedures for teaching visual arts in elementary and secondary schools; includes experiences with art projects appropriate for child development, with emphasis on two- and three-dimensional products.

**112A Approaches to Teaching Drawing in the Secondary Schools: A Workshop (4) F.** Emphasis on drawing techniques, drawing tools and materials, interrelationships of subject matter, techniques, and content; includes teaching strategies.

**112B Nontraditional Approaches to Art in the Secondary Schools: A Workshop (4) W.** Secondary school art workshop. Plans for non-traditional art experiences for high school students, implementing those plans in a high school, and evaluating the outcome.

**112C Approaches to Teaching Design in Secondary Schools: A Workshop (4) S.** Design elements, principles, and their relationships to tools, materials, and techniques. Includes teaching strategies.

**115A-B Reading in the Curriculum: Advanced (4-4) Summer.**

Tutorial and laboratory-oriented program aimed to prepare teachers for the Miller-Unruh Reading Specialist examinations and for advanced work for other students.

**118 Writing and Critical Thinking (4) W, Summer.** Introduces teachers to the concept of writing as a process. Practice in prewriting, precomposing, writing, sharing, revising, editing, and evaluation in the four domains of writing: sensory/descriptive, imaginative/narrative, practical/informative, and analytical/expository. Special emphasis on fostering critical thinking skills through writing. Lecture, demonstration, small group interaction and individualized instruction. (Presented by teacher/consultants from the UCI Writing Project.) Recommended as a prerequisite to Education 110A.

**140A Bilingual/Cross-Cultural—Multiple Subject (4) F.** Methods and materials for elementary bilingual classrooms; selection and use of children's literature, games, songs, and folklore; cross-cultural techniques in subject matter presentation; field experience required. Taught bilingually. Same as Spanish 100A.

**140B Bilingual/Cross-Cultural—Single Subject (4) W.** Oral and written interference between Spanish and English; various methods of presentation, e.g., the cognitive, audio-lingual, and traditional approaches. Field experience required. Taught bilingually. Same as Spanish 100B.

**140C ESL for Teachers of Spanish-Speakers (4) S.** Methods and materials for teaching English to speakers of Spanish. Techniques for teaching English to different age groups from varied backgrounds; field experience required.

**155 Developmental and Learning Disabilities: Genetic, Ethical, and Legal Issues (4) S, Summer.** This course covers patterns of inheritance and genetic issues. It will include the ethics of working with persons with disabilities, the normalization of the disabled, developmental assessment, and ages 0-6 parent/child relationships.

**157 Survey of Physical Disabilities (4) F, Summer.** Physically pathological conditions in pupils and their educational implications. Physical, intellectual, social, and emotional characteristics of exceptional pupils; learning disabilities in relation to genetic, physiological, psychological, and social conditions.

**158 Educational Implications and Methods for the Physically Handicapped (4) W, Summer.** Educational methods and materials to meet the needs of pupils with limitations resulting from physical handicaps. Competency in assessment of physical, intellectual, social, and emotional characteristics of exceptional pupils; utilization of systematic observation, academic assessment, clinical teaching.

**159 Communication Sciences with the Physically Handicapped (4) S, Summer.** Language acquisition and development for the physically handicapped, fundamentals of braille, signing, and communication boards.

**160 Learning Disabilities: Medical and Biological Dimensions (4) F, Summer.** Analysis of research regarding the exceptional child, including commonalities and differences: physical and psychiatric aspects of mental retardation; instructional modifications based on the factors.

**161 Learning Disabilities in the Schools (4) F, W, S, Summer.** Definition and nature of learning disabilities, means of recognition, diagnosis, and remediation of learning disabilities.

**162 Psychology and Education of the Exceptional Child (4) F, W, S, Summer.** Nature, degree, and incidence of conditions which differentiate children deviating from normal physical, neurological, mental, and psychological patterns. Emphasis on State laws in relation to identification and education of exceptional children. Development and effective use of individualized processes and strategies.

**163 Educational Planning for the Exceptional Child (4) W, Summer.** Organization of classes for exceptional children including resources and mainstreaming. Emphasis on dynamics of pupil-teacher, teacher-parent, and pupil-pupil relationships. Ethical practices in communication to others about individual pupils.

**164A Diagnosis and Prescription for the Learning Handicapped (4) W, Summer.** Diagnosis of learning problems and remedial procedures; individualized prescriptive learning activities; analysis and evaluation of all program elements. Current issues and trends, and use of research findings in program implementation.

**164B Advanced Assessment and Diagnostic Techniques (4) F.** Assessment and diagnostic techniques used to implement California's Master Plan. Includes diagnostic/prescriptive practices, observation, record keeping, text evaluation, ability to assess teacher behavior on the learner, and interaction with a variety of classroom management systems. Includes 10 hours of field experience.

**165 Educational and Vocational Implications of the Learning Handicapped (4) S, Summer.** Educational, social, economic, and vocational implications of mental retardation and physical handicaps; current programs, services, and legal aspects; counseling exceptional pupils and their parents.

**166 Educational Implications of Behavior Disorders (4) Summer.** Remediation with behavior disorders of pupils. Emphasis on individual and classroom strategies including behavior modification. Motivational and attitudinal differences including but not limited to self-control, anxiety, and general attitudes toward learning.

**167 Education of the Trainable Mentally Retarded and the Severely Multiple Handicapped (4).** Application of developmental and learning characteristics of the trainable mentally retarded and the multiple handicapped to educational curriculum, total communication skills, planning, and materials.

**168 Severely Emotionally Disturbed and Autistic Pupils in the Schools (4).** Programming for severely emotionally disturbed and autistic pupils including diagnosing individual needs, prescribing learning activities, preparing and organizing materials, and evaluating outcomes. Systematic observation, assessment, and clinical teaching.

**169 Educational and Vocational Implications of Being Severely Handicapped (4) Summer.** Educational, social, economic, and vocational problems of the severely handicapped; current programs, services, and legal aspects; counseling of severely handicapped students and their parents.

**170 History of Education (4) Summer.** Educational experiences in this country with special reference to educational issues and problems.

**172 Sociological Foundations of Education (4) Summer.** Influence of social structure in schools, school systems; American cultural values and their influence on education; emphasis on problems of ethnically and culturally different students in schools.

**173 Learning Theory and Classroom Practices (4) F, W, S, Summer.** Includes learning theories, motivation, alternate management systems for learning environments, teaching behaviors, diagnosis, prescriptions, instruction treatment, evaluation, interpersonal relations, motivational skills. Letter grade only.

**174 Learning Theory and Classroom Practices Laboratory (1) F, W, S, Summer.** Laboratory course concurrent with Education 173. Takes place in a community setting of a bicultural nature.

**175 Foundations of Education (4) W, Summer.** Historical, sociological, philosophical, and psychological aspects of education, including learning theories. Letter grade only.

**179 Advanced Composition for Teachers (4) Summer.** Principles of formal composition and problems of teaching it. Selecting handbooks and ancillary reading, marking papers, making assignments, and conducting workshops and tutorials. Same as English WR 179.

**180 Special Topics: Curriculum and Methods (4) F, W, S, Summer.** Advanced course tutorial in nature. Assumes the student has already completed some phase of curriculum work, either elementary or secondary.

**181 Advanced Curriculum Design and Management in Public Schools (4) F, W, S, Summer.** Advanced course. Basis for making public school curriculum decisions; theories, principles, and backgrounds of operational techniques for public school curriculum planning; strategies and development of educational programs in general.

**182 Health and Wellness (3) F, W, S.** Personal health and wellness, highlighting nutrition, diet, eating disorders, fitness, cardiovascular health, cancer, common illness, sexually transmitted disease, birth control, and stress. Cardiopulmonary resuscitation or first aid is required.

**182J Health Education Counseling: Advanced (3) F.** Provides training by health care professionals. Topics include birth control, sexually transmitted disease, stress, common illness, cancer, heart disease, nutrition, conditioning, first aid, cardiopulmonary resuscitation (CPR), and workshop presentations. CPR and first aid are required. Prerequisites: must have been selected a Peer Health Advisor the previous spring; consent of instructor.

**182K Practicum in Health Education Counseling: Advanced (3) W.** Advanced laboratory and seminar class sessions meeting weekly on health education and preventive health care. Health education workshops presented to campus living groups, clubs, and organizations on relevant health concerns of students. Prerequisites: Education 187J. Open only to Peer Health Advisors.

**182L Practicum in Health Education Counseling: Advanced (3) S.** Advanced laboratory field experience in presenting health education workshops to student groups. Participation in weekly seminars on current issues in health education and preventive health care. Prerequisites: Education 182J, 182K. Open only to Peer Health Advisors.

**183 Elementary Curriculum K-8 (4) F, W, S, Summer.** Content, articulation, and expected competencies in the elementary school. The State frameworks, public school curriculum, theories, principles, and background for operational techniques for public school curriculum planning and development are studied.

**184A Directed Field Experiences (4) S, Summer.** Required for admission to the Teacher Intern Program. Assignment in public schools, working with children of varied ethnic and racial backgrounds, noting education as a bridge between cultures.

**184B Directed Field Experience with Exceptional Children (4) F, W, S, Summer.** Observation and participation plus laboratory activities in on-site school situations, encompassing a variety of experiences with varied types of exceptional students and students with differing racial and ethnic backgrounds.

**185 The Sociology of Urban Education (4) F, W, S, Summer.** Emerging issues including diversification, racial balance, equity education, White flight, community control, the city-suburban connection, involvement of the disadvantaged in decision making, biological differences, and race-related behavior.

**186A Staff Development and Inservice Practices (4) Summer.** Addresses process as well as content for planning staff development programs. Training in specific communication and instructional skills. Opportunities to design, implement, and evaluate inservice programs. Includes 10 hours of field experience.

**186B Administrative, Legal, and Systems Change Analysis and the Resource Specialist (4) Summer.** Develops dynamics of relationship between the Resource Specialist and changes in educational systems. Macro view of the Resource Specialist in group process, administrative decision making, community relations, leadership skills, organizational theory, interpersonal communication skills, all in the framework of legal mandates. Includes 10 hours of field experience.

**187 The Psychology of Individualized Instruction (2-4) F, W, S.** Effectiveness of tutors/teachers in their interaction with undergraduate students in the one-to-one and group/class setting. Emphasis on techniques for the facilitation of independent learning by students. Various techniques of diagnosis and delivery. Pass/Not Pass only.

**188 Health Science Experience (1-4) F, W, S.** Students serve in a health care facility on campus or off after being screened and accepted by instructor; trained to provide assistance to medical staff; medical skills and knowledge acquired; completion of cardiopulmonary resuscitation or first aid is required. Prerequisite: consent of instructor after interview and screening. Pass/Not Pass only.

**189 Counseling Theory and Procedure: Organization and Services (4) Summer.** Function of counseling; role of the counselor; operation of pupil personnel services; testing, measurement; and use of test data; parent conferences and career counseling.

**191 Experimentation in Media of Communication and Instruction (4) F, W, S, Summer.** Media resources, techniques, and new teaching strategies in students' respective fields. Includes printed materials, audio and visual materials, programmed materials, educational technology, and organized systems of learning.

**191L Applied Technology in Education (1.5) F, W, S, Summer.** Overview of the use of media technology and computers in the classroom; includes procedures for using modern technology to maximize student learning and achievement; demonstrations and practice using film and overhead projectors, interactive television, various print/copy machines, and microprocessors. Prerequisite: consent of instructor. Pass/Not Pass only.

**197 Individually Arranged Field Study (4) F, W, S, Summer.** Planned program for students with sufficient background to undertake the field study under direction of a faculty member who has competence in the area.

**198 Directed Course Study on Special Topics (4) F, W, S, Summer.** Program of laboratory experiences in the public schools set up and conducted for persons in advanced levels of teacher preparation.

**199 Individual Study (1-4 per quarter) F, W, S, Summer.** Intensified advanced study in areas in which a student has considerable background, under the direction of a faculty member who has competence in the area.

**300A-B-C-D-E-F Supervised Teaching in the Elementary School: Multiple Subject Instruction Credential (4-4-4-4-4) F, W, S, Summer.** Full-time student teaching assignment for a semester's duration. Graded "IP." Prerequisite: Professional Program in Education.

**303 Science in Elementary and Junior High Schools (4) Summer.** Provides content, methods, and materials to revitalize elementary and junior high school science programs. Includes demonstrations and practice using variety of methods; analysis of barriers to teaching science; techniques to overcome fear of science; application of research on learning, instruction, and achievement.

**304 Mathematics for Junior High School Teachers (4) Summer.** Provides content and methods to revitalize junior high school mathematics programs. Includes demonstrations and practice using a variety of methods and materials; analysis of learning difficulties in mathematics; strategies to overcome fear of math; application of research on learning, instruction, and achievement.

**310A-B-C-D-E-F Intern Teaching in the Elementary School: Multiple Subject Instruction Credential (4-4-4-4-4) F, W, S.** Must be a contract intern with a school district and must be enrolled as a post-baccalaureate student at the University. Graded "IP." Prerequisite: Professional Program in Education.

**320A-B-C-D-E-F Supervised Teaching in the Secondary School: Single Subject Instruction Credential (4-4-4-4-4) F, W, S, Summer.** Full-time student teaching assignment for a semester's duration. Graded "IP." Prerequisite: Professional Program in Education.

**330A-B-C-D-E-F Intern Teaching in the Secondary School: Single Subject Instruction Credential (4-4-4-4-4) F, W, S.** Must be a contract teacher with a school district and enrolled as a postbaccalaureate student at the University. Graded "IP." Prerequisite: Professional Program in Education.

**341A-B-C Supervised Counseling Experience (4-4-4) F, W, S, Summer.** Application of counseling techniques, both individual and group, through supervised field experience under observation. Supervision and weekly seminar. 180 clock hours required. Prerequisite: core counseling courses (Social Ecology/Education).

**342A-B-C Supervised Field Experience: Learning Handicapped (4-4-4) F, W, S, Summer.** Full-time student teaching assignment for a quarter's duration in appropriate special education setting. Includes weekly seminar.

**343A-B-C Supervised Field Experience: Physically Handicapped (4-4-4) F, W, S, Summer.** Full-time student teaching assignment for a quarter's duration in appropriate program with physically handicapped students. Includes weekly seminar.

**344A-B-C Supervised Field Experience: Severely Handicapped (4-4-4) F, W, S, Summer.** Full-time student teaching assignment for a quarter's duration in appropriate program with severely handicapped students. Includes weekly seminar.

**345A-B-C-D-E-F Field Experience Practicum: Learning Handicapped (4-4-4-4-4-4) F, W, S.** Field experience as part of special education intern program. Prerequisite: must be admitted to Special Education Intern Program.

**346A-B-C-D-E-F Field Experience Practicum: Physically Handicapped (4-4-4-4-4-4) F, W, S.** Field experience as part of special education intern program. Prerequisite: must be admitted to Special Education Intern Program.

**347A-B-C-D-E-F Field Experience Practicum: Severely Handicapped (4-4-4-4-4-4) F, W, S.** Field experience as part of special education intern program. Prerequisite: must be admitted to Special Education Intern Program.

**350 Supervision of Classroom Teaching (4) Summer.** Lecture-laboratory. Role of the supervisor in advancing teacher skills in guidance of the classroom learning process; skills in supervision. Prerequisite: admission to Administrative Services Credential Program.

**351 Consultation, Coordination, and Collaboration Skills for the Resource Specialist (4) S.** Development of consultative strategies and services, assessment techniques, problem-solving skills; correlation of curriculum, materials, and schedules; activities of special education and the regular classroom, develop ability to work with school assessment team processes. Includes 10 hours of field experience. Must have basic teaching credential and Special Education credential and have taught for a minimum of two years.

**353 Techniques of Personnel Administration (4) S, Summer.** Theories, principles, policies; and practices relative to personnel management, including current research, affirmative action, professional negotiations, conflict resolution, working conditions, employment contracts, recruitment, selection, assignment, reduction in force, dismissal, supervision, and evaluation. Prerequisite: admission to Administrative Services Credential program and completion of 36 postbaccalaureate units and teaching credentials. Students who have credit for Education 195 may not receive additional credit for this course.

**354 Governance of Public Schools (4) F, Summer.** Political, social, and economic forces affecting public school systems. Concepts of authority, power, and influence. Federal, State, and County mandates and policies, funding requirements, court decisions and other influences, including school boards, administrators, unions, professional organizations and pressure groups. Prerequisite: admission to Administrative Services Credential program and completion of 36 postbaccalaureate units and teaching credentials. Students who have credit for Education 193 may not receive additional credit for this course.

**355 School Management in a Community Setting (4) W, Summer.** School management, problem solving, decision making. Role of staff, community (including minorities) in assessing needs, establishing and implementing goals. Management of support systems, internal and external communications. Application of information technology. Conflict resolution, stress management, school site councils, community relations. Prerequisite: admission to Administrative Services Credential program and completion of 36 postbaccalaureate units and teaching credentials. Students who have credit for Education 196 may not receive additional credit for this course.

**360 Synthesis of the Professional Commitment (3) S, Summer.** Responsibilities, rights, processes, professional ethics, and commitments of the teaching profession. Includes professional associations, legal rights and responsibilities of teachers, and laws and court cases relative to teaching.

**370A-B-C Supervised Teaching in Bilingual Education, Elementary (4-4-4) F, W, S.** Full-time student teaching assignment for a quarter's duration (or equivalent). Prerequisites: Education 300A-B-C; postbaccalaureate students only.

**370D-E-F Supervised Teaching in Bilingual Education, Secondary (4-4-4) F, W, S.** Full-time student teaching assignment for a quarter's duration (or equivalent). Prerequisites: Education 320A-B-C; postbaccalaureate students only.

ter's duration (or equivalent). Prerequisites: Education 320A-B-C; postbaccalaureate students only.

**380 Health Education for Teachers (4) W, Summer.** State requirements for teachers in area of health education, including drug use and misuse.

