

G E N E R A L C A T A L O G 2 0 0 9 - 2 0 1 0

# UC SANTA BARBARA



# University of California, Santa Barbara *General Catalog* 2009/2010

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#### ON THE COVER

**Cover: The Henley Gate marks the campus's new entrance. Photographer: Peter Malinowski**

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#### UNIVERSITY OF CALIFORNIA, SANTA BARBARA MISSION STATEMENT

The University of California, Santa Barbara is a leading research institution that also provides a comprehensive liberal arts learning experience. Because teaching and research go hand in hand at UC Santa Barbara, our students are full participants in an educational journey of discovery that stimulates independent thought, critical reasoning, and creativity. Our academic community of faculty, students, and staff is characterized by a culture of interdisciplinary collaboration that is responsive to the needs of our multicultural and global society. Our commitment to public service is manifested through the creation and distribution of knowledge that advances the well-being of our state, nation, and world. All of this takes place within a living and learning environment like no other, as we draw inspiration, opportunity, and advantage from the beauty and resources of UC Santa Barbara's extraordinary location at the edge of the Pacific Ocean.

#### ACCREDITATION

The University of California, Santa Barbara is fully accredited by the Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges, 985 Atlantic Ave., Suite 100, Alameda, California 94501, (510) 748-9001. Accreditation documents are available for review in the Office of the Executive Vice Chancellor, Cheadle Hall 5105A.

#### EQUAL OPPORTUNITY AND NONDISCRIMINATION

The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy<sup>1</sup>, physical or mental disability, medical condition (cancer related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed service<sup>2</sup>. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities.

Inquiries regarding the University's student-related nondiscrimination policies may be directed to the Office of Equal Opportunity, Telephone: (805) 893-2701.

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<sup>1</sup> *Pregnancy* includes pregnancy, childbirth, and medical conditions related to pregnancy or childbirth.

<sup>2</sup> Service in the uniformed services includes membership, application for membership, performance of service, application for service, or obligation for service in the uniformed services.

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# Calendar, 2009-2010

Note: Dates subject to change without notice.

## Undergraduate admission

Application filing period for undergraduate admission, to be filed with the University of California, Undergraduate Application Processing Service, P.O. Box 4010, Concord, CA 94524-4010.

Web site: [www.universityofcalifornia.edu/apply](http://www.universityofcalifornia.edu/apply)

## Undergraduate intercampus transfer

Application filing period for intercampus transfer, to be filed with the University of California, Undergraduate Application Processing Service, P.O. Box 4010, Concord, CA 94524-4010.

Web site: [www.universityofcalifornia.edu/apply](http://www.universityofcalifornia.edu/apply)

## Undergraduate returning students

Application filing period for readmission, to be filed with the Office of the Registrar by undergraduate students who have been absent for one or more quarters, who withdrew during their last quarter of attendance at UCSB, or who cancelled or had their registration lapsed.

## Graduate admission

Application deadlines vary by department. Applicants should consult the department for the deadline, and submit the application and application fee online at [www.graddiv.ucsb.edu/eapp](http://www.graddiv.ucsb.edu/eapp). For further information on the application process, visit [www.graddiv.ucsb.edu](http://www.graddiv.ucsb.edu).

## Registration begins

## Quarter begins

## Convocation

## Pre-instructional activities:

Required testing, advising, meetings, and new student orientation

## First day of instruction

## Last day of instruction

## Final examinations

## Quarter ends

## Commencement

## Summer Sessions 2010

Registration begins: April 5, 2010

First day of instruction: June 21, 2010

## Fall 2009

November 1–30, 2008

November 1–30, 2008

November 1, 2008–  
August 11, 2009

May 14, 2009  
(Thursday)

September 19–20, 2009  
(Saturday–Sunday)

September 22, 2009  
(Monday)

September 21–23, 2009  
(Monday–Wednesday)

September 24, 2009  
(Thursday)

December 4, 2009  
(Friday)

December 7–12, 2009  
(Monday–Saturday)

December 12, 2009  
(Saturday)

## Winter 2010

July 1–31, 2009

July 1–31, 2009

July 1, 2009–  
November 10, 2009

October 24, 2009  
(Saturday)

January 4, 2010  
(Monday)

January 4, 2010  
(Monday)

January 4, 2010  
(Monday)

March 12, 2010  
(Friday)

March 15–20, 2010  
(Monday–Saturday)

March 20, 2010  
(Saturday)

## Spring 2010

October 1–31, 2009

October 1–31, 2009

October 1, 2009–  
February 9, 2010

February 3, 2010  
(Wednesday)

March 29, 2010  
(Monday)

March 29, 2010  
(Monday)

March 29, 2010  
(Monday)

June 4, 2010  
(Friday)

June 5–11, 2010  
(Saturday–Friday)

June 11, 2010  
(Friday)

June 12–13, 2010  
(Saturday, Sunday)

## Holidays

**Labor Day:** Monday, September 7, 2009

**Veterans' Day:** Wednesday, November 11, 2009

**Thanksgiving:** Thursday and Friday, November 26 and 27, 2009

**Christmas:** Thursday and Friday, December 24 and 25, 2009

**New Year's:** Thursday and Friday, December 31, 2009 and January 1, 2010

**Martin Luther King, Jr.'s Birthday:** Monday, January 18, 2010

**Presidents' Holiday:** Monday, February 15, 2010

**Cesar Chavez Holiday:** Friday, March 26, 2010

**Memorial Day:** Monday, May 31, 2010

**Independence Day:** Monday, July 5, 2010

# Correspondence Directory

University of California, Santa Barbara, Santa Barbara, CA 93106

For campus directory information: (805) 893-8000

For directory and mailing information: [www.ucsb.edu/people](http://www.ucsb.edu/people)

| <i>Office</i>  | <i>Location</i>   | <i>Telephone</i>                          | <i>Web site</i>  |
|--|---|---|--|
| Academic Preparation and Equal Opportunity   | Cheadle Hall 2121   | 893-2701                                  | <a href="http://www.aa.ucsb.edu">www.aa.ucsb.edu</a>   |
| Admissions   | Cheadle Hall 1210   | 893-2881                                  | <a href="http://www.admissions.ucsb.edu">www.admissions.ucsb.edu</a>   |
| Alumni Association   | Mosher Alumni House   | 893-2288                                  | <a href="http://www.ucsbalum.com">www.ucsbalum.com</a>   |
| Associated Students  | University Center 1500  | 893-2566                                  | <a href="http://www.as.ucsb.edu">www.as.ucsb.edu</a>   |
| Billing, Accounts Receivable, Collections  | SAASB 1212*<br>Hollister Research Center                                    | 893-2155<br>893-4204                      | <a href="http://www.barc.ucsb.edu">www.barc.ucsb.edu</a>   |
| Bookstore  | University Center   | 893-3271                                  | <a href="http://www.bookstore.ucsb.edu">www.bookstore.ucsb.edu</a>   |
| Career Services  | Building 599  | 893-4411                                  | <a href="http://www.career.ucsb.edu">www.career.ucsb.edu</a>   |
| College of Creative Studies  | Building 494  | 893-2364                                  | <a href="http://www.ccs.ucsb.edu">www.ccs.ucsb.edu</a>   |
| College of Engineering   | Harold Frank Hall, Room 1006  | 893-2809                                  | <a href="http://www.engineering.ucsb.edu">www.engineering.ucsb.edu</a>   |
| College of Letters and Science   | Cheadle Hall 1117   | 893-2038                                  | <a href="http://www.ltsc.ucsb.edu">www.ltsc.ucsb.edu</a><br><a href="http://www.advising.ltsc.ucsb.edu">www.advising.ltsc.ucsb.edu</a> |
| Counseling Services  | Building 599  | 893-4411                                  | <a href="http://www.counseling.ucsb.edu">www.counseling.ucsb.edu</a>   |
| Community Housing (Off-campus)   | University Center 3151  | 893-4371                                  | <a href="http://www.housing.ucsb.edu">www.housing.ucsb.edu</a>   |
| Disabled Students Program  | SRB◊, 2nd floor   | 893-2668                                  | <a href="http://www.sa.ucsb.edu/dsp">www.sa.ucsb.edu/dsp</a>   |
| Donald Bren School of Environmental Science and Management   | Physical Sciences North 4670  | 893-7611                                  | <a href="http://www.bren.ucsb.edu">www.bren.ucsb.edu</a>   |
| Education Abroad Program<br><i>Campus office</i><br><i>University-wide administration</i>                                    | South Hall 2431<br>6550 Hollister Avenue                                    | 893-3763<br>893-4762                      | <a href="http://www.ueap.ucsb.edu">www.ueap.ucsb.edu</a>   |
| Educational Opportunity Program  | SRB◊, 2nd floor   | 893-4758                                  | <a href="http://www.sa.ucsb.edu/eop">www.sa.ucsb.edu/eop</a>   |
| Financial Aid  | SAASB 2103*   | 893-2432                                  | <a href="http://www.finaid.ucsb.edu">www.finaid.ucsb.edu</a>   |
| Gevirtz Graduate School of Education<br><i>Advanced degrees</i><br><i>Credentials</i>  | Phelps Hall 1175A<br>Phelps Hall 2517                                       | 893-2137<br>893-2084                      | <a href="http://www.education.ucsb.edu">www.education.ucsb.edu</a>   |
| Graduate Division  | Cheadle Hall 3117   | 893-2277<br>893-3803                      | <a href="http://www.graddiv.ucsb.edu">www.graddiv.ucsb.edu</a>   |
| Graduate Students Association  | University Center 2502  | 893-3824                                  | <a href="http://www.gsa.ucsb.edu">www.gsa.ucsb.edu</a>   |
| Housing and Residential Services<br><i>On-campus</i><br><i>Family Student Apartments</i><br><i>Single Student Apartments</i> | Residential Services 1501<br>Santa Ynez Apartments<br>Santa Ynez Apartments | 893-2760<br>893-4021<br>893-3640          | <a href="http://www.housing.ucsb.edu">www.housing.ucsb.edu</a>   |
| Instructional Development  | Kerr Hall 2130  | 893-4335                                  | <a href="http://www.id.ucsb.edu">www.id.ucsb.edu</a>   |
| International Students and Scholars  | Building 434, Room 109A   | 893-2929                                  | <a href="http://www.oiss.ucsb.edu">www.oiss.ucsb.edu</a>   |
| Library  | Davidson Library  | 893-2477                                  | <a href="http://www.library.ucsb.edu">www.library.ucsb.edu</a>   |
| News and Communications  | Cheadle Hall 1124   | 893-2191                                  | <a href="http://www.instdv.ucsb.edu/news">www.instdv.ucsb.edu/news</a>   |
| Office of the Ombuds   | Girvetz Hall 1205-K   | 893-3285                                  | <a href="http://www.ombuds.ucsb.edu">www.ombuds.ucsb.edu</a>   |
| Police/Fire/Paramedic<br>EMERGENCY ONLY<br>From Pay Phones   | Public Safety Building  | 893-3446<br>9-911 or 893-2221<br>Dial 911 | <a href="http://www.police.ucsb.edu">www.police.ucsb.edu</a>   |
| Registrar  | SAASB 1105*   | 893-3592                                  | <a href="http://www.registrar.ucsb.edu">www.registrar.ucsb.edu</a>   |
| Student Health Service   | Building 588  | 893-3371                                  | <a href="http://www.sa.ucsb.edu/studenthealth">www.sa.ucsb.edu/studenthealth</a>   |
| Student Life   | SRB◊, 2nd floor   | 893-4569                                  | <a href="http://www.sa.ucsb.edu/osl">www.sa.ucsb.edu/osl</a>   |
| Summer Sessions  | SAASB 2214*   | 893-2047                                  | <a href="http://www.summer.ucsb.edu">www.summer.ucsb.edu</a>   |
| University Extension   | 320 Storke Road   | 893-4200                                  | <a href="http://www.unex.ucsb.edu">www.unex.ucsb.edu</a>   |
| Women's Center   | SRB◊, 1st floor   | 893-3778                                  | <a href="http://www.sa.ucsb.edu/women'scenter">www.sa.ucsb.edu/women'scenter</a>   |

\* SAASB: Student Affairs and Administrative Services Building

◊ SRB: Student Resources Building



## *A Word from the Chancellor*

**W**elcome to the 2009-10 academic year at UC Santa Barbara! This catalog is a valuable guidebook for the year ahead. I refer to it often, and I hope you will too. I encourage you to take time to familiarize yourself with the exciting and diverse courses, programs, and extracurricular activities available to all of us on this campus.

We have a tradition here at UC Santa Barbara of emphasizing both our undergraduate and graduate programs, and a balance of academic and extracurricular campus life. We work collaboratively to foster a friendly and supportive environment in which students, staff, and faculty from richly diverse backgrounds and perspectives can explore and learn together.

This is an extraordinary place. We are one of only 62 institutions elected to membership in the prestigious Association of American Universities. Our distinguished professors are leaders in their fields and are recognized nationally and internationally with numerous accolades, including five Nobel Prizes since 1998.

Thank you for your partnership in advancing UC Santa Barbara's quality and stature as one of the top research universities in the world. We are so glad to have you as part of our community of scholars, and of our UCSB family.



Sincerely,

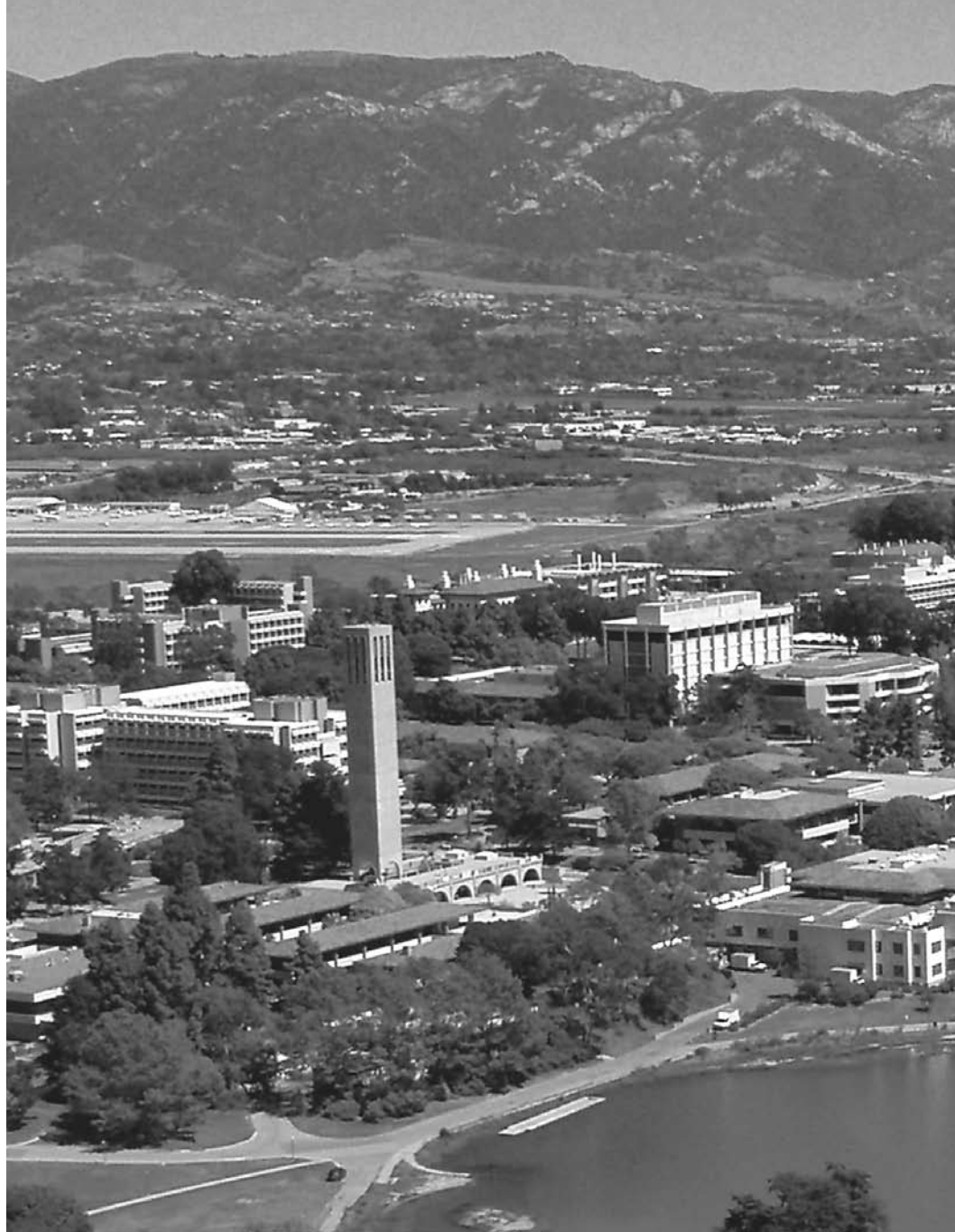
HENRY T. YANG



*"If there's a  
more beautiful  
campus than this  
one at the edge  
of the Pacific, we  
haven't seen it."  
—Newsweek*



*Studying outside  
Davidson Library.*



# A Campus Like No Other

**P**alm-framed vistas of the blue Pacific and the golden Santa Ynez Mountains. The scent of eucalyptus mixed with the saltwater breeze. Breathtaking natural beauty combined with enormous intellectual vitality. This is the University of California, Santa Barbara, and there is no other campus quite like it.



*The UCSB campus occupies a 1,055-acre site at the edge of the Pacific Ocean.*

Here on the edge of the Pacific, in a setting removed from urban pressures and distractions but vibrant with cultural and academic activity, many of the country's most promising students join a community of scholars whose accomplishments are internationally recognized and whose skills as teachers are evident each day in classrooms and laboratories.

In the humanities and the arts as well as in engineering and the sciences, UC Santa Barbara introduces students to novel ways of thinking, learning, and conducting research.

## The Highest Quality

Pioneering research is a critical component of the highest quality education.



*Storke Tower:  
a campus landmark.*

***The renowned faculty includes five winners of Nobel Prizes and scores of elected members of national and international academies and societies.***

UCSB's 1,086-member faculty includes five Nobel Prize winners and scores of elected members of national and international academies and societies as well as dozens of winners of Guggenheim and Fulbright Fellowships. The campus is one of only 62 research-intensive institutions elected to membership in the prestigious Association of American Universities.

Within this community of scholars, the life of the mind, the pursuit of knowledge, and the experience of growth, both personal and intellectual, are the hallmarks of daily life.

### Colleges and Schools

UCSB enrolls 20,700 students, about 2,900 of them at the graduate level. Competition for admission is keen. In recent years the campus has enrolled the most academically competitive and ethnically diverse classes in its history.

More than 200 majors, degrees, and credentials are offered through UCSB's five schools and the Graduate Division. The College of Letters and Science alone offers 80 majors. The College of Creative Studies offers talented students an alternative approach for pursuing advanced, independent work in the arts, mathematics, or the sciences. The College of Engineering offers degree programs in five disciplines.



*UCSB philosopher Aaron Zimmerman teaches an introductory ethics course in Embarcadero Hall in Isla Vista, the adjacent community that is home to a majority of UCSB's students.*

The university also has two professional schools: the Donald Bren School of Environmental Science and Management, and the Gevirtz Graduate School of Education.

### About UC Santa Barbara

The preeminent scholarship, instruction, and public service that define UCSB have helped shape its identity as a place of enormous and exceptional possibility — a magnet for innovation.

Originally a small, independent teachers' college, Santa Barbara joined the renowned University of California system in 1944 and has since grown to be an integral and important part of public postsecondary education in the state.

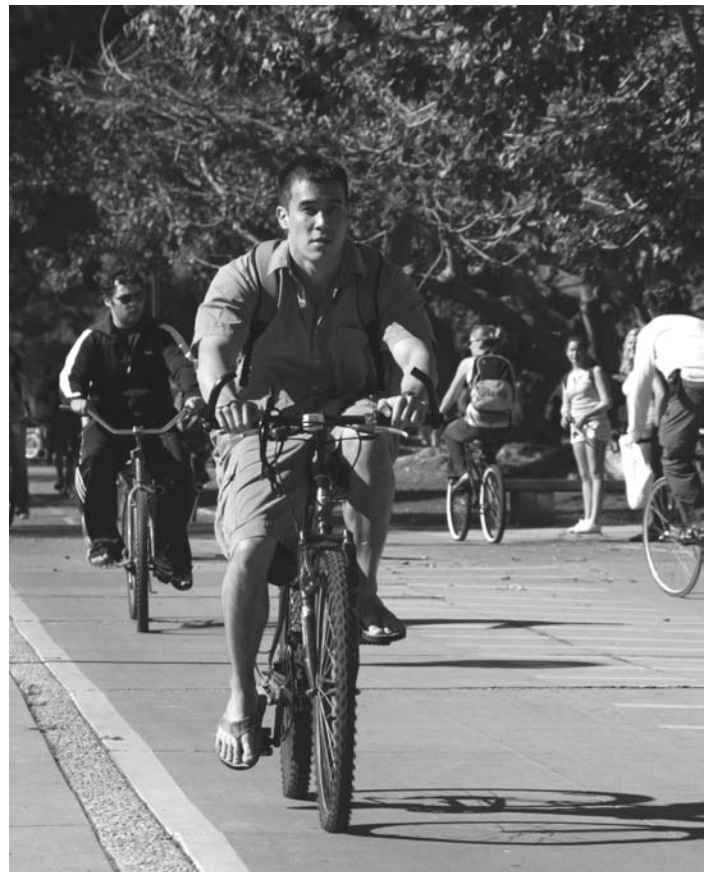
Recognition of UCSB's academic quality takes many forms. One of the most prestigious is support from the National Science Foundation. The campus is now home to 11 national centers and institutes, eight of which are sponsored by the NSF, including the Materials Research Laboratory, the National Center for Ecological Analysis and Synthesis, the Southern California Earthquake Center, and the renowned Kavli Institute for Theoretical Physics.

The California NanoSystems Institute—one of the California Institutes for Science and Innovation—focuses on dramatic breakthroughs in materials, devices, and resulting technologies, made possible by controlling form and function at the nanoscale. The institute is a research partnership with UCLA. New research buildings at both campuses house the institute.

At the interdisciplinary Carsey-Wolf Center for Film, Television, and New Media, scholars study everything from silent films to the latest in digital media and satellite communications in the context of a strong liberal arts and sciences curriculum. Construction of a privately funded state-of-the-art facility for the center is under way.