**390 Curriculum Design and Management in Public Schools (4) F, W, S, Summer.** Historical and contemporary principles for curriculum development. Basis for making curriculum decision; theories, principles, and operational techniques for curriculum planning. Human growth and development. Strategies and development of educational programs, including mandated programs, multicultural and socioeconomic considerations, evaluation, and staff development.

**391 Educational Leadership (4) S, Summer.** Theories of leadership, organizational behavior, communications, and shared decision making. Requirements for success in planning, managing, developing, and evaluating educational programs. Role of the leader in group contexts. Development of a positive school climate. Prerequisite: admission to Administrative Services Credential program and completion of 36 postbaccalaureate units and teaching credentials.

**392 Accountability and Finance in Public Education (4) S, Summer.** Economics, politics, and principles of school finance. Historical development, legal requirements, current issues. Sources and basis of revenue. Financial planning, budgeting, expenditure programs, purchasing, maintenance and operations, contracts, district and site level funding. Other functions associated with business management. Prerequisite: admission to Administrative Services Credential program and completion of 36 postbaccalaureate units and teaching credentials.

**394 Guidance Services for Facilitating Human Development (4) Summer.** Applying knowledge of human behavior; theories of learning and development; current available remedial and developmental techniques; special programs; counseling techniques; ethical principles of the profession. Same as Social Ecology 206.

**395 Counseling Skills for Facilitating Human Development (4), Summer.** Develop understanding of individual differences; development of individual potential and competencies through knowledge of and ability to apply acceptable individual and group counseling techniques to promote positive attitudes toward self and others. Same as Social Ecology 207.

**396 Assessment Techniques (4) Summer.** Develops ability to give and interpret standardized group and individual assessment techniques. Theories and techniques to understand affective, cognitive, and behavioral characteristics of both typical and atypical children. Same as Social Ecology 208.

**397A-B-C Supervised and Administrative Field Work (4-4-4) F, W, S.** A field experience in administration or supervision in the public school. The school district, student, and UCI jointly plan the work experience, its supervision, and accompanying academic work. Prerequisite: two years of teaching experience.

**398 Career Development (4) Summer.** Occupational and career education trends, information, and theories. Approaches of theories to definition of the client's problem, techniques, and desired outcomes. Measurement instruments and computer-based approaches.

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- Jack H. Sills, M.D. Northwestern University, *Assistant Adjunct Professor of Pediatrics*
- Gregory E. Simmons, M.D. University of Mississippi, *Assistant Adjunct Professor of Pathology*
- Henry Simpkins, M.D. University of Miami Medical School, Ph.D. King's College (England), *Professor of Pathology, Biological Chemistry, Obstetrics and Gynecology, and Community and Environmental Medicine*
- Jack Sklansky, Eng. Sc.D. Columbia University, *Professor of Engineering, Radiological Sciences, and Information and Computer Science*
- W. Ronald Skowsky, M.D. Albany Medical College, *Associate Professor of Medicine (Endocrinology) in Residence*
- Lewis M. Slater, M.D. University of Vermont Medical School, *Associate Professor of Medicine (Hematology) and Pathology*
- Moyra Smith, M.D. University of Pretoria (South Africa), Ph.D. University College, London, *Associate Professor of Pediatrics, Microbiology and Molecular Genetics, and Biological Chemistry*
- Michael F. Smolin, M.D. Temple University School of Medicine, *Assistant Professor of Radiological Sciences in Residence*
- Gerald S. Spear, M.D. The Johns Hopkins University, *Professor of Pathology*
- Donald R. Sperling, M.D. Yale School of Medicine, *Professor of Pediatrics and Radiological Sciences*
- Lawrence D. Sporty, M.D. State University of New York, Downstate, *Department Vice Chair and Senior Lecturer in Psychiatry and Human Behavior*
- Eric J. Stanbridge, Ph.D. Stanford University, *Professor of Microbiology and Molecular Genetics and Biological Sciences*
- Wendell M. Stanley, Jr., Ph.D. University of Wisconsin, *Associate Dean, School of Biological Sciences, and Associate Professor of Molecular Biology and Biochemistry and Biological Chemistry*
- Tom W. Staple, M.D. University of Illinois, *Adjunct Professor of Radiological Sciences*
- Arnold Starr, M.D. New York University School of Medicine, *Department Chair and Professor of Neurology, Psychiatry and Human Behavior, and Social Sciences*
- Justin J. Stein, M.D. Baylor College of Medicine, *Professor Emeritus of Radiological Sciences*
- Larry Stein, Ph.D. University of Iowa, *Department Chair and Professor of Pharmacology and Psychiatry and Human Behavior*
- Marsha K. Stein, Ph.D. University of Pennsylvania, *Assistant Adjunct Professor of Psychiatry and Human Behavior*
- Edward A. Stemmer, M.D. University of Chicago, *Chief of Thoracic Surgery and Professor of Surgery (Thoracic) in Residence*
- James H. Sterner, M.D. Harvard University, *Clinical Professor of Community and Environmental Medicine*
- Deborah C. Stewart, M.D. University of California, San Francisco, *Assistant Professor of Pediatrics in Residence*
- Sergio C. Stone, M.D. University of Chile, *Chief of Reproductive Endocrinology and Infertility, and Associate Professor of Obstetrics and Gynecology and Pathology*
- Victor V. Strelzow, M.D. University of Toronto, *Assistant Professor of Surgery*
- Donald B. Summers, M.D. Tulane University, *Associate Clinical Professor of Psychiatry and Human Behavior*
- James M. Swanson, Ph.D. Ohio State University, *Professor of Psychiatry and Human Behavior, Pediatrics, and Social Sciences in Residence*
- John E. Swett, Ph.D. University of California, Los Angeles, *Professor of Anatomy and Biological Sciences*
- Paul S. Sypherd, Ph.D. Yale University, *Department Chair and Professor of Microbiology and Molecular Genetics and Biological Sciences*
- Andrzej S. Tarnawski, M.D. University Medical School (Poland), *Associate Professor of Medicine in Residence*
- Sujata Tewari, Ph.D. McGill University (Canada), *Associate Professor of Psychiatry and Human Behavior in Residence*
- Robert Thompson, Ph.D. University of Texas, *Professor of Physical Medicine and Rehabilitation in Residence*
- William Benbow Thompson, Jr., M.D. University of Southern California, *Vice Chair, Chief of Gynecology, and Associate Professor of Obstetrics and Gynecology*
- Lauri D. Thrupp, M.D. University of Washington School of Medicine, *Professor of Medicine (Infectious Disease) and Pathology*
- Jeremiah G. Tilles, M.D. Harvard Medical School, *Chief of Infectious Disease, Department Chair and Professor of Medicine (Infectious Disease) and Professor of Microbiology and Molecular Genetics*
- Jerome S. Tobis, M.D. Chicago Medical School, *Professor of Physical Medicine and Rehabilitation and Community and Environmental Medicine*
- Jonathan M. Tobis, M.D. Albert Einstein College of Medicine, *Associate Professor of Medicine (Cardiology)*
- Kevin K. Tremper, M.D. University of California, Irvine, Ph.D. University of California, Berkeley, *Acting Department Chair and Associate Professor of Anesthesiology*
- Ivan M. Turpin, M.D. University of Utah, *Assistant Clinical Professor of Surgery*

- Thomas R. Ulich, M.D. University of California, Los Angeles, *Assistant Professor of Pathology*
- Stanley van den Noort, M.D. Harvard Medical School, *Professor of Neurology*
- Nosratollah D. Vaziri, M.D. Tehran University, Medical School (Iran), *Chief of Nephrology, Vice Chair and Professor of Medicine (Nephrology)*
- Halvor Vermund, M.D. University of Oslo (Norway), Ph.D. University of Minnesota, *Professor Emeritus of Radiological Sciences*
- Larry E. Vickery, Ph.D. University of California, Santa Barbara, *Associate Professor of Physiology and Biophysics, Biological Sciences, and Biological Chemistry*
- Feizal Waffarn, M.B., B.S. Madras Medical College (India), *Assistant Professor of Pediatrics in Residence*
- Howard B. Waitzkin, M.D., Ph.D. Harvard University, *Professor of Medicine and Social Sciences in Residence*
- Akio Wakabayashi, M.D. University of Tokyo Medical School (Japan), *Associate Professor of Surgery (General)*
- Ann P. Walker, M.A. University of California, Irvine, *Assistant Adjunct Professor of Pediatrics*
- Eric M. Wall, M.D. Catholic University of Louvain (Belgium); M.P.H. University of Washington, *Assistant Professor of Family Medicine*
- Roger N. Walsh, M.B., B.S., Ph.D. University of Queensland (Australia), *Associate Professor of Psychiatry and Human Behavior and Social Sciences*
- Harry Walter, Ph.D. Indiana University, *Professor of Physiology and Biophysics in Residence*
- Robert C. Warner, Ph.D. New York University, *Professor Emeritus of Biological Chemistry and Molecular Biology and Biochemistry*
- John J. Wasmuth, Ph.D. Purdue University, *Associate Professor of Biological Chemistry and Biological Sciences*
- Kenneth Waxman, M.D. University of Chicago, *Assistant Professor of Surgery*
- Paul Weathersbee, Ph.D. University of Illinois, *Assistant Adjunct Professor of Obstetrics and Gynecology*
- David W. Webb, M.D. Tufts University, *Assistant Adjunct Professor of Medicine*
- Michael A. Weber, M.D. Sydney University (Australia), *Professor of Medicine (Cardiology) in Residence*
- Carl R. Weinert, M.D. University of Pittsburgh School of Medicine, *Associate Clinical Professor of Surgery (Orthopedics)*
- Gerald Weinstein, M.D. University of Pennsylvania School of Medicine, *Acting Dean of the College of Medicine and Professor of Dermatology*
- Robert Weinstock, M.D. New York University Medical School, *Associate Clinical Professor of Psychiatry and Human Behavior and Medicine*
- Larry M. Weisenthal, M.D. University of Michigan, *Assistant Professor of Medicine (Hematology/Oncology) in Residence*
- Merrill N. Werblun, M.D. University of Pennsylvania, *Adjunct Professor of Family Medicine*
- Lawrence B. Werlin, M.D. Mount Sinai School of Medicine, *Assistant Professor of Obstetrics and Gynecology*
- Carol K. Whalen, Ph.D. University of California, Los Angeles, *Professor of Social Ecology and Psychiatry and Human Behavior*
- Gerald H. Whipple, M.D. University of California, San Francisco, *Professor Emeritus of Medicine (Cardiology)*
- Joseph L. White, Ph.D. Michigan State University, *Professor of Social Science and Psychiatry and Human Behavior*
- Stephen H. White, Ph.D. University of Washington, *Department Chair and Professor of Physiology and Biophysics and Biological Sciences*
- James L. Whittenberger, M.D. University of Chicago, *Interim Department Chair and Professor of Community and Environmental Medicine in Residence*
- William H. Wickett, Jr., M.D. University of Southern California, *Assistant Clinical Professor of Obstetrics and Gynecology*
- Alan G. Wile, M.D. University of Michigan, *Assistant Professor of Surgery (General)*
- James H. Williams, Jr., M.D. Harvard University, *Assistant Professor of Medicine (Pulmonary)*
- Archie F. Wilson, M.D. University of California, San Francisco, Ph.D. University of California, Los Angeles, *Chief of Pulmonary Disease and Professor of Medicine (Pulmonary), Physiology and Biophysics, and Biological Sciences*
- Richard H. Wilson, Ph.D. Northwestern University, *Associate Professor of Surgery in Residence*
- William J. Wilson, M.D. University of Missouri, *Adjunct Professor of Radiological Sciences*
- William J. Winchester, D.V.M. Kansas State University, *Director of Animal Resource Facility and Assistant Dean of Continuing Veterinary Medical Education, UCI-California College of Medicine, University of California, Davis*
- Robert L. Winer, M.D. Case Western Reserve University, *Associate Adjunct Professor of Medicine (Nephrology)*
- Janet Winikoff, M.D. Loyola University, *Assistant Clinical Professor of Medicine*
- Rodney M. Wishnow, M.D. Washington University School of Medicine, *Associate Professor of Medicine (Infectious Disease) and Microbiology and Molecular Genetics in Residence*
- Edward K. Wong, Jr., M.D. University of Southern California, *Acting Department Chair and Associate Professor of Ophthalmology*
- Carrie C. Worcester, M.D. University of Oregon, *Assistant Adjunct Professor of Pediatrics*
- Sing-Yung Wu, M.D. The Johns Hopkins University, Ph.D. University of Washington, *Assistant Professor of Radiological Sciences in Residence*
- Raymond B. Wuerker, M.D. The Johns Hopkins University, *Associate Professor of Pathology and Anatomy in Residence*
- Frederic A. Wyle, M.D. University of Pennsylvania Medical School, *Vice Chair, Department of Medicine and Adjunct Professor of Medicine (Infectious Diseases)*
- Albert Cheng-Te Yu, M.D. National Taiwan University, Ph.D. University of Pittsburgh, *Assistant Adjunct Professor of Radiological Sciences*
- Jen Yu, M.D. National Taiwan University, Ph.D. University of Pennsylvania, *Department Chair and Professor of Physical Medicine and Rehabilitation*
- Luke C. Yu, M.D. National Taiwan University, *Assistant Adjunct Professor of Pediatrics*
- Karin E. Zenk, Pharm.D. University of Southern California, *Assistant Adjunct Professor of Pediatrics*
- Mark I. Zetin, M.D. University of California, Irvine, *Assistant Professor of Psychiatry and Human Behavior in Residence*

The UCI-California College of Medicine (UCI-CCM) was founded as a private institution in 1896 and became part of the University of California in 1965. The College is dedicated to advancing the knowledge and practice of medicine for the benefit of society. This mission is being achieved through the accomplishment of the following complementary and synergistic objectives:

**Scholarly research** of the highest quality to further the understanding of human biology and the diagnosis, treatment, and prevention of disease.

**Education of physicians** who meet the highest standards of professional competence and achievement.

**Development of scholars** in the clinical and basic sciences who will assume leadership roles in medical practice, education, and research.

**Provision of high-quality medical care** to patients through the UCI Clinical Services System that will serve as a model of excellence.

**Dissemination of the results of advances** in medical research and practice.

## Facilities

Facilities on the Irvine campus provide space for teaching and research as well as offices for departmental administration. The basic sciences instructional programs are located in modern, well-equipped, medical sciences buildings. These units provide space for first- and second-year classes, lecture halls, offices and laboratories for various basic and clinical departments, and a student center. Other buildings house UCI-CCM's administration, laboratories, and the Biomedical Sciences Library.

In addition, faculty from the Departments of Pharmacology, Biological Chemistry, and Psychiatry and Human Behavior share laboratory space with corporate researchers in a building adjacent to the College that was recently completed by the Nelson Research and Development Company, a private pharmaceutical development research firm. A second University-industry cooperative project, under construction, is the Beckman Laser Institute and Medical Clinic, also adjacent to the College, which will house basic and medical treatment research on utilization of lasers.

Medical services offered by UCI-CCM are provided through the UCI Clinical Services System. This System is comprised of the UCI Medical Center (UCIMC) in Orange, one community clinic in Santa Ana, and another in Anaheim, and numerous affiliated hospitals and clinics located in Orange, Los Angeles, San Bernardino, and Kern Counties. It incorporates the talents and broad range of medical expertise of more than 400 full-time clinical faculty of the College as well as nearly 1,600 community physicians who serve as voluntary faculty.

The purpose of the UCI Clinical Services System is to serve the community while maintaining an environment of excellence in medical education and research. At the UCI Medical Center, the College offers students and residents a full range of clinical education and research activities, from primary care to the most technical subspecialties. The community clinics offer primary, continuity-of-care medicine, and the College's affiliated hospitals and clinics round out the educational program with opportunities for clinical training in specific specialties and exposure to a wide range of patient populations for more than 600 resident physicians and 360 medical students. Planning continues for the development of on-campus clinical facilities which are needed to meet the health care needs of Orange County and the educational and research requirements of the College.

As major providers of medical care, the institutions of the UCI Clinical Services System play a critical role in meeting the health care needs of Southern Los Angeles, Orange, Kern, and San Bernardino Counties. UCI-CCM has one of the largest training programs for primary care physicians in the United States, and its clinical programs in cancer, diabetes, heart disease, psychiatry, obstetrics, infectious disease, perinatology, and trauma are recognized across the country.

## UCI Medical Center

The University of California Irvine Medical Center (UCIMC), located in the City of Orange, is a 493-bed, comprehensive medical care center. It is the principal clinical facility of the College of Medicine operated by the University. The medical faculty of the College of Medicine, together with the medical resident-physician staff, provide the professional care at the Medical Center. Services provided include: medicine, surgery, obstetrics and gynecology, pediatrics, psychiatry, family medicine, dermatology, pathology, radiology, physical medicine and rehabilitation, ophthalmology, neurology, and anesthesiology. The Medical Center also has cardiac, pediatric, neonatal, res-

piratory, burn, and medical-surgical intensive care units, and more than 90 specialty outpatient clinics. The Medical Center is also the designated countywide Level I tertiary trauma referral center.

A six-level patient care unit, the Medical Center Tower, is part of a major redevelopment program that includes the renovation of existing buildings and the construction of new facilities; a new medical library opened at the Medical Center in spring 1984, and a Magnetic Resonance Imaging Center opened spring 1985. Construction is underway on the Diagnostic Services Module which will provide facilities for such services as cardiology, dermatology, and pulmonary function.

## UCI-Community Clinic of Orange County

The Community Clinic of Orange County (CCOC) is located in the City of Santa Ana and is the home of the Department of Family Medicine residency program. CCOC provides training for medical students in their primary care rotations and provides care for more than 14,000 outpatient visits annually.

## UCI-North Orange County Community Clinic

The North Orange County Community Clinic (NOCCC) is located in the City of Anaheim and provides training programs for resident physicians in primary care, general internal medicine and general and adolescent pediatrics. There are additional programs in gynecology, dermatology, and orthopedics. NOCCC provides training for medical students in their primary care, general pediatric, adolescent medicine, and geriatric medicine rotations and electives. The Clinic provides care for more than 14,400 outpatient visits annually.

## Affiliated Hospitals and Clinics

Additional major teaching and research programs of the UCI-California College of Medicine are conducted at the Veterans Administration Medical Center, Long Beach, and at Memorial Medical Center, Long Beach. Other academic programs are conducted in affiliation with Childrens Hospital of Orange County, San Bernardino County Medical Center, Fairview State Hospital, Kaiser Foundation Hospitals, Childrens Hospital of Los Angeles, Metropolitan State Hospital (a psychiatric hospital in Norwalk), St. Joseph Hospital, St. Jude Hospital and Rehabilitation Center, the United States Naval Regional Medical Center in Long Beach, The City of Hope Medical Center, Rancho Los Amigos Hospital, Beverly Hospital (Montebello), Capistrano by the Sea Hospital, Friendly Hills Medical Group (La Habra), the Kern Medical Center (Bakersfield), and the Clínica Sierra Vista in Lamont (Kern County).

## Admission to the M.D. Program

The UCI-California College of Medicine is a member of the American Medical Colleges Applications Service (AMCAS). All students who seek entrance to medical school must first apply to AMCAS. Requests for applications should be submitted directly to:

**The American Medical College Application Service**  
1776 Massachusetts Avenue, N.W., Suite 301  
Washington, D.C. 20036

Applications may be submitted between June 15 and November 15 of the year preceding anticipated admission. Students who wish to apply to UCI-CCM should designate it on their AMCAS application form, and AMCAS will forward the application to the College.

Each year, the College receives approximately 3,500 applications from AMCAS. From these, some 500 candidates are granted interviews, and 92 students are finally enrolled in the first-year class beginning each September.

Applications received by the College are reviewed by a 44-member Admissions Committee composed of faculty, medical students, and members of the local community.

Because the University of California is a State-assisted institution, preference is given to California residents. The UCI-California College of Medicine participates in the student exchange program of the Western Interstate Commission for Higher Education (WICHE). Under this program, qualified legal residents of certain Western states without medical schools (Alaska, Idaho, Montana, and Wyoming) are considered along with California residents. The states of origin reimburse the State of California for the educational costs of students who are accepted.

To be eligible for this program, students must apply to WICHE certifying officers in their own states. For addresses of certifying officers, write to the Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, Colorado 80302.

After initial screening, selected applicants are requested to submit additional materials which include letters of recommendation, a personal information form, two photographs, and a nonrefundable application fee of \$35. Additional information should not be submitted unless requested.

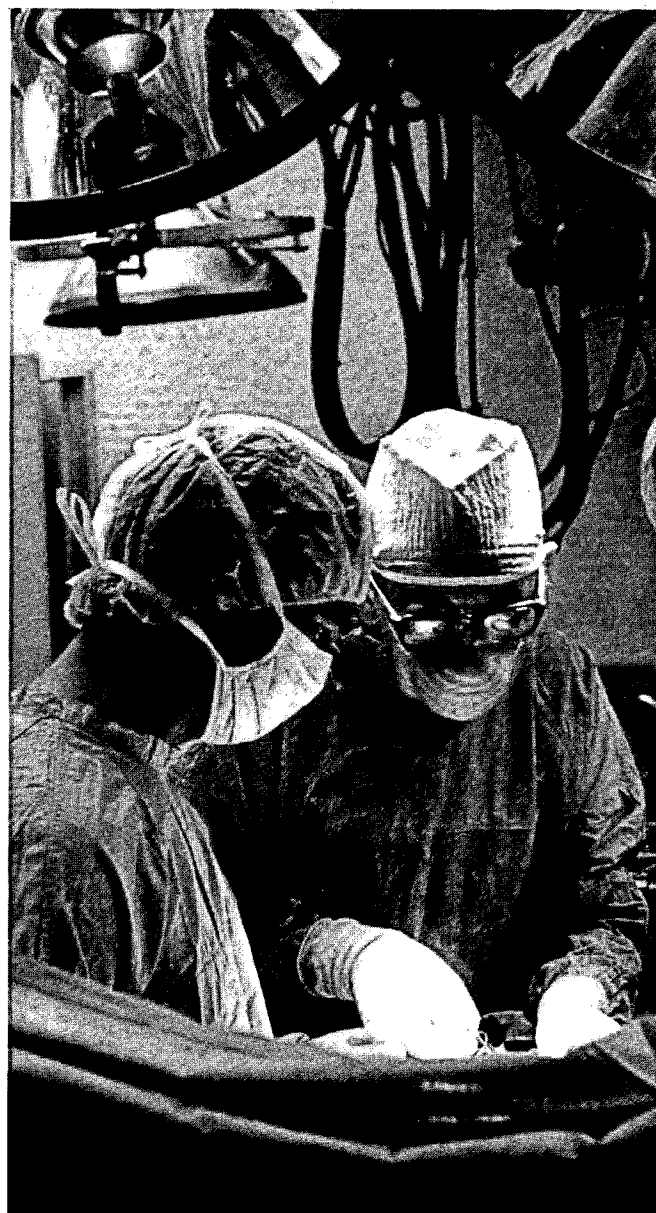
In addition to scholastic achievement, attributes deemed desirable in prospective students include participation in extracurricular activities (e.g., research experience and involvement in medically related activities) as well as indications of leadership ability. Through the personal information form and the letters of recommendation, the Admissions Committee looks for qualities considered valuable in a physician. These qualities include the intellectual and emotional capacity and integrity to provide comprehensive and continuing medical care, the ability to cope with disease and guide patients through the complex array of medical services, the commitment to remain sensitive to individual needs, and the dedication to strive for the advancement of the art, science, and practice of medicine long after obtaining a medical degree.

Applicants may expect to receive notification about their admission status from the College any time from October until the beginning of the following fall term. The Admissions Committee maintains a list of alternative candidates for possible acceptance should a vacancy occur before the end of the first week of classes. Accepted applicants must return a written statement of their acceptance of the College's offer within two weeks after receipt of the notice of acceptance. No advance deposit to hold a position in the class is required of applicants. Students who are accepted sign a Statement of Intent to Register, but (in keeping with the recommendations of the Association of American Medical Colleges) are free to withdraw prior to enrollment if their medical school or career choice changes.

## Requirements for Admission

First-year students may enter only in September of each year. Candidates for admission to the UCI-California College of Medicine must meet the following requirements:

1. Completion of a minimum of three full years of undergraduate work with a superior scholarship record. This work must total not less than 90 semester units or an equivalent number of quarter units that are acceptable for a bachelor's



degree credit in an accredited institution of higher education. Candidates for admission may submit community college credit only to the extent granted on transfer to a four-year college or university. For purposes of scholarship evaluation, letter or numerical grades are preferred for course work, particularly for the required subjects listed below. Final enrollment into the first-year class at UCI-CCM is contingent upon evidence of satisfactory completion of all requirements. Failure to meet requirements or falsification of information are grounds for rejection or dismissal.



2. Completion of the following college course requirements prior to matriculation:

	Semester Units	Quarter Units
One year of general chemistry ....	8	12
One year of organic chemistry ....	8	12
One year of physics .....	8	12
One and one-half years of ..... biology and/or zoology (Note: these must include one year of lower- division biology and/or zoology plus a half-year of upper-division courses excluding botany and biochemistry)	12	18
One quarter of college-level..... calculus	2.7	4

Premedical students are advised to take advantage of the intellectual maturation afforded by a well-rounded liberal arts education. The study of English, the humanities, and the social and behavioral sciences are considered particularly important. The following courses are also recommended but not required: genetics, vertebrate embryology, physical chemistry, and Spanish.

3. Candidates must attain satisfactory scores on the New Medical College Admission Test (MCAT). An officially certified test score must be received by the College's Admissions Office before the candidate's application can be considered. Inquiries regarding this test should be addressed to:

**The New Medical College Admissions Test**  
**The American College Testing Program**  
**P.O. Box 414**  
**Iowa City, Iowa 52240.**

The latest test score that can be accepted is the one given in the fall of the year preceding anticipated admission to UCI-CCM.

**Medical Student Advising Personnel**

*Basic Science Faculty Advisors*

Stuart M. Arfin, Professor of Biological Chemistry and Biological Sciences	D-251 MS I	856-6755
Kenneth M. Baldwin, Professor of Physiology and Biophysics and Biological Sciences	D-352 MS I	856-7192
Lyle C. Dearden, Professor of Anatomy, and Biological Sciences	167 MSR II	856-5931
Hoda Anton-Guirgis, Associate Professor of Community and Environmental Medicine	367 MSR II	856-7416
James E. Hall, Associate Professor of Physiology and Biophysics and Biological Sciences	D-337 MS I	856-6676
Kenneth H. Ibsen, Associate Professor of Biological Chemistry and Biological Sciences	D-250 MS I	856-6756
Ralph E. Purdy, Associate Professor of Pharmacology	350C MSR II	856-7433
John J. Wasmuth, Associate Professor of Biological Chemistry and Biological Sciences	C-228 MS I	856-6792

*Clinical Faculty Advisors*

To be assigned during the third and fourth years of medical school.

*Student and Curricular Affairs Advisors*

Associate Dean	125 MSR I	856-6198
Assistant Dean, Clinical Affairs	Bldg. 53 Rm. 22A UCIMC	634-5176
Ricardo Valdez, Assistant Dean	125 MSR I	856-6196
Laurel Bartenstein, Director Curricular Affairs	E-120 MS I	856-6138
Christine Hall, Counseling Psychologist and Director of Student Development	E-120 MS I	856-6138
Beverly Kam, Counselor, VA Medical Center, Long Beach	G2 Bldg. VAMCLB	(213) 498-6889 ext. 2887
Eileen Muñoz, Coordinator, Summer Programs	125 MSR I	856-6196
Elizabeth Parker, Director Office of Admissions	E-112 MS I	856-5388
James Sandoval, Assistant Director, Financial Aid Coordinator	125 MSR I	856-6476
Penny Utley, Student Affairs Officer, UCIMC	Bldg. 22A UCIMC	634-5176
Harvey Williams, Recruitment and Admissions Counselor	E-112 MS I	856-5388

**M.D./Ph.D. Program**

Exceptionally well-qualified students interested in careers in academic medicine may be admitted to the M.D./Ph.D. Program. Students in this program pursue a combined curriculum leading to an M.D. degree from the College of Medicine and a Ph.D. degree from the School of Biological Sciences. A minimum of six years is required to complete the Program. Students holding either degree are not eligible for the Program.

Applicants for this Program must submit separate applications to both the College of Medicine and the Division of Graduate Studies and Research and should note on both applications that they wish to be considered as an M.D./Ph.D. candidate. The application to the Division of Graduate Studies and Research must be submitted to a graduate department with an approved Ph.D. program. Applicants should write to the department they wish to join for graduate admission requirements.

Application forms are available from:

**Division of Graduate Studies and Research**  
**145 Administration**  
**University of California, Irvine**  
**Irvine, California 92717**  
**(714) 856-7295**

**Admission to Advanced Standing**

Usually there are no positions available in the advanced standing/transfer program. However, occasionally there are opportunities for students to apply for transfer into the College. For further information, students should contact the College's Admissions Office.

## Admissions Information

Further information regarding registration, rules and regulations, grading procedures, requirements for academic advancement, and other facts is provided in the *Medical Student Handbook*, which is given by the Office of Curricular Affairs to all students upon matriculation to the College.

In addition, the *UCI-CCM Announcement* is available and contains general administrative and academic information as well as specific descriptions of the medical curriculum. The *Announcement* can be purchased for \$3. Checks should be made payable to UC Regents, and requests should be sent to:

**Office of UCI-CCM Publications**  
**UCI-California College of Medicine**  
**University of California, Irvine**  
**Irvine, California 92717**  
**(714) 856-7373**

All inquiries regarding admissions programs and procedures of UCI-CCM should be directed to:

**Office of Admissions**  
**UCI-California College of Medicine**  
**University of California, Irvine**  
**Irvine, California 92717**  
**(714) 856-5388**

## Fifth Pathway Program

The Fifth Pathway Program is a year of supervised clinical training that is open to U.S. citizens who have attended foreign medical schools and have successfully completed all of the formal requirements for graduation except the internship or social service requirement. The Program at UCI-CCM, conducted in cooperation with Memorial Hospital Medical Center (MHMC), Long Beach, is considered a special post-graduate course of the MHMC-UCI Center for Health Education. It is funded separately from regular education programs and is operated on a fee basis. The continuation of this program is subject to annual reevaluation.

The Program includes a 10-month core curriculum of medicine, surgery, psychiatry, obstetrics and gynecology, pediatrics, and urology, with an additional two months for electives. Upon successful completion of this closely supervised clinical year and with approval of the California State Board of Medical Quality Assurance, the trainee is eligible to enter residency programs.

Interested students should contact:

**Academic Affairs Office**  
**UCI-California College of Medicine**  
**University of California, Irvine**  
**Irvine, California 92717**  
**(714) 856-6996**

## The M.D. Curriculum

The M.D. curriculum at UCI-CCM requires four years to complete. If special needs are identified, the time may be extended to five years.

The instructional year is divided into quintiles. The M.D. program is composed of 18 quintiles, 17 of which are instructional and one in the senior year is a vacation period. Each quintile lasts 9 to 11 weeks and includes 8 to 10 weeks of instruction with one week for final and/or midcourse examinations.

The basic science quintiles (1-5) include gross anatomy, histology, embryology, biochemistry, physiology, neuroanatomy, behavioral sciences, microbiology, and preventive medicine. The preclinical sciences (quintiles 6-8) involve pathology, clinical

pathology, pharmacology, examination of the patient, studies of the mechanisms of disease, and introductory courses in medicine, surgery, and obstetrics and gynecology.

The clinical science quintiles (9-17) are spent in clerkships in medicine, pediatrics, obstetrics and gynecology, surgery, anesthesiology, ophthalmology, psychiatry and human behavior, physical medicine and rehabilitation, neurosciences, primary care, and radiology. Students are also provided ample opportunity to participate in clinical and research elective courses of their choosing.

During their first two years, students have approximately 13 weeks of vacation interspersed between the quintiles. This period includes three weeks between quintiles eight and nine to study for Part I of the National Boards. In the fourth year, up to 12 weeks may be taken as vacation.

To satisfy the requirements for the M.D. degree, each medical student must successfully complete the full curriculum (basic science, preclinical, clinical, and elective course work) with at least a 2.0 grade point average, and fulfill the National Board Examination requirement. After the second year, all students are required to pass Part I of the National Board Examination before continuing their clinical clerkships. Students must also pass Part II of the Boards prior to graduation.

## Curricular Policies

The curricular policies of the UCI-California College of Medicine are the responsibility of faculty committees. A listing of these policies is contained in the *Medical Student Handbook*, which is available from the Office of Student and Curricular Affairs and is distributed along with other policy statements to all students upon matriculation.

The grading system at the College utilizes letter grades A through F.

## New M.D. Curriculum Effective Fall 1986

Students entering the College in fall 1986 or after will participate in a new set of requirements. The first and second years will be scheduled on a modified quarter system instead of the quintile system. There will be a 10-week vacation period between the first and second years; students may use that time for elective or research work in place of vacation. Between the second and third years there will be a four-week vacation, within the last week of which the National Board Examination Part I will be administered. During the fourth year, up to 12 weeks of vacation is allowed.

**First and Second Years:****Basic Science and Preclinical Course Work**

<b>Year 1</b>	<b>Hours</b>	<b>Year 2</b>	<b>Hours</b>
Gross Anatomy and Embryology)	200	Pathology	172
Biochemistry	168	Clinical Pathology	56
Histology	70	Pharmacology	140
Neuroanatomy	90	Behavioral Science II	60
Physiology	200	Preventive Medicine	80
Microbiology	200	Examination of the Patient	78
Behavioral Science I	40	Mechanisms of Disease	130
		Introduction to the Clerkships	122

**Third and Fourth Years: Clinical Clerkships and Electives**

<b>Clerkship Rotations (Third Year)</b>	<b>Weeks</b>	<b>Electives and Core Clerkships (Fourth Year)</b>	<b>Weeks</b>
Pediatrics and Nursery	10	Radiology	3
Obstetrics and Gynecology	10	Neurosciences	4
Psychiatry	8	Ophthalmology	1
Physical Medicine and Rehabilitation	2	Anesthesiology	1
Junior Medicine	10	Senior Medicine	5
Surgery	10	Surgical Subspecialties	2
Primary Care	5*	Surgically Related Electives	3
		Medically Related Electives	5
		Nondesignated Electives	16

\*One-half day per week for 50 weeks.

**The Quintiles****Basic Sciences (Quintiles 1-5)**

During quintiles 1-5, no more than six hours of instruction are scheduled per day; of these six hours, no more than four are formal lectures.

**Gross Anatomy; Embryology; Histology; Neuroanatomy**

The language of medicine is taught in gross human anatomy, embryology, microscopic anatomy, and human neuroanatomy. Gross anatomy is taught through a regional approach with heavy emphasis on laboratory dissection augmented by lectures, demonstrations (radiographic films), and teaching aids. Embryology is a lecture course that brings forth human development from the union of sperm and ovum to parturition. Microscopic anatomy is designed to provide students with knowledge of cellular morphology and function in preparation for studies in pathology. Neuroanatomy is functionally oriented and emphasizes laboratory, clinical, and lecture material. All courses in anatomy are given a clinical orientation.

**Biochemistry**

The fundamentals of classical and molecular biochemistry are covered, including the structure, function, and biosynthesis of macromolecules and metabolic interrelations. The molecular mechanisms responsible for regulation at the transcriptional, translational, posttranslational, and enzymatic levels are emphasized.

**Behavioral Sciences I and II**

The ultimate goal of the curriculum is for the student to learn the behavioral aspects of medicine as they apply to general medicine and surgical practice. The areas covered are the basic science of neurobiology, somatopsychic issues, interpersonal (doctor-patient) relationships, and psychopathology.

Behavioral Sciences I covers normal human development, the basics of the doctor-patient relationship, basic interviewing techniques, and behavioral neuroanatomy and neurochemistry. Behavioral Sciences II covers human sexuality, psychopathology, alcoholism, and drug abuse. It also covers psychosocial aspects of medical and surgical disease. The course consists of readings, lectures, and small group discussions. Students also have their first exposure to patients and learn the basics of the interview. In Behavioral Sciences I, the emphasis is on interviewing "normal" people; in Behavioral Sciences II the student learns how to assess pathology.