### The Community

The vast majority of students live within walking distance of their classes. Seven miles of bikeways link this close-knit academic community, giving



*Daily more than 15,000 cyclists traverse seven miles of campus bikeways to attend classes and campus events.*



*The new Marine Science Building.*

***More than  
a quarter of all  
undergraduates are  
involved in original  
research, working  
on teams with  
graduate students  
and professors.***



***Students at UCSB learn in a variety of settings, including traditional lecture halls, small seminar rooms, laboratories, and carefully selected locations in the field.***

students easy access to a rich array of social, cultural, academic, and athletic events.

Another distinguishing characteristic of the campus is its proximity to two very different communities. Isla Vista, the adjacent community that is home away from home to a majority of UCSB's students, is a place for social and civic growth, where students serve on local boards and county committees. Nearby Santa Barbara — an energetic, mid-sized city with a deep concern for history, the arts, and the environment — is highly regarded for its cultural and recreational resources.

### **The Campaign for UC Santa Barbara**

The Campaign for UC Santa Barbara thus far has raised more than \$530 million in philanthropic support from alumni and friends for programs, projects, and facilities to ensure UCSB's excellence for future generations. During the campaign, generous donors have established 55 new endowed chairs to help build and support the teaching and research of the university's distinguished faculty, and 136 new endowed fellowships to attract and support outstanding graduate students.



***Davidson Library is a center for  
research, with 2.9 million books and  
bound journals.***

## UCSB Libraries

The UCSB Libraries consist of the Donald C. Davidson Library and the Arts Library, which house approximately 2.9 million books and journals and an extensive collection of maps, technical reports, government documents, manuscripts, satellite imagery, and audio recordings.

As a member of the California Digital Library, the Association of Research Libraries, and the Center for Research Libraries, the UCSB Libraries participate in cooperative programs with other major national research libraries to provide collections and services for the UCSB community.

The general collection and several specialized units and services are located in Davidson Library. Examples include the Sciences and Engineering Library, the Map and Imagery Laboratory, the Curriculum Laboratory, the East Asian Library, and the Ethnic and Gender Studies Library.

Also located in Davidson Library is the Department of Special Collections, whose holdings include rare books, manuscripts, and several distinguished collections, including the Performing Arts Collection, the Wyles Collection on the American West, the Skofield Printers' Collection, and the California Ethnic and Multicultural Archives.

The Arts Library is a full-service branch library that supports academic programs in art and music. In addition to the substantial book and journal collections, the Arts Library collection includes auction and exhibition catalogs, more than 60,000 sound recordings, and music scores.

Contact the UCSB Libraries at (805) 893-2478, or visit [www.library.ucsb.edu](http://www.library.ucsb.edu)

## Computing Facilities

Computing facilities on campus are readily available to all registered UCSB students. Instructional Computing (IC) has an Open Access lab with both Macintosh and Windows computers for general student use. Access to instructional labs is designated by course requirements. Computing facilities set aside for use by classes are IC labs and include the Media Center and Language Lab, the Life Sciences Computing Facility, and the Phelps

***The campus is home to eleven national centers and institutes, including eight that are sponsored by the National Science Foundation.***



***Writing in the University Center, the heart of student life at UCSB.***



*A sculpture by American artist George Rickey titled "Annular Eclipse VI" is but one of a dozen major outdoor works that can be seen on a walking tour of the campus.*

Hall Computer Laboratory. For more information please call (805) 893-5252, or visit [www.ic.ucsb.edu](http://www.ic.ucsb.edu)

### Instructional Development

Instructional Development enhances teaching and research at UCSB through media, educational consulting, production, and classroom support.

It offers expertise in various teaching methods, curriculum development, testing, and evaluation. The Instructional Improvement Program provides financial support for faculty involved in innovative instructional projects. This enables faculty to teach in the most effective manner.

Instructional Development also provides numerous technological aids to support the educational process, including student learning and language laboratories, comprehensive media production, and presentation support.

### University Art Museum

The University Art Museum (UAM) stimulates active learning about art and its role in society through a changing schedule of world-

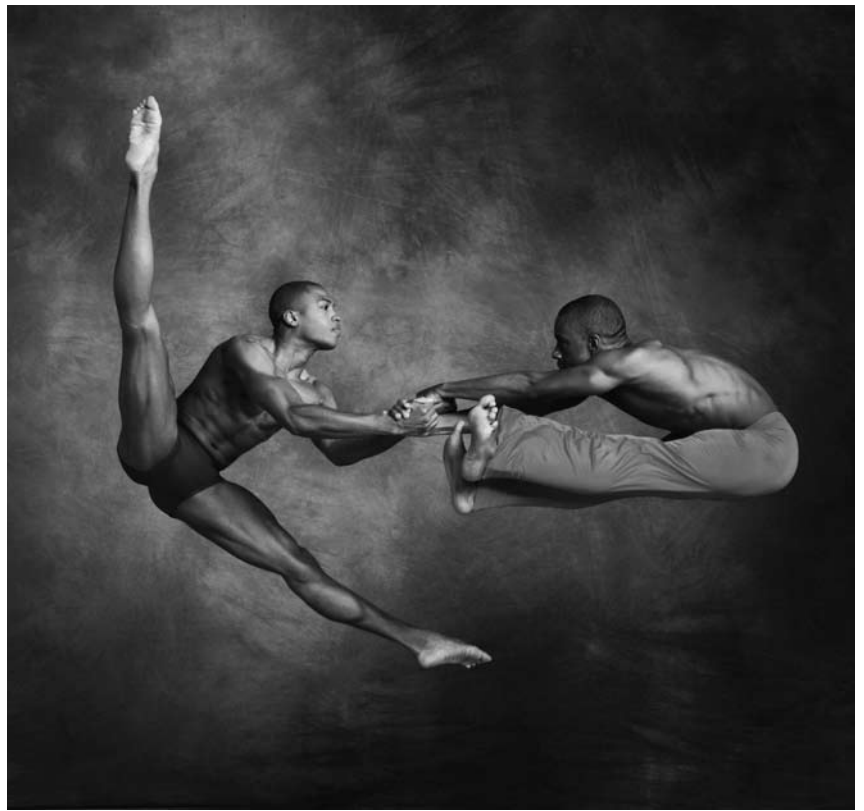
class exhibitions and unique educational partnerships. Offering access to original works of art and working in partnership with other campus resources, the UAM contributes to the development of critical thinking and visual literacy, supporting the university's goals of education, research, and service.

In addition to its impressive roster of exhibitions, publications, and programs, the Museum houses a Fine Arts Collection of more than 8,500 works and has earned an international reputation for its Architecture and Design Collection (ADC) of historical materials documenting the built environment of California and the Southwest. Containing the archives of more than 90 designers, the ADC includes architectural drawings, photographs, manuscript material, and three-dimensional objects, models, and furniture by noted

architects R.M. Schindler and Irving Gill, among others.

Scholarly exhibitions, publications, lectures, symposia, and youth programs extend the Museum's reach to the campus and the community. UCSB students can engage with the Museum through its exhibitions and programs, as well as through primary research on its distinguished collections. Each year selected student interns earn course credits as they learn about Museum practices and serve as gallery guides for Museum visitors.

Open throughout the year, the Museum offers enjoyment and encourages inquiry. For more information, please call (805) 893-2951, or visit [www.uam.ucsb.edu](http://www.uam.ucsb.edu)



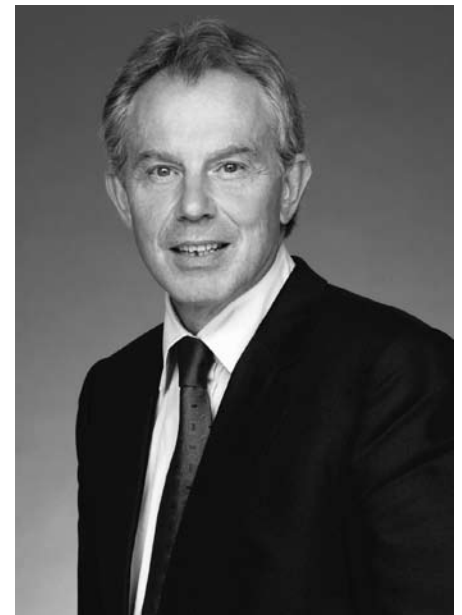
*UC Santa Barbara's Arts & Lectures program presents many world-renowned performance groups, such as the Alvin Ailey Dance Theatre, on campus as well as at downtown Santa Barbara venues.*

## Arts & Lectures

Arts & Lectures promotes the arts as an integral and necessary facet of education that elevates the human spirit and provokes the imagination, inspires personal discovery and intellectual inquiry, and sustains an inclusive and diverse community. It presents an innovative, unique, entertaining, and diverse program of exceptional performances, films, and lectures to enhance the educational experience at UCSB, foster artistic excellence and creativity, and connect the campus to the richly varied communities of the Central Coast.

Arts & Lectures presents performances featuring touring artists from all over the world—first-rate dancers, classical and world musicians, performance artists, and theater companies. It screens films—international cinema, independent films, documentaries, and the best Hollywood movies, and occasionally, restored silent classics. It operates an Artists-in-Residence program that includes master classes, lecture-demonstrations, open rehearsals, and classroom discussions at UCSB in addition to visits to local schools.

Contact the Ticket Office at (805) 893-3535 to join the mailing list, or visit [www.artsandlectures.ucsb.edu](http://www.artsandlectures.ucsb.edu)



*World leaders, such as former British Prime Minister Tony Blair, and other notable artists, writers, and visionaries are brought to campus by Arts & Lectures to inform, entertain, and inspire.*



# Academic Units

## *College of Creative Studies*

The College of Creative Studies at UCSB is unique in the UC system. It enrolls undergraduate students with demonstrated talent for independent work in the arts, mathematics, or the sciences. Majors are offered in art (painting, sculpture, and book arts), biology, chemistry/biochemistry, computer science, literature, mathematics, music composition, and physics. Work in the college leads to the bachelor of arts degree in all majors (with the exception of Computer Science, B.S. only), and, optionally, to the bachelor of science degree in chemistry, mathematics, and physics. In 2008-09, approximately 350 students were enrolled in the college.

## *College of Engineering*

The College of Engineering offers professional undergraduate education leading to the bachelor of science degree in five disciplines: chemical, computer, electrical, and mechanical engineering, and computer science. The chemical, electrical, and mechanical engineering programs are accredited by the Engineering Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012 – telephone (410) 347-7700. The computer science program is accredited by the Computing Accreditation Commission of ABET, 111 Market

Place, Suite 1050, Baltimore, MD 21202-4012 – telephone (410) 347-7700. The college currently has a combined undergraduate and graduate enrollment of approximately 2,200 students.

## *College of Letters and Science*

The College of Letters and Science, which enrolls more than 16,000 undergraduates, is the largest undergraduate college on the UCSB campus. The college offers some 80 majors and nearly 40 minors, including a number of interdisciplinary programs, and awards four degrees: bachelor of arts, bachelor of science, bachelor of fine arts, and bachelor of music. In addition, college departments offer a wide range of minors to students interested in pursuing a second area of study.

## *Graduate Division*

UCSB offers advanced programs of study and research leading to the doctor of philosophy, doctor of musical arts, doctor of education, master of arts, master of education, master of environmental science and management, master of fine arts, master of music, and master of science through the Graduate Division. Programs leading to California teaching and service credentials are also offered. Under policies set by the UCSB Graduate Council, the Graduate

Division recruits students and processes their applications to all graduate programs, promotes diversity at the graduate level, secures and awards graduate financial support, and administers graduate students' academic records.

## *Bren School of Environmental Science and Management*

The Bren School of Environmental Science and Management is a professional school that trains graduate students in rigorous interdisciplinary approaches to environmental problem solving. The School fosters an integrated view of the environment that focuses not only on identifying problems, but also on solving them by integrating legal, political, economic, and business perspectives. The School offers two graduate degrees. The Master of Environmental Science and Management is a professional degree intended for students who will enter or re-enter the workforce upon completion of the program. The Ph.D. is a research-oriented degree the cornerstone of which is an original work of research presented as a dissertation.

## *Gevirtz Graduate School of Education*

The Gevirtz Graduate School of Education (GGSE) prepares researchers, teachers, and administrators in education and professional psychology. Three-quarters of the graduate students are working on their doctor of philosophy or master of arts degrees. Another one-fourth are enrolled in the teaching credential and M.Ed. program to qualify for elementary and secondary school teaching. A number of students not only work on advanced degrees but also qualify for advanced specialist or service credentials in school psychology or special education. An Ed.D. in Educational Leadership, a joint program with Cal Poly San Luis Obispo, is also offered.



***Bren Hall is the home of the Bren School of Environmental Science and Management and a remarkable example of sustainable design and construction. It was designated the "greenest" laboratory building in America by the U.S. Green Building Council when it was completed in 2002.***

## Undergraduate Degrees & Majors

### College of Creative Studies

|                                |            |
|--------------------------------|------------|
| Art.....                       | B.A.       |
| <i>with concentrations in:</i> |            |
| Painting                       |            |
| Sculpture                      |            |
| Book Arts                      |            |
| Biology.....                   | B.A.       |
| Chemistry/Biochemistry.....    | B.A., B.S. |
| Computer Science.....          | B.S.       |
| Literature.....                | B.A.       |
| Mathematics.....               | B.A., B.S. |
| Music—Composition.....         | B.A.       |
| Physics.....                   | B.A., B.S. |

### College of Engineering

|                             |        |
|-----------------------------|--------|
| Chemical Engineering.....   | B.S.   |
| Computer Engineering.....   | B.S.## |
| Computer Science.....       | B.S.## |
| Electrical Engineering..... | B.S.   |
| Mechanical Engineering..... | B.S.   |

### College of Letters and Science

|   |              |
|---|--------------|
| Anthropology.....                         | B.A.         |
| <i>with emphases in:</i>                  |              |
| Cultural Anthropology                     |              |
| Physical Anthropology                     |              |
| Aquatic Biology.....                      | B.S.##       |
| Art.....                                  | B.A.         |
| Art History.....                          | B.A.         |
| <i>with optional emphases in:</i>         |              |
| Architecture and Environment              |              |
| Art of Africa, Asia, and the Americas     |              |
| Asian Studies.....                        | B.A.         |
| Asian American Studies.....               | B.A.         |
| Biochemistry.....                         | B.S.         |
| Biochemistry—Molecular Biology.....       | B.S.##       |
| Biological Sciences.....                  | B.A., B.S.## |
| Biopsychology.....                        | B.S.##       |
| Black Studies.....                        | B.A.         |
| Business Economics.....                   | B.A.##       |
| <i>with optional emphasis in:</i>         |              |
| Accounting                                |              |
| Cell and Developmental Biology.....       | B.S.##       |
| Chemistry.....                            | B.A., B.S.   |
| Chicana and Chicano Studies.....          | B.A.         |
| Chinese.....                              | B.A.         |
| <i>with concentrations in:</i>            |              |
| Classical Chinese                         |              |
| Mandarin Chinese                          |              |
| Classics.....                             | B.A.         |
| <i>with emphases in:</i>                  |              |
| Archaeology                               |              |
| Greek and Roman Civilization              |              |
| Language and Literature                   |              |
| Communication.....                        | B.A.##       |
| Comparative Literature.....               | B.A.         |
| <i>with emphases in:</i>                  |              |
| Foreign Language                          |              |
| Interdisciplinary                         |              |
| Computer Science.....                     | B.A.##       |
| <i>with emphases in:</i>                  |              |
| Computational Biology                     |              |
| Computational Economics                   |              |
| Computational Geography                   |              |
| Dance.....                                | B.A., B.F.A. |
| Ecology and Evolution.....                | B.S.##       |
| Economics.....                            | B.A.##       |
| Economics—Mathematics.....                | B.A.##       |
| English.....                              | B.A.         |
| Environmental Studies.....                | B.A., B.S.   |
| Feminist Studies.....                     | B.A.         |
| Film and Media Studies.....               | B.A.         |
| Financial Mathematics and Statistics..... | B.S.##       |

|   |            |
|---|------------|
| French.....                             | B.A.       |
| Geography.....                          | B.A.       |
| <i>with optional emphasis in:</i>       |            |
| Geographic Information Science          |            |
| Geological Sciences.....                | B.A.       |
| <i>with optional emphasis in:</i>       |            |
| Science Education                       |            |
| Geological Sciences.....                | B.S.       |
| <i>with optional concentration in:</i>  |            |
| Engineering Geology                     |            |
| <i>with optional emphases in:</i>       |            |
| Earth and Planetary Science             |            |
| Earth Systems                           |            |
| Geohydrology                            |            |
| Paleobiology                            |            |
| Geophysics.....                         | B.S.       |
| German.....                             | B.A.       |
| Global Studies.....                     | B.A.       |
| History.....                            | B.A.       |
| History of Public Policy.....           | B.A.       |
| Hydrologic Sciences and Policy.....     | B.S.       |
| <i>with emphases in:</i>                |            |
| Biology and Ecology                     |            |
| Physical & Chemical Policy              |            |
| Individual.....                         | B.A.‡      |
| Interdisciplinary Studies.....          | B.A.‡      |
| Italian Studies.....                    | B.A.       |
| Japanese.....                           | B.A.       |
| Latin American and Iberian Studies..... | B.A.       |
| Law and Society.....                    | B.A.##     |
| <i>(closed until further notice)</i>    |            |
| Linguistics.....                        | B.A.       |
| <i>with optional emphases in:</i>       |            |
| Chinese                                 |            |
| English                                 |            |
| French                                  |            |
| German                                  |            |
| Japanese                                |            |
| Slavic                                  |            |
| Sociocultural Linguistics               |            |
| Spanish                                 |            |
| Mathematical Sciences.....              | B.S.##     |
| Mathematics.....                        | B.S.##     |
| Mathematics.....                        | B.A.##     |
| Medieval Studies.....                   | B.A.       |
| Microbiology.....                       | B.S.##     |
| Middle East Studies.....                | B.A.       |
| Music.....                              | B.A.       |
| <i>with optional emphasis in:</i>       |            |
| Ethnomusicology                         |            |
| Music.....                              | B.M.       |
| <i>with emphases in:</i>                |            |
| Accompanying, Bassoon, Cello, Clarinet, |            |
| Composition, Double Bass, Flute, French |            |
| Horn, Guitar, Oboe, Percussion, Piano,  |            |
| Trombone, Trumpet, Tuba, Viola, Violin, |            |
| Voice                                   |            |
| Pharmacology.....                       | B.S.##     |
| Philosophy.....                         | B.A.       |
| <i>with concentrations in:</i>          |            |
| Core Philosophy                         |            |
| Ethics and Public Policy                |            |
| Physical Geography.....                 | B.S.       |
| Physics.....                            | B.A., B.S. |
| Physiology.....                         | B.S.##     |
| Political Science.....                  | B.A.##     |
| <i>with optional emphases in:</i>       |            |
| International Relations                 |            |
| Public Service                          |            |
| Portuguese.....                         | B.A.       |
| Psychology.....                         | B.A.##     |
| Religious Studies.....                  | B.A.       |
| Renaissance Studies.....                | B.A.       |
| Slavic Languages and Literatures.....   | B.A.       |
| Sociology.....                          | B.A.##     |
| Spanish.....                            | B.A.       |

|                                   |        |
|-----------------------------------|--------|
| Speech and Hearing Sciences.....  | B.A.   |
| <i>(closed to new admissions)</i> |        |
| Statistical Science.....          | B.A.   |
| Statistical Science.....          | B.S.   |
| <i>with concentrations in:</i>    |        |
| Actuarial Statistics              |        |
| Applied Statistics                |        |
| Probability and Statistics        |        |
| Theater.....                      | B.A.   |
| <i>with emphases in:</i>          |        |
| Design                            |        |
| Directing                         |        |
| Playwriting                       |        |
| Theater Studies                   |        |
| Theater-Acting.....               | B.F.A. |
| Zoology.....                      | B.S.## |

## Undergraduate Minors

*Open to all undergraduate students.*

### College of Letters and Science

|   |  |
|---|--|
| American Indian and Indigenous Studies          |  |
| Anthropology                                    |  |
| Art History                                     |  |
| Asian American Studies                          |  |
| Astronomy and Planetary Science                 |  |
| Black Studies                                   |  |
| Chemistry                                       |  |
| Chinese   |  |
| Classics  |  |
| Comparative Literature                          |  |
| English   |  |
| Exercise and Sport Studies                      |  |
| <i>with tracks in:</i>                          |  |
| Athletic Coaching                               |  |
| Exercise and Health Science                     |  |
| Fitness Instruction                             |  |
| Sport Management                                |  |
| French  |  |
| Geological Sciences                             |  |
| German Studies                                  |  |
| Global Peace and Security                       |  |
| History   |  |
| Italian Studies                                 |  |
| Japanese  |  |
| Jewish Studies                                  |  |
| Labor Studies                                   |  |
| Latin American and Iberian Studies              |  |
| Lesbian, Gay, Bisexual, Transgender, and        |  |
| Queer Studies                                   |  |
| Linguistics                                     |  |
| Mathematics                                     |  |
| Mathematics for High School Teaching            |  |
| Music   |  |
| Philosophy                                      |  |
| Physics   |  |
| Portuguese                                      |  |
| Professional Writing                            |  |
| Russian   |  |
| Sociocultural Linguistics                       |  |
| Spanish   |  |
| Speech and Hearing Sciences                     |  |
| Statistical Science                             |  |
| Teaching English to Speakers of Other Languages |  |
| Women, Culture, and Development                 |  |
| Women's Studies                                 |  |

### Gevirtz Graduate School of Education

|                                   |  |
|-----------------------------------|--|
| Education and Applied Psychology  |  |
| <i>with tracks in:</i>            |  |
| Applied Psychology                |  |
| Educational Studies               |  |
| Teacher Preparation               |  |
| Mathematics and Science Education |  |

‡ Declaration of the Individual and Interdisciplinary Studies majors is subject to the approval of the Executive Committee of the College of Letters and Science.

## Admission to this major is contingent upon successful completion of all courses in preparation for the major with the designated grade-point average. Students who are completing these preparatory requirements will have "pre-major" status.

**Please note:** Concentrations do not appear on transcripts or diplomas. Emphases appear **only** on transcripts (not on diplomas).