**Physiology**

The course consists of lecture, small-group discussion, and audiovisual presentations of the classical concepts of vertebrate physiology, with emphasis on the function of normal tissues in man. Specific topics related to neurological, cardiovascular, respiratory, renal, gastrointestinal, endocrine, exercise, and temperature regulation are presented.

**Microbiology**

This course deals with the biochemical and genetic properties of infectious agents, activities of toxins, chemotherapy, and the biochemistry and genetics of antibiotic resistance. A considerable portion of the course deals with the humoral and cellular basis of immunity and the genetic control of the immune response. The course also includes an in-depth study of the biology of parasites and the structure and activity of viruses.

**Preventive Medicine**

This course consists of five main sections: biostatistics, epidemiology, preventive medicine, legal medicine, and environmental and occupational medicine. The main segment, epidemiology, is presented in formal lectures and laboratory sessions. Methods are given for evaluating the distribution and possible causation of acute and chronic diseases, including infectious and noninfectious diseases, in human populations.

**Preclinical Sciences (Quintiles 6-8)**

During quintiles 6-8, no more than seven hours of instruction will be scheduled each day, and of these no more than four are formal lectures.

**Pharmacology**

This course deals with drugs of various classifications which are used for specific or symptomatic therapies of disease states. Emphasis is on the mechanisms of action of drugs at the organ or system level and on their use in medical therapy. The course includes lectures that illustrate pharmacologic principles, supplemented by small group discussion sessions.

**Pathology**

Theoretical aspects of pathological processes are presented to provide an orientation to disease mechanisms which are correlated with practical laboratory work. Disease is presented as a dynamic process that affects the organism at molecular, cellular, tissue, and organ levels.

I	<b>Quintile 1 and 2</b> Gross Anatomy 220 hrs. Embryology 30 Histology 100 Biochemistry 170 520 hrs.		<b>Quintile 3</b> Behavioral Sciences I 36 hrs. Neuro-Anatomy 91 Physiology 115 242 hrs.	<b>Quintile 4</b> Microbiology 130 hrs. Physiology 85 215 hrs.	<b>Quintile 5</b> Microbiology 70 hrs. Behav. Sci. II 50 Preventive Medicine 80 200 hrs.
	<b>Quintile 6</b> Pathology 105 hrs. Pharmacology 72 Examination of Patient 43 Clinical Pathology 30 250 hrs.		<b>Quintile 7</b> Pathology 67 hrs. Pharmacology 72 Examination of Patient 40 Mechanisms of Disease 28 Clinical Pathology 18 225 hrs.	<b>Quintile 8</b> Introduction to Medicine 50 hrs. Introduction to Surgery 50 Introduction to Obstetrics/Gynecology 22 Mechanisms of Disease 115 237 hrs.	
II	<b>*Quintile 9</b> Junior Medicine (10-week clerkship) Primary Care 1 (40 hrs.)		<b>*Quintile 10</b> Surgery (10-week clerkship) Primary Care 2 (40 hrs.)	<b>*Quintile 11</b> Obstetrics/Gynecology (10-week clerkship) Primary Care 3 (40 hrs.)	<b>*Quintile 12</b> Psychiatry (8-week clerkship) Physical Medicine and Rehabilitation (2-week clerkship) Primary Care 4 (40 hrs.)
	<b>*Quintile 13</b> Pediatrics/Nursery (10-week clerkship) Primary Care 5 (40 hrs.)				
III	<b>**Quintile 14</b> Senior Medicine (5-week clerkship) Medically Related Electives (5 weeks)		<b>**Quintile 15</b> Ophthalmology/Anesthesiology (2-week clerkship) Radiological Sciences (3-week clerkship) Clinical Neurosciences (5-week clerkship)	<b>**Quintile 16</b> Required Surgically-Related Electives (5-weeks) Nondesignated Electives (5 weeks)	<b>**Quintile 17</b> Nondesignated Electives (10-weeks)
	<b>**Quintile 18</b> Vacation (10-weeks)				
IV					

\*Sequence of quintiles 9-13 variable — student rotations to be assigned by lottery prior to beginning of Quintile 9.

\*\*Sequence of quintiles 14-18 variable — student rotations to be assigned by lottery prior to beginning of Quintile 14.

## Clinical Pathology

This course consists of lectures and laboratories covering the areas of hematology, blood bank, clinical chemistry, and microbiology.

## Examination of the Patient

Basic instruction and experience are offered in the elements of physical diagnosis and patient interviews.

## Mechanisms of Disease

An organ system approach is utilized in presenting the basic mechanisms and manifestations of disease.

## Introduction to Medicine

This course introduces students to comprehensive workups of their own patients, including history, complete physical examination of all organ systems, and differential diagnostic analysis and interpretation.

## Introduction to Surgery

This lecture, laboratory, and study course provides a background of knowledge of pathogenesis, diagnosis, treatment, and prognosis of surgical diseases, as well as basic technical skills.

## Introduction to Obstetrics and Gynecology

This course introduces students to the basic essentials of obstetrics and gynecology. Students will learn the reproductive physiology in the nonpregnant and pregnant woman. They will be introduced to many of the pathological changes that occur in the female reproductive system. Following this course, the student will be prepared to commence practical work at the beginning of their clinical clerkship in obstetrics and gynecology.

## Clinical Sciences (Quintiles 9-17)

The clinical experience is composed of (a) core clerkship rotations, with a specific allotment of time in each department and (b) electives. Sequencing of clerkships is determined by a student lottery conducted by the Office of Student and Curricular Affairs.

## Clerkships

### Anesthesiology

During the anesthesiology clerkship, students receive instruction in the basic principles of general and regional anesthesia, including the pharmacology of anesthetic drugs, airway management, preoperative evaluation of patients, surgical anesthesia, fluid balance, hazards of anesthesia, resuscitation, and the management of respiratory emergencies. A two-week elective is offered in which students gain familiarity with the technical aspects of anesthesia by spending each day in the operating room, participating in supervised "hands-on" patient care. Students attend departmental clinical conferences which are devoted to presentation and discussions of interesting cases and complications. Special rotations through the VAMCLB Surgical Care Unit are also offered.

### Junior Medicine

Students are taught the appropriate diagnostic and therapeutic approach to commonly encountered medical illnesses. The intent is that, in addition to scientific aspects of medical diagnosis and therapy, students will develop an appreciation for the importance of psychosocial-economic factors in the care of the patient. Experience is provided with common medical procedures such as lumbar puncture, insertion of catheters, and thoracentesis. The student is expected to assume increasing responsibility for hospitalized patients and to develop an approach to patients' problems which includes references to the appropriate medical literature.

### Senior Medicine

Students spend five weeks as subinterns during which time they carry the full ward responsibility of an intern on one-half the number of patients usually carried by an intern. A second five weeks is spent on medically related electives.

### Neurosciences

The clinical neurosciences clerkship emphasizes the development of student skills in neurological examination as well as the medical and surgical management of patients with brain, nerve, and muscle disease.

### Obstetrics and Gynecology

During this clerkship, students are taught the scientific basis of gynecology and obstetrics, including reproductive physiology, anatomy, fetal physiology, and pathology. Practical experience is offered in the management of normal and abnormal pregnancy and delivery. Instruction is given in office and surgical gynecology. Students who have completed an introductory clerkship may then apply for an advanced elective that allows a progression of clinical responsibility both in operative obstetrics and office gynecology. This advanced period also may be devoted to an in-depth study of a subspecialty area such as gynecologic oncology, maternal-fetal medicine, reproductive endocrinology and infertility, or human sexuality.

### Ophthalmology

The core clerkship provides instruction in the basis of ophthalmoscopy, slit lamp examination, funduscopy, visual function testing, and management of emergency eye problems. Electives from one to four weeks may be taken in clinical suites, with exposure to ophthalmic surgery and emergency eye care.

### Pediatrics/Nursery

The pediatric clerkship introduces students to the special health needs of children and their families in both hospital and outpatient settings. Emphasis on growth and development highlights variations among healthy children and offers insight into the natural history of disease entities as well as patterns of illness throughout childhood. Students are expected to advance their skills in physical examination of children, communicate with families, and become competent in the development of diagnostic and treatment plans for common pediatric conditions.

### Physical Medicine and Rehabilitation

During the physical medicine and rehabilitation rotation, students are assigned patients who are in an active rehabilitation program. Emphasis is placed on the rehabilitation of the total patient. The medical aspects of the patient's care are discussed in detail. Instruction is provided in the various physical techniques of rehabilitation and in the psychosocial factors which permanently affect this process.

### Primary Care

Students attend an assigned primary care clinic one-half day per week for five consecutive quintiles during the junior year

in either family medicine, internal medicine, or pediatrics. Each student becomes the primary care provider for a number of patients in an ambulatory setting and continues as their primary care provider throughout the clerkship. Under the supervision of primary care faculty, students gain specific primary care skills. This experience in continuous care should provide a basis for a student's selection or rejection of a career in a primary care specialty.

### Psychiatry

The eight-week clinical clerkship is the culmination of the process of learning human behavior as it relates to general medicine. The student elects two four-week clinical rotations participating fully in patient care, clinical teaching, and conferences. Choices include adult inpatient psychiatry, alcoholism, child psychiatry, consultation psychiatry, and emergency room psychiatry. A wide variety of clinical settings and patient populations is available.

### Radiology

The role of radiological sciences (both diagnostic and therapeutic) in relation to medicine and surgery is taught to students through exposure to clinical specialists in subspecialty areas such as nuclear medicine, ultrasound, computerized tomography, magnetic resonance, chest, bone, gastrointestinal, etc.; daily clinical film conferences with staff and residents; the American College of Radiology film learning laboratory; and daily seminars interrelating general medicine and radiology. Emphasis is given to all forms of imaging (including ionizing radiation, ultrasound, and magnetic resonance) for diagnosis and treatment, understanding the risk/benefit ratios involved, and the clinical indications for various radiological procedures.

### Surgery

The surgical clerkship provides students with an opportunity to study surgical patients in outpatient and hospital settings as members of the surgical team. Emphasis is placed on the clinical evaluation, pathogenesis, diagnosis, and treatment of surgical diseases.

### Electives

A total of 25 weeks in the medical curriculum are allotted for elective time. Fifteen of those weeks are nondesignated electives, and a student, depending upon their particular interests, needs, and goals, may take a variety of elective courses consisting of at least 30 contact-hours per week beginning in quintile 14. In addition, five weeks are devoted to a medically related elective which may include pediatrics or family medicine, and five weeks are devoted to surgically related electives which may include anesthesiology or obstetrics and gynecology.

Electives must be approved by the student's advisor and Department chair. Students may take up to 12 weeks of electives at institutions other than UCI.

A listing of elective courses and descriptions can be found in the *Electives Handbook*, which is available from the Office of Curricular Affairs (on campus), and the Office of Student and Curricular Affairs at the UCI Medical Center.

All questions regarding the curriculum, electives, or matters of records should be directed to:

**Curricular Affairs Office**  
**Medical Sciences I, Room E120**  
**UCI-California College of Medicine**  
**University of California, Irvine**  
**Irvine, California 92717**  
**(714) 856-5282**

## Office of Student and Curricular Affairs

The Office of Student and Curricular Affairs provides the day-to-day link between medical students and the academic and administrative functions of the College. Student and Curricular Affairs has personnel located on the UCI campus and at the UCI Medical Center, and the Office is divided into seven units: Office of the Associate Dean, Office of the Assistant Dean-Clinical, Student Development, Admissions, Records, Curricular Affairs, and Financial Aid.

Student and Curricular Affairs has two broad goals: the first of these is to support the academic mission of UCI-CCM by facilitating the admissions, record keeping, and financial aid processes and by providing academic support services to help students gain the most from their medical education. The second goal is to assist students in their personal and professional development by identifying and responding to issues and problems they encounter while pursuing their medical education. This is accomplished through student support services and student development workshops.

Among the many student support services offered by the Office of Student and Curricular Affairs are:

- Academic Counseling
- Academic Monitoring
- Assignment of Faculty Advisors
- Big Brother-Big Sister Programs
- Cross-Cultural Medical Alliance Series
- Liaison with the UCI Affirmative Action Office
- Liaison with General Campus Support Services
- National Board Review Course
- Peer Counseling
- Personal Counseling
- Student Development Workshops
- Study Skills Workshops
- Support to Medical Student Organizations
- Tutoring

The student development workshops are designed to enhance personal and academic growth, addressing such topics as stress management, interpersonal relations, conflict resolution, test anxiety, note-taking, and a variety of other medical school related subjects.

In addition to providing general services to all students, the Office of Student and Curricular Affairs is responsive to the unique concerns of minority, women, disadvantaged, and nontraditional students. Such services include the following programs:

**The Summer Preentry Program**, which introduces newly accepted minority and/or nontraditional students to the type and volume of study materials they must be able to deal with in medical school.

The Program is intended to help students adjust to the professional school setting, meet new classmates, become acquainted with the surrounding communities, and get situated with living accommodations. The rigorous, highly scheduled, seven-week summer program is designed to prepare entering students to succeed in the regular medical school curriculum, which begins in September. On-campus housing is provided to all students who participate.

**The Summer Premedical Program**, which seeks to increase the number of minority and/or disadvantaged students who are accepted into medical school and who successfully complete their medical education. The Program attempts to achieve this goal by providing participants with the special skills and prerequisites needed to obtain an M.D. degree. The Program is conducted on the UCI campus from late June to

early August, and all participants outside the Orange County area are housed in student residence halls, with room and board paid by a grant from the Federal Health Careers Opportunity Program. Undergraduate students completing their second year in colleges and universities throughout California are encouraged to apply.

## Postgraduate Educational Programs

### Residency Programs

The UCI-California College of Medicine and its affiliated hospitals offer more than 600 residency positions in almost all areas of medicine. Training levels range from first-year residencies through sixth- and seventh-year levels and subspecialty fellowships. Inquiries about specific programs should be directed to the Program Director as listed in the *Directory of Residency Training Programs*, published each year by the American Medical Association, or to the chair of the appropriate UCI-CCM department.

All residency programs meet the formal standards of the American Medical Association and the appropriate specialty boards. The University of California, Irvine adheres to the Health Professions Educational Assistance Act of 1976, P.L. 94-484, Section 709, regarding shared-schedule residency training positions.

Residents in all programs rotate to the UCI Medical Center at some time. Residents in anesthesiology, dermatology, diagnostic radiology, therapeutic radiology, medicine, neurology, ophthalmology, surgery, physical medicine and rehabilitation, and psychiatry rotate to the Veterans Administration Medical Center, Long Beach (VAMCLB). Residents in medicine, family medicine, obstetrics and gynecology, neurology, ophthalmology, pathology, pediatrics, physical medicine and rehabilitation, diagnostic radiology, and therapeutic radiology rotate to the Memorial Hospital Medical Center (MHMC), Long Beach. Residents may also spend periods of time at other affiliated hospitals and clinics.

### Anesthesiology

The Anesthesiology Residency Program offers training for residents at the postgraduate (PG)-2 to PG-4 levels. The PG-2 and PG-3 residents spend two years in intensive clinical anesthesia training at both VAMCLB and UCI Medical Center, with a one-month rotation at Children's Hospital of Los Angeles. Training is offered in general anesthesia, regional anesthesia, cardiac anesthesia, pediatric anesthesia, trauma anesthesia, neurosurgical anesthesia, anesthesia for all other surgical subspecialties, dental anesthesia, obstetric anesthesia, intensive care, respiratory therapy, and treatment of pain syndromes. Residents in their fourth postgraduate year may elect to take additional training in obstetric anesthesia or critical care medicine, or they may elect to spend a year in research either with members of the anesthesiology faculty or other faculty in the College of Medicine.

### Community and Environmental Medicine (Occupational Medicine)

This residency program is offered by the Division of Occupational Medicine, Department of Community and Environmental Medicine. It is intended primarily for physicians who are seeking certification by the Board of Preventive Medicine. A prerequisite to participation is a minimum of one year of postgraduate clinical training in a primary care discipline. The objective of the Program is the training of physicians in the fields of occupational medicine and industrial medical care.

The resident is provided an academic foundation in addition to practical experience in preventive medicine as it is applied to employed persons. Clinical training is offered also in the medical disciplines most closely allied to occupational medicine. This two-year program includes didactic training and clinical and field experience in occupational health and safety. Upon completion of training, the student is qualified to enter the specialty practice of occupational medicine in an industrial setting, in private practice, in a government agency, or in an academic institution.

### Dermatology

The Dermatology Residency Program provides a strong foundation in clinical dermatology, as well as experience in investigative dermatology. All areas of dermatologic care and its subspecialties are included in the three-year Program. The Program integrates the activities of outpatient and inpatient facilities of the VAMCCLB; the UCI Medical Center, faculty offices, and other clinical settings.

### Family Medicine

The Family Practice Residency Program includes three years of training and has three major goals. The first is excellence in training physicians whose clinical and procedural skills assure professional competence. The second is the acquisition of knowledge of family dynamics which will enable residents to become good family physicians. The final goal is the enhancement of social awareness to allow for appropriate service to the ethnic, socioeconomic, and environmental needs of the State of California.

### Internal Medicine

The Department of Medicine's Residency Program at UCI-CCM is fully approved for 3 to 5 years of training by the American Medical Association's Council on Medical Education and Hospitals.

Currently there are 61 resident positions divided into a traditional three-year track (40 positions); a primary care track (18 positions); a one-year-only program (two positions); and a combined medicine/pediatrics program (one position).

Residents spend the majority of their time at the UCI Medical Center. They also rotate to Memorial Medical Center, Long Beach; the VA Medical Center, Long Beach; and Kaiser Hospital, Bellflower.

Teaching is done primarily by full-time faculty within the Department of Medicine. Subspecialty fellowships are offered in clinical immunology, cardiology, endocrinology, gastroenterology, hematology/oncology, infectious disease, nephrology, primary care, pulmonary disease, and rheumatology.

### Medicine/Pediatrics (Combined Residency Program)

Beginning in July 1984, the Departments of Pediatrics and Medicine will offer a combined residency in medicine and pediatrics. This program was developed to blend two of the major primary care areas in medicine to allow residents to gain an in-depth understanding of both disciplines. This combined residency is expected to produce physicians who are capable of full-time practice in either discipline.

### Neurology

The Neurology Residency Program emphasizes the education and training of neurologists to meet the clinical needs of their patients by using both traditional methods and new techniques, some of which have been developed at the UCI Medical Center. Training takes the form of graded responsibility

for inpatient care, regular outpatient clinical responsibilities, and rotations in associated neurological specialties. The Department strongly believes that an understanding of basic research methods is essential for the training of clinicians who will deal with the diversity of clinical problems in modern neurology. Thus, during the three-year training program, residents have the opportunity to participate in a variety of ongoing basic research projects within the Department.

### Obstetrics and Gynecology

This four-year program provides a solid foundation of reproductive pathophysiology in the obstetric, gynecologic, endocrine, and oncologic aspects of women's health care. Based on this foundation, training continues with progressive resident responsibility for operative and medical management and surgical techniques. While predominantly clinical in scope, the program is strongly flavored by academic and research exposure. Training is provided in general obstetrics and gynecology with rotations in the subspecialties of perinatology, oncology, and endocrinology. There are six resident positions available each year.

### Ophthalmology

The three-year Ophthalmology Residency Program includes clinical experience with opportunities for basic research. The Department focuses on the total care of the patient. Experience is provided in a broad spectrum of disease and/or injuries and the full range of subspecialties as a result of the quality and diversity of teaching hospital facilities and faculties available to the resident.

### Pathology

The Department of Pathology offers two residency training programs covering all areas of anatomic and clinical pathology. One program is conducted in cooperation with Memorial Medical Center, Long Beach, and the other, with the Veterans Administration Medical Center, Long Beach. Both include programs in combined anatomic and clinical pathology or straight anatomic pathology. Training for the combined anatomic and clinical pathology program consists of six months training in both anatomic and clinical pathology each year. The first two years consist of a core program providing exposure to each of the subspecialty areas of clinical pathology as well as surgical pathology, autopsy pathology, and cytopathology. The program is flexible to permit concentrated study in one of the subspecialties of clinical pathology or in straight anatomic pathology during the last two years.

Ample opportunities for research and teaching exist for individuals wishing an academic career. The opportunity for excellent preparation is also provided for individuals planning on a private practice in a community hospital.

### Pediatrics

The Pediatric Residency Program offers three years of training directed to the primary and specialty care needs of children from birth through adolescence. All residents participate in longitudinal clinical experiences to encourage exposure to issues of growth, development, chronic illnesses, and bio-social pediatrics. The inpatient service offers a diversity of both common and unusual pediatric problems.

While the educational emphasis is on a strong program in general pediatrics, faculty also provide instruction in all pediatric subspecialties, offering pediatric residents an opportunity for careful supervision and exposure to many clinical



and research experiences. The diversity of socioeconomic, cultural, and ethnic characteristics of patients at the Department's teaching hospitals and clinics enriches the general pediatric experience.

### Physical Medicine and Rehabilitation

The Department of Physical Medicine and Rehabilitation offers both a four-year combined internship-residency and a three-year residency for applicants who have had training in another field. The focus of both programs is on the diagnosis and comprehensive treatment and care of patients with neuromusculoskeletal or cardiopulmonary disabilities from newborns to the elderly. Residents are also involved in research and medical student teaching.

### Psychiatry

The Psychiatry Residency Program is a four-year program that fosters individuality, academic excellence, and broad patient experience. The core curriculum includes basic seminars, adult inpatient and outpatient psychiatry, child psychiatry, medicine, neurology, emergency psychiatry, consultation and liaison psychiatry, forensic psychiatry, psychopharmacology, and substance abuse. Residents spend time at the UCI Medical Center, private facilities, VAMCLB, and a State hospital, all of which provide a broad base and mix of experience in psychopathology. A wide variety of elective courses and experiences are available in this flexible, eclectic program. All residents are expected to complete a research project of high quality prior to completion of the program.

### Radiological Sciences (Diagnostic Radiology)

The Department of Radiological Sciences has a total of 27 residents training for certification in diagnostic radiology. VAMCLB, and MMC. The objective of the residency program is to provide all individuals with a solid background in all modalities of imaging. The Residency Program includes specialized training in interventional radiology, ultrasonography, nuclear medicine, computerized tomography, as well as opportunities to participate in major research programs conducted in the Department of Radiological Sciences.

Candidates are accepted only at the Postgraduate-2 level for a four-year program. Fellowships are available for an additional year in specialized areas following the successful completion of the residency. The newest technologies in the field of radiological sciences are available at UCI Medical Center and the College's affiliated institutions.

### Radiological Sciences (Therapeutic Radiology)

The Residency Training Program in Therapeutic Radiology is designed to prepare suitably qualified applicants for careers in radiation oncology. Candidates enter a four-year program. Those with an internship or equivalent may enter at the second-year level. Opportunity is provided for candidates to develop research experience and expertise in special techniques. Unique opportunities exist for training in the sphere of interstitial and intracavitary treatment using radioactive isotopes and specially designed applicators. Elective rotation periods may be spent in related branches of medicine (e.g., medical oncology, surgical pathology, gynecologic oncology, etc.) or at other radiation therapy departments. The Program includes obligatory rotations at the Department's four participating hospitals: UCI Medical Center, VAMCLB, MMC, and St. Joseph Hospital.

### Radiological Sciences (Nuclear Medicine)

The Nuclear Medicine Training Program involves one to two years and includes clinical and basic science components.



Some involvement in appropriate research is encouraged. Clinical experience in nuclear imaging as well as other areas of nuclear medicine is acquired at UCI Medical Center as well as VAMCLB. Didactic lecture series include physics, instrumentation, radiopharmacy computer principles, and radiation protection. To be eligible for this Program, a candidate must have completed the required period of prior residency training in diagnostic radiology, internal medicine, or pathology.

### Surgery

The philosophy underlying all aspects of surgical training is that surgery is best learned, taught, and practiced as applied clinical physiology. Operative techniques and applied anatomy receive appropriate attention. Major portions of clinical experience, teaching, conferences, research, and patient care are oriented toward understanding and correcting disordered human biology. The surgical specialty involves more years of training than other medical disciplines due to the breadth of diseases and complexity of pathophysiology involved in surgery. The Department offers residencies in general surgery, neurological surgery, orthopedic surgery, otolaryngology (head and neck) surgery, plastic surgery, thoracic surgery, and urology. It also offers fellowships in burn surgery, hand surgery, and surgical research.

### Graduate Academic Programs

The College's basic medical science Departments of Anatomy, Biological Chemistry, Microbiology and Molecular Genetics, and Physiology and Biophysics participate jointly with the School of Biological Sciences in offering graduate instruction

leading to the M.S. and Ph.D. degrees in Biological Sciences. The Department of Radiological Sciences and the Department of Pharmacology offer M.S. and Ph.D. programs. In addition, the Department of Pediatrics offers an M.S. degree in Genetics Counseling.

Application materials may be obtained by writing to the individual graduate programs or the Division of Graduate Studies and Research, University of California, Irvine, California 92717.

## Anatomy

The Department of Anatomy in the College of Medicine offers a doctoral program leading to the Ph.D. degree in Biological Sciences, with specialized research training in the neurosciences. Research programs in the neurosciences include neurotransmitter immunocytochemistry, the central neural regulation of circadian rhythms, neural plasticity, forebrain organization, and the physiology and development of sensory systems. Research programs could also include growth inhibition, cartilage, and pulmonary edema. The Department maintains research facilities that enable the student to become experienced with the following techniques: electron microscopy; immunocytochemistry; fluorescence histochemistry; neuroanatomical tracing tissue culture; single-unit neurophysiology; and computer analyses of anatomical and neurophysiological data. Students, by means of a comprehensive techniques course, become proficient in multiple areas of study using numerous techniques in various species.

Students in the Department of Anatomy have two major goals. The first goal is to attain the technical skills, theoretical background, and experimental knowledge necessary to conduct innovative and fundamental research. The second goal is to become knowledgeable scientists with the ability to teach graduate, undergraduate, and professional courses in anatomy and neuroscience. These two goals are achieved through a flexible academic program that is tailored to the individual needs of the student.

The core curriculum is designed to provide all students with a fundamental knowledge of gross, cellular, and subcellular anatomy; physiology; and biochemistry. In the first year, students will be required to take neuroanatomy, microscopic anatomy, techniques in the neural sciences, biochemistry, and physiology. Over the usual four-year training period the student will be required to complete a practical course in statistics, four departmental seminar courses, four laboratory tutorials, and a total of 50 credit hours of research in anatomy. Elective courses in the Department of Anatomy or other departments on campus may also be taken; examples include pharmacology, psychobiology, cell biology, genetics, computer science, pathology, and physiology. The student typically devotes the majority of the first year to taking core courses and about half of the second year to taking electives. Only a minimum of the third year is spent taking courses. Following the first year, the student is expected to act as an assistant in one major anatomy core course.

When a student is accepted into the graduate program, the student and the Graduate Committee decide to which laboratories the student will be assigned the first year. During the first year the student will spend approximately 25 percent of the time doing research. At the beginning of the second year the student and the Graduate Committee select a faculty sponsor who will supervise the dissertation research. A Qualifying Examination at the end of the summer of the second year is given to the student by a Candidacy Committee. The examination covers basic neuroscience and focuses on the candidate's field of specialization.

The dissertation research is chosen by the student and faculty advisor under guidance of the Graduate Committee. The majority of the second, third, and fourth year is devoted to completing the research and preparing a written dissertation suitable for publication.

An oral defense of the dissertation research before the student's advisor and Doctoral Committee constitutes the final examination. The Ph.D. degree in Biological Sciences is awarded following completion of all the requirements, a process that normally will take four years to complete.

Information on faculty research and specific course descriptions in anatomy can be found in the School of Biological Sciences section.

## Biological Chemistry

The Department of Biological Chemistry in the College of Medicine and the Department of Molecular Biology and Biochemistry in the School of Biological Sciences jointly offer graduate study leading to the Ph.D. in Biological Sciences under the administration of the School of Biological Sciences. The program makes extensive use of health sciences facilities, in addition to those of the School of Biological Sciences. The curriculum is designed to produce creative and productive scientists who have an in-depth comprehension of modern biochemistry and molecular biology and who are highly competent in a given subspecialty.

The faculty's research interests include structure and synthesis of nucleic acids and proteins, regulation of cell growth and metabolism, biochemical genetics and gene organization, and immunology.

The first-year student is required to take a core of advanced courses (203 through 209), to become associated with the laboratories of at least three different investigators, and to attend the 201A-B-C seminar series. Upon successful completion of the first year, students are given a comprehensive oral examination to test their general knowledge. Although further supplemental work may be recommended, the student normally begins a specific research project with a faculty member in the second year.

By passing an oral examination on the proposed thesis work at the beginning of the third year, the student may advance to candidacy for the Ph.D. degree. Students normally complete their degree programs after a total of five years of graduate study. Participation in the seminar series (201A-B-C) and completion of at least one satellite course per year (210-279) are expected of all continuing students. Regular teaching of undergraduates is part of the training of graduate students at all levels. The graduate committee may waive some of the above requirements for candidates for the Master's degree.

Applicants should have adequate undergraduate preparation in calculus, physics, physical chemistry, organic chemistry, and biochemistry. Students who have not had an adequate physical chemistry course are expected to take Chemistry 130A-B-C during their first year.

Information on faculty research areas and course descriptions can be found in the School of Biological Sciences section.

## Genetics Counseling

The Division of Developmental Disabilities and Clinical Genetics in the Department of Pediatrics offers graduate education leading to the Master of Science degree in Genetics Counseling.

Activities of the Division include early ascertainment, prenatal identification, evaluation, prevention, and management of developmentally disabling conditions and genetic disease. Faculty research interests include the impact of psychologic factors in pregnancy on the mother and fetus; the psychosocial impact of the developmentally disabled child on the family; development of optimal intervention for children at risk for neurological disorders; maximizing educational motivation; delivery of genetic services; delineation of new malformation syndromes; late-onset single-gene disorders; genetic factors in the etiology of chromosomal abnormalities; and gene mapping via somatic cell and restriction endonuclease technologies.

Graduates of the program are prepared to function as members of genetics teams engaged in clinical services, teaching, and research. Other roles for program graduates may include employment in local, state, and federal genetics programs, categorical disease foundations, or public education.

During the six to eight academic quarters of the program, students must complete a sequence of core courses in clinical genetics, biochemical genetics, cytogenetics, child development, counseling issues and techniques, research methodology, ethical issues, and community resources. Experiential professional training occurs concurrently with formal coursework in a variety of clinics at the UCI Medical Center and affiliated hospitals, the UCI Infant Development Program, the prenatal diagnosis program at UCI Medical Center, the cytogenetics laboratory, and certain community agencies. Participation in these and other divisional and departmental professional and educational activities such as lectures, seminars, Grand Rounds, karyotype rounds, and research, counseling, and patient management conferences is expected throughout the program.

Completion of the program requires a minimum of 58 quarter units of credit, a research thesis, and demonstration of satisfactory professional skills in genetic counseling. The program coordinator serves as faculty advisor to students, although supervision of professional experiential training is shared among all division faculty with frequent review of student progress. In the second year, development of professional skills can be individualized according to the student's needs and interests. It is anticipated that graduates will be eligible for American Board of Medical Genetics certification in Genetic Counseling within a year of completing the program.

Recommended undergraduate preparation includes coursework in the biological and behavioral sciences, especially in genetics; biochemistry; physiology; psychology; and human development. Coursework in statistics is desirable. Extracurricular and/or employment experiences which provide evidence of the student's maturity, interpersonal skills and promise as a genetics counselor are also important factors in the admissions decision. References should speak to these qualities as well as to the academic qualifications of the applicant. GRE General Test scores must be submitted and subject test scores will be considered if they are available.

Applications are accepted for the fall quarter only and must be completed by February 1. Because of keen competition for places in the program, a two-stage admissions process is employed. Approximately one-fifth of applicants are invited

for interviews at UCI following initial review by the faculty. Final selection is made from the interviewed candidates during late April and early May.

## Graduate Courses in Genetics Counseling

**200A Introduction to Medical Genetics and Cytogenetics (4) F.** Lecture, two hours. Cytogenetics seminar and karyotype rounds, four hours. Includes medical terminology, elementary anatomy, history taking, pedigree analysis, and dermatoglyphics. Lectures and seminars reinforce understanding of mitosis, meiosis, the cell cycle, and chromosomal ultrastructure and function, and explore clinical disorders caused by chromosomal aneuploidy, duplication, and deletion. Principles of Mendelian, chromosomal, and multifactorial inheritance are emphasized. Prerequisite: consent of instructor.

**200B Population Genetics, Dysmorphology, Genetic Disease (4) W.** Lecture, two hours. Tutorial or cytogenetics seminar and karyotype rounds, four hours. Population genetics, including Hardy Weinberg law, mutation and selection, linkage, and gene mapping are discussed, and students are acquainted with the use of Bayes theorem and computer programs for genetic risk determination. A variety of genetic disease states, including abnormalities of craniofacial or sexual differentiation, neural tube defects, skeletal dysplasias, and hematologic, immunologic, neuromuscular, endocrine, and connective tissue disorders are described. The principles and techniques of neonatal and heterozygotic screening are discussed. Prerequisite: 200A.

**200C Physical Growth and Development, Teratology, Prenatal Diagnosis (4) S.** Lecture, two hours. Cytogenetics seminar and karyotype rounds, four hours. Normal and abnormal physical growth and development is explored to give the student the tools to obtain appropriate developmental and pregnancy history and to recognize potential problem areas. Complications of pregnancy are discussed in terms of the developing fetus and factors increasing obstetrical risk. Discussion focuses on the embryologic origins of common malformations and the effects of various teratogens, including drugs, radiation, and transplacental infection. Cytogenetic, biochemical, obstetric and radiologic techniques of prenatal diagnosis are studied in detail. Prerequisites: 200A and 200B.

**200D Clinical Disorders Due to Inborn Errors of Metabolism (4) Summer.** Inherited disorders affecting amino acid, carbohydrate, lipid, purine and pyrimidine, pigment, erythrocyte, and vitamin or mineral metabolism are discussed from the standpoints of their clinical presentation as well as their biochemical and genetic bases. The inborn errors most likely to be encountered by the genetics associate and those amenable to therapy are emphasized. Attention is paid to the techniques and limitations of heterozygote and prenatal testing. Possible future treatment strategies such as enzyme replacement and genetic engineering are explored. Prerequisites: 200A, 200B, and 200C.

**200L Cytogenetics Laboratory (4) W, S, Summer.** Laboratory, 10 hours/week. Under the supervision of faculty and cytogenetics staff, the student becomes competent in the techniques of short-term lymphocyte and bone marrow culture and harvest, chromosome staining methods including G, Q, C, and R banding, photographic and darkroom techniques and sex chromatin determination. The student is expected to be proficient in venipuncture and in obtaining buccal smears, and must understand the collection and proper handling of tissue samples for culture of amniotic fluid, bone marrow, and skin fibroblasts. Experience is gained in microscopic chromosome analysis, photographic karyotyping, and the appropriate use of cytogenetic nomenclature through the completion of four peripheral blood cultures, one long-term tissue culture, one bone marrow, and twelve karyotypes. During the course, it is the student's responsibility to prepare and present the weekly cytogenetics seminar and karyotype rounds at which abnormal karyotypic findings are discussed from a cytogenetic and clinical standpoint.