## Graduate Degrees & Majors

### College of Engineering

|  |             |
|--|-------------|
| Chemical Engineering .....             | M.S., Ph.D. |
| <i>with optional emphasis in:</i>      |             |
| Computational Science and Engineering  |             |
| Computer Science .....                 | M.S., Ph.D. |
| <i>with optional emphases in:</i>      |             |
| Cognitive Science                      |             |
| Computational Science and Engineering  |             |
| Technology and Society                 |             |
| Electrical & Computer Engineering .... | M.S., Ph.D. |
| <i>with emphases in:</i>               |             |
| Communications, Control, and           |             |
| Signal Processing                      |             |
| Computer Engineering                   |             |
| Electronics and Photonics              |             |
| <i>with optional emphasis in:</i>      |             |
| Computational Science and Engineering  |             |
| Materials .....                        | M.S., Ph.D. |
| Mechanical Engineering .....           | M.S., Ph.D. |
| <i>with optional emphasis in:</i>      |             |
| Computational Science and Engineering  |             |
| Media Arts and Technology .....        | M.S., Ph.D. |
| <i>with emphasis in:</i>               |             |
| Multimedia Engineering                 |             |
| <i>with optional emphasis in:</i>      |             |
| Technology and Society                 |             |

### College of Letters and Science

|  |               |
|--|---------------|
| Anthropology .....                                 | M.A., Ph.D.   |
| <i>with optional Ph.D. emphases in:</i>            |               |
| Ancient Mediterranean Studies                      |               |
| Global Studies                                     |               |
| Human Development                                  |               |
| Quantitative Methods in the Social Sciences        |               |
| Technology and Society                             |               |
| Women's Studies                                    |               |
| Applied Mathematics .....                          | M.A.          |
| Art History .....                                  | M.A.* , Ph.D. |
| <i>with optional Ph.D. emphases in:</i>            |               |
| European Medieval Studies                          |               |
| Women's Studies                                    |               |
| Art Studio .....                                   | M.F.A.        |
| Asian Studies .....                                | M.A.          |
| <i>with optional emphasis in:</i>                  |               |
| East Asian Languages and Cultural Studies          |               |
| Biochemistry—Molecular Biology .....               | M.S.* , Ph.D. |
| <i>with emphases in:</i>                           |               |
| Biochemistry & Molecular Biology                   |               |
| Biophysics & Bioengineering                        |               |
| Chemistry .....                                    | M.A., M.S.    |
| Chemistry .....                                    | Ph.D.         |
| Chicano Studies .....                              | M.A.* , Ph.D. |
| Classics .....                                     | M.A., Ph.D.   |
| <i>with emphases in:</i>                           |               |
| Ancient History                                    |               |
| Literature and Theory                              |               |
| <i>with optional Ph.D. emphasis in:</i>            |               |
| Ancient Mediterranean Studies                      |               |
| Communication .....                                | M.A.* , Ph.D. |
| <i>with optional Ph.D. emphases in:</i>            |               |
| Cognitive Science                                  |               |
| Human Development                                  |               |
| Quantitative Methods in the Social Sciences        |               |
| Technology and Society                             |               |
| Comparative Literature .....                       | M.A.* , Ph.D. |
| <i>with optional Ph.D. emphases in:</i>            |               |
| East Asian Literatures                             |               |
| Women's Studies                                    |               |
| Counseling Psychology                              |               |
| <i>see Gevirtz Graduate School of Education</i>    |               |
| East Asian Languages and                           |               |
| Cultural Studies .....                             | Ph.D.         |
| Ecology, Evolution, and                            |               |
| Marine Biology .....                               | M.A., Ph.D.   |
| <i>with optional emphasis in:</i>                  |               |
| Computational Science and Engineering              |               |
| Economics .....                                    | M.A., Ph.D.   |
| <i>with optional M.A. emphasis in:</i>             |               |
| Business Economics                                 |               |
| Education  |               |
| <i>see Gevirtz Graduate School of Education</i>    |               |
| Engineering  |               |
| <i>see College of Engineering</i>                  |               |
| English .....                                      | M.A.* , Ph.D. |
| <i>with optional Ph.D. emphases in:</i>            |               |
| European Medieval Studies                          |               |
| Global Studies                                     |               |
| Technology and Society                             |               |
| Women's Studies                                    |               |
| Feminist Studies .....                             | M.A.* , Ph.D. |
| Film and Media Studies .....                       | M.A.* , Ph.D. |
| <i>with optional Ph.D. emphasis in:</i>            |               |
| Technology and Society                             |               |
| French .....                                       | M.A., Ph.D.   |
| <i>with optional Ph.D. emphases in:</i>            |               |
| Applied Linguistics                                |               |
| European Medieval Studies                          |               |
| Women's Studies                                    |               |
| Geography .....                                    | M.A., Ph.D.   |
| <i>with optional Ph.D. emphases in:</i>            |               |
| Cognitive Science                                  |               |
| Quantitative Methods in the Social Sciences        |               |
| Geological Sciences .....                          | M.S., Ph.D.   |
| <i>with optional emphasis in:</i>                  |               |
| Computational Science and Engineering              |               |
| Geophysics .....                                   | M.S.          |
| Germanic Languages & Literatures ...               | M.A., Ph.D.   |
| <i>with optional Ph.D. emphases in:</i>            |               |
| Applied Linguistics                                |               |
| Women's Studies                                    |               |
| Global & International Studies .....               | M.A.          |
| Hispanic Languages & Literatures .....             | Ph.D.         |
| <i>with optional Ph.D. emphases in:</i>            |               |
| Applied Linguistics                                |               |
| European Medieval Studies                          |               |
| Women's Studies                                    |               |
| History .....                                      | M.A.* , Ph.D. |
| <i>with optional Ph.D. emphases in:</i>            |               |
| Ancient Mediterranean Studies                      |               |
| European Medieval Studies                          |               |
| Global Studies                                     |               |
| Public History                                     |               |
| Technology and Society                             |               |
| Women's Studies                                    |               |
| Latin American & Iberian Studies .....             | M.A.          |
| Linguistics .....                                  | M.A.* , Ph.D. |
| <i>with optional Ph.D. emphases in:</i>            |               |
| Applied Linguistics                                |               |
| Cognitive Science                                  |               |
| Human Development                                  |               |
| Language, Interaction & Social Organizations       |               |
| Marine Science .....                               | M.S., Ph.D.   |
| Mathematics .....                                  | M.A., Ph.D.   |
| <i>with optional emphasis in:</i>                  |               |
| Computational Science and Engineering              |               |
| Media Arts and Technology .....                    | M.A., Ph.D.   |
| <i>with emphases in:</i>                           |               |
| Electronic Music and Sound Design                  |               |
| Multimedia Engineering                             |               |
| Visual and Spatial Arts                            |               |
| <i>with optional Ph.D. emphasis in:</i>            |               |
| Technology and Society                             |               |
| Molecular, Cellular, and                           |               |
| Developmental Biology .....                        | M.A., Ph.D.   |
| Music .....  | M.A., Ph.D.   |
| <i>with emphases in:</i>                           |               |
| Composition  |               |
| Ethnomusicology                                    |               |
| European Medieval Studies                          |               |
| Musicology   |               |
| Theory   |               |
| Music .....  | M.M., D.M.A.  |
| <i>with emphases in:</i>                           |               |
| Horn (D.M.A. only)                                 |               |
| Piano Accompanying (M.M. only)                     |               |
| Woodwinds and Brass (M.M. only)                    |               |
| Conducting   |               |
| Keyboard   |               |
| Strings  |               |
| Voice  |               |
| Philosophy .....                                   | M.A.* , Ph.D. |
| Physics .....                                      | M.A.* , Ph.D. |
| Political Science .....                            | M.A., Ph.D.   |
| <i>with optional Ph.D. emphases in:</i>            |               |
| Global Studies                                     |               |
| Quantitative Methods in the Social Sciences        |               |
| Technology and Society                             |               |
| Women's Studies                                    |               |
| Portuguese .....                                   | M.A.          |
| <i>see also Hispanic Languages and Literatures</i> |               |

|  |               |
|--|---------------|
| Psychology .....                                     | M.A.* , Ph.D. |
| <i>with optional Ph.D. emphases in:</i>              |               |
| Cognitive Science                                    |               |
| Human Development                                    |               |
| Quantitative Methods in the Social Sciences          |               |
| Religious Studies .....                              | M.A., Ph.D.   |
| <i>with optional Ph.D. emphases in:</i>              |               |
| Ancient Mediterranean Studies                        |               |
| European Medieval Studies                            |               |
| Global Studies                                       |               |
| Women's Studies                                      |               |
| Sociology .....                                      | M.A.* , Ph.D. |
| <i>with optional Ph.D. emphases in:</i>              |               |
| Global Studies                                       |               |
| Human Development                                    |               |
| Language, Interaction, & Social Organizations        |               |
| Quantitative Methods in the Social Sciences          |               |
| Technology and Society                               |               |
| Women's Studies                                      |               |
| Spanish .....  | M.A.          |
| <i>see also Hispanic Languages and Literatures</i>   |               |
| Spanish and Portuguese .....                         | M.A.          |
| <i>see also Hispanic Languages &amp; Literatures</i> |               |
| Speech and Hearing Sciences .....                    | M.A., Ph.D.   |
| <i>(closed to new admissions)</i>                    |               |
| Statistics .....                                     | M.A.          |
| Statistics and Applied Probability .....             | Ph.D.         |
| <i>with optional emphases in:</i>                    |               |
| Financial Mathematics and Statistics                 |               |
| Quantitative Methods in the Social Sciences          |               |
| Theater Studies .....                                | M.A., Ph.D.   |
| <i>with optional Ph.D. emphases in:</i>              |               |
| European Medieval Studies                            |               |
| Women's Studies                                      |               |

### Bren School of Environmental Science and Management

|  |          |
|--|----------|
| Master of Environmental Science and Management ..... | M.E.S.M. |
| Environmental Science and Management .....           | Ph.D.    |

### Gevirtz Graduate School of Education Degrees

|   |             |
|---|-------------|
| Counseling, Clinical, and School Psychology .....   | Ph.D.       |
| <i>with emphases in:</i>  |             |
| Clinical Psychology   |             |
| Counseling Psychology   |             |
| School Psychology (must be combined with Pupil Personnel Services Credential)   |             |
| <i>with optional emphases in:</i>   |             |
| Cognitive Science   |             |
| Human Development   |             |
| Feminist Studies  |             |
| School Psychology .....   | M.Ed.       |
| <i>(must be combined with Pupil Personnel Services Credential)</i>  |             |
| Education .....   | M.A., Ph.D. |
| <i>with emphases in:</i>  |             |
| Child and Adolescent Development  |             |
| Cultural Perspectives and Comparative Education   |             |
| Educational Leadership and Organizations  |             |
| Research  |             |
| Methodology   |             |
| Special Education, Disabilities and Risk Studies  |             |
| Teaching and Learning   |             |
| <i>with optional Ph.D. emphases in:</i>   |             |
| Applied Linguistics   |             |
| Cognitive Science   |             |
| Human Development   |             |
| Language, Interaction & Social Organizations  |             |
| Quantitative Methods in the Social Sciences   |             |
| Education .....   | M.Ed.       |
| <i>with emphasis in Teaching (must be combined with Multiple Subject, Single Subject, or Education Specialist Credential)</i> |             |
| Educational Leadership .....  | Joint Ed.D. |
| <b>Teaching Credentials</b>   |             |
| Multiple Subject (Elementary)   |             |
| Single Subject (Secondary)  |             |
| Education Specialist, Moderate/Severe Level 1   |             |
| Education Specialist, Moderate/Severe Level 2   |             |

\* The master's degree program is open to those students who are also entering the Ph.D. program and may be awarded to students after fulfillment of the master's level requirements.

# Additional Academic Programs



*Students in the UCSB Washington Center Program.*

## *UCSB Washington Center Program*

The UCSB Washington Center Program supports and supervises undergraduate students who pursue internships, research, and creative activities in the nation's capital. This residential program is open through a competitive application process to upper-division students in all majors. Students may participate during any academic quarter, or during the summer, and earn eight units of internship credit (INT 192DC) and four units of independent study credit (INT 199DC). Students receive credit toward graduation with INT 192DC and INT 199DC, but need consent from their department to apply the units to their major. Students who meet the financial need and other eligibility criteria will be considered for a President's Washington Scholarship to help cover supplemental costs associated with the program. A minimum GPA of 2.8 is required.

The UCSB Washington Center also offers a unique opportunity for UCSB faculty members and graduate students to teach and pursue research in the Washington, D.C. area. UCSB faculty members and graduate students in residence advise interns on research procedures and the writing of major research papers. UCSB faculty, along with faculty from other participating UC campuses, offer upper-division courses at the Center in diverse academic fields; students may receive credit for any of these courses. Information is available on-line at: [www.ucdc.ucsb.edu](http://www.ucdc.ucsb.edu), or contact the campus office by email at [ucdc@lts.ucsb.edu](mailto:ucdc@lts.ucsb.edu).

## *The University of California Center in Sacramento Program*

The University of California Center in Sacramento Program (UCCS) is a residential academic program that combines an internship with research and coursework. In addition, students have the opportunity to observe public policy processes firsthand in our state's capital. Admission to the UCCS Program is open through a competitive application process to upper-division undergraduates from all majors. Students maintain full-time enrollment at UCSB while working in a structured internship with an agency or organization of their choice in Sacramento. Students earn eight units of internship credit (INT 192SA) and four units of independent study credit (INT 199SA). The program is offered during any academic quarter, including summer session. For more information visit the program's Web site: <http://ucds.universityofcalifornia.edu>. Application materials may be obtained from staff in the Undergraduate Research and Creative Activities (URCA) Office, North Hall 2105.

## *Summer Sessions*

There are two six-week summer sessions offered each year at UCSB. The Summer Sessions program includes over 600 lower- and upper-division courses ranging from anthropology to writing. Nine-week sequence courses in foreign languages are also offered as well as special study undergraduate courses, and some graduate courses. A few courses are also offered off campus at the UCSB Ventura and Santa Maria Centers.

Summer Sessions also includes graduate institutes in **French and Francophone Studies** and **Hispanic Languages and Culture**. These residential six-week institutes provide master's level training structured for the needs and schedules of high school and college teachers and other working professionals coming from all over the United States and Canada. The program, which can be completed in three intensive summer sessions, is ideal for teachers who cannot pursue their studies during the academic year because of professional obligations.

Two special pre-college programs for high-school students are offered during the summer sessions:

The **UCSB Early Start Program** offers qualified high-school students, who have completed their sophomore year, college-level lower-division academic courses ranging from anthropology to statistics. Students can receive full university credit and will experience college life in a supervised environment.

The **Summer Research Mentorship Program** matches highly motivated high-school students

with an active researcher or scholar who serves as faculty advisor and research supervisor. Students earn university credit while gaining research experience.

Summer Sessions also offers two innovative programs, **Freshman Summer Start**, and **Transitions**, designed for admitted UCSB freshmen and transfer students. These programs include academic courses and special activities designed to give student participants a comprehensive introduction to the university while getting a head start on their studies. **Freshman Summer Start**, and **Transitions** are designed to help new students make successful transitions to the vibrant academic life of the campus.

The Summer Sessions Online Catalog, posted during spring, contains a full list of courses and information regarding Summer Sessions fees, rules, and regulations. Application forms for summer session, special institutes, and programs are available from the UCSB Summer Sessions Office, Student Affairs Administrative Services Building (SAASB) 2214. Telephone: (805) 893-2047.

E-mail: [info.questions@summersession.ucsb.edu](mailto:info.questions@summersession.ucsb.edu)  
Web site: [www.summer.ucsb.edu](http://www.summer.ucsb.edu)

## *Education Abroad Program*

The University of California offers international study programs in cooperation with 130 partner institutions and colleges in over 30 countries throughout the world. Over 4,500 UC students, primarily undergraduates, are expected to take part in this program. Participating students remain registered on their home campuses while studying abroad and receive full academic credit for their work. EAP opportunities are also open to qualified graduate students who have completed at least one full year of graduate work and have the support of their academic department and graduate dean. A detailed statement of the projected program of study is required.

Over 1,300 international students will attend the University of California under the auspices of the Education Abroad Program (EAP). Selection of UC students requires the following: serious academic goals and a clear plan for integrating EAP studies into the student's UC degree program; maturity, flexibility, and the ability to succeed within the host culture; willingness to abide by program regulations; endorsement by the EAP Selection Committee; and completion of language and other specific requirements. Language prerequisites and GPA requirements vary by program.

University of California faculty, who serve as directors at many Study Centers, provide academic counsel to students while abroad. Full credit is granted for courses satisfactorily completed, and approved courses are recorded on official UC transcripts. With careful planning, study abroad should not delay progress toward

## Summary of EAP Opportunities and Countries, 2009–2010

| EAP HOST COUNTRY                               | PROGRAM OPTIONS |      |        |        |        | ELIGIBILITY |        |        |          |
|--|-----------------|------|--------|--------|--------|-------------|--------|--------|----------|
|  | YEAR            | FALL | WINTER | SPRING | SUMMER | SOPHOMORE   | JUNIOR | SENIOR | GRADUATE |
| AUSTRALIA <sup>H</sup>                         | ●               | ●    |        | ●      |        |             | ●      | ●      | ●        |
| BARBADOS                                       | ●               | ●    |        |        |        |             | ●      | ●      | ●        |
| BRAZIL <sup>H</sup>                            | ●               | ●    |        | ●      |        | ●           | ●      | ●      | ●        |
| CANADA   | ●               | ●    |        | ●      |        |             | ●      | ●      | ●        |
| CHILE <sup>H</sup>                             | ●               | ●    |        | ●      |        | ●           | ●      | ●      | ●        |
| CHINA  | ●               | ●    |        | ●      | ●      | ●           | ●      | ●      | ●        |
| COSTA RICA <sup>H</sup>                        | ●               | ●    |        | ●      |        |             | ●      | ●      | ●        |
| DENMARK  | ●               | ●    |        |        | ●      | ●           | ●      | ●      | ●        |
| EGYPT  | ●               |      |        |        |        |             | ●      | ●      | ●        |
| FRANCE   | ●               | ●    |        | ●      | ●      | ●           | ●      | ●      | ●        |
| GERMANY  | ●               | ●    |        | ●      |        | ●*          | ●      | ●      | ●        |
| GHANA  | ●               | ●    |        | ●      |        | ●           | ●      | ●      | ●        |
| HONG KONG (S.A.R.)                             | ●               | ●    |        | ●      |        |             | ●      | ●      | ●        |
| HUNGARY  | ●               | ●    |        | ●      |        |             | ●      | ●      | ●        |
| INDIA  |                 | ●    |        |        |        |             | ●      | ●      | ●        |
| IRELAND, Republic of                           | ●               |      |        |        |        |             | ●      | ●      | ●        |
| ISRAEL<br>(program on hold for 2008–2009)      | ●               | ●    |        | ●      | ●      | ●           | ●      | ●      | ●        |
| ITALY  | ●               | ●    |        | ●      | ●      | ●           | ●      | ●      | ●        |
| JAPAN  | ●               | ●    |        | ●      |        | ●           | ●      | ●      | ●        |
| KOREA, Republic of                             | ●               | ●    |        | ●      | ●      | ●           | ●      | ●      | ●        |
| MEXICO   | ●               | ●    | ●      | ●      | ●      | ●           | ●      | ●      | ●        |
| NETHERLANDS                                    | ●               | ●    |        | ●      |        | ●           | ●      | ●      | ●        |
| NEW ZEALAND <sup>H</sup>                       | ●               |      |        | ●      |        |             | ●      | ●      | ●        |
| PHILIPPINES<br>(program on hold for 2008–2009) | ●               |      |        |        | ●      | ●           | ●      | ●      | ●        |
| RUSSIA   |                 | ●    |        |        |        | ●           | ●      | ●      | ●        |
| SINGAPORE                                      | ●               | ●    |        | ●      |        | ●           | ●      | ●      | ●        |
| SOUTH AFRICA <sup>H</sup>                      | ●               | ●    |        | ●      |        |             | ●      | ●      | ●        |
| SPAIN  | ●               | ●    |        | ●      | ●      | ●           | ●      | ●      | ●        |
| SWEDEN   | ●               | ●    |        |        | ●      | ●           | ●      | ●      | ●        |
| TAIWAN   | ●               | ●    |        | ●      |        |             | ●      | ●      | ●        |
| THAILAND                                       | ●               | ●    |        | ●      | ●      |             | ●      | ●      | ●        |
| TURKEY   | ●               | ●    |        | ●      |        |             | ●      | ●      | ●        |
| UNITED KINGDOM                                 | ●               | ●    |        | ●      | ●      | ●           | ●      | ●      | ●        |
| VIETNAM  |                 | ●    |        |        |        |             | ●      | ●      | ●        |

<sup>H</sup> The regular academic year begins in January or February rather than during the fall.

\*3rd qtr. freshmen permitted in spring first-year German program.

graduation. Application of units earned abroad toward major or college requirements depends upon UC departmental or college criteria.

The cost of studying on EAP is comparable to the cost of studying at UCSB. In some cases, EAP may cost less.

While on EAP, students are eligible for financial assistance. Those already receiving UC

financial aid continue to receive grants, loans, and scholarships while abroad. Aid is based on the cost of studying at each EAP location and on individual need. Students who do not currently receive UC financial support may qualify for financial aid while on EAP. In addition to UC financial aid, EAP provides support through various scholarships and grants. Campus

scholarships may also be available, based on country, academic merit, or academic field of study. Students should contact the Campus EAP Office and Financial Aid Office for additional information.

The Campus EAP Office is located in South Hall 2431. An advisor there can provide full details about the academic programs abroad,

requirements, and application procedures. Staff will put students in touch with recent participants and academic advisors. Academic catalogs and detailed course listings are available. Most EAP applications are due six to eight months before departure for the program. See your Campus EAP Office and consult the EAP Web site for exact deadlines. Course listings for each EAP location are also available online at [eap.ucsb.edu](http://eap.ucsb.edu).

## Extended Learning Services

Extended Learning Services (ELS) is an academic department of UCSB and serves as an important link between the university and the community. Its two divisions—Extension and Off Campus Studies—provide high quality university-level educational experiences to help people enhance their careers, improve their professional competencies, enrich their personal lives, and participate in part-time degree programs.

### UCSB Extension

As the continuing education division of UCSB, Extension offers certificate programs, courses, and seminars for personal and professional development on a year-round basis. Courses are open to the general public, including UCSB students. UCSB Extension is supported by student fees and receives no state funds.

### UCSB Extension Professional Certificate Programs

Professional Certificate Programs are an integrated curriculum of postgraduate-level credit courses totaling 140 hours or more of instruction that provide in-depth academic study of a professional field and prepare individuals to enter a new career or advance within their current profession. Curricula are designed to address the full range of subjects within a discipline, allowing students to develop a fundamental knowledge of the field as well as study specialized individual topics. Courses are graded and require exams and out-of-class assignments.