**201A-B-C-D Practicum in Medical Genetics (2-4-4-4) F, W, S, Summer**

**201A Introduction to the Clinic (2) F.** The interdisciplinary team concept and the approach to diagnosis and management of genetic disease are introduced through the student's regular observation of the Genetics, Inborn Errors and Handicapped Child Clinics at UCI Medical Center. Participation in weekly interdisciplinary, clinic-planning, and patient-management conferences, ward rounds, and counseling provides exposure to a range of genetic disorders. Instruction is provided in skills such as clinical photography, venipuncture, pedigree construction, and dermatoglyphics. Prerequisite: consent of instructor.

**201B Clinical Rotation I (4) W, S.** Continued participation in Genetics, Inborn Errors, and Handicapped Child Clinics and in the Infant Development Program allows the student to progress from an observing to an active role in patient evaluation and management. Patient contacts provide opportunities for extensive supervised experience in history taking, interview techniques, and psychosocial assessment. The student independently performs telephone, office, and home-visit intake interviews, participates in counseling, and presents cases at planning and management conferences. Written psychosocial evaluations of each patient contact are reviewed with the faculty supervisor weekly. By serving as case managers for numerous patients, the student becomes acquainted with clinic and administrative procedures, community agencies, advocate groups, and legislation affecting the developmentally disabled. Prerequisite: 201A.

**201C Clinical Rotation II (4) S, Summer.** The activities of 201B are continued, with the student assuming a greater role in the counseling and management of patients. Further experience is gained in clinic administration and organization. Under supervision, the student provides telephone consultations around questions of genetics or teratology and composes written reports of genetic counseling to patients, physicians, and community agencies. Emphasis is on sharpening counseling skills and developing a professional identity and code of ethics. Prerequisites: 201A and 201B.

**201D Prenatal Diagnosis Counseling: Community Education (4) Summer.** Counseling skills and coursework are utilized in extensive practical experience in prenatal diagnosis counseling. After initially observing several amniocenteses and prenatal diagnosis counseling sessions, the student conducts interviews, initially with supervision, and then independently. A minimum of 15 independent counseling sessions must be completed, with each patient interaction being reviewed by the faculty supervisor and documented with the student's written report. Students are also expected to provide teaching materials and community education by answering telephone inquiries and speaking to parent, school, and professional groups on topics related to genetics and developmental disabilities. Prerequisites: 200C, 201A, 201B, and 201C (which may be taken concurrently).

**202A Introduction to Counseling Issues (2) F.** Seminar, 1½ hours; counseling and patient conferences, four hours. Emphasis on the principles of interviewing as used in genetic counseling and on the impact of genetic disorders on patients and families. Grief reactions, defense mechanisms, and coping strategies are discussed in depth, and understanding is reinforced by observation in the clinics and infant stimulation programs. Counseling issues such as confidentiality and the nondirective approach are stressed and students are encouraged to confront their own beliefs, biases, and reactions to clinical situations.

**202B Community Resources; Ethical Issues (3) S.** Seminar, four hours. Community resources, including public and private agencies, advocacy and parent-support groups, schools and training centers, are discussed in depth and visited. Particular attention is paid to services and financial resources available for the developmentally disabled, and students are helped to utilize these resources in case management. The ethical and legal implications of prenatal diagnosis, screening, informed consent, privacy, treatment of severely handicapping conditions, access to services, sterilization, and various other issues are explored formally through seminars involving the entire interdisciplinary team, supplementing discussions that are ongoing throughout the training program.

**203 Child Development (3) W.** Seminar two hours; Infant Development Program, three hours. The sequence of normal sensory, motor, cognitive, social, language, and emotional development of the child from birth to five years is discussed from both theoretical and practical viewpoints. Students become aware of the importance of parent-child interaction and of the impact of handicapping conditions on the developing child and his family. Various instruments for developmental assessment are described, and training is provided in the proper administration of the Denver Developmental Screening Test. Participation in the Infant Development Program exposes the student to early intervention techniques and heightens awareness of atypical child development and its impact on the family.

**204A-B Professional Skills Development (4) F, W.** Students may opt for additional clinical experience in craniofacial, muscular dystrophy, and genetic experience in clinics at UCI Medical Center, Childrens Hospital of Orange County, and Fairview Hospital, or in the Prenatal Diagnosis Program. Alternatively, further work in cytogenetics or child development may be elected. Students are expected to continue their community education activities and their participation in interdisciplinary and counseling review conferences and karyotype rounds.

**295 Master's Thesis Research and Writing (4-8) F, W, S.** Under the supervision of one or more faculty members, the student designs and implements a research project. A problem in the cytogenetics, biochemical, clinical, psychosocial, or behavioral areas of medical genetics may be investigated, or the student may present a case study which reflects the interdisciplinary approach to the individual and family affected by genetic disease. Prerequisite: Social Ecology 201.

## Microbiology and Molecular Genetics

Graduate instruction and research in microbiology and molecular genetics leading to the Ph.D. in Biological Sciences are offered by the Department of Microbiology and Molecular Genetics, College of Medicine. The curriculum of the Department is designed to provide advanced training to individuals interested in the molecular basis of genetic regulation in viruses, microorganisms, and cultured mammalian cells; and in the structure, genetics, and synthesis of immunoglobulins. The core curriculum is centered about the molecular biology and genetics of viruses and bacteria, the fundamentals of the immune response, the biology of cultured animal cells, and the genetics and physiology of infectious agents.

It is recommended that the student's undergraduate preparation include courses in calculus, physical chemistry, biochemistry, genetics, and general biology, and that the applicant take the Biology Subject Test of the Graduate Record Examination. Before a graduate degree will be awarded, the student must demonstrate competence, by course work and examination, in biochemistry, physical chemistry, genetics, and various aspects of microbiology and immunology. During the first year, all students in the graduate program will be expected to spend approximately six weeks in various faculty members' laboratories with the aim of becoming familiar with the research approaches and the laboratory techniques employed in each specific research area. Incoming students review their programs each quarter with the departmental graduate student advisor. During the second or third year, each student will take an advancement-to-candidacy examination. Graduate students are required to take graduate courses in biochemistry, and Microbiology 210, 212, 213, 214, and 280. Since a working knowledge of biological systems enhances study at the molecular level, students are encouraged to take additional courses in microbiology, immunology, cell biology, and developmental biology. The major remaining requirement for the Ph.D. degree will be the satisfactory completion and oral defense of a dissertation consisting of

original research carried out under the guidance of a faculty member. Students with adequate preparation should be able to complete the Ph.D. in five years or less.

Information on faculty research areas and course descriptions may be found in the School of Biological Sciences section.

## Pharmacology and Toxicology

Graduate instruction and research in pharmacology leading to the M.S. and Ph.D. in Pharmacology and Toxicology is offered by the Department of Pharmacology, College of Medicine. The Department is engaged in a broad scope of research activity. Faculty research interests include the mechanisms of action and effects of drugs on the nervous system and on behavior, on skeletal muscle, heart and blood vessels, and on basic processes in these tissues. Other areas of interest are the toxicology of environmental substances, especially inhalation toxicology, genetic toxicology, and chemical carcinogenesis.

Prerequisites for admission include a background in the physical and biological sciences which includes courses in mathematics, physics, chemistry, and biochemistry, including laboratory experience. The Graduate Record Examination and Subject Test in Biology or Chemistry are required. Preference will be given to outstanding applicants for the doctoral program.

The graduate core program includes Pharmacology 241A-B, Pharmacology 248A-B-C, quarterly participation in Pharmacology 298, a course in computer science, and any additional elective courses assigned by faculty advisors. The major additional requirement for the Ph.D. is the satisfactory completion and oral defense of a dissertation based on original research carried out under the guidance of a faculty member. Before advancing to candidacy each student must pass a written qualifying examination to determine the student's competence in pharmacology or pharmacology and toxicology. The full-time student is expected to pass the written qualifying examination by the eighth quarter and the oral qualifying examination for the Ph.D. by the eleventh quarter. All requirements for the Ph.D. degree should be completed within four to five years. For more information, contact the Graduate Advisor, Department of Pharmacology.

### Graduate Courses in Pharmacology and Toxicology

**210 The Structure of Nervous Tissue (Neuroanatomy for Pharmacologists) (2) F.** Lecture, one and one-half hours. The structure of nervous tissue—neurons and synapses, supporting cells, peripheral nervous system, aspects of nervous organization, development of the nervous system, basic neuroanatomical methods. Open only to Pharmacology and Toxicology students.

**241A-B Medical Pharmacology (6-6) F, W.** Lecture, eight hours. Mechanism of action, toxicology, and usage of chemical agents in medical practice. Dose-response and time relationships, absorption, metabolism, excretion, and differences in systematic and species response. Poisons, principles of toxic action, and toxicity evaluation. Sources of toxicants in the environment. Prescription writing. Prerequisites: Physiology and Biophysics 206A-B and Molecular Biology and Biochemistry 210A-B.

**248A-B-C Advanced Topics in Pharmacology (4-4-4).** Lecture, conferences, seminars, four hours. A detailed study of important areas of pharmacology integrating biochemical, pathological, physiological, behavioral, and clinical aspects with emphasis on mechanism of action of drugs. Prerequisites: Pharmacology 241A-B.

**252 Neurotransmitter and Drug Receptors (4) S.** Lecture, two hours. Seminar, two hours. Evolution of the receptor concept, analysis of receptor properties by bioassay methodology, receptor binding studies, solubilization and purification of receptors, electrophysiologic analysis of receptor channels, and cell biology of receptors.

**260 Principles of Toxicology (3) W.** Lecture, three hours. Toxicity of chemicals demonstrating mechanism of action where known, toxicants

in the environment, quantitative methods in measuring acute toxicity, methods in chronic toxicity; principles of toxic tissue injury, primarily liver, kidney, nerve, and lung; chemical mutagenesis, teratogenesis, and carcinogenesis.

**265 Environmental Toxicology (5) S.** Lecture, one hour. Survey of toxicants in air, water, and especially food; industrial toxicology, epidemiology of human toxicoses; effects of toxicants on ecology.

**298 Seminar (2) F, W, S.** Presentation and discussion of current problems and methods in teaching and research in pharmacology, toxicology, and therapeutics.

**299 Research (1 to 8) F, W, S.** Research work for M.S. thesis and/or Ph.D. dissertation.

## Physiology and Biophysics

Graduate instruction and research in physiology and biophysics leading to the Ph.D. in Biological Sciences is offered by the Department of Physiology and Biophysics, College of Medicine. The Department provides research opportunities in the molecular biophysics of membranes and proteins; endocrinology; cellular physiology; developmental neurobiology; and the pulmonary and exercise physiology. The faculty research is generally oriented toward molecular and cellular physiology, but opportunities for research in organ physiology also exist. The curriculum provides the student with a broad background in physiology and biophysics and the closely related fields of anatomy and biochemistry. Elective courses permit in-depth exploration of particular areas. Interdisciplinary dissertation research involving the research of more than one faculty member is encouraged.

Prerequisites for admission normally include a bachelor's degree in one of the biological sciences, physics, chemistry, mathematics, or engineering, as well as undergraduate courses in calculus, organic and physical chemistry, biochemistry, and advanced biology (e.g., neurophysiology, cell biology, neurobiology, psychobiology). Up to two prerequisites may be fulfilled as first-year electives. GRE General Test scores are required. Preference will be given to those students who have prior research experience.

The Department admits about three highly qualified students each fall. The program emphasizes original research, and students are expected to become involved in the research of the Department as early as possible. The core program includes graduate courses in physiology, biophysics, biochemistry, and cell biology. After the first year, training will follow the classical tutorial pattern in which a small number of students are tutored by the faculty in an informal setting. Students also will participate in a program of laboratory rotations and attend the weekly colloquium in physiology. The third and fourth years will be spent primarily in research, with some participation in teaching physiology to medical students. Each student must submit a written dissertation on an original research project and successfully defend this dissertation in an oral examination.

Incoming students will receive academic advising from the Department Graduate Advisor until such time as they choose a thesis advisor. The faculty conducts quarterly reviews of all continuing students to ensure that they are maintaining satisfactory progress within their particular academic program. Students who have completed all necessary prerequisites should be able to complete the Ph.D. within five years.

A comprehensive examination will be administered in June at the end of the second year. The examination is based upon the tutorials in advanced physiology and is designed to test the student's ability to organize a body of knowledge and to think critically. Some time during the third year, the student

will present a seminar on a topic approved by the formal candidacy committee. Following the seminar, the committee will critically examine the student's qualifications for the successful conduct of the doctoral dissertation. Advancement to candidacy for the Ph.D. is recommended to the Dean of Graduate Studies and Research upon the unanimous vote of the committee.

Information on faculty research areas and course descriptions may be found in the School of Biological Sciences section.

Some faculty from the Department are members of an interdisciplinary biophysics and biophysical chemistry group; see page 91 for a description of the program.

## Radiological Sciences

The Department of Radiological Sciences offers graduate programs of advanced study leading to the M.S. and Ph.D. degrees. Both programs are oriented toward the education and training of the superior student who has the potential and desire to become a creative and productive member of the medical or medical-related communities.

A broad-based, interdisciplinary curriculum places heavy emphasis on research and is designed to provide the student with a comprehensive knowledge of the field in addition to an exceptionally high level of competence in one or more subspecialties. By utilizing the training received in medical imaging, medical physics, bioengineering, radiobiology, and radiological engineering, the student should be prepared for a wide range of career opportunities in university, hospital, or industrial settings upon completion of this program. Prospective students are cautioned that the program is extremely demanding and requires a broad base of knowledge in a variety of the conventional disciplines.

The Department of Radiological Sciences has well-equipped research laboratories in imaging physics, radiation biology, radiation physics, radio-pharmacy, and radiological engineering located on campus and at the hospitals associated with the University of California, Irvine.

The core program plus additional courses as may be required by the Graduate Committee normally will require two years to complete. To receive either the M.S. or Ph.D. degree, the student must successfully complete the core courses or their equivalents.

Requirements for the M.S. degree may be satisfied in one of two ways. Under Plan I, the student completes the Radiological Sciences core program with an average grade of B or above and under the direction of a faculty advisor also prepares a thesis that is acceptable to the thesis committee. Under Plan II, the student completes the core program plus a minimum of eight additional credits (all with an average grade of B or above) in a given area of specialization and satisfactorily passes a comprehensive written examination.

Requirements for the Ph.D. degree may be divided into four stages. First, the student must complete the core program and take additional course work as recommended by the Graduate Committee, all with an average grade of B or above. Second, the student must pass a written and oral qualifying examination given at the end of the second full year of study. A student who fails the preliminary qualifying examination can, with approval from the Graduate Committee, repeat the examination the following year. Third, within a year after passing the preliminary examination, the student must pass the final oral qualifying examination covering the proposed field of research and be advanced to candidacy. Finally, a dissertation representing original research in the student's principal field of study must be prepared and

defended. The dissertation, conducted under the direction of the doctoral committee, represents the major element in the doctoral program; it must be a significant contribution to the field and is expected to demonstrate critical judgment, intellectual synthesis, and creativity. During the final quarter of graduate study the student is required to defend the dissertation in an oral examination conducted by the doctoral committee.

Admission to the graduate program is by the Dean of Graduate Studies and Research upon recommendation of the Department and is based upon letters of recommendation, Graduate Record Examination scores, previous scholarship, and other qualifications. Applicants should have a broad undergraduate background in both the physical and the biological sciences as well as in mathematics. Since most students will need some additional work in one or more disciplines, the graduate program allows for the correction of minor deficiencies during the first year, as determined by departmental review. Although the program is rigorous, it is also sufficiently flexible to allow for a wide range of interests and objectives. Individual programs of study may be arranged within the three general areas of concentration: imaging physics, radiation biology, and radiation physics.

Application deadline for the fall quarter is June 1 of each year. However, to receive full consideration for financial assistance, fall quarter applications should be completed by February 1. Applications for the winter and spring quarters will be accepted only under special circumstances.

### Graduate Courses in Radiological Sciences

**200A-B Principles of Radiation Physics (4-4) F, W.** Lecture, three hours. The physical properties of charged and uncharged particles, X-rays, electromagnetic radiation, and ultrasound; the interaction of all forms of radiation with matter and tissue; methods of radiation detection and measurement; physical basis of radiation dosimetry; applications of electromagnetic and mechanical radiation to medicine. Prerequisite: consent of instructor.

**201 Introduction to Medical Imaging (4) S.** Lecture, three hours. A unified approach to the mathematical and physical properties of medical imaging. Prerequisites: Radiological Sciences 200A-B.

**203 Engineering Principles of Radiographic Systems (2) F.** Laboratory, six hours. Laboratory in the engineering aspects of radiographic systems and equipment. Prerequisite: consent of instructor.

**210 Survey of Medical Physics and Biomedical Engineering (4) S.** Lecture, four hours. A survey of current applications of nonradiological physics and engineering to medicine. Topics include measurement of various physiological parameters, development of medical instrumentation, utilization of bio-materials and prosthetic devices.

**225A-B Advanced Mathematical Methods for Radiological Sciences (4-4) F, W.** Lecture, four hours. Theory of linear systems; linear and nonlinear operators; integral transform techniques; theory of reconstruction; solutions to the inverse scattering problem; system identification procedures; introduction to Lie groups.

**230 Medical Image Processing (2) F.** Lecture, two hours. Introduction to the mathematical principles of image processing used in medical imaging. The applications of image processing methods to radionuclide, computerized tomography, digital radiography, ultrasound and nuclear magnetic resonance imaging.

**240 Introduction to Radiation Biology (4) F.** Lecture, three hours. An introduction to radiation biology at the molecular, cellular, and tissue level. Relevance of radiation biology to radiation therapy, diagnostic radiology, nuclear medicine, and ultrasound. May be repeated for credit.