Professional Certificates are available in the following fields: Business Accounting, CPA Accounting, Gifted and Talented Education (GATE), Human Resource Management, Marketing, Mediation & Dispute Resolution, Paralegal, Professional Accounting, Professional Financial Planning, Project Management, Teaching English to Speakers of Other Languages (TESOL).

### Open Enrollment in UCSB Courses Through Extension

The Open Enrollment Program is a cooperative arrangement between the campus and Extension that enables qualified individuals to enroll in undergraduate and graduate courses on a space available basis without being formally admitted to UCSB. Open enrollment is not open to UCSB students who have been academically disqualified from UCSB or who are on reinstatement probation or subject to disqualification. Open Enrollment is ideal for those who are considering returning to school, preparing to enter UCSB, seeking to complete a

few units to graduate, or desiring to take specific UCSB courses for professional reasons. Upon petition, units earned may be used by matriculated UCSB students to satisfy degree requirements; however, this coursework does not fulfill academic residency requirements. Participation in Open Enrollment does not constitute admission to UCSB. Course credits are recorded at Extension. If accepted toward a degree, UCSB coursework completed through Open Enrollment at Extension in fall 2000 or later will be used by the UCSB Registrar to calculate a student's UC grade-point-average.

Additional information about all of UCSB Extension's programs, including Open Enrollment, is available by telephone: (805) 893-4200 or on the Web site at [www.extension.ucsb.edu](http://www.extension.ucsb.edu).

### Programs for International Students

The University Immersion Program (UIP) provides the opportunity for international students to enroll in UCSB academic and/or professional development courses.

For more information, please contact: UCSB Extension, Phone (805) 893-4200. Web site: [www.extension.ucsb.edu/ip](http://www.extension.ucsb.edu/ip)

### Off Campus Studies

Off Campus Studies (OCS) offers an innovative way for students to complete their upper-division coursework and earn a bachelor of arts degree in Ventura. Majors offered at Ventura include anthropology, English, history, interdisciplinary studies, political science, psychology, and sociology. Students attend courses on a part- or full-time basis at the UCSB Center in Ventura. OCS is the only program of its kind throughout the nine-campus UC system, utilizing both live instruction and interactive distance learning formats for classes. OCS students are fully admitted to the university, pay standard registration and other fees, and receive individual academic counseling and advising from admission through graduation.

Information is available at the OCS Office, (805) 893-4056; or at the UCSB Ventura

Center, 3585 Maple Street, Suite 112, Ventura, CA 93003; (805) 644-7261. Web site: [www.ocs.ucsb.edu/](http://www.ocs.ucsb.edu/)

### UCSB Ventura Center

The Center provides a Ventura County site for UCSB Extension, Off Campus Studies, and Summer Session programs, with day, evening, and weekend classes available. Academic counseling and advising for Off Campus Studies and registration for UCSB Extension and Off Campus Studies programs are available. The Center is located at 3585 Maple Street, Suite 112, Ventura, CA 93003. Telephone (805) 644-7261. Web site: [www.ocs.ucsb.edu/ventura/](http://www.ocs.ucsb.edu/ventura/)

## Air Force Reserve Officers Training Corps (ROTC) Program

Director: Captain Victoria Citrowske ([vcitrowske@ucla.edu](mailto:vcitrowske@ucla.edu))  
Telephone: (310) 825-1742  
Fax: (310) 825-3055  
Web site: [www.sscnet.ucla.edu/afrotc](http://www.sscnet.ucla.edu/afrotc)

Air Force Reserve Officer Training Corps (AFROTC) educates and trains highly qualified undergraduate and graduate students for commissioning as officers in the United States Air Force. AFROTC offers a variety of two, three and four-year scholarships, many of which pay the full cost of college tuition, books and administrative fees.

The program consists of a one credit hour academic course for first and second year students, and a three credit hour course for third and fourth year students. All students also participate in a weekly two-hour leadership laboratory that facilitates application of leadership theory.

Students attending UCSB can participate in AFROTC at UCLA. For more information, please contact the UCLA Department of Aerospace Studies at (310) 825-1723.



Students meet with representatives from corporations and graduate schools at annual recruitment events.

# Research at UCSB

## Office of Research

Research is one of the University of California's three fundamental missions, along with teaching and public service. Researchers at UCSB investigate the physical world humans inhabit and the social and cultural systems we construct, in search of new knowledge and deeper understanding. The quality of teaching at the university is enhanced by integrating both the products and the methods of research into the classroom. UCSB is also committed to educating scholar-teachers for the future. Researchers communicate the fruits of their research not only to the academic community but also to the larger society in the service of the public good.

The role of the Office of Research is to provide the support UCSB researchers need to meet these goals. It seeks to expand and improve the research program throughout the University: in arts, education, the environment, engineering, humanities, natural and social sciences. The primary criteria for selecting research directions are the potential for UCSB researchers to make truly significant advances and the alignment of the research with the educational program.

In fiscal year 2008, the Office of Research processed 1,195 contract and grant awards totaling \$194 million. This is twice the amount of research funding awarded to UCSB ten years ago.

The vice chancellor for research, head of the Office of Research, is the principal campus officer in matters of research policy and administration. He is also responsible for promoting the research program and for articulating the importance of research to the educational mission of the university. The role of the vice chancellor is to:

- Supervise the Office of Research,
- Work with the academic leadership on campus to set research policy and priorities and to implement the strategic plan for research,
- Promote interdisciplinary research initiatives,
- Administer several multidisciplinary research units, including seven Organized Research Units (ORUs) and the seven UC Natural Reserve sites managed by UCSB,
- Help maintain good relationships among the university, government, industry, and private foundations,
- Coordinate the maintenance of common research infrastructure, including cyber-infrastructure,
- Enhance ways in which the educational and research missions of the university mutually reinforce each other,
- Oversee compliance with research regulations and policies,
- Serve as the designated Institutional Official to monitor the care and use of animals in university activities and provide oversight of animal facilities,
- Appoint members and oversee mandated regulatory committees, including the Human Subjects Committee, the Conflict of Interest Com-

mittee, the Animal Care and Use Committee, the Embryonic Stem Cell Research Oversight Committee, and the Advisory Committee on the Repatriation of Human Remains.

The Office of Research:

- Solicits, facilitates, negotiates, and accepts grants and contracts that support research, training, and public service,
- Ensures that award administration complies with university policies and agreements with sponsors,
- Manages campus intellectual property, including patents, copyrights, and material transfer agreements, through the Office of Technology and Industrial Alliances,
- Interacts with the UC Office of the President and other UC campuses regarding research policies, funding, administration, and inter-campus research opportunities,
- Consults with faculty on locating and soliciting extramural research support and disseminates information to campus researchers on funding opportunities,
- Supports researchers in their competition for research funding, especially for large research centers,
- Compiles and reports statistical information about external funding and publicizes campus research awards.

For more information on the Office of Research, please visit our Web site at [www.research.ucsb.edu](http://www.research.ucsb.edu).

## National Research Centers

UC Santa Barbara is home to a number of national research centers. All centers offer specialized research opportunities and a multidisciplinary environment for study at the undergraduate, graduate, and postdoctoral levels.

### Center for Nanotechnology in Society (CNS-UCSB)

The NSF Center for Nanotechnology in Society at UCSB serves as a national research and education center, a network hub among researchers and educators concerned with nanotechnologies' societal impacts, and a resource base for studying these impacts in the US and abroad.

Funded by the National Science Foundation, the Center addresses education for a new generation of social science and nanoscience professionals, and CNS-UCSB researchers focus on a linked set of social and environmental issues regarding the domestic US and global creation, development, commercialization, production, consumption, and control of specific kinds of nanoscale technologies.

The CNS also explores methods for public participation in discussing the future of nanotechnologies in the United States and abroad and supports a broad range of education and outreach activities. Web site: [www.cns.ucsb.edu](http://www.cns.ucsb.edu)

### Institute for Collaborative Biotechnologies (ICB)

The Institute for Collaborative Biotechnologies is an Army-sponsored University Affiliated Research Center led by UCSB, and in partnership with MIT and Caltech.

Within the ICB, more than 50 faculty and more than 100 graduate students and post-doctoral researchers collaborate as interdisciplinary teams composed of molecular biologists, chemists and physicists, together with mechanical, electrical, computer, and chemical engineers. These teams conduct basic research which seeks to elucidate and harness the power of complex biological mechanisms in order to accelerate the development of advances in biologically based or biologically inspired sensors, electronic, optical and magnetic materials, information processing techniques, network control systems and cognitive neuroscience.

More information about ICB researchers and projects can be found at [www.icb.ucsb.edu](http://www.icb.ucsb.edu).

### International Center for Materials Research (ICMR)

The International Center for Materials Research (ICMR), supported by the National Science Foundation, provides a national and global forum for promoting international research collaboration and education in materials science and engineering. The goals of the ICMR are to

- enable ground-breaking discoveries in materials science and engineering by facilitating international, multidisciplinary research collaborations,
- provide opportunities for young researchers to develop the skills needed to excel in a global research environment, and
- integrate materials research experiences with an awareness of environmental and developing world issues into engineering curricula.

We achieve these goals through international schools, workshops and research programs (hosted both at UC Santa Barbara and at our many International Partner Institutions), exchange programs for undergraduates, graduate students and junior researchers, and developments in curriculum in collaboration with the Institute for Engineering Partnerships with Emerging Regions. Telephone: (805) 893-5850. Web site: [www.icmr.ucsb.edu](http://www.icmr.ucsb.edu)

### Kavli Institute for Theoretical Physics (KITP)

The National Science Foundation's Kavli Institute for Theoretical Physics, initiated in 1979 on the UCSB campus, brings together physicists from all over the world to collaborate on cross-disciplinary problems. Areas of study include elementary particles and nuclei, condensed-matter physics, astrophysics, and cosmology.

Approximately 80 researchers are in residence at the institute at any given time. One of the major centers of theoretical physics in the world, the institute is housed in its own innovative building near the east entrance to the campus. Telephone: (805) 893-4111. Web site: [www.kitp.ucsb.edu](http://www.kitp.ucsb.edu)

## Materials Research Laboratory (MRL)

The Materials Research Laboratory at the University of California, Santa Barbara, was established in September 1992 and was recently renewed (2005-2011) as an NSF-funded Materials Research Science and Engineering Center. The multi-disciplinary role of the MRL is reflected in the current involvement of over 31 faculty from eight departments plus 60 research students and postdocs. Its primary role is to support ground-breaking interdisciplinary research, training and education through the study of materials with chemical and structural complexity in which self-assembly and multiple length-scales play an important role. The research programs require input from multiple areas, leading to results that are greater than the individual components. The central facilities, seminar rooms, research offices, and the MRL administration are housed in a 21,000-square-foot MRL building, which opened in March 1997 and was expanded in 2005.

The scientific and engineering activities of the UCSB-MRL focus on the following four major interdisciplinary research groups (IRGs): Specific, Reversible and Programmable Bonding in Supra- and Macromolecular Materials; Oxides as Semiconductors; Soft Cellular Materials; and Nanostructured Composites; together with seed projects, central facilities, educational outreach programs, and a technology outreach program. Associated programs include the Mitsubishi Chemical Center for Advanced Materials (MC-CAM), the International Center of Materials Research (ICMR), and the ConvEne IGERT program. Web site: [www.mrl.ucsb.edu](http://www.mrl.ucsb.edu)

## National Center for Ecological Analysis and Synthesis (NCEAS)

The National Center for Ecological Analysis and Synthesis (NCEAS) was established by the National Science Foundation with additional support from the University of California and UCSB. The center sponsors working groups, sabbatical fellows, postdoctoral associates, and distributed graduate seminars focusing on the integration of existing ecological information and new analytical techniques into basic research as well as conservation and resource management issues. NCEAS also is involved in the development of informatics tools that serve the ecological community.

The center provides facilities, services, and high-performance computing capabilities for resident and visiting scientists. Recent research topics have included the ecology of infectious disease, biological response to climate change, human disturbance in aquatic and terrestrial ecosystems, analysis of complex spatial and temporal community dynamics, ecosystem-based management, ecological informatics, and the development of new analytical and statistical methods. Many NCEAS projects are highly interdisciplinary, and may include evolutionary biologists, social and physical scientists, economists, and policy experts, along with ecologists.

The center maintains contacts with a variety of campus entities through collaborative efforts and the involvement of faculty from several departments. Graduate and undergraduate interns are also supported.

In addition to ecological research, the center supports outreach activities, including programs for K-12 education activities. Information about the center is available online at [www.nceas.ucsb.edu](http://www.nceas.ucsb.edu).

## National Nanotechnology Infrastructure Network (NNIN at UCSB)

Nanotech is the UCSB branch of the National Science Foundation's National Nanotechnology Infrastructure Network (NNIN). The goal of the NNIN is to provide a geographically and technologically extensive capability to facilitate research breakthroughs across a broad spectrum of fields, including physics, electronics, optoelectronics, biology, and mechanics. Nanotech, with the resources of a 12,000-square-foot clean room, including a Class 100 optical lithography capability, electron beam lithography, and a full range of fabrication processes, can leverage the fabrication expertise developed through work at UCSB and make it available to a broader community, receiving in turn, a large diversity of fabrication challenges and applications. Web site: [www.nanotech.ucsb.edu](http://www.nanotech.ucsb.edu)

## Pacific-Southwest Regional Center of Excellence (RCE) for Biodefense and Emerging Infectious Disease Research

The center is a consortium of 16 universities and research institutes in California, Arizona, Nevada, and Hawaii. Sponsored by the National Institutes of Health, its mission is to bolster basic biomedical research into bioterrorism agents, such as those that cause anthrax and botulism, and naturally occurring infectious diseases, including West Nile virus, hantavirus and dengue—diseases that are affecting increasing numbers of people worldwide. The center also provides scientific support, expertise, and facilities in response to a national emergency, such as a terrorist attack or an epidemic of a new infectious disease, like the SARS virus.

## Southern California Earthquake Center (SCEC)

The Southern California Earthquake Center (SCEC) is a National Research Center supported by NSF and the U.S. Geological Survey. Established in 1991, SCEC presently represents a cooperative effort among fifteen core institutions including UCSB, the University of Southern California, Caltech, MIT, UCLA, Stanford, Harvard, and the U.S. Geological Survey. USC is the coordinating institution. The mission of the SCEC is to integrate research results into a comprehensive and predictive understanding of earthquake phenomena in Southern California and to transfer this technology to other seismically active areas. The primary objectives of the Center are to estimate earthquake potential, to quantify the likely ground shaking from future earthquakes, and to communicate knowledge of earthquake science to decision-makers and the public. Web site: [www.scec.org](http://www.scec.org)

## UC Center for Environmental Implications of Nanotechnology (UC CEIN)

The UC Center for Environmental Implications of Nanotechnology (UC CEIN) is the nation's

first research institution established to study how nanomaterials interact with the environment and with living systems.

Funded by the National Science Foundation and the U.S. Environmental Protection Agency, the research at UC CEIN is primarily conducted at UCLA and UCSB in conjunction with several partner institutions worldwide. The centers function as a collaborative network and emphasize interdisciplinary research and education.

Within the UC CEIN, research efforts are organized into seven integrated groups in an effort to

- Build a library of standard reference nanomaterials and a database of standard protocols,
- Understand the impacts of different types of nanomaterials on organisms and ecological systems in terrestrial, freshwater, and saltwater environments,
- Design a predictive model of the fate, transport, and ecotoxicology of nanomaterials; and
- Develop guidelines and decision tools for the safe design and use of nanomaterials.

For more information about UC CEIN, go to [www.cein.ucsb.edu](http://www.cein.ucsb.edu).

## Organized Research Units

Organized research units (ORUs) provide unusual opportunities for students and faculty to do basic and applied research in a variety of disciplines. The following ORUs operate outside of the established academic teaching departments at UCSB.

*Note: Neither courses of instruction nor degree programs are offered through the organized research units. Additional information about the units is available from the Office of Research, Cheadle Hall 3227. Telephone: (805) 893-4188.*

### Chicano Studies Institute

The Chicano Studies Institute supports and conducts interdisciplinary basic and applied research on the history, culture, and socio-economic status of Chicanos/Latinos in the United States. Researchers from the social and behavioral sciences, humanities, and education engage a wide range of contemporary and historical social issues including identifying key barriers to employment, recovering systems of cultural production, examining community empowerment, analyzing immigration and settlement, oral traditions and legal disclosure. Each year the institute sponsors faculty work groups, collaborative research projects, lectures, symposia, and publications that reflect this set of concerns.

Developing research initiatives that strengthen the recruitment and retention of faculty, graduate students, and undergraduates involved in Chicana/o and Latina/o Studies are priorities. The Institute, along with the Department of Chicano Studies, supports the unique and prestigious Luis Leal Endowed Chair in Chicano Studies. In addition, the Institute provides opportunities for undergraduates to work on selected faculty research projects and programs.

As the only organized research unit devoted to the study of Chicana/o and Latina/o populations, the Institute is a resource to local community agencies, community leaders, state and





**UCSB researchers plumb the depths of the ocean to advance solutions to global environmental problems.**

national entities as well as to the local campus community. Thus, public service forms an integral part of the Institute's educational mission. Web site: <http://research.ucsb.edu/ccs/>

### **Institute for Computational Earth System Science (ICESS)**

Understanding the coupled Earth system on regional to global scales is the focus of the scientists and graduate students at the Institute for Computational Earth System Science (ICESS). ICESS researchers work across the spectrum of Earth System Science, from extreme climate change to biodiversity and resource conservation to the environmental impacts of nanotechnology to economic impacts. With the goal of increasing our understanding of regional to global environments, including their changes and their impacts on society, ICESS provides an environment in which Earth system scientists can closely collaborate, performing computations not possible in most other research facilities. At ICESS research and research education in Earth system science using computational techniques, Earth remote sensing, in situ observation, numerical modeling and simulation and information management blend to provide unique research opportunities to both undergraduate and graduate students interested in increasing the understanding of Earth as an integrated system.

ICESS houses the Resource Center for SPOT Imagery, which provides UCSB students and researchers with access to high-resolution satellite imagery (spatial resolutions as fine as 2.5 m) for research and educational uses (see [www.spot.ucsb.edu](http://www.spot.ucsb.edu)). Other resources include our state-of-the-art scientific computing facility, Micro-Environmental Imaging & Analysis facility, an optical calibration laboratory, a satellite data acquisition system, a mesoscale model forecasting weather in real-time for California,

a comprehensive library of climate data, and a variety of unique field equipment for the validation and development of Earth remote sensing algorithms.

Additional information can be found at: [www.icess.ucsb.edu](http://www.icess.ucsb.edu).

### **Institute for Crustal Studies (ICS)**

The Institute for Crustal Studies (ICS) fosters interdisciplinary research on the earth's crust and lithosphere, on processes that occur at or affect the earth's surface, and on the evolution of climate and biota through time. Because UCSB resides on a very active plate-tectonic margin, ICS is ideally situated to address problems related to deformation of the earth's surface, seismic and volcanic phenomena, the complex physics of the active solid-earth system, the stratigraphic record of sedimentologic responses to active tectonism, and the interactions among climate, surface processes, and tectonics that shape the skin of the earth. Located in the middle of a major fold-and-thrust belt and within the North American transform boundary, ICS offers an uncommon opportunity to observe, quantify, and model crustal and lithospheric processes. The remarkable diversity of geologic environments and the breadth of geologic history encompassed within Southern California provide a stimulating backdrop for innovative studies of earthquakes and seismology, tectonics and crustal structure, river ecology, groundwater systems, tectonic geomorphology, and paleontology. New technical approaches to crustal studies are being explored through collaborative research projects between the university, government, and industry. ICS is enriched through interdisciplinary research activities involving faculty and students from the departments of biological sciences, engineering, geography, earth science, mathematics, and physics, and from the environmental studies

program.

Information about the Institute is available online at [www.crustal.ucsb.edu](http://www.crustal.ucsb.edu)

### **Institute for Terahertz Science and Technology (ITST)**

The Institute for Terahertz Science and Technology (formerly the Institute for Quantum and Complex Dynamics (IQCD)) fosters interdisciplinary research at the heart of the electromagnetic spectrum, between 0.1 and 10 terahertz (1 terahertz=1 trillion or 10<sup>12</sup> cycles/s). In this frequency range, small molecules rotate, biological molecules bend and twist, electrons in tiny semiconductor devices oscillate between their quantized states, and the universe glows with energy left over from the Big Bang. Transistors, detectors, solid-state lasers, cameras, and more complex technological systems are being developed for this under-served portion of the electromagnetic spectrum. For reference, 1 terahertz lies three orders of magnitude above the frequencies used in cellular telephone communications, and three orders of magnitude below the frequencies of visible light. Researchers from the Departments of Chemistry and Biochemistry, Physics, Mathematics, Electrical and Computer Engineering, and Materials currently participate in interdisciplinary terahertz research through the ITST.

A broad range of shared experimental facilities enables ITST researchers to set the state of the art in terahertz research. A centerpiece of the Institute's infrastructure is UC Santa Barbara's Free-Electron Laser (FEL) facility, which is unique in the world, and provides high-power, tunable electromagnetic radiation between 0.1 and 5 terahertz. The UC Santa Barbara FELs attract visitors and collaborations from all over the world. In addition, several different types of state-of-the-art terahertz spectrometers enable terahertz experiments that are complementary to those conducted with the FELs. The ITST is a "one-stop shop" for terahertz research.

In addition to its core activities in terahertz research, the ITST also welcomes and hosts a broad range of other research activities in science and engineering. The ITST is committed to excellence in research and research administration in a stimulating, comfortable and fun working environment.

ITST educational outreach includes the QUEST Boards program, a "lending library" of hands-on materials that cover all of the California state standards for fourth and sixth grade physical science, and an outreach program in astrophysics.

### **Institute for Social, Behavioral, and Economic Research (ISBER)**

The Institute for Social, Behavioral, and Economic Research (ISBER) offers research development and administrative support for a wide spectrum of research projects. ISBER provides an active program of research development in the social sciences and related areas. Investigators are drawn from the social and behavioral sciences, the humanities and those sciences involved with environmental issues. Areas investigated range from the globalization of industry, archaeology in the Americas, how health care data are acquired and used in research, the economics of criminal justice, to the

sociology of religion. A number of centers have been established to focus on specific areas of interest. These include the Center for Advanced Study of Individual Differences, Center for Evolutionary Psychology, Center for Information Technology and Society, Center for Middle East Studies, Center for Nanotechnology in Society, Center for New Racial Studies, Center on Police Practices and Community, Center for Spatially Integrated Social Science, East Asia Center, Health Data Research Facility, the MesoAmerican Research Center, and the Michael D. Palm Center. Web site: [www.isber.ucsb.edu](http://www.isber.ucsb.edu).