- 245 Laboratory in Radiation Biology (2) W.** Laboratory, six hours. Laboratory experiments designed to illustrate some of the fundamental principles of radiation biology including the direct and indirect actions of radiation, DNA repair and radiosensitivity, the radiosensitizing action of oxygen, and the acute effects of whole-body radiation.
- 250 Laboratory Techniques in Radiation Biology (5) Summer.** Laboratory, 16 hours. An introduction to laboratory techniques in modern radiation biology research including alkaline elution, sucrose gradient, and enzymatic assays for measuring DNA damage; histological evaluation of radiation damage to tissues and tumors; cell synchronization techniques; chromosome damage measurements. Prerequisite: Radiological Sciences 240. May be repeated for credit.
- 251 Principles of Radiation Therapy Physics (4) W.** Lecture, three hours. Principles of radiotherapy and treatment planning. Prerequisite: consent of instructor.
- 252 Principles of Radiation Protection (4) S.** Lecture, three hours. Natural and artificial sources of radiation exposure; guides for radiation protection. Prerequisite: Radiological Sciences 251.
- 255 Laboratory in Radiation Therapy and Protection (2) S.** Laboratory, six hours. Laboratory in radiation therapy and radiation protection. Prerequisite: consent of instructor.
- 260A Principles of Medical Imaging: Radiography (4) F.** Lecture, three hours. The application of radiographic imaging techniques and principles of physics and engineering to the diagnosis and evaluation of disease. Prerequisite: Radiological Sciences 200A-B and 201.
- 260B Principles of Medical Imaging: Scintigraphy (4) W.** Lecture, three hours. The application of scintigraphic imaging and nuclear medicine techniques and principles of physics and engineering to the diagnosis and evaluation of disease. Prerequisite: Radiological Sciences 260A.
- 260C Principles of Medical Imaging: Ultrasonography (4) S.** Lecture, three hours. The application of ultrasonic imaging techniques and principles of physics and engineering to the diagnosis and evaluation of disease. Prerequisite: Radiological Sciences 260B.
- 265A Laboratory in Radiography (2) F.** Laboratory, six hours. Laboratory in radiographic imaging. Prerequisite: consent of instructor.
- 265B Laboratory in Scintigraphy (2) W.** Laboratory, six hours. Laboratory in scintigraphic imaging and nuclear medicine techniques. Prerequisite: consent of instructor.
- 265C Laboratory in Ultrasonography (2) S.** Laboratory, six hours. Laboratory in ultrasonic imaging. Prerequisite: consent of instructor.
- 270A-B Physical Acoustics (4-4) F, W.** Lecture, three hours. The physical principles of acoustics and mechanical radiation, especially at ultrasonic frequencies. Topics include radiation fields; propagation in layered media; generation and detection of acoustical waves; ultrasonic propagation in gases, liquids and solids; nonlinear acoustics; environmental, architectural, underwater and medical acoustics; physical models of tissue. Prerequisite: consent of instructor.
- 272A-B Detection and Dosimetry of Ionizing Radiation (4-4) F, W.** Lecture, three hours. Principles and methods of ionizing radiation detection; measurement of energy and intensity; instruments and techniques. Physical basis of radiation dose measurement; exposure and absorbed dose in tissue; dose, dose rate and microdose distributions and biological effectiveness. Prerequisite: consent of instructor.
- 274A-B Physical Principles of Patient Irradiation and Dosage Specification in Radiotherapy (4-4) W, S.** Lecture, three hours. External beam radiotherapy physics; beam characteristics; dose parameters; dose localization; beam modification; treatment planning computations. Interstitial and intracavitary brachytherapy physics; sources, implant techniques; computer treatment planning dosimetry. Neutron and heavy particle beam dosimetry. Hyperthermia: heat sources and field calculations. Prerequisite: consent of instructor.
- 276A-B Human Radiation Exposure; External and Internal Radiation Protection (4-4) S, F.** Lecture, three hours. Natural and artificial sources of human radiation exposure, industrial, medical and environmental; internal and external hazards. Shielding materials and methods, radiation protection monitoring. Evaluation of human data; national and international agency recommendations; State and federal regulations. Prerequisite: consent of instructor.
- 280 Advanced Topics in Molecular and Cellular Radiobiology (4) F.** Lecture, three hours. Detailed descriptions of radiation damage to biological macromolecules (protein, lipids, nucleic acids). Repair of DNA damage and its correlation with cell survival. Chemical modification of radiation damage at the molecular and cellular level. Prerequisite: Radiological Sciences 240 and/or consent of instructor. May be repeated for credit.
- 284 Tumor and Normal Tissue Radiobiology (4) S.** Lecture, three hours. A comprehensive coverage of *in vivo* models of radiation response, radiobiology of acute and late responding tissues, dose fractionation, therapeutic ratio, tumor growth and regeneration, and interpretation of radiotherapy results in terms of radiobiology. Prerequisite: Radiological Sciences 240 and/or consent of instructor. May be repeated for credit.
- 286 Hyperthermia and Other Modifiers of Radiation Response (4) W.** Lecture, three hours. Effects of hyperthermia on cell viability and on the response of cells, tissues, and tumors to ionizing radiation, chemotherapy, radiosensitizers, and radioprotectors. Mechanisms of action at the molecular, cellular, and tissue level, including physiological effects will be described. Prerequisite: Radiological Sciences 240 and/or consent of instructor. May be repeated for credit.
- 288 Principles of Radiopharmaceuticals (3) F.** Lecture, two hours. Production of medical radioisotopes, including generator systems. Chemistry, labeling techniques, quality control, and pharmacology of radiopharmaceuticals. Prerequisite: consent of instructor.
- 290 Seminar in Radiological Sciences (2) F, W, S.** Seminar, two hours. Directed review and discussion of recent advances in areas of current interest. Presentations are given by students, faculty, and invited speakers.
- 292 Independent Study (variable) F, W, S.** Individual study or research under the direction of a faculty member.
- 295 Clinical Workshop in Radiological Sciences (2) F, W, S.** Laboratory, six hours. Clinical experience in the various areas of radiological sciences including general diagnosis, nuclear medicine, ultrasound, CT, and interventional vascular work. Topics vary. Prerequisite: consent of instructor. May be repeated for credit.
- 298 Master of Science Thesis Research (variable) F, W, S.** Individual research under the supervision of a faculty member directed toward completing the thesis required for the M. S. degree in Radiological Sciences.
- 299 Doctor of Philosophy Dissertation Research (variable) F, W, S.** Individual research under supervision of a faculty member directed toward completing the dissertation required for the Ph.D. degree in Radiological Sciences.



## Department of Physical Education

### John E. Caine Chair

Stephen Ainslie, B.A. University of California, Irvine, *Men's Golf Coach*

Dean Andrea, B.A. University of Dayton, *Women's Basketball Coach*

Michael Bokosky, B.A. Fort Lewis College, M.A. California State University, Los Angeles, *Assistant Men's Basketball Coach*

John E. Caine, Ed.D. University of Northern Colorado, *Chair of the Department of Physical Education, Director of Athletics, and Supervisor of Physical Education*

Linda B. Dempsay, M.A. University of California, Berkeley, *Supervisor Emeritus*

Conni Earley, B.A. Fresno State University, *Men's and Women's Diving Coach*

Matthew Etchison, *Women's Soccer Coach*

Jack Franco, B.A. California State University, Long Beach, *Sailing Coach*

Michael Gerakos, B.S. University of California, Los Angeles, *Men's Baseball Coach*

Kaia Hedlund, B.A. University of Southern California, *Assistant Director of Athletics/Student Affairs, Adjunct Lecturer in Physical Education*

Peter H. Hofinga, M.S. Baylor University, *Supervisor of Physical Education*

Joyce L. Ibbetson, M.S. University of Southern California, *Adjunct Lecturer in Physical Education, Boating Coordinator*

Doreen Irish, M.A. California State University, Los Angeles, *Women's Tennis Coach*

Albert M. Irwin, B.A. University of the Pacific, *Supervisor Emeritus*

Derek Lawther, *Men's Soccer Coach*

Myron McNamara, B.A. University of Southern California, *Lecturer Emeritus*

Larry M. Moore, M.S. University of California, Irvine, *Crew Coach*

William G. Mulligan, M.A. DePaul University, *Men's Basketball Coach*

Edward H. Newland, B.A. Occidental College, *Men's Water Polo Coach*

Vincent F. O'Boyle, M.A. Azusa Pacific University, *Head Coach, Track and Field/Cross Country*

Gregory P. Patton, B.A. University of California, Santa Barbara, *Men's Tennis Coach*

Robert Pomeroy, M.A. Chapman College, *Assistant Director of Athletics/Facilities, Academic Coordinator*

Michael Puritz, B.A. California State University, Long Beach, *Women's Volleyball Coach*

Charles Schober, B.S. Oklahoma University, *Men's and Women's Swim Coach*

Bob Thate, B.S. Occidental College, *Assistant Men's Basketball Coach*

Raymond H. Thornton, Ph.D. University of Southern California, *Supervisor of Physical Education*

Timothy M. Tift, M.A. Pepperdine University, *Lecturer in Physical Education*

Danny B. Williams, B.A. Occidental College, *Women's Track and Field Coach*

The Department of Physical Education's organization of three closely interrelated programs provides a broad spectrum of opportunities for students in physical education activity classes, intercollegiate athletics, and campus recreation. The Department's faculty and professional staff are dedicated to providing each student with the opportunity to participate in a broad program of physical activities, sports, and recreation. Students electing physical education activity classes, which include course offerings in 18 intercollegiate sports, may receive partial credit toward a degree up to a total of 4.2 units of credit. No degree in Physical Education is offered.

### Campus Recreation

All officially enrolled students, as well as faculty and staff personnel, are encouraged to participate in the Campus Recreation Program offered by the Physical Education Department.

Intramural activities feature men's, women's, and coed team sports, and many individual and dual sports. Team sports include flag football, volleyball, basketball, softball, soccer, ultimate frisbee, and innertube water polo. A sampling of individual and dual sports includes badminton, golf, racquetball, table tennis, tennis, track and field, two-person volleyball, and wrestling. The emphasis is on participation, and activities are offered at all ability levels from novice to advanced.

The sport clubs aspect of the Campus Recreation Program provides students, faculty, and staff with an opportunity to participate in activities that fall beyond the scope of intramurals. Specialized instruction and extramural competition are the highlight of many club activities. Since clubs are student-initiated, offerings vary from year to year. Currently, active clubs include bowling, broomball, fencing, frisbee, ice hockey, karate, racquetball, rugby, sailing, scuba, ski racing, soccer, tai chi, and volleyball.

Informal recreation provides the UCI community with an opportunity to utilize the facilities in and around Crawford Hall, the departmental sports complex, in a nonstructured setting. Informal recreation hours are scheduled on a quarterly basis and vary according to facility demand.

Recreation instruction classes are offered quarterly to faculty, staff, and their spouses desiring specialized assistance in a variety of activities. In addition, recreational excursions are offered to local special events. A sampling of past excursions includes the Los Angeles garment district, museums, theatres, sailing outings, and professional sporting events.

Members of the campus community who would like additional activities or clubs offered or who desire further information may contact the Campus Recreation Office, 1386 Crawford Hall, (714) 856-5346.

### Sports Facilities

On-campus sports facilities include a gymnasium with activity areas for badminton, basketball, combatives, fencing, volleyball, and weight training; baseball and track stadiums; outdoor basketball and volleyball courts (lighted); six indoor four-wall handball/racquetball/squash courts; a swimming pool; 12 tennis courts (six lighted); and vast recreational fields.

Off-campus facilities include a sailing and crew base in Newport Beach and access to nearby facilities for bowling, roller skating, ice skating, and equestrian use. City and State beaches on the Pacific Ocean are also within minutes of the campus.

### Intercollegiate Athletics

The Intercollegiate Athletic Program at UCI features 18 sports, with the men competing in 10 and the women seven, in addition to a coed sailing team. Information on the Athletic Program may be obtained by contacting the Physical Education Department at (714) 856-6931.

UCI's men's teams compete in the National Collegiate Athletic Association (NCAA) Division I as a member of the Pacific Coast Athletic Association (PCAA). The Anteater crew and sailing teams compete in the Western Sprint Championships and the Pacific Coast Intercollegiate Yacht Racing Association, respectively.

Men's sports include baseball, basketball, crew, cross country, golf, sailing, soccer, swimming, tennis, track and field, and water polo.



The UCI women are also in NCAA Division I and compete in basketball, cross country, swimming, tennis, track, and volleyball in the PCAA. Soccer and co-ed sailing are independent sports.

UCI has captured 17 NCAA team championships since opening in 1965, with more than 60 individuals winning national titles and more than 240 earning All-American honors. UCI has won 15 PCAA championships since joining the conference in 1977: five in cross country, four each in water polo and tennis, and two in track and field. UCI also has been well-represented by athletes and coaches in Olympic competition.

## Courses

The instructional classes emphasize activities and sports that will give students skills necessary to participate in intramurals, sport clubs and intercollegiate competition, and in their adult lives.

**1A-B-C Physical Education (.7 per quarter) F, W, S.** May be repeated, beginning through advanced. Activity sections in badminton, basketball, golf, handball, kayaking and canoeing, lifesaving, physical fitness, racquetball, sailing, soccer, softball, swimming, tennis, volleyball, water safety instruction, and weight training. Inter-collegiate athletic sections in baseball, basketball, crew, cross country, golf, sailing, swimming, tennis, track and field, volleyball, and water polo are offered in season.

## University Officers

### The Regents of the University of California

#### Regent Ex Officio

**Governor of California and President of The Regents**

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**Lieutenant Governor of California**

Leo T. McCarthy

**Speaker of the Assembly**

Willie L. Brown

**State Superintendent of Public Instruction**

Bill Honig

**President of the Alumni Association of the University of California**

John B. Farrell

**Vice President of the Alumni Association of the University of California**

Gary Cusumano

**President of the University**

David P. Gardner

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Glenn Campbell (1996)

William French Smith (1986)

Robert O. Reynolds (1986)

Dean A. Watkins (1996)

Joseph A. Moore (1990)

William A. Wilson (1988)

Vilma S. Martinez (1990)

John F. Henning (1989)

Stanley K. Sheinbaum (1989)

Yori Wada (1992)

Frank W. Clark, Jr. (1988)

David Geffen (1990)

Willis W. Harman (1990)

Yvonne Brathwaite Burke (1993)

Sheldon W. Andelson (1994)

Jeremiah F. Hallisey (1993)

Robert N. Noyce (1992)

Harold M. Williams (1994)

Janice Eberly

(7/1/85-6/30/86)

Frank Hope, Jr. (1988)

#### Regents-Designate<sup>2</sup>

Claude B. Hutchinson, Jr. (1986)

James Toledano (1986)

<sup>1</sup>Except for Regents now completing 16-year terms, and the student Regent and alumni Regents appointed annually by the Regents for a one-year term ending on June 30, Regents now serve a term of 12 years, commencing on March 1. The Governor appoints all Regents except the student Regent.

Names are arranged in order of original appointment to the Board.

<sup>2</sup>One-year terms expiring June 30.

#### Faculty Representatives to The Regents

Marjorie Caserio (9/1/84-8/31/85)

Neal Smelser (9/1/85-8/31/86)

#### Principal Officers of The Regents

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**Secretary**

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Marjorie J. Woolman

**Associate Secretary of The Regents, Emeritus**

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**Senior Vice President—Administration**

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**Vice President—Agriculture and Natural Resources**

James B. Kendrick, Jr.

**Executive Assistant to the President**

Gloria Copeland

#### Officers Emeriti

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Clark Kerr

**President of the University, Emeritus; and Professor of Economics, Emeritus**

Charles J. Hitch

**President of the University, Emeritus, and Professor of Physics, Emeritus**

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**Chancellor Emeritus, Professor of Soils and Plant Nutrition, Developmental and Cell Biology, Ecology and Evolutionary Biology, and Social Ecology, Emeritus**

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**Chancellor Emeritus and Professor of Statistics, Emeritus**

Albert H. Bowker

**Chancellor Emeritus and Professor of Botany, Emeritus**

Vernon I. Cheadle

**Chancellor Emeritus and Professor of Political Science, Emeritus**

Ivan H. Hinderaker

**Chancellor Emeritus and Professor of Comparative Government, Emeritus**

Dean E. McHenry

**Chancellor Emeritus and Professor of Food Science & Technology, Emeritus**

Emil Mrak

**Chancellor Emeritus, University Librarian Emeritus, Professor of Anatomy, Emeritus, and Professor of History of Health Sciences, Emeritus**

John B. de C.M. Saunders, M.D.

**Chancellor Emeritus, and Professor of Otolaryngology**

Francis A. Sooy

**Vice President of the University, Emeritus; Professor of Agricultural Economics, Emeritus; and Agricultural Economist, Emeritus**

Harry R. Wellman

**University Provost, Emeritus; Chancellor at Santa Cruz, Emeritus; and Professor of Mathematics, Emeritus**

Angus E. Taylor

**Vice President of the University Emeritus and Professor of Physics, Emeritus**

William P. Fretter

**Vice President—Budget Plans and Relations for the University, Emeritus**

Thomas E. Jenkins

**Vice President—Financial and Business Management, Emeritus, and Professor of Pathology, Emeritus**

Baldwin G. Lamson, M.D.

**Assistant President, Emeritus**

Dorothy E. Everett

**University Auditor, Emeritus**

Norman H. Gross

**Special Assistant to the President—Health Affairs, Emeritus**

Clinton C. Powell, M.D.

#### Chancellors

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Ira Michael Heyman

**Chancellor at Davis**

James H. Meyer

**Chancellor at Irvine**

Jack W. Peltason

**Chancellor at Los Angeles**

Charles E. Young

**Chancellor at Riverside**

Theodore L. Hullar

**Chancellor at San Diego**

Richard C. Atkinson

**Chancellor at San Francisco**

Julius R. Krevans

**Chancellor at Santa Barbara**

Robert A. Huttenback

**Chancellor at Santa Cruz**

Robert L. Sinsheimer

## UC Irvine Principal Administrative Officers

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**Vice Chancellor University Advancement** — John R. Miltner

**Associate Vice Chancellor Development** — Richard E. Matheny

**Associate Vice Chancellor Governmental and Community Affairs** — Ramon Curiel

**Assistant Vice Chancellor Communications** — Kathleen T. Jones

**Assistant Vice Chancellor Affirmative Action and Equal Opportunity Programs** — Carla R. Espinoza

**Acting Director of Clinical Services** — Leon M. Schwartz

---

**Executive Vice Chancellor** — William J. Lillyman

**Associate Vice Chancellor Academic Affairs** — Carl F. Hartman

**Assistant Vice Chancellor Academic Affairs** — Dennis J. Galligani

**Assistant Vice Chancellor Academic Plans and Programs** — Ralph A. Catalano

**Associate Vice Chancellor Plans** — William H. Parker

**Assistant Vice Chancellor Administrative Affairs and Academic Personnel** — Loraine Reed

**Vice Chancellor Administrative and Business Services** — Leon M. Schwartz

**Acting Vice Chancellor Administrative and Business Services** — Steve Relyea

**Vice Chancellor Student Affairs** — Horace Mitchell

**Assistant Vice Chancellor Student Affairs** — Sally K. Peterson

**Assistant Vice Chancellor Student Affairs Business Management** — Charles R. Pieper

For a complete list of UC Irvine administrative officers, please refer to the University of California Directory or the UCI Campus Directory. The Telephone Guide in this Catalogue (see p. 12) may be consulted for telephone numbers of various campus offices.