### **Marine Science Institute (MSI)**

The Marine Science Institute (MSI) ranks internationally as a leader in ocean research. MSI supports research projects involving faculty, students, and researchers spanning 14 academic disciplines. Much of MSI's impact arises from the unusual interdisciplinary research that the Institute fosters. Ecology mingles with geography, physics with geology, and chemistry with oceanography to expand our understanding of the ocean world. In addition, MSI takes a broad view of ocean science, looking at interconnections between ocean, freshwater, and terrestrial ecosystems. MSI's faculty and professional researchers stand at the forefront of their fields, regularly redefining our current knowledge of marine science and policy.

The UCSB campus is situated on a promontory overlooking the Pacific Ocean, one of only a handful of universities worldwide located directly on the coast. Surrounded by a rich diversity of coastal habitats, MSI serves as the focal point for ocean-related programs on this unique campus and offers unparalleled opportunities for undergraduate and graduate education. MSI consists of five centers of research activity: the Coastal Research Center, the Ecoinformatics Center, the Marine Biotechnology Center, the National Center for Ecological Analysis and Synthesis, and the Ocean and Coastal Policy Center. In addition, MSI hosts three Long Term Ecological Research programs, one in Antarctica, a second examines linkages between coastal watersheds and kelp forests in the Santa Barbara Channel, and the newest program, the Moorea Coral Reef LTER, studies how to more accurately predict how coral reef ecosystems will respond to environmental change. MSI is also the regional headquarters for the management of seven University of California Reserve System reserve sites, which serve as natural laboratories for field research and teaching. Information about the Institute is available online at [www.msi.ucsb.edu](http://www.msi.ucsb.edu).

### **Neuroscience Research Institute (NRI)**

The mission of the Neuroscience Research Institute is to foster knowledge and understanding of the nervous system by serving as a center for scientific research break-throughs. The NRI is a group of investigators whose collective goal is to create an intellectual atmosphere conducive to exploration at the frontiers of human knowledge where disciplinary boundaries disappear. Investigators in the NRI recognize that the interests of neuroscience extend broadly from repair and prevention of human disease to the principles that underlie the earliest

nervous systems, from the human mind to the single molecular building blocks of the brain. Areas of emphasis include research on vision, neurotrophic molecules and their receptors, the physiology and molecular organization of ion channels, neural development, the response of the central nervous system to injury, neurodegeneration and associated disorders, regenerative capacity of the nervous system, synaptic transmission, neuropharmacology, and evolution of the nervous system. The academic disciplines involved include cell biology, molecular biology, biochemistry, physiology, genetics, developmental biology, biopsychology, biophysics, and bioengineering. NRI's research resources include advanced microscopy, a computer laboratory and computing support, and a proteomics/genomics facility. Information about NRI and its centers, is available online at <http://nri.ucsb.edu>.

## *California Research Center*

### **California NanoSystems Institute (CNSI)**

The California NanoSystems Institute (CNSI) focuses on the extraordinary power and potential of structures designed at the nanometer scale. Established in 2000 as one of four new California Institutes for Science and Innovation (CISI), the CNSI builds upon a visionary investment in future education, research and technological resources, given by the State of California. In partnership with the University of California at Los Angeles, CNSI at UCSB integrates the substantial collaborative strengths of its on-campus participants, comprising a multitude of academic departments and scientific disciplines, and seeks new alliances with industry, universities, and national laboratories.

CNSI researchers will create and utilize new nanoscale building blocks derived from biological, chemical or physical elements and determine robust ways of linking those building blocks together into complex, integrated systems. The formation of sophisticated 'structures by design' that will have impacts on higher-density information processing and storage, new means of biomedical monitoring and treatment, environmental assessment and remediation, and energy-efficient power sources.

CNSI hosts several multi-university research centers, such as the Western Institute for Nanoelectronics (WIN) supported by industrial and state funds, the Center for Polymer and Organic Solids, the Center for Spintronics and Quantum Computation, and two federally-supported multidisciplinary university research initiative (MURI) programs. The Institute also contains the Microsoft Station Q research group focusing on quantum computing.

CNSI supports a number of education programs linking nanosystems research to junior high schools, high schools and community colleges, and supporting research and mentorship opportunities for undergraduate and graduate students.

CNSI facilities will provide centralized capabilities for imaging, characterization and analysis of nanoscale components, foster new

nanofabrication strategies at the interface of the biological and physical sciences, and will serve as an integrative, multidisciplinary environment for researchers and educators working in NanoSystems.

Information about CNSI is available online at: [www.cnsi.ucsb.edu](http://www.cnsi.ucsb.edu)

## *Multicampus Research*

### **Intercampus Research Program on Mexican Literary and Cultural Studies (UC Mexicanistas)**

Director: Sara Poot-Herrera. Email address: [spooth@spanport.ucsb.edu](mailto:spooth@spanport.ucsb.edu)

### **Italian Studies**

At the University of California, scholars working in Italian Studies are widely dispersed across the humanities. The Italian Studies Multicampus Research Group (MRG) unites faculty and graduate students in a multicampus interdisciplinary research unit. The UC ISMRG works closely with its sister organization, the California Interdisciplinary Consortium for Italian Studies (CICIS). CICIS' mission is to foster interdisciplinary and transnational research related to Italian studies in California, and to convene conferences where this research can be promoted, undertaken, presented, and discussed. Web site: [www.ihc.ucsb.edu/italian-studies/index.html](http://www.ihc.ucsb.edu/italian-studies/index.html)

### **Japanese Arts and Globalization**

Director: Miriam Wattles, Email address: [mwattles@arthistory.ucsb.edu](mailto:mwattles@arthistory.ucsb.edu)

### **The Subaltern-Popular Workshop Multicampus Research Group**

The Subaltern-Popular Multicampus Research Group facilitates and promotes research and understanding of the subaltern — the disenfranchised — and the popular, as subjects and modes of inquiry into culture and history. By disclosing the presence of the disenfranchised in everyday cultural formations, its effort is to change the way we study and teach history and culture, and to re-evaluate the role of the humanities and arts in the politics of globalization and the nation-state.

### **Transliterations Project**

Established in 2005 as a UC Multi-Campus Research Group, the Transliterations Project includes scholars in the humanities, arts, social sciences, and engineering in the University of California system. It is establishing working groups to study online reading practices from different perspectives (especially the viewpoint of "social computing"); developing a shared technology framework to improve online reading; publishing a clearinghouse of research reports and demonstration software; and training graduate students working at the intersections of the humanistic, social, and technological disciplines.

### **University of California African Studies Multicampus Research Group**

The African Studies Multicampus Research

Group is a research consortium organized across the University of California campuses. The African Studies MRG will develop an array of activities in Africa that will include three international conferences in Ghana, Senegal, and South Africa, featuring writing competitions for emerging African writers, art exhibitions that will travel abroad, and the restoration, preservation, and screening of African film and media. By combining resources among the ten University of California campuses, the MRG will arrange visiting fellowships for academics from the continent; performances of African cultural groups; graduate student, postdoctoral, and faculty workshops; as well as other events so that African Studies may be further integrated into teaching and research within the humanities across the University of California system and beyond. Web site:

[www.ihc.ucsb.edu/africanstudies/home.html](http://www.ihc.ucsb.edu/africanstudies/home.html)

### **University of California Institute for Research in the Arts (UCIRA)**

The University of California's Institute for Research in the Arts (UCIRA) is a multi-campus research unit dedicated to the support of UC artists and arts innovation in the performing, media, and visual arts. Special attention is particularly given to those concepts, projects and initiatives that transcend traditional boundaries or that fall outside the existing and classical definitions of an arts practice. Through its program opportunities, the UCIRA fosters collaborative research and multi-campus research exchange networks.

The UCIRA provides funding to arts faculty, staff and students for projects with the potential for significant artistic, cultural and social impacts. Projects may include exhibitions, performances, demonstrations, symposia, pedagogical experiments, community exchange, situations and innovative residencies that serve to expand the creative disciplines toward new forms of knowledge production and reflection.

UCIRA projects are intended to reach a broad constituency within and outside the university setting, engaging creative production and discourse within a global context.

As the only state-wide organization representing the arts within the 10 campuses of the UC system, UCIRA also serves as an information and advocacy exchange network for university-based arts education and research at state-wide and national levels.

Through its annual State of the Arts conference, hosted at a different campus site each year, the UCIRA provides a forum to showcase cutting edge and new experimental arts research taking place across the system. Telephone: (805) 893-3098. Web site: [www.ucira.ucsb.edu](http://www.ucira.ucsb.edu)

### **University of California Linguistic Minority Research Institute (UC LMRI)**

The UC Linguistic Minority Research Institute (UC LMRI) is a multicampus research unit of the University of California headquartered at UC Santa Barbara. The institute involves faculty and projects at all ten UC campuses. The LMRI was established in 1984 to conduct research on the education of language minority students in the K-12 education sector with the long-range goal of improving these students' access to college.

The major activities of the LMRI include sponsoring research projects; collaborating with schools and educational agencies; conducting annual meetings, research conferences, institutes, and lectures; disseminating information on language minorities in various ways, including a quarterly newsletter, book publications, and a Web site with electronic mail services; and sponsoring professional development activities.

The Institute is housed in South Hall, Room 4722. Telephone: (805) 893-2250. Facsimile: (805) 893-8673. Email: [lmri@lmri.ucsb.edu](mailto:lmri@lmri.ucsb.edu). Web site: [www.lmri.ucsb.edu](http://www.lmri.ucsb.edu).

## *Affiliated Units*

### **Center for Black Studies Research**

Established in 1970, the Center for Black Studies Research conducts and administers research on the social, historical, cultural, political and economic experiences of people of African descent. Over the years, the center has been a leader in advancing Black Studies scholarship across the disciplines in the social sciences, the humanities and the arts.

The center sponsors a visiting scholars program; publishes three academic journals; supports and disseminates faculty research; organizes and presents seminars, lectures and symposia; supports outreach programs and serves as liaison between the campus and the Santa Barbara community. Phone (805) 893-3914. Web site: <http://research.ucsb.edu/cbs>

### **Engineering Research Centers**

*For information, see the chapter titled "College of Engineering."*

### **Interdisciplinary Humanities Center (IHC)**

The IHC was founded in 1987 to implement the Humanities Initiative begun by the President of the University of California. The IHC encourages interdisciplinary scholarship and instruction by supporting research projects, lectures, seminars, and conferences. In addition, the IHC seeks to broaden the traditional definition of humanistic endeavors by sponsoring activities in the performing and visual arts. By hosting a wide array of interdisciplinary programs and activities, the IHC also serves as a vital link between the campus and the community. The center is housed on the sixth floor of HSSB. Telephone: (805) 893-3907.

Web site: [www.ihc.ucsb.edu](http://www.ihc.ucsb.edu).

## *Natural Reserve System*

The University of California Natural Reserve System (NRS) was founded in 1965 to establish and maintain significant examples of California's diverse aquatic and terrestrial ecosystems for university-level teaching, research, and public service. In addition, many of these sites act as bases for research in nearby natural areas and provide database, housing, and experimental facilities. The thirty-six reserves in the system are open to all qualified individuals and institutions for scholarly work in disciplines ranging

from geology and environmental sciences to anthropology and art.

For more information on the NRS, contact the NRS campus office at 805-893-4127, or email [moore@msi.ucsb.edu](mailto:moore@msi.ucsb.edu), or visit the Web site at <http://nrs.ucop.edu>.

The Santa Barbara campus administers seven reserves: Carpinteria Salt Marsh Reserve, Coal Oil Point Reserve, K.S. Norris Rancho Marino Reserve, Santa Cruz Island Reserve, Sedgwick Reserve, Sierra Nevada Aquatic Research Laboratory (SNARL) and Valentine Camp.

## *Undergraduate Research*

UCSB undergraduates have an extraordinary opportunity: the chance to work with world-class faculty in areas ranging from digital multimedia, marine science, and ethnic studies to next-generation computers, neurodegenerative disease, the performing arts, and systems biology. Professors in nearly every department on campus and more than 80 research units encourage undergraduates to join their research teams in labs, studios, or field locations as distant as Antarctica.

Detailed information about the value of undergraduate research—the other half of a great education—appears on the campus-wide undergraduate research Web site at: [www.research.ucsb.edu/undergrad](http://www.research.ucsb.edu/undergrad). Also included: how to get started, where to find funding, wide-ranging images and student stories, a list of contacts for information about UCSB opportunities and programs, and more. Names, numbers, locations, and e-mail addresses of people who can help are listed for the following areas: the College of Letters and Science's Office of Undergraduate Research and Creative Activities (URCA), the California NanoSystems Institute (CNSI), the Materials Research Laboratory, the College of Creative Studies, the College of Engineering, the Donald Bren School of Environmental Science and Management, the Gevirtz Graduate School of Education, and the Graduate Division. Summer opportunities are linked as well.



**UCSB introduces students to the latest research instruments.**

# Academic Policies and Procedures

Academic policies and procedures described in this chapter apply to all students enrolled at UCSB. They include procedures related to enrollment and attendance, examinations, course credit, the grading system, graduation, and student conduct and responsibility.

Additional academic requirements appear in the chapters “Undergraduate Education at UCSB” and “Graduate Education at UCSB.”

Additional information on certain policies and procedures can be found in the Appendix.

## Enrollment

Each quarter every UCSB student must register in courses and pay fees and any other outstanding financial obligations; each step must be completed at a specific time. Students use the Gaucho On-Line Data System (GOLD) to enroll on the web. Details of the registration procedure are included in the quarterly *Schedule of Classes* which is also available online at: [www.registrar.ucsb.edu/soc.htm](http://www.registrar.ucsb.edu/soc.htm).

When students are admitted to UCSB, their admission is provisional and contingent upon receipt of final official transcripts that verify information supplied in the admission application. Students who fail to provide the Office of Admissions with final transcripts, as well as students whose transcripts fail to verify information supplied in the admission application, may have their admission revoked. Admission may be revoked even if students have enrolled

in, attended, and completed classes at UCSB.

The failure of a student to complete the steps involved in enrollment by the specified deadlines will constitute presumptive evidence that the student has withdrawn from the university. An eligible student who wishes to resume study will be required to file an application for readmission and pay the associated nonrefundable fee. For information concerning readmission, please see the *Absence and Withdrawal* section of this chapter.

Undergraduate students who are subject to academic disqualification may not officially enroll until and unless they are reinstated on academic probation by the dean of their college or school. Students with outstanding financial obligations to the university have not completed enrollment until their financial obligations have been met or they have enrolled in an Office of Billing, Accounts Receivable, and Collections (BARC) payment plan.

### Quarterly Enrollment Limits

**Undergraduates.** Minimum Cumulative Progress (MCP) is a policy, effective Fall 2008, designed and approved by the faculty to provide important guideposts to ensure timely degree completion. The MCP requirement establishes a reasonable expectation of student workload. For undergraduates, the average academic study load is 15 units a quarter; the minimum full-time study load is 12 units. For more information concerning MCP requirements refer to the College of Engineering ([www.engineering.ucsb.edu/current\\_undergraduates/mcp/](http://www.engineering.ucsb.edu/current_undergraduates/mcp/)) and College of Letters and Science ([www.advising.lsc.ucsb.edu/mcp.php](http://www.advising.lsc.ucsb.edu/mcp.php)) Web sites.

### Guideline for Minimum Cumulative Progress (MCP)

| Number of MCP Quarters | Units Completed |
|------------------------|-----------------|
| 1                      | 12              |
| 2                      | 27              |
| 3                      | 42              |
| 4                      | 56              |
| 5                      | 71              |
| 6                      | 86              |
| 7                      | 101             |
| 8                      | 116             |
| 9                      | 132             |
| 10                     | 148             |
| 11                     | 164             |
| 12                     | 180             |

Students who are not able to carry at least 12 units a quarter must petition to register in a deficit program (or part-time status) at the time of registration. Students in the College of Letters and Science and the College of Creative Studies may petition for permanent approval of deficit programs. Under certain conditions, reduced fees may be available through the Office of Student Life for undergraduate students who have advance permission to carry 10 or fewer units a quarter.

**Warning:** Financial aid students who receive a Pell Grant, a Cal Grant A, or a Cal Grant B will have these grants reduced if they receive a fee refund as a result of their deficit load program. In most cases, the financial aid reduction will exceed the fee refund; thus, it is highly recommended that Pell Grant and Cal Grant recipients consult with the Financial Aid Office prior to applying for a deficit load. Students who are approved for a permanent deficit load automatically receive the fee refund and do not have the opportunity to decline it. Students who are on a deficit load program for only one quarter can choose whether to apply for a fee refund.

Even if they don't file for an approved deficit load and don't get a fee refund, students receiving Pell Grants or Cal Grant B Access Grants (also known as Cal B Stipends) will have those grants reduced if they are enrolled in less than 12 units. Additionally, students receiving ACG or SMART Grants will have those grants reduced to zero for any quarter in which they enroll for less than 12 units. This enrollment measurement is taken on census date, the 15th class date of each quarter. Please note that “variable unit” course units will be counted as the number of units shown on the student's registration record



Studying on the campus green.

on census date. The units that a student may earn by the end of the quarter are not what is used in the unit count. The reductions may include billing the student's BARC account for the amount of the reduction. If a student's grant is reduced or cancelled based on census date units, it cannot be increased or reinstated if the student adds more units at a later date.

The maximum number of units allowable for undergraduates each quarter varies among the three colleges; these limits are indicated in the college publications and the *Schedule of Classes*. Students who wish to enroll in more than the maximum number of allowable units must petition for an excess program at the time of registration.

**Graduate students.** Continuous registration is required of all graduate students. The minimal full-time load for graduate students is 8 units per quarter, and a course load of 12 units per quarter is strongly recommended. Students must register for at least 8 units per quarter to be eligible for campus and extramural benefits and services—e.g., to be appointed as graduate student researchers or as teaching assistants, to receive financial aid, and to qualify for student housing. There are no reduced fees for graduate students registering for fewer than 12 units. Departments have authority for individual students' study plans in each major.

**Changes in course enrollment.** After registration, changes in course enrollment for all students can be made only with necessary approvals and no later than the deadlines published in the *Schedule of Classes* for that quarter. Such changes include dropping or adding courses and changing grading options. Unapproved withdrawal from or neglect of a course in which a student has enrolled will result in a failing grade.

## Medical Requirements

1. **Physicals** are required for all intercollegiate athletes and must be completed at Student Health.
2. **Tuberculosis (TB) skin tests** are required for those admitted to the UCSB teaching credential program and for those identified as international students by their Visa status. Tests may be obtained at Student Health for a fee.
3. State law requires the **Hepatitis B vaccination** series be complete by the time of enrollment if you are 18 years of age or younger. The vaccination series requires three injections over a period of four to six months. If you have not already completed the full series, it is important that you see your local health care provider now to complete this requirement.

## Absence and Withdrawal

**Temporary absence during a quarter.** Students enrolled at UCSB who have been or will be absent from classes for a brief period of time for reasons beyond their control should notify their professors as soon as possible. Regardless of the reasons for absence, students will be required to complete all coursework.

If an absence is late in the term and prolonged, making it impossible to complete the coursework on time, a student may petition the instructor to assign an Incomplete (I) grade. To receive an I grade, the student must submit the



*Sharing a light moment in class.*

approved petition to the Office of the Registrar by the last day of the quarter in which the I grade is to be assigned. Refer to "Incomplete Grades" under the "Grading System" section in this chapter for complete regulations. A student who is unable to make this request personally may ask the Office of Student Life to notify each instructor of the circumstances of the absence and to circulate a petition on the student's behalf. If the instructor agrees that an extension of time for completion of the course is justified and approves the petition, a grade of Incomplete will be assigned.

**Complete withdrawal.** After paying fees or enrolling in a BARC payment plan, a student wishing to withdraw for a term without completing the enrollment process must first submit a petition to the Office of the Registrar.

An enrolled student who wishes to withdraw from the university during a quarter without completing the quarter's work must obtain a Petition for Complete Withdrawal from the Office of the Registrar. If the petition and deadline requirements are met and the approval of the college dean is secured, the student's enrollment will be withdrawn without academic penalty. The deadline for undergraduates in the College of Engineering and the College of Letters and Science to submit a completed petition is the last day of instruction for the quarter. When undergraduate students submit the completed petition after the deadline for course withdrawal for the college in which the student is enrolled, the Office of the Registrar will enter a grade of W for each course in which the student is registered. A student who receives permission to withdraw completely during the early weeks of a quarter may be entitled to a partial refund of fees for that quarter as outlined in the *Schedule of Classes*. Students who receive Title IV federal aid will be required to return a prorated portion if they withdraw or have their status lapsed before 60% of the quarter has passed. Upon request, the Office of Student Life will process a Petition for Complete Withdrawal for a student who cannot do so personally. If the dean of the college approves the petition, the student's academic record will reflect the process described above.

Students who enroll and subsequently discontinue work during a quarter without an approved petition for withdrawal will receive an

F, NP (not passed), or U (unsatisfactory) grade, as appropriate, for each course in which they are enrolled for that quarter. Such students are ineligible for any refund of fees, and their future registration privileges may be curtailed or revoked.

Before withdrawing, students are advised to seek counsel from faculty, departmental, and college advisors, and from Counseling Services so as to consider the

full implications of this action. After withdrawal and before future registration, undergraduates must apply for and receive permission to be readmitted. The application deadlines for readmission or reinstatement significantly precede the start of the quarter. The deadlines are published in the *Schedule of Classes*. The opening dates for applying for readmission are noted in the calendar at the beginning of this catalog. Graduate students should contact the Graduate Division.

**Warning.** A newly admitted student who completely withdraws during his/her first quarter of enrollment and prior to or during the third week of instruction will not qualify for readmission. Under this condition the student is required to reapply through the Office of Admissions.

**Withdrawal from a course.** To drop a course after the established deadline for the quarter, students must petition for and obtain the approval of the dean of their college. The dean may direct the Office of the Registrar to enter a grade of W, F, NP (not passed), or U (unsatisfactory), as appropriate, on the student's record, or may cancel the student's enrollment. The dean may also stipulate that future enrollment in the same course be subject to approval. Students should be aware that late withdrawals are granted only under exceptional circumstances. Students should not discontinue class attendance on the assumption that the request will be approved.

**Lapse of status.** Lapse of status is the automatically enforced withdrawal of a student from the university. A student's status may be lapsed (1) for failure to comply with the conditions for admission, (2) for failure to register and enroll in courses by the deadline stated in the *Schedule of Classes*, (3) for failure to settle financial obligations when due or to make satisfactory arrangements with the Billing, Accounts Receivable, and Collections Office (BARC) if payment cannot be made, (4) for failure to respond to official university notices (including failure to remove blocks).

**Leaves of absence.** Graduate students are required to maintain continuous registration. Under extraordinary circumstances graduate students may request a leave of absence from the Graduate Division. For further information concerning leaves of absence for graduate stu-

dents, consult the chapter “Graduate Education at UCSB” or the Graduate Division Web site at [www.graddiv.ucsb.edu](http://www.graddiv.ucsb.edu).

Undergraduate students may request leave of absence when studying abroad through a non-UC sponsored program. For more information regarding the non-UC sponsored leave request refer to the Leaving and Returning section online at [www.registrar.ucsb.edu/stu\\_abr/index.htm](http://www.registrar.ucsb.edu/stu_abr/index.htm).

**Readmission—Undergraduates.** Eligible undergraduate students who wish to register at UCSB after an absence, a complete withdrawal, cancellation, or lapse of their registration, must file an application for readmission with the Office of the Registrar. Eligibility will be determined at the point of application processing. Applications are available on the Registrar’s Web site at [www.registrar.ucsb.edu/read\\_rein.htm](http://www.registrar.ucsb.edu/read_rein.htm).

**Readmission opens** November 1 (of the preceding year) for fall quarter; July 1 (of the preceding year) for winter quarter; October 1 (of the preceding year) for spring quarter. Readmission deadlines are:

**Fall - the second Monday in August**

**Winter - the second Monday in November**

**Spring - the second Monday in February**

These deadlines may be closed without notice, pending enrollment restrictions. The non-refundable application fee is \$60.

Readmission is generally approved for students who were on regular academic status when they left UCSB provided that any college-level work completed in the interim is satisfactory and space is available. Transcripts of all course work undertaken elsewhere must be submitted to the Office of the Registrar to complete the readmission process.

A newly admitted student who completely withdraws during his/her first quarter of enrollment and prior to or during the third week of instruction will not qualify for readmission. Under this condition the student is required to reapply through the Office of Admissions.

Students who are seeking readmission to the College of Letters and Science after having already completed 155 or more units need the approval of the dean. In some cases, they will be required to submit a “Proposed Schedule for Graduation” before readmission will be considered. In general, readmission will be approved only for those students whose proposed schedule leads to graduation within 200 total units. As the proposal must be endorsed by the student’s major department (and minor department if a minor is planned), students should begin this process several months prior to their intended return.

Students in the College of Letters and Science should note the following application deadlines if they are seeking readmission after completion of 155 units or reinstatement after poor academic performance: the second Monday in August for fall quarter; the second Monday in November for winter quarter; the second Monday in February for spring quarter. Those who miss the deadline to apply for their desired quarter will have to apply for readmission (and/or reinstatement) to a later quarter.

Any student returning to UCSB following an absence of three quarters or more (excluding summer) must file a new Statement of Legal Residence (SLR) available online at [www.registrar.ucsb.edu/residenc.htm](http://www.registrar.ucsb.edu/residenc.htm). The deadline for submission of an SLR is two weeks from admission or readmission.

**Reinstatement—Undergraduates.** Students who were on reinstatement probation, or were subject to academic disqualification, or dismissed by dean’s action when they left the university, will not be considered for readmission unless first reinstated by the dean of their college. The dean will establish the conditions of such reinstatement, if approved.

**Reinstatement—Graduates.** Students who wish to register after a break in enrollment must petition for reinstatement through the Graduate Division. Reinstatement is not automatic and requires the approval of the student’s academic department; the student’s record will be evaluated in terms of past academic performance and timely completion of the degree. Students seeking to reinstate who have exceeded the time limit for completion of the master’s and/or doctoral degrees must also submit a plan and timetable for degree completion to their department and the Graduate Division for review and approval.

**Repetition of Courses**

Certain courses may be repeated for credit, and are identified in the course descriptions in this catalog. Repetition of any course other than these is subject to certain regulations, which pertain only to courses completed in the University of California. This policy excludes courses taken through UC Extension, except for UCSB courses completed by Open Enrollment through Extension after spring 2000 and accepted toward the degree. The regulations are as follows:

1. An undergraduate student may repeat only those courses in which a grade of C-, D+, D, D-, F, or NP was awarded. Such courses may be repeated for letter or passed/not passed grades if the courses are so offered and if the student is eligible for that option. In no case, however, shall an NP grade replace an earlier letter grade in the computation of the grade-point average. A course in which an NP has been received may be repeated on a letter-grade basis if so offered.
2. Undergraduates who wish to repeat a course more than once must obtain the prior approval of their college dean at the time of registration.
3. Degree credit for a course will be given only once, but the grade assigned at each enrollment will be permanently recorded on the student’s transcript.
4. In computing the grade-point average of an undergraduate who repeats courses in which grades of C-, D+, D, D-, or F were received, only the most recently earned grade and grade points in each course will be used for the first 16 units repeated (unless the new grade is NP). Second attempts of W graded courses will not be added to this repeat total. In the case of repetitions beyond the 16 units, both initial and repeated grades will be used in the computation of the grade-point average. All grades, however, remain a part of the student’s permanent record.
5. Undergraduate students who plan to repeat a UCSB course at another UC campus, or vice versa, must petition the dean of their college

to establish the equivalency of the courses prior to the intended repetition.

6. Undergraduate students must indicate repeats at the time of registration and when adding courses to their study load.
7. Since many graduate courses are routinely repeated for credit or to earn a better grade, graduate students must consult their academic department if they wish to repeat a class for the purpose of substituting the second grade for the first.

### Additional Enrollment Opportunities

**Concurrent enrollment.** Students who wish to enroll simultaneously in undergraduate courses at UCSB and at another non-UC college-level institution must obtain prior approval from the dean of their college. (For concurrent enrollment at other UC’s, see “Simultaneous Enrollment Program” further on in this section.) UCSB offers a very full curriculum, and therefore concurrent enrollment is rarely approved. Normally, such enrollment is approved only for courses that are not available in the curriculum at UCSB. Graduate students may enroll at another college-level institution while pursuing a graduate degree at UCSB without the approval of the dean of the Graduate Division. See the section titled “Transfer of Credit” in the chapter “Graduate Education at UCSB” for information on the rules governing transfer of credit at UCSB.

Simultaneous enrollment by undergraduates in two colleges or schools at UCSB, such as Engineering and Letters and Science or Creative Studies and Letters and Science, is also subject to the approval of the deans of the colleges or schools involved. Graduate students may enroll in courses in two or more colleges or schools at UCSB without the approval of the dean of the Graduate Division.

**Intercampus Transfer.** Undergraduates may apply for transfer to another University of California campus. The *Application for Undergraduate Admission* is available online at [www.universityofcalifornia.edu/apply](http://www.universityofcalifornia.edu/apply). To ensure



Students at work in the campus library.

admission consideration, students should file their application during the appropriate filing period.

If you are or have been enrolled in a regular UCSB quarter, you may apply for an intercampus transfer to another UC campus provided you have not been registered subsequently in a regular term at another collegiate institution. A \$60.00 nonrefundable fee is required at the time you submit your application. Application filing periods are listed in the “Deadlines” section.

**Intercampus Visitor Program (ICV).** The ICV Program allows qualified undergraduate students at UCSB to take advantage of educational opportunities at other UC campuses. Students may take courses that are not available at their home campus, participate in special programs, or study with a distinguished faculty member at another campus for one quarter. Students must meet the following qualifications:

- Current student in good standing;
- Completed a year at UCSB;
- Maintained a GPA of at least 2.0; and,
- Obtained the approval of their college.

ICV applications are available on the Registrar’s Web site at [www.registrar.ucsb.edu/intercampus.htm](http://www.registrar.ucsb.edu/intercampus.htm). For more information, call the Program Coordinator at (805) 893-8905, or email: [Reg-Undergrad-Visiting-Programs@sa.ucsb.edu](mailto:Reg-Undergrad-Visiting-Programs@sa.ucsb.edu).

Note: The host campus pays the visiting student’s financial aid. If you are a financial aid recipient, you must have a copy of your Free Application for Federal Student Aid (FAFSA) sent to the host campus. To make this change, access your FAFSA information online at [www.fafsa.ed.gov/](http://www.fafsa.ed.gov/).

**Intersegmental Cross Enrollment Program (ICE).** Undergraduate students enrolled in any of the California Community Colleges, a California State University, or a University of California may enroll without formal admission in a maximum of one course per academic term at a campus of either of the other systems. Qualifications for this program include:

- Completion of one term at the home campus;
- 6 unit minimum enrollment at home campus;
- 2.0 GPA at home campus;
- Registered/paid at home campus;
- Prerequisite requirements met; and,
- California resident.

UCSB students should note that credit toward the degree is rarely allowed for coursework taken at a community college or California State University while the student is simultaneously enrolled at UCSB. ICE applications are available on the Registrar’s Web site at [www.registrar.ucsb.edu/intercampus.htm](http://www.registrar.ucsb.edu/intercampus.htm). For more information about the ICE Program, call the Program Coordinator at (805) 893-8905, or email: [Reg-Undergrad-Visiting-Programs@sa.ucsb.edu](mailto:Reg-Undergrad-Visiting-Programs@sa.ucsb.edu).

**Simultaneous Enrollment Program.** UC undergraduate students may enroll, without formal admission and without payment of additional University fees, in courses at another UC campus on a space available basis at the discretion of the appropriate campus authorities on both campuses. Qualifications for this program include:

- Completion of a minimum of 12 units as a matriculated student at the home campus;
- Combined enrollment at both campuses in the current term for a minimum of 12 units as a

matriculated student;

- In good standing; and,
- Appropriate academic preparation as determined by the host campus.

For more information, call the Program Coordinator at (805) 893-8905, or send email to: [Reg-Undergrad-Visiting-Programs@sa.ucsb.edu](mailto:Reg-Undergrad-Visiting-Programs@sa.ucsb.edu).

**Intercampus Exchange Program for Graduate Students (IEPGS).** IEPGS allows qualified graduate students at UCSB to take advantage of educational opportunities at other UC campuses. If approved for IEPGS, students may take courses not available at UCSB, participate in special programs, or study with a distinguished faculty member at another campus for one quarter. Students must meet the following qualifications to be eligible to participate:

- Current student in good standing;
- Completed a year at UCSB;
- Maintained a GPA of at least 3.0;
- Obtained approval of their home department;
- Exchange approved by the Graduate Division.

**Enrollment in UC Extension courses.** A student who wishes to complete courses through UC Extension must obtain prior approval by petition to the dean of the student’s college. With the exception of UCSB Open Enrollment courses, Extension courses are not included in determining grade-point averages. If accepted toward a bachelor’s degree or graduate degree, UCSB courses completed by Open Enrollment through Extension in fall 2000 or later will be used to calculate a student’s UC grade-point average. Courses completed through Extension do not apply toward academic residence requirements.

Undergraduates are not eligible to complete courses by Open Enrollment through UC Extension if they were subject to disqualification or dismissed from the university at the end of their last regular quarter at UCSB. UC Extension courses in the X1-X199 series shall be accepted in fulfillment of unit requirements upon petition to the Registrar’s Office. University Extension credit courses X300 and X400 shall be accepted toward the B.A., B.S., or post-graduate programs leading to recommendations for teacher credentials only within the limitations prescribed by the various colleges and schools. Transfer of these units for fulfilling subject requirements will be determined by the usual procedures governing evaluation of credits gained at other acceptable institutions. Degree credit is not given for Extension courses in the X800 series.

Extension courses may apply to graduate degrees only if approved by the Graduate Council. Extension courses other than courses taken through Open Enrollment may apply to graduate degrees only with the prior approval of the Graduate Division and the academic department. See the section titled “Transfer of Credit” in the chapter “Graduate Education at UCSB” for information on the rules governing the transfer of credit from UC Extension.

## Examinations

### Final examinations

Final examinations are required in all undergraduate courses. The official dates and times of all final examinations are published in the

*Schedule of Classes*. No instructor is authorized to change these times without prior approval of the Undergraduate Council, and students are responsible for arranging their courses so that their final examinations will not conflict. Normally, examinations will be written, and a maximum time period for their completion will be announced in advance. No student will be permitted to exceed this maximum unless it has been predetermined by the Disabled Students Program that this is an appropriate accommodation for which the student is eligible. The maximum time for a final in a non-laboratory course is three hours. Individual exceptions from finals are not permitted except in the case of comprehensive examinations.

### Comprehensive examinations

At the end of a quarter in which an undergraduate student expects to graduate, the major department may (1) examine the student’s competency in the major field, (2) exempt the student from final examinations in courses offered by the department during that quarter, and (3) with the approval of the Undergraduate Council, assign a credit value to such a comprehensive examination.

### Credit by Examination

Students currently registered in any regular term who by reason of advance preparation believe themselves to be adequately grounded in the materials and principles of a given course may petition for credit by examination for any course offered at UCSB, or in any other subject appropriate for inclusion in a University curriculum. If credit is sought in a course not regularly offered at UCSB, the petition must be approved by the Undergraduate Council.

Because of the nature of graduate degree requirements, the credit by examination option is not normally used by graduate students. Under no circumstances can a graduate course be completed through the credit by examination option. Questions may be directed to the Graduate Division.

Students may elect, at the time their petition is initiated, to take the examination on the Passed/Not Passed basis, provided they are eligible for enrollment in a course on that basis during that term and P/NP grading is offered for the course, and they will be assigned the grade they earned in the examination. Failure to pass the examination will be recorded as an F, NP, or U, whichever is appropriate, in the student’s record.

Certain courses, by reason of special features of the instruction, such as extensive laboratory work, may not be considered appropriate for obtaining credit by examination. In addition, credit by examination will not be approved in the following circumstances: (1) if the student has had prior instruction in the topic (including during high school), (2) for the purpose of repeating a course, (3) for courses in subjects in which the student has completed more advanced work, (4) for elementary and intermediate courses in a student’s native language, or (5) for granting credit for a course which the student has attended or audited. All petitions for credit by examination must be approved by the dean of the appropriate college in advance of the date of the examination. Accordingly, each petition for credit by examination must



**Catching up on reading alfresco.**

be submitted to the dean at least three weeks prior to the examination. Ordinarily, credit by examination is limited to 12 units.

### Auditing Courses

During the regular academic year, students may audit a course (sit in unofficially) with the permission of the instructor. During summer sessions there are more formal procedures to follow, as described in the Summer Sessions catalog. Auditors are not expected to do assignments, take examinations, or participate in classroom discussion, and no record of the audited class appears on the student's quarter schedule or UCSB transcript. Students will not be permitted to earn credit by examination in courses which they have audited.

### Dead Week

"Dead Week" is the week prior to final examinations. The purpose of dead week is to allow students time to begin preparation for final examinations without academic obligations beyond the normal class meetings. The giving of any examinations is, therefore, strongly discouraged, especially giving two examinations in the same course within the time span of dead week and finals week.

Further, the scheduling during dead week, by faculty or departments, of non-instructional events for which student participation is mandatory, is also strongly discouraged, and requires advance approval by the Office of Student Life.

## Units of Credit

Credit for academic work at UCSB is expressed in units. Generally, the value assigned to a course is determined at the rate of 1 unit for every 3 hours of student work required each week during a 10-week term. The unit value assigned to a course is determined by the number of class meetings each week and by the student's class preparation time.

### Class Levels

Undergraduate class level is determined by the number of units completed, as follows:

|                        | Units Required |
|------------------------|----------------|
| <b>Lower Division:</b> |                |
| Freshman               | 0.0 - 44.9     |
| Sophomore              | 45 - 89.9      |
| <b>Upper Division:</b> |                |
| Junior                 | 90.0 - 134.9   |
| Senior                 | 135.0 or more  |

## Grading System

The following grades are used to report on the work of UCSB students:

| Undergrad. Courses                          | Graduate Courses   |
|---|--------------------|
| A (excellent)                               | A (excellent)      |
| B (good)                                    | B (good)           |
| C (adequate)                                | C (adequate)       |
| D (barely passing)                          | D (barely passing) |
| F (not passing)                             | F (not passing)    |
| P (passed)                                  | S (satisfactory)   |
| NP (not passed)                             | U (unsatisfactory) |
| I (incomplete)                              | I (incomplete)     |
| IP (in progress)                            | IP (in progress)   |
| W (withdrawal; undergraduate students only) |                    |

The grades A, B, C, and D may be modified by plus (+) or minus (-) suffixes. Grade points for each unit are assigned by the registrar as follows:

|          |         |          |
|----------|---------|----------|
| A+ = 4.0 | A = 4.0 | A- = 3.7 |
| B+ = 3.3 | B = 3.0 | B- = 2.7 |
| C+ = 2.3 | C = 2.0 | C- = 1.7 |
| D+ = 1.3 | D = 1.0 | D- = 0.7 |

F, I, IP, P, NP, S, U and W = 0

Unit credit, but not grade-point credit, is assigned for P and S grades. For a description of the grading system in the College of Creative Studies, see the College of Creative Studies chapter in this catalog.

### Incomplete Grades

The grade Incomplete (I) may be assigned when a student's work is of passing quality but is incomplete.

**Petitioning process.** An Incomplete grade may be placed on a student's record only if the completed Petition for an Incomplete Grade is signed by the instructor and is on file in the Office of the Registrar by the last day of the quarter. In the absence of the petition or of a specific grade other than I, the registrar will record a grade of F, NP, or U. A \$5 Incomplete Grade Processing fee is charged to the student's BARC account for each Incomplete grade.

**Completion deadline.** The student is entitled to have the grade of Incomplete replaced by a passing grade as determined by the instructor concerned, and to receive unit credit and appropriate grade points, upon satisfactory completion of the coursework. Coursework must be completed by the end of the term following the term in which the I grade was reported, whether or not the student is enrolled for the quarter or the course is offered. Unless the work is completed and a grade is reported to the Office of the Registrar by the deadline, the I will be changed automatically to F, NP, or U, as appropriate.

If the instructor is unavailable, the chair of the department in which the course was offered is authorized to supervise completion of the work and to make the appropriate grade change. The instructor and chair also have authority to extend the deadline for completion in the event of unusual circumstances that would clearly impose an unfair hardship on the student if the original deadline were maintained.

An Incomplete grade on the student's record at the time of graduation in a course not necessary for the fulfillment of degree requirements may be removed only up to the end of the fifth week of the term following the date of graduation. An I grade may be removed by the student's submission of completed coursework to the faculty member for the assigning of a new grade. If not removed, the I grade remains an I permanently.

**Grade changes to Incomplete.** A grade may be changed to an I only with the approval of the dean of the student's college and successful completion of the petitioning process.

**Graduate students.** Graduate students should consult "Academic Eligibility for Graduate Students" below, for details on the possible ramifications of I grades.

### In-Progress Grades

The In-Progress grade (IP) may be assigned provisionally in all but the last term of special courses extending over more than one term. In the last term, the grade assigned by the instructor replaces the provisional IP grades for all prior portions of the course. If a student fails to enroll in or complete the final course of a sequence in the next quarter in which it is offered, the IP grades will be replaced by the grade of I. Further changes of that grade will be subject to the conditions covering Incomplete grades. IP designations are not included in the computation of grade-point averages. Courses graded IP are identified in the *Schedule of Classes*.

### Passed/Not Passed Grades

Passed/not passed grades (P/NP) are not included in the computation of university grade-point averages. Courses graded P, however, are acceptable for unit and appropriate degree credit. P grades will be assigned only for coursework equivalent to a C or better on the letter-grade basis. NP grades will be assigned for work equivalent to a C- or below. No credit is given for courses graded NP.

Some undergraduate courses may be offered exclusively on a P/NP basis. These courses are identified in the *Schedule of Classes*. Undergraduate students on academic probation, as well as those in good standing, may take such courses without special approval. Graduate students may take undergraduate courses P/NP with the approval of their graduate advisor, provided the course is offered P/NP.

Undergraduate students may elect the P/NP grading option for courses provided they meet the following conditions:

1. They are in good academic standing (i.e., not on academic probation).
2. The course is open to all qualified students on this basis and is so designated in the *Schedule of Classes*.
3. The course is not required or accepted for the student's major or minor. Courses in



the major or minor, whether lower- or upper-division, in or outside of the major department, must be taken for a letter grade. With prior approval of appropriate faculty committees, a department may specify that certain "major" or "minor" courses may be taken P/NP. Courses for which such approval has been granted are identified in the department entries in this catalog.

4. They elect this option at the time of registration or thereafter, but not later than the end of the seventh week of classes. Students are responsible for determining whether they are qualified to enroll in courses on a P/NP basis according to the requirements stated here.
5. At the time of graduation, they will have completed at least 120, or two-thirds, of their units earned in residence at UCSB on a letter-grade basis. There is no limit on the number of courses that may be taken P/NP during a single quarter. The limitation on the number of units taken P/NP does not apply to students who are majoring exclusively in Creative Studies.
6. They have not been restricted or prohibited from the use of the P/NP option due to having earned an excessive number of NP grades. Students with more than 8 units of NP grades in one quarter or with more than 20 units of NP grades in all terms of university enrollment combined may be so restricted. In the case of repeated courses in which the initial grade was NP, the original NP will not be included in this 20-unit total.
7. Students who take courses in their major department in excess of minimum major or minor requirements may elect the P/NP option for those courses.

### Satisfactory/Unsatisfactory Grades

Graduate students may take graduate courses on a satisfactory/unsatisfactory (S/U) basis provided the course is so offered and their graduate advisor approves. (Courses numbered 200-599 are eligible to be graded S/U, while courses numbered 1-199 are eligible to be graded P/NP.) S grades will be assigned for coursework equivalent to a B or better on the letter-grade basis. U grades will be assigned for work equivalent to a B- or below. In some departments, classes required for the degree must be taken for letter grades. Students electing the S/U grading option should discuss this issue with their graduate advisor.

### Withdrawal Grade

For undergraduate students, the W grade will be assigned when a student withdraws from the university or receives permission to drop a course after the deadline for dropping courses established by the Executive Committee of the college or school in which the student is enrolled. The W grade will be assigned for each course affected, including graduate courses when an undergraduate student has been approved to enroll in a graduate course and subsequently withdraws. Courses in which a W has been entered on the student's record will be disregarded in determining a student's grade-point average and will not be considered as courses attempted in assessing the student's grade-point average for graduation. W grades are not assigned to graduate students. When



*Celebrating commencement.*

graduate students successfully withdraw from a course, it is permanently removed from their transcript.