## University Professors

E. Margaret Burbidge, University Professor  
University of California, San Diego

Melvin Calvin, University Professor Emeritus  
University of California, Berkeley

Murray Krieger, University Professor  
University of California, Irvine

Josephine Miles, University Professor Emeritus  
University of California, Berkeley

Glenn Seaborg, University Professor  
University of California, Berkeley

Julian S. Schwinger, University Professor  
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Neil Smelser, University Professor  
University of California, Berkeley

Edward Teller, University Professor Emeritus  
Lawrence Livermore National Laboratory

Charles Townes, University Professor  
University of California, Berkeley

Sherwood Washburn, University Professor Emeritus  
University of California, Berkeley

John R. Whinnery, University Professor  
University of California, Berkeley

Lynn White, Jr., University Professor Emeritus  
University of California, Los Angeles

## Student Conduct and Discipline

Students enrolling in the University are expected to assume an obligation to conduct themselves in a manner compatible with the University's function as an educational institution. A handbook is available which sets forth standards of conduct expected of UCI students. This booklet, "Policies Applying to Campus Activities, Organizations, and Students," gives rules concerning conduct and related matters, as established by the policies of the Regents and the President of the University. The booklet incorporates campus regulations also. Copies are available from the Ombudsman, who is located in 260 Administration Building, and from the Student Activities Office, located in University Center.

## Student Records

The University of California campuses maintain various types of records pertaining to students; some are maintained for academic purposes; others, such as hospital and employment records, are maintained for other specific purposes. Student records—that is, those pertaining to students in their capacity as students—include but are not limited to academic evaluations, transcripts, test scores and other academic records, general counseling and advising records, disciplinary records, and financial aid records.

The disclosure of information from student records is governed in large measure by the Federal Family Educational Rights and Privacy Act of 1974, by the State of California Education Code, and by University policy and procedures implementing these laws which protect the student's right of privacy, provide safeguards for the confidentiality of student records, and permit students access to their own records.

Pursuant to the Federal Family Educational Rights and Privacy Act of 1974 and the University of California Policies Applying to the Disclosure of Information from Student Records, students at the University have the following five rights:

1. to inspect and review records pertaining to themselves in their capacity as students;
2. to inspect records maintained by the campus of disclosure of personally identifiable information from their student records;
3. to seek correction of their student records through a request to amend the records or a request for a hearing;
4. to file complaints with the Department of Health and Human Services regarding alleged violations of the rights accorded them by the Act; and
5. to have withheld from disclosure, in the absence of their prior consent for release, personally identifiable information from their student records, with exceptions as noted in the University student records policies.

*NOTE: There are instances in which information can be disclosed without prior written consent of the student. University officials may require access to student records in the course of the performance of their assigned duties. Further, (a) in connection with conditions of certain financial aid awards; (b) when the campus is complying with a judicial order or subpoena; and (c) when authorized federal or State officials are conducting an audit or evaluation of federally supported educational programs, confidential information can be disclosed without prior written consent of the student. There are also other situations in which the University is required to disclose information. See Policies Applying to Campus Activities, Organizations, and Students, Part B, Section 10.721 for a list of exceptions.*

Normally, the campus will release the following as personally identifiable information which can be made public:

Student's name;

Address (campus, local, and/or permanent) and telephone numbers;

Date and place of birth;

Major field of study, dates of attendance, degrees and honors received;

Most recent previous educational institution attended;

Participation in officially recognized activities, including intercollegiate athletics;

Name, weight, and height of participants on intercollegiate University athletic teams.

However, students have the right to refuse to permit any or all of these categories to be designated public information with respect to themselves. (See the NOTE above.)

If a student requests that information from his or her records not be regarded as public information, then the information will not be released to anyone without the written consent of the student. The student should be aware of the important implications of exercising this right. For example, if a request is made to withhold from disclosure a student's name and degrees and honors received, the campus cannot release for publication information on any honors received by the student, such as election to Phi Beta Kappa, and cannot include the student's name and degree earned in the campus

commencement program without the written consent of the student. Similarly, if a request is made to withhold from disclosure a student's name and dates of attendance, a student's status as a student cannot be verified for potential employers without the written consent of the student. Further, if a student's last instruction to the campus was to withhold from disclosure the degree granted to that student and the date on which the degree was conferred, that information cannot be confirmed for a third party in connection with the appointment of that graduate to a new position or in connection with an honor that individual received without the written consent of the student.

Students wishing to restrict release of public information should contact the Registrar's Office for instructions on how to do so. Questions regarding the rights of students under the University policies and the federal law should be directed to the Vice Chancellor Student Affairs or that person's designate, 260 Administration. A Personal Data Sheet is included in each quarter's registration packet which allows students to examine and update their personal data. Furthermore, during the eighth week of classes, every student is provided with a record of current term enrollment as part of his or her registration materials for the next quarter to ensure the accuracy of official enrollment. Students are urged to report officially to the Registrar's Office all changes in personal data and enrollment data. It is extremely important for each student to keep the Registrar's Office currently informed as changes occur to assure that accurate and complete records are maintained.

Students are informed annually of their rights under the University's student records policies and the federal Act. Copies of the Act and University and campus policies are available for review in the Reference Room, Main Library. In addition, University policies are published in the booklet "Policies Applying to Campus Activities, Organizations, and Students—Part B," copies of which are available in the Student Activities Office.

Complaints regarding alleged violation of the rights accorded students by the federal Act may be filed with the Family Educational Rights and Privacy Act Office (FERPA), Department of Education, 4511 Switzer Building, Washington, D.C. 20202.

## Student Records

Types and locations of major student records maintained by the campus are listed in the following table; consult the Campus Directory or building directories for room numbers.

Type of Record	Location of Record	Responsible Official
School, department, or program	Administrative office for particular unit	Dean, Chair, or Director
Admissions—Undergraduate	Administration	Director, Admissions
Admissions—Graduate	Administration	Dean, Graduate Studies and Research
Admissions—College of Medicine	Med. Sci. I	Director, Admissions
Career Planning and Placement	Student Services I	Director, Career Planning and Placement
Cashier's Office	Administration	Cashier
Children's Center	Children's Center	Director, Child Care Services
Collection	Administration	Collections Manager
Counseling	Student Services I	Director, Counseling Services
Disabled Student	Student Services I	Director, Disabled Student Services
Education Abroad Program	Trailer Complex	Coordinator, EAP
Educational Opportunity Program	Administration	Coordinator, EOP
Financial Aid	Administration	Director, Financial Aid
Housing	Administration	Director, Housing
International Student	Administration	Assistant Dean, International Students
Learning Skills	Trailer Complex	Director, Learning Skills
Parking	Trailer, Lot 17	Parking Supervisor
Registrar—Graduate/Undergraduate	Administration	Registrar
College of Medicine	Med. Sci. I	Assistant Deputy Registrar
Relations with Schools and Colleges	Administration	Director, Relations with Schools and Colleges
Special Services	Trailer Complex	Director, Special Services
Student Conduct	Administration	Assistant Vice Chancellor Student Affairs
Student Health	Student Health Center	Director, Student Health
Summer Session	University Extension Facility	Director, Summer Session
Tutorial Assistance Program	Trailer Complex	Director, Tutorial Assistance Program
Undergraduate Students	Administration	Dean, Undergraduate Studies
University Extension	University Extension Facility	Dean, University Extension
Veterans	Administration	Coordinator, Veterans Affairs
Incidental Records (minutes of various committees, copies of correspondence in offices not listed above, and other records not listed)	Administration	Vice Chancellor Student Affairs, or other Student Affairs official

As required by Section 177.64 of the federal regulations governing the Guaranteed Student Loan Program, published in the *Federal Register* on February 20, 1975, the following information concerning salary and employment data is provided:

## Salary and Employment Information, University of California

Field of Study	Degree Level of Graduates			Probable or Definite Job Commitment <sup>2</sup>
	Bachelor's	Master's	Doctorate	
	Average Monthly Salary <sup>1</sup>			
Engineering	\$1,410-2,750	\$1,800-2,667	\$2,583-3,625	85.0%
Humanities	900-1,958	1,083-2,250	—	78.3
Life Science	923-2,000	—	—	78.0
Management	1,085-1,916	1,500-3,000	—	91.5
Physical Science	1,114-2,333	1,683-2,720	2,160-3,333	80.0
Social Science	888-1,833	1,050-2,291	—	78.4
Dental <sup>3</sup>	—	—	2,500	95.0

<sup>1</sup>Source: (Except for Dental—see footnote 3.) A national survey of a representative group of colleges conducted by the College Placement Council, representing the 80-percent range of offers for 1982-83 throughout the country. It should be noted that a wide variation in starting salaries exists within each discipline based on job location, type of employer, personal qualifications of the individual, and employment conditions at the time of job entry.

<sup>2</sup>Source: *The Job Market for UCLA's 1983 Graduates*. Percentages are based only upon those students who planned to work immediately after graduation.

<sup>3</sup>Source: UCSF School of Dentistry. Starting salary and probable job commitment are approximations based on 1983 graduates.

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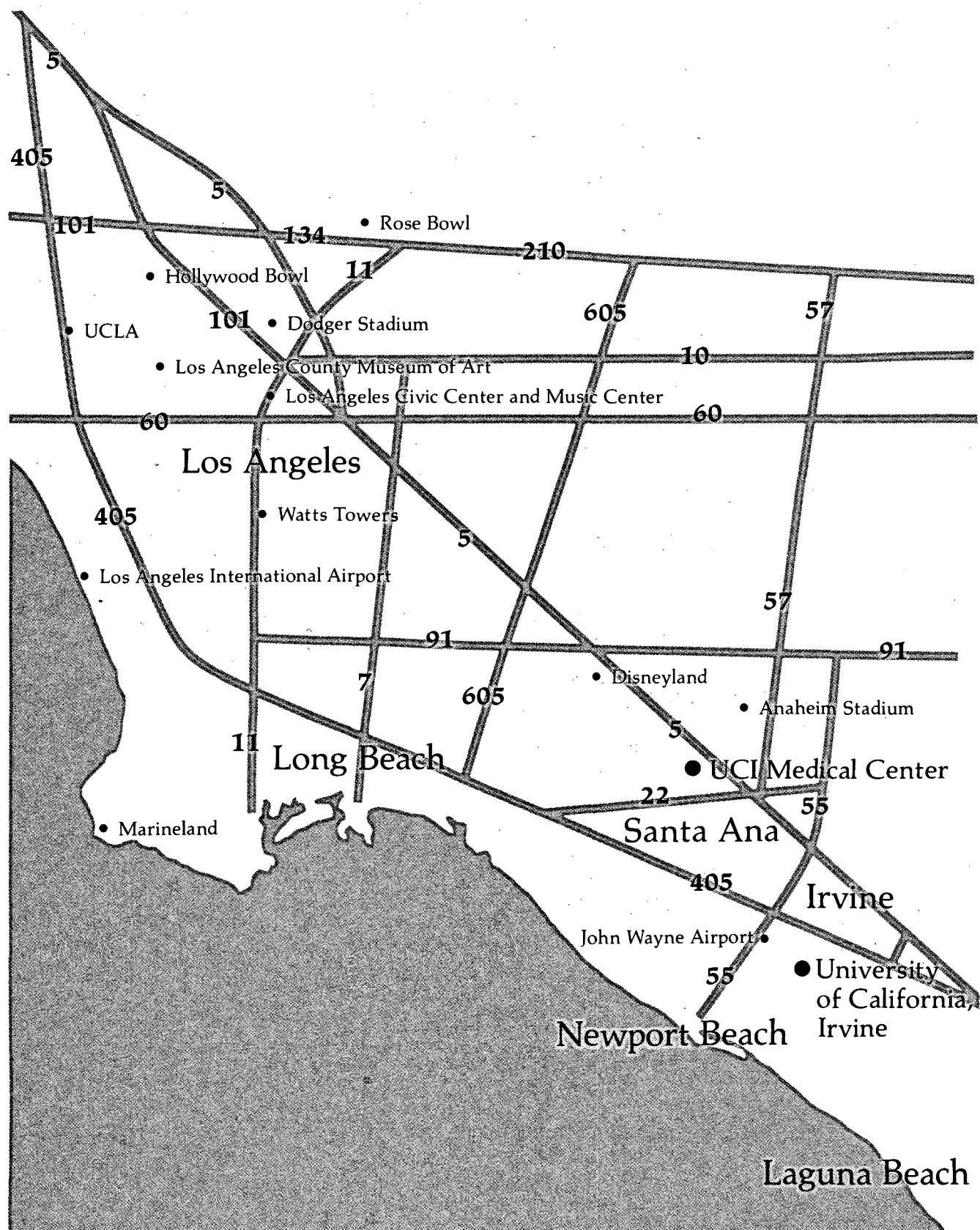
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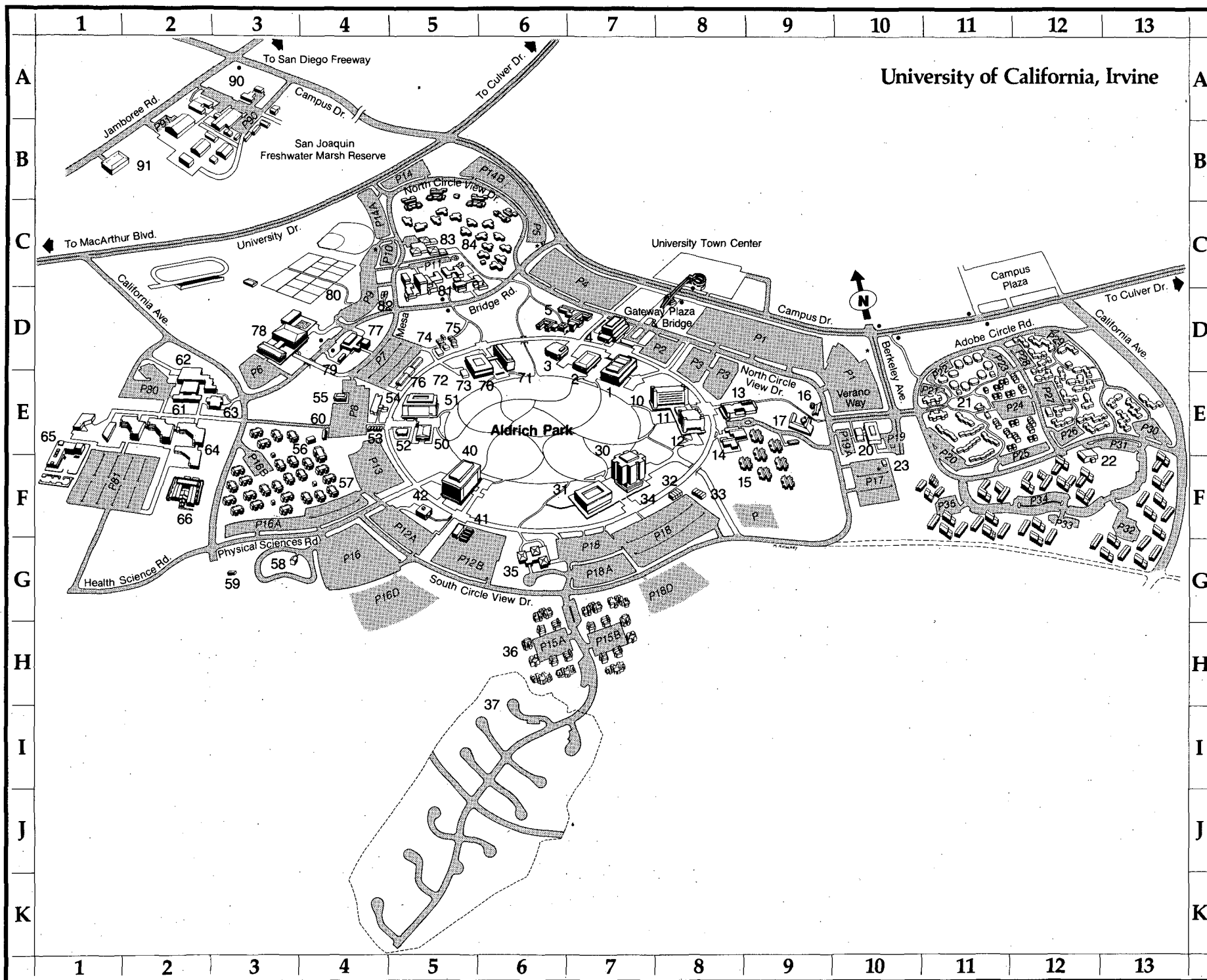
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• = Bus Stops

Shaded roads and parking areas are open to public auto travel.

All buildings are accessible to wheelchairs. Specific information may be obtained from the Disabled Student Services Office, (714) 856-6487.

Parking lots are financed by fees paid by those who use them—faculty, staff, and students on a continuing basis and visitors daily.

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School of  
Biological  
Sciences

School of Fine  
Arts

School of  
Humanities

School of  
Physical  
Sciences

School of Social  
Sciences

Department of  
Information  
and Computer  
Science

Program in  
Social Ecology

School of  
Engineering

Graduate  
School of  
Management

Teacher  
Education

College of  
Medicine

Department of  
Physical  
Education