### Grade Changes

All grades except I and IP are final when submitted to the registrar by the instructor, subject to the provisions noted in "Contested Grades" (below). Thereafter, an instructor may report a grade correction only in the case of clerical or procedural error.

An instructor also may change a grade in the quarter following that in which the original grade was received if the basis for the change is found in work previously accomplished in the course as a part of the student's regular participation in class activity. However, such changes must not create inequities to others whose grades remain unaltered. No final grade (except I) may be revised by reexamination or additional coursework. Further, no letter grade may be changed to P/NP, and no P or NP may be changed to a letter grade unless the change is approved by the dean of the student's college. All grades changed to Incomplete must be accompanied by the necessary Incomplete Grade Petition endorsed by the dean of the student's college.

### Contested Grades

A student may challenge a grade on grounds that it was based on criteria not directly reflective of coursework. Full appeal procedures and review authorities are described in detail in the Appendix.

## Transcripts and Verifications

### Official transcripts

Official transcripts are printed on security paper and display the entire academic history of a student at UCSB. They may be ordered from the Office of the Registrar. Transcripts are sent first class U.S. mail. Current prices for both

transcripts and verifications are available on the Registrar's Web site at [www.registrar.sa.ucsb.edu/ts.htm](http://www.registrar.sa.ucsb.edu/ts.htm).

Currently registered students may also order Official Transcripts by accessing the GOLD system at: <http://my.ucsb.edu>. The fee will be billed to the student's BARC account when ordered through GOLD. Transcripts will not be released if the student has outstanding financial obligations to the university. It currently takes 3-4 working days to process a standard transcript request. Additional information is available on the Office of the Registrar's Web site at: [www.registrar.ucsb.edu/ts.htm](http://www.registrar.ucsb.edu/ts.htm), or by calling (805) 893-3135.

### Official Transcript Orders Paid by Credit Card

Non-current students may order Official Transcripts through our third party credit card vendor using any credit card. Students will need to furnish their seven-digit permanent ID (PERM) or social security number. This service is available only by Web site; the additional expenses incurred through this vendor involve service charges for credit card use. Our credit card vendor can be reached from our Web site at: [www.registrar.sa.ucsb.edu/ts.htm](http://www.registrar.sa.ucsb.edu/ts.htm).

### Verification of Student Status

Official Verifications are printed on security paper with specific statements verifying a student's enrollment, degree status, overall GPA, etc.

If you wish to expedite the delivery of your Verification, call (805) 893-3135 for more information.

Arrangements for Rush and Federal Express services need to be made in advance with the Registrar's Office.

Currently registered students may also order verifications by accessing GOLD. The fee will be billed to the student's BARC account when ordered through GOLD.

Enrollment and degree information of most students is now also available on the UCSB Registrar's Web site at no charge. This service is available for students whose records have been

converted to our new computer system. This includes all students enrolled from 1990 on and many students from previous decades. The Web site is <http://gnet.ucsb.edu/verification/>. This Web site is designed to be used by employers and businesses who just need to verify information without obtaining an official document. To access this information, it will be necessary to have the student's last name and also two of these three pieces of information: first name, first five digits of the student's social security number or birth day and month. Through this Web site the student's dates of attendance and status at UCSB, the student's major and address information and the date the student's degree was awarded can be verified.

Verifications of enrollment for a given academic term cannot be released until the student has registered and is in paid status for that term. Additional information is available on the Office of the Registrar Web site at [www.registrar.ucsb.edu/ts.htm](http://www.registrar.ucsb.edu/ts.htm) or by calling (805) 893-3135.

## Eligibility

### Academic Eligibility for Undergraduates

**Academic probation.** Undergraduate students in the College of Creative Studies, the College of Engineering, and the College of Letters and Science are placed on academic probation if their cumulative grade-point average in the University of California falls below 2.0 (C average) at the end of any quarter. While on academic probation, students are under the supervision of the dean of their college. Students on academic probation will be returned to regular academic status if they raise their cumulative average to 2.0 or above by the end of their second quarter on academic probation.

**Academic disqualification.** Any of the following conditions make undergraduate students in the College of Creative Studies, the College of Engineering, and the College of Letters and Science subject to academic disqualification from further enrollment at UCSB:

1. At the end of any quarter their grade-point average is less than 1.5 for that quarter.
2. Their grade-point average for any quarter falls below 2.0 while they are on academic probation.
3. After two consecutive quarters on academic probation they have not raised their cumulative UC grade-point average to 2.0 or better.
4. While on reinstatement-probation their quarter grade-point average is below 2.2 and their cumulative grade-point average is below 2.0.

Students who are subject to academic disqualification are not eligible to register again at UCSB until and unless they are reinstated on probation by the dean of their college. Students should refer to the college publications for further information concerning academic disqualification.

**Reinstatement.** Undergraduate students subject to academic disqualification may appeal to the dean of their college for reinstatement on probationary status. The dean will decide if a student may be reinstated and may set conditions for reinstatement. Reinstated students may register at UCSB under the conditions set

by their dean and will be subject to the dean's supervision until they have regained regular academic status.

In order to transfer either from one UC campus to another or from one school or college to another on the same campus, students who are on academic probation or subject to academic disqualification must obtain the approval of the dean of the college or school to which transfer is requested. Upon completion of the transfer, the student is subject to the supervision of the dean of that college or school.

### Academic Eligibility for Graduate Students

Academic standards for graduate students at UCSB are determined by the Graduate Council and by individual academic departments. Students must maintain a cumulative grade-point average of at least 3.0 (B) to remain in good standing in the Graduate Division at UCSB and to be awarded a graduate degree. (Note that some departments set a standard higher than 3.0.) Students must also complete university and departmental requirements in a timely manner to remain in good standing. Students with lower grade-point averages are subject to dismissal. On the academic department's recommendation, the Graduate Dean either places such students on academic probation or dismisses them from graduate status. Graduate students carrying more than 12 units of Incompletes, No Record, and/or No Grades may be placed on academic probation and become subject to dismissal. For information concerning academic standards for graduate students, consult the chapter "Graduate Education at UCSB" or the Graduate Division Web site at [www.graddiv.ucsb.edu/academic](http://www.graddiv.ucsb.edu/academic).

In addition to the basic standards of scholarship detailed above, doctoral students who cannot develop a satisfactory dissertation research proposal or form a faculty committee of three members to supervise the dissertation research are subject to dismissal from graduate standing for failure to make satisfactory progress toward the degree. Doctoral students who fail to advance to candidacy within four years of admission become subject to academic probation and possible dismissal. Master's students have four years to complete their degree; doctoral students have seven years. Students must make timely progress toward degree completion to avoid becoming subject to academic probation and possible dismissal.

## Graduation

Undergraduate students are responsible for reviewing records carefully to ensure that they are completing all degree requirements. To assist in preparing for graduation, students should review the following records located in the Academic History section within GOLD.

New Student Profile listing degree requirements and any transfer credit earned is available online to students soon after they are admitted to UCSB.

Credit Memo is a summary available to UCSB students who earned transferable credit from another institution.

Progress Check is an evaluation of how com-

pleted courses and exams are applied toward University and college requirements. This does not include major requirements.

Degree Audit is an evaluation of how completed courses and exams are applied to University, college, and major requirements.

A graduation check is performed by the Office of the Registrar when an undergraduate declares candidacy for graduation. As the graduation check is a final review of records, it occurs too late to be of assistance in deciding which courses to take during the last quarter.

For assistance in reviewing major requirements, students should consult their major department advisor.

Students in the College of Creative Studies are expected to consult with their assigned advisors on a quarterly basis to monitor progress, both in the major and toward graduation.

Graduate students must declare their candidacy for a graduate degree with both their academic departments and the Graduate Division at the beginning of the quarter they intend to complete the degree. A graduate degree cannot be awarded until the student has fulfilled all relevant university and departmental degree requirements, as determined by degree checks conducted by the student's academic department and the Graduate Division. The degree candidate is responsible for correcting any deficiencies found during a final degree check.

### How to Graduate

All candidates for undergraduate degrees must announce their candidacy for graduation on GOLD no later than the second week in the quarter in which the degree is anticipated. (See specific deadlines in the *Schedule of Classes*.) In order to graduate at the end of a given quarter, students must complete all work necessary for the fulfillment of degree requirements (including transfer work and any Incomplete grades) by the last day of the quarter. Students who find that they are not eligible to graduate as planned must withdraw candidacy for that quarter on GOLD. Students must declare candidacy on GOLD for the new date of graduation. The student will not be considered a candidate for a degree until such action is taken.

Graduate students must communicate their intent to graduate with their academic department in order to begin the process of a degree check. This process is finalized by the Graduate Division.

### Commencement ceremonies

Although there are four possible dates of graduation each year (December, March, June, and September), commencement ceremonies are held only once a year in June. Undergraduate students whose names are on the degree list for one of the quarters in the current academic year (including spring and summer candidates for the degree) and who have completed or plan to complete all degree requirements, are eligible to participate in these ceremonies. Information concerning commencement will be sent to potential candidates during spring quarter. Undergraduate students with questions about commencement ceremonies are asked to phone (805) 893-8289. Graduate students may call (805) 893-2277. Graduate students can find information and register for the Graduate Divi-

sion Commencement Ceremony at [www.graddiv.ucsb.edu/commence](http://www.graddiv.ucsb.edu/commence). This Web site is updated around February 1 each year.

## Diplomas

Diplomas are mailed several months after graduation. Students who need official verification of graduation before the diploma is ready may order transcripts from the Office of the Registrar. The degree earned must be indicated on the transcript request. If all degree requirements have been completed prior to the official date of graduation, and if immediate proof that requirements have been met is needed, undergraduate students may request a letter of verification from the Office of the Registrar. Graduate degree candidates who need proof of degree completion prior to receipt of their final transcript should request a letter of degree verification from the Graduate Division.

## Undergraduate honors at graduation

To be eligible for honors at graduation an undergraduate student must have completed at least 76 letter graded units within the University of California, including summer session but excluding UC Extension. UCSB courses taken by open enrollment through Extension, beginning Fall 2000, will be included in UCSB's GPA. If all graduation requirements are met, honors are awarded by each college as approved by the Undergraduate Council. Honors are awarded to the top 20% in the following order:

|            |                |
|------------|----------------|
| Top 2.5%   | Highest Honors |
| Next 6%    | High Honors    |
| Next 11.5% | Honors         |

The grade-point average thresholds for the above honors categories are calculated based on the population of graduates from the preceding academic year.

*Distinction in the Major* is awarded to students who successfully complete a project or thesis with distinction as part of a departmental senior honors program.

*College Honors* are awarded to students in the College of Letters and Science who have completed 135 or more graded units in the University of California with a grade-point average of at least 3.85.

The *Certificate of Academic Excellence* is presented to students who have completed the College of Letters and Science Honors Program.

Because of the advanced nature of graduate degree work, no additional honors are assigned for the award of a graduate degree.

# Student Conduct and Responsibility

## Personal conduct

Students registered in the University of California assume an obligation to act in a manner compatible with the university's function as an educational institution. The publication titled *Campus Regulations Applying to Campus Activities, Organizations, and Students*, available from the Office of Student Life, describes policies and regulations concerning these issues.

Allegations of violations of campus or univer-

# A Statement of Campus Standards

Being a student at a world-class institution confers privilege, prestige, and unique opportunity, but it also obligates you to meet a set of standards and to fulfill certain expectations. I ask only three things from you as a student in our academic community: scholarship, leadership, and citizenship. If you deliver these and hold to the values articulated below, your time at UCSB will be more meaningful and what you take away at graduation will be infinitely more valuable.

## *Integrity in Academic Pursuits*

In an institution where the search for knowledge and truth is the primary goal, integrity in teaching, learning, research, and scholarship is paramount. Dishonesty undermines our common missions. This translates into the obvious: write your own papers, take your own tests, do your own work.

## *Respect and Consideration in Interactions with Others*

The real test of this value comes when we encounter people whose backgrounds, beliefs, and world views differ from our own. If your educational experience is all that it should be, you will graduate prepared to navigate a society that comprises many different kinds of people. You will also graduate having seen and understood different world views, and will perhaps expand your own. These are the key skills of the new century, and your education will be incomplete if you graduate without these abilities.

Mutual respect is a non-negotiable. What this means is that there are some boundaries that should not be crossed. Intolerant and disrespectful behavior, especially regarding race, sexual orientation, gender, ethnicity, and religion, compromises our sense of community and our ability to live and learn together.

## *Free, Open, and Respectful Exchange of Ideas*

Our community requires the respectful exchange of ideas. People should be passionate about what they believe and how they express that belief, but they must also be civil in both word and deed. This principle is particularly important when a community encompasses people who have different backgrounds, world views, etc. I am not talking about political correctness, I am talking about basic respect — about how people treat one another, not about what people think or believe.

## *Contributions to and Participation in the Community*

We should all serve the campus and community while we are here. Contributing to the community can take the form of simply being a good citizen, being considerate of neighbors, cleaning up the campus and community, volunteering at a school or social service in town, or helping to raise money for charity.

— Michael D. Young  
Vice Chancellor for Student Affairs

sity regulations will be investigated by appropriate officials. The university reserves the right to make the final determination in any case of student discipline. All disciplinary actions are administered by virtue of authority vested in or delegated by the chancellor.

## Academic conduct

The core of a university's integrity is its scholastic honesty. Academic dishonesty vitiates the university's educational role and defrauds all who comprise its community. It is expected that students understand and subscribe to the ideal of academic integrity and are willing to bear individual responsibility for their work. Materials submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty, such as plagiarism or other forms of cheating, is unacceptable and will be met with disciplinary action.

## Student responsibility

Each student is responsible for compliance with the regulations printed in the General Catalog, college publications, and the *Schedule of Classes*, and with official notices published in the campus newspaper or posted on official bulletin boards. Changes of name or address or both must be reported to the Office of the Registrar immediately.

## Student work

All material, of whatever nature, submitted by a student in satisfaction of all or any portion of a course requirement is the property of the university and is not subject to any claim on the part of the student who has submitted it. Any material produced by a student independent of any course requirement must be removed from university premises no later than the last day of the quarter in which the work was produced. The university assumes no obligation to hold or safeguard such material, and the risk of possible destruction, loss, or other disposition is assumed solely by the student.

## Authority of instructors

Each instructor has the authority to determine whether a student is sufficiently prepared to enter upon or to continue in the study of that instructor's subject. However, an instructor may not exclude a student from a course on political grounds, or for reasons of race, religion, sex, sexual orientation, age, ethnic origin, disability, or for other arbitrary or personal reasons. A student who believes that such criteria were used may challenge the instructor's decision by means of the grievance procedures set forth in the Appendix.

# Undergraduate Education at UCSB

## Admission

The Office of Admissions assists students in preparing for, applying to, and gaining admission to the University of California, Santa Barbara. UCSB typically accepts transfer students only at the junior level. Prospective students and their parents are invited to visit the campus to observe firsthand the opportunities available to them. Tour programs—which include a campus video, information about admission, housing, and financial aid, and a walking tour of campus led by a student guide—are offered most weekdays and on Saturdays in April and October. All tours leave from the Visitor Center. Students may call (805) 893-8175 for recorded tour information, or may refer to our Web site at [www.admissions.ucsb.edu](http://www.admissions.ucsb.edu) for application information.

## Applying for Admission to UCSB

The first step in applying for admission to UCSB is to submit a University of California undergraduate application. Students should apply online and the Application for Undergraduate Admission is available at UC's Web site at [www.universityofcalifornia.edu/apply](http://www.universityofcalifornia.edu/apply).

**When to apply for admission.** To ensure admission consideration, students should file their application during the appropriate filing period.

| Quarter     | Filing Period       |
|-------------|---------------------|
| Winter 2010 | July 1-31, 2009     |
| Spring 2010 | October 1-31, 2009  |
| Fall 2010   | November 1-30, 2009 |

UCSB will accept applications after the filing periods have ended only if the number of applications received to date and the number of enrollment spaces allow. Also, UCSB is not usually open to applications for the winter and spring quarters. Students should contact the Office of Admissions at (805) 893-2881 to inquire about the winter and spring quarter filing status.

**Application restrictions.** UCSB accepts applications from international students for fall quarter only. The College of Letters and Science does not accept applications from senior-level applicants with 135 or more transferable units.

The following majors accept applications for fall quarter only:

**College of Letters and Science**  
Computer Science (B.A.)

**College of Engineering**  
Chemical Engineering  
Computer Engineering  
Computer Science (B.S.)  
Electrical Engineering  
Mechanical Engineering

## University of California Minimum Admission Requirements

All campuses of the University of California have the same minimum admission requirements. These requirements are used to identify the top 12.5 percent of California high school graduates and are based on two principles: (1) that the level of performance in previous academic work is the best predictor of university success, and (2) that the study of certain subjects provides sound preparation for university work.

Students who fulfill these minimum admission requirements are UC-eligible. In the event that UCSB receives applications from more UC-eligible applicants than can be accommodated, it admits students using selection criteria that are more rigorous than the minimum admission requirements.

## Minimum Admission Requirements for Freshmen who are California Residents

Students are considered freshman applicants if they have not enrolled in a regular session at any college-level institution since graduating from high school. Enrollment in college summer session immediately following high school graduation does not affect the status of freshman applicants. There are three ways to satisfy the University's minimum admission requirements for freshman students: eligibility in the statewide context, eligibility in the local context, and eligibility by examination alone. These are the University's minimum admission requirements; satisfying them does not ensure admission to UCSB.

### Eligibility in the Statewide Context

Eligibility in the Statewide Context is the pathway by which most students will attain UC



*The library's top-ranked Map and Imagery Lab features sophisticated technology, such as this Z240 stereoscope, which aids in aerial photo interpretation.*

eligibility. To be eligible in the statewide context, you must satisfy the subject and scholarship requirements described below. For the eligibility index, please refer to the Web site at: [www.universityofcalifornia.edu/admissions/scholarshipreq](http://www.universityofcalifornia.edu/admissions/scholarshipreq).

### Subject Requirement

To satisfy this requirement, students must complete the high school courses listed below with a grade point average defined by the Scholarship Requirement. This sequence of courses is also known as the “a-g” requirements.

Students must take 15 units of high school courses to fulfill the Subject Requirement, and at least 7 of the 15 units must be taken in their last two years of high school. (A unit is equal to an academic year, or two semesters, of study.)

**Applicants from California high schools:** The courses students take to fulfill the “a-g” requirements must be certified by the University as meeting the requirements and must be included on their high school’s UC certified course list. High school counselors or principals will have a copy of this list. The lists are also available at the following Web site:

<https://doorways.ucop.edu/list/>

#### a. History/Social Science: 2 years required

Two years of history/social science, including one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government; and one year of world history, cultures, and geography.

#### b. English: 4 years required

Four years of college preparatory English that include frequent and regular writing, and reading of classic and modern literature.

#### c. Mathematics: 3 years required, 4 years recommended

Three years of college preparatory mathematics that include the topics covered in elementary and advanced algebra and two and three dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own courses.

#### d. Laboratory Science: 2 years required, 3 recommended

Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology (which includes anatomy, physiology, marine biology, aquatic biology, etc.), chemistry, and physics.

Laboratory courses in earth/space sciences are acceptable if they have as prerequisites or provide basic knowledge in biology, chemistry, or physics. The latter two years of an approved integrated science program may be used to fulfill this requirement. Not more than one year of ninth grade laboratory science can be used to meet this requirement.

#### e. Language Other than English: 2 years required, 3 recommended

Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, and composition. Courses in language other than English taken in the seventh and eighth grade may be used to fulfill part of this requirement if your



*Undergraduate researchers work with professors to tackle real-world problems.*

high school accepts them as equivalent to its own courses.

#### f. Visual and Performing Arts (VPA): 1 year required

One year of a yearlong approved arts course from a single visual and performing arts discipline chosen from the following: dance, drama/theater, music or visual art.

#### g. College Preparatory Electives: 1 year required

One year (two semesters), in addition to those required in “a-f” above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science, and language other than English (a third year in the language used for the “e” requirement or two years of another language).

### Scholarship Requirement

The Scholarship Requirement defines the grade point average (GPA) students must attain in the “a-g” subjects and ACT Assessment plus Writing or SAT Reasoning Test and SAT Subject Test scores students must achieve to be eligible for admission to the University.

If your GPA is 3.0 or above (3.4 for non-resident applicants), you satisfy the minimum Scholarship Requirement if you achieve the test score total indicated in the **University of California Eligibility Index** available at this Web site: [www.universityofcalifornia.edu/admissions/scholarshipreq](http://www.universityofcalifornia.edu/admissions/scholarshipreq).

The University calculates the GPA in the “a-g” subjects by assigning point values to the grades earned, totaling the points, and dividing the total by the number of “a-g” course units. Points are assigned as follows: A=4 points, B=3 points, C=2 points, D=1 point, and F=0 points.

Only the grades earned in “a-g” subjects in

the 10th, 11th, and 12th grades are used to calculate the GPA. Courses taken in ninth grade can be used to meet the Subject Requirement if the student earns a grade of C or better, but they will not be used to calculate the GPA.

**Honors Courses:** The University assigns extra points for up to four units of University certified honors level and advanced placement courses taken in the last three years of high school: A=5 points, B=4 points, C=3 points. A grade of D in an honors or advanced placement course does not earn extra points.

The courses must be in the following “a-g” subjects: history, English, advanced mathematics, laboratory science, and foreign language, and they must be certified as honors courses by the University. In these fields, as well as in the fields of computer science, social science, and the visual and performing arts, courses that are designed to prepare students for an Advanced Placement Examination of the College Board or a Higher Level Examination of the International Baccalaureate and college courses that are transferable to the University are acceptable honors-level courses.

**D and F Grades:** D and F grades in the “a-g” courses must be repeated or validated. Students should consult with their counselors to determine how these grades can be improved and how the University will use them in evaluating their scholarship record. Grades for repeated courses in which students initially earned a grade of C or better will not be used.

### Examination Requirement

Freshmen applicants must submit scores on an approved core test of mathematics, language arts, and writing. This requirement can be satisfied by taking the following:

- the SAT Reasoning Test, or the ACT Assessment Plus Writing.

- two SAT Subject Tests in two different subject areas: history, literature, mathematics (Math Level 2 only), science, or language other than English.

Students applying for the fall 2010 term must take the tests no later than the December 2009 test dates. Students should be sure to direct the testing agencies to report their scores to each UC campus to which they plan to apply.

*For the ACT:*

American College Testing Program  
Scoring & Reporting  
P.O. Box 451  
Iowa City, IA 52243-0451

*For the SAT Tests:*

College Board ATP  
P.O. Box 6200  
Princeton, NJ 08541-6200

**Eligibility in the Local Context**

Under the Eligibility in the Local Context (ELC) pathway, the top four percent of students at each participating California high school are designated UC eligible and guaranteed admission to one of UC's nine general campuses.

To be considered for ELC, students must complete 11 specific units of the Subject Requirement by the end of the junior year. With the assistance of each participating high school, the University will identify the top four percent of students on the basis of GPA in the required coursework.

The 11 units include: 1 unit of history/social science, 3 units of English, 3 units of mathematics, 1 unit of laboratory science, 1 unit of language other than English, and 2 units chosen from among the other "a-g" requirements.

The University will notify ELC students of their status at the beginning of their senior year. If you are designated UC-eligible through ELC, you must submit the undergraduate application during the November filing period and complete remaining eligibility requirements—including the Subject and Examination Requirements—to be considered fully eligible.

Fully eligible ELC students are guaranteed a spot at one of UC's nine undergraduate campuses, though not necessarily at their first-choice campus or to their first-choice major.

**Eligibility by Examination Alone**

Freshman applicants who do not meet the requirements for Eligibility in the Statewide Context or Eligibility in the Local Context, may be able to qualify for admission to the University by examination alone by achieving high scores on the ACT Assessment plus Writing or SAT Reasoning Test and two SAT Subject Tests.

To qualify for admission to the University by examination alone, students must satisfy the same examination requirement as students who are eligible in the statewide context. Students must achieve a test score total, as calculated according to the UC Eligibility Index (see: [www.universityofcalifornia.edu/admissions/scholarshipreq](http://www.universityofcalifornia.edu/admissions/scholarshipreq)), of at least 3450. Additionally, students who take the SAT Reasoning Test must score at least 580 on each of its three components; students who take the ACT Assessment plus Writing must score at least 25 in math, science, reading and English/writing. All students qualifying by this path must score at least 580

on each of their two SAT Subject Tests.

Students cannot qualify for this path if they have completed 12 or more units of transferable coursework at a college or university after high school, or if they have taken transferable college courses in any subject covered by the SAT Subject Tests.

An applicant who is currently attending high school may qualify for admission to the University by examination alone without completing his or her high school program.

**Minimum Admission Requirements for Freshmen Who are Nonresidents**

There are two paths to UC eligibility for nonresidents at the freshman level. The first is the same as described above under Eligibility in the Statewide Context and the second is the same as described under Eligibility by Examination Alone, with the following exceptions:

**Scholarship Requirement:** If your GPA is 3.4 or above, you satisfy the minimum Scholarship Requirement if you achieve the test score indicated in the Eligibility Index at: [www.universityofcalifornia.edu/admissions/scholarshipreq](http://www.universityofcalifornia.edu/admissions/scholarshipreq).

**Eligibility by Examination Alone:** Students must achieve a test score total, as calculated according to the UC Eligibility Index, of at least 3550 (see [www.universityofcalifornia.edu/admissions/scholarshipreq](http://www.universityofcalifornia.edu/admissions/scholarshipreq)).

**Minimum Admission Requirements for Transfer Students**

UC Santa Barbara typically accepts transfer students at the junior level only. To prepare for entrance as a junior, students are encouraged to identify their intended major as early as possible and take prerequisite courses for their major. All transfer applicants must complete these requirements:

1. Complete 60 semester or 90 quarter units of transferable college credit with a grade point average of at least 2.4 for California residents and at least 2.8 for nonresidents (no more than 14 semester or 21 quarter units may be taken Pass/Not Pass).
2. Complete the following seven-course pattern requirement, earning a grade of C or better in each:
  - Two transferable courses in English composition.
  - One transferable course in mathematics beyond intermediate algebra, such as college algebra, precalculus, or statistics.
  - Four transferable courses from among at least two of the following areas: Arts and humanities, Behavioral and social sciences, Biological and physical sciences.

California Community College students who satisfy the Intersegmental General Education Transfer Curriculum (IGETC) prior to transferring to UC, may satisfy part 2 of the transfer eligibility requirements.

If you were eligible for admission to the university when you graduated from high school – meaning you satisfied the Subject, Scholarship and Examination Requirements, or were identified by the University during your senior year as Eligible in the Local Context – you are eligible for transfer if you have a C (2.0) average in your transferable college coursework. If you met the

Scholarship Requirement in high school but did not satisfy the Subject Requirement, you must take transferable college courses in the missing subjects, earn a C or better in each required course and have an overall C (2.0) average in all transferable coursework to be eligible to transfer.

Visit [www.assist.org](http://www.assist.org) for a list of UC-transferable courses at your community college.

**Minimum Admission Requirements for Nonresident Transfer Students**

The minimum admission requirements for nonresident transfer applicants are the same as those for residents except that nonresidents must have a grade point average of 2.8 or higher in all transferable college coursework.

**Admission Requirements for International Students**

International students are governed by the same undergraduate admission regulations that apply to U.S. students. In addition, nonimmigrant applicants whose native language is not English must demonstrate written and oral competence in English by taking one of the following exams: the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 (213 on the computer-based exam) or 79 on the IBT (internet-based TOEFL); the International English Language Testing System (IELTS) examination (academic modules) with a minimum score of 7.

*UCSB Selection Criteria*

The University makes every effort to provide a place on one of its campuses for all California resident applicants who meet the minimum eligibility requirements and file an application during the appropriate filing period. If the number of applicants exceeds the spaces available—as is often the case—the campus



*A violinist in the UCSB Symphony.*



*An art student in the College of Creative Studies.*

uses criteria that exceed the minimum requirements to select students. Meeting the minimum requirements, therefore, may not be enough to gain admission.

## Freshman Applicants

### *College of Letters and Science and College of Engineering*

Students will be selected on the basis of academic and personal achievement, as assessed through a comprehensive review of the full range of accomplishments presented in the admission application.

Criteria for selection include: high school grade point average; academic preparation in college preparatory coursework; quality of the senior year program; honors, AP, IB, and college courses; scores on required standardized examinations; the context in which the student has achieved admission eligibility; evidence of creative or intellectual achievement; diversity of intellectual and social experience; and personal characteristics of the applicant that would demonstrate leadership, initiative, and ability both to contribute to and to benefit from the educational experience at the University.

### *College of Engineering*

Students are selected by major for all engineering and computer science majors. Only applicants with a solid background in advanced high school mathematics will be considered for admission to engineering. This includes high grades in all math courses through grade 11 and enrollment in pre-calculus or higher

in grade 12. A student not selected for the first choice major will be reviewed for admission to a second choice engineering major and also for general admission to UCSB.

### *College of Creative Studies*

Applicants must submit work in evidence of talent or letters of recommendation for faculty review. Applicants must submit a College of Creative Studies application (available from the College Web site: [www.ccs.ucsb.edu](http://www.ccs.ucsb.edu)) in addition to the regular UC undergraduate application.

Students will be selected on the basis of academic preparation in college preparatory courses, high school grade point average, performance on required standardized tests and on special talent, outstanding achievement, and capacity for excellence in one of the eight academic areas within the College.

## Transfer Applicants

### *College of Letters and Science*

Students will be selected primarily on the basis of academic preparation and performance, as assessed by review of grades earned in UC-transferable coursework and strength of academic preparation for the intended major. Applicants with senior standing will not be admitted.

Some students will be selected on the basis of academic and personal achievement, potential, and experience, as assessed through a comprehensive review of all information provided on the application, including academic performance as described above and academic and

personal information, as described in the admission guidelines.

UCSB accepts junior-level transfers and will give priority consideration to those from California community colleges.

UCSB maintains Transfer Admission Guarantee (TAG) programs with all California community colleges. TAG programs do not apply in all majors. For specific information about the TAG program in your major, please refer to the articulation agreements by major between UCSB and your community college online at [www.assist.org](http://www.assist.org). Also visit: [www.admissions.ucsb.edu/taginfo.asp](http://www.admissions.ucsb.edu/taginfo.asp).

Major preparation requirements are subject to change without notice.

**Biological Sciences:** All biological science majors must attain a grade point average of 2.70 or better in science and math preparatory courses, complete one year of general chemistry with laboratory, and complete a sequence (2-3 terms) of major-applicable general biology with laboratory with no individual grades less than "C". To graduate within two years of transferring, it is strongly recommended that applicants also complete one year of organic chemistry with laboratory, one year of general physics with laboratory, and one year of calculus or calculus with statistics. Any of these courses completed with a grade lower than "C" might not satisfy course prerequisites at UCSB.

For more information, consult the Department of Ecology, Evolution, and Marine Biology and the Department of Molecular, Cellular, and Developmental Biology.

**Economics:** All Economics majors (including all Business Economics and Economics Mathematics majors) must attain a grade point average of 2.75 or better in transferable preparatory courses, complete one principles of microeconomics course, and one principles of macroeconomics course. Business Economics majors are also required to complete one transferable course in statistics and at least one course in calculus. Economics and Economics Mathematics majors must complete two calculus courses prior to transfer.

For more information, consult with the Economics department.

### *College of Engineering*

Students will be selected primarily on the basis of academic preparation and performance, as assessed by review of the following: grades earned in UC-transferable coursework, amount of engineering preparatory coursework completed, and grades earned in preparatory coursework.

Applicants must complete all required units and prerequisites by the end of the spring term preceding enrollment at UCSB.

Preference is given to students who have completed 90 quarter (60 semester) units and who transfer from California community colleges.

### *College of Creative Studies*

Students will be selected on the basis of: academic and personal achievement, potential, and experience, as assessed through a comprehensive review of all information provided on the application, including academic and personal information, as described in the admission guidelines; and, special talent, outstanding achievement, and capacity for excellence in one

of the eight academic areas within the College, as assessed by faculty review. All applicants must submit work in evidence of talent or letters of recommendation for faculty review.

Applicants must submit a College of Creative Studies application, available on the College Web site ([www.ccs.ucsb.edu](http://www.ccs.ucsb.edu)), in addition to the regular UC undergraduate application.

## Intercampus Transfer

Students may apply to transfer from one UC campus to another by submitting the Application for Undergraduate Admission to the campus of their choice. Applications are available online.

## Credit From Other Institutions

UCSB accepts transferable coursework completed with satisfactory grades at accredited institutions, subject to the limitations described below. Most courses in academic subjects are transferable if UC offers a comparable course. Vocational courses and personal enrichment courses do not qualify for transfer credit. In most cases, UCSB will not grant credit for coursework that students complete at other institutions while they are also enrolled at UCSB.

### Community College Limitations

Students may earn unit credit for up to 105 quarter units (70 semester units) of UC-transferable community college coursework.

### Study Abroad Limitations

Study abroad programs sponsored by institutions and organizations other than the University of California's Education Abroad Program (EAP) are of varying quality. In many cases UCSB will not grant credit for completed coursework, even to students who have been issued an official transcript.

## Bachelor's Degree Requirements

To be eligible for a bachelor's degree from the University of California, Santa Barbara, students must meet the general University of California requirements and the appropriate college and major requirements. They must also comply with University regulations governing registration, scholarship, examinations, and student conduct.

## Catalog Years

Official degree and major requirements are listed in the catalog. Undergraduate and graduate students are subject to requirements based on a particular catalog, referred to as the student's "catalog year." The catalog year is determined for new students as the catalog in effect at the time of their entrance to UCSB, provided there is no significant break in enrollment. It is campus policy to introduce changes in graduation requirements such that students who began their careers with UCSB before the change will not be hindered substantially in the orderly pursuit of their degrees. Changes in requirements that increase the number or distribution of courses required normally will not be applied to students with earlier catalog

years, provided there is no significant break in enrollment (see below). For undergraduate and graduate students, the catalog year for university and general education requirements is set as noted above. The catalog year for major requirements is determined by the quarter the major or pre-major is declared, provided there is no significant break in enrollment. Students must petition if they wish to follow a subsequent set of requirements.

Students transferring from other institutions may elect either (1) those major requirements in effect at the time of transfer to UCSB; or (2) those in effect up to two years prior to matriculation, provided that their transcripts from earlier schools indicate commitment to the major within that period and that they have adequate preparation for upper-division coursework.

### Breaks in Enrollment

Effective for undergraduate students admitted fall 1997 or later, students who interrupt their studies at UCSB with one or more breaks totaling nine quarters or more (excluding summer session) will be required to follow a newer catalog year than that of their initial admission. A withdrawal term will be considered as a break in enrollment and will be subject to the nine-quarter limit. Upon their return, students who leave the University will normally be required to fulfill requirements as listed in the catalog published no earlier than three years prior to their final return. They must follow the same catalog year for all degree requirements, including:

- University requirements
- College requirements
- Major requirements.

## General University Requirements

University degree requirements include the University of California Entry Level Writing requirement (formerly called Subject A), the American History and Institutions requirement, the unit requirement, the academic residence requirement, and the grade-point average requirement.

## University of California Entry Level Writing Requirement

All students entering the University of California must demonstrate an ability to write effectively by fulfilling the entry level writing requirement. This requirement may be met in one of seven ways prior to admission:

1. by achieving a score of 680 or higher on the Writing section of the SAT Reasoning Test (or SAT II Subject Test in Writing taken prior to June 2004);
2. by achieving a score of 30 or higher on the ACT Combined English/Writing test;
3. by achieving a score of 3 or higher on the College Board Advanced Placement Examination in English Composition and Literature or English Language and Composition;
4. by achieving a score of 5, 6, or 7 on the higher level English A International Baccalaureate Examination;
5. by achieving a score of 6 or 7 on the standard level English A1 International Baccalaureate Examination;
6. by passing the University of California systemwide Analytical Writing Placement Exam while in high school;
7. by earning a grade of C or higher in a course accepted as equivalent to Writing 2.

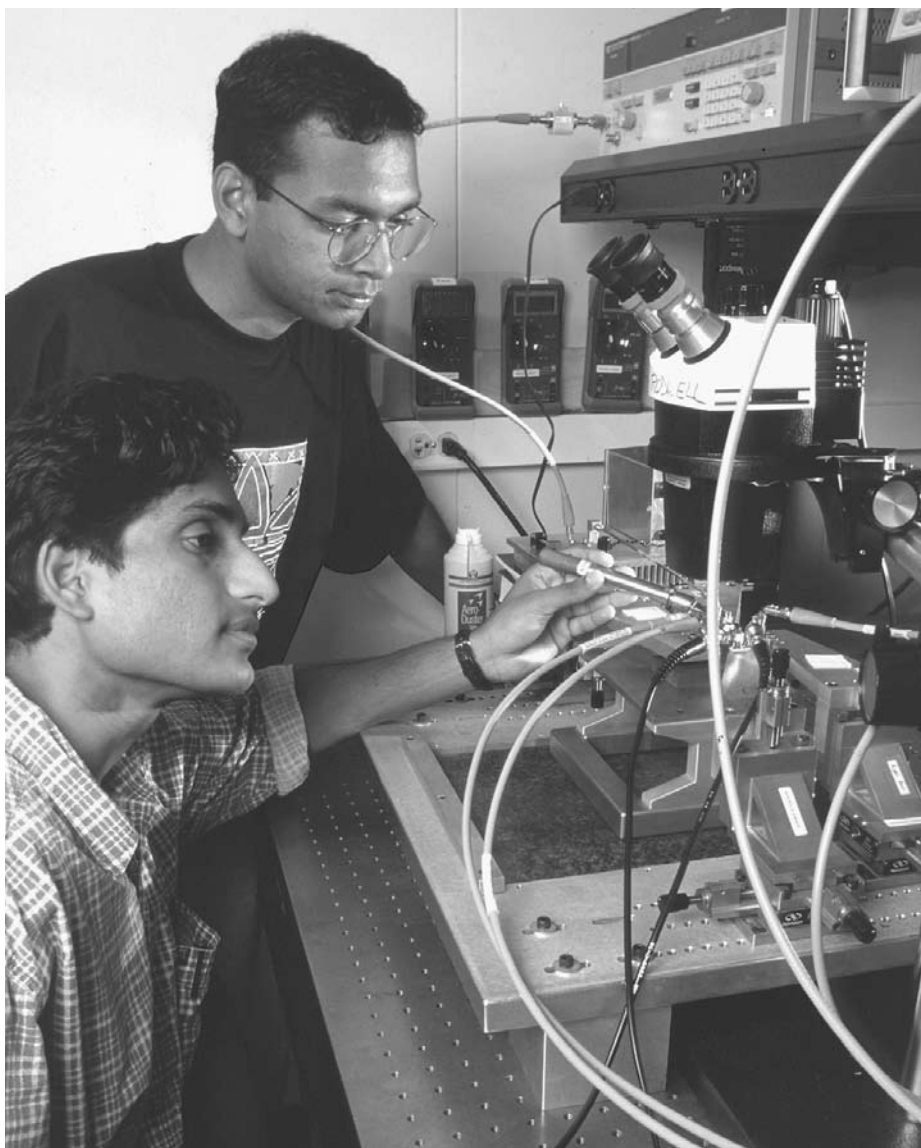
Students who have not taken the UC systemwide Analytical Writing Placement Exam and who have not met the entry level writing requirement in one of the other ways listed above will be required to take the examination during their first quarter at UCSB (see the *Schedule of Classes* for examination time and location). An appropriate score on the examination will satisfy the entry level writing requirement. Only one UC examination may be taken—either the systemwide Analytical Writing Placement Exam while in high school or the examination given at UCSB; and neither may be repeated.

Students whose score is unsatisfactory on the UC analytical writing placement examination (systemwide or campus-based) and who enter UCSB without having satisfied the entry level writing requirement in any other way must



*Studying between classes.*





**UCSB is home to the California NanoSystems Institute, one of the original California Institutes for Science and Innovation.**

enroll in Writing 1, 1E, or 1LK within their first year at UCSB. A grade of C or higher in Writing 1, 1E, or 1LK is needed to satisfy the entry level writing requirement. Students who earn a grade of C- or lower in Writing 1, 1E, or 1LK will be required to repeat the course in successive quarters until the requirement is satisfied. Students who are required to complete English as a Second Language courses may satisfy the Entry Level Writing requirement with a grade of C or higher in Linguistics 12.

Once students matriculate at UCSB, they may not fulfill the entry level writing requirement by enrolling at another institution. Further, transfer courses equivalent to Writing 2 or 50 will not be accepted for unit or subject credit unless the entry level writing requirement has already been met. Students will only be allowed to meet the Area A requirement of the General Education Requirements with courses taken after satisfying the entry level writing requirement. The entry level writing requirement must be completed by the end of the third quarter of matriculation. Students who do not meet this deadline will

be blocked from further enrollment at UCSB (ESL students should consult with the Writing Program).

### **American History and Institutions Requirement**

The American History and Institutions requirement is based on the principle that American students enrolled at an American university should have some knowledge of the history and government of their country. Students may meet this requirement in any one of the following ways:

1. by achieving a score of 3 or higher on the College Board Advanced Placement Examination in American History or American Government and Politics; or
2. by passing a non-credit examination in American history or American institutions, offered in the Department of History during the first week of each quarter. Consult the department for further information; or
3. by achieving a score of 650 or higher on the SAT: Subject Test in American History; or

4. by completing one four-unit course from the following list of courses:

*Note: In this context, "course" refers to a one-quarter offering such as History 17A or Religious Studies 151B.*

Anthropology 131

Art History 121A-B-C, 136H

Asian American Studies 1, 2

Black Studies 1, 6, 60A-B, 103, 121, 137E, 169AR-BR-CR

Chicana and Chicano Studies 1A-B-C, 144, 168A-B, 174, 188C

Economics 113A-B, 119

English 133AA-ZZ, 134AA-ZZ, 137A-B, 138C, 191

Environmental Studies 173

Feminist Studies 155A, 159B-C

History 11A, 17A-B-C, 17AH-BH-CH, 105A, 159B-C, 160A-B, 161A-B, 164C, 164IA-IB, 164PR, 165, 166A-B-C, 166LB, 167A-B-C, 168A-B, 168L, 169AR-BR-CR, 169M, 172A-B, 173A-B-S-T, 175A-B, 176A-B, 177, 178A-B, 179A-B

Military Science 27

Political Science 12, 115, 127, 151, 152, 153, 155, 157, 158, 162, 165, 167, 168, 174, 176, 180, 185

Religious Studies 7, 14, 61A-B, 114B, 151A-B, 152

Sociology 137E, 140, 144, 155A, 157

Theater 188A-B

Courses used to fulfill the American History and Institutions requirement may also be applied to General Education or major requirements, or both where appropriate. Equivalent courses taken at other accredited colleges or universities, in UC Extension, or in summer session may be acceptable. Students who transfer to UCSB from another campus of the University of California where the American History and Institutions Requirement has been considered satisfied will automatically fulfill the requirement at UCSB.

International students on a nonimmigrant visa may petition for a waiver of this requirement through the Director of International Students and Scholars.

### **Unit Requirement**

A minimum of 180 quarter units is required for graduation. (Some students in the College of Letters and Science will need at least 184 units to graduate; see General Education Requirements, Area B—Foreign Language for details.) Some majors in the College of Engineering require more than 180 units (See individual majors in the College of Engineering chapter.). These units must be distributed according to the requirements set forth by the faculty of the various colleges, as explained in the following sections of this catalog and in the publications of the colleges.

The acceptability of transfer courses for unit credit is determined by the Office of Admissions. The applicability of such courses toward specific requirements is determined by the col-

lege deans and/or department chairs.

### Academic Residence Requirement

Candidates for a bachelor's degree must be registered in the University for at least three terms to fulfill the University's academic residence requirement. A term is a regular quarter, including summer session, in which a student completes six or more units of resident (on-campus) courses. Each UC summer session in which a student completes at least two units but fewer than six is the equivalent of half a term's residence. In this context, summer session refers to the entire summer session period of twelve weeks and not to an individual summer mini-session.

At least 35 of the final 45 units must be taken in the college or school in which the degree is to be awarded. Courses taken in UC Extension do not satisfy residence requirements.

**College of Letters and Science residence requirement.** Students in the College of Letters and Science must complete at least 27 upper-division units, of which at least 20 must be in the upper-division major, while in residence in the college. In the case of double majors, at least 20 upper-division units must be completed in each major while in residence in the College of Letters and Science. Students who are pursuing an academic minor must complete at least 12 units of the upper-division minor in residence at UCSB. Courses used in satisfaction of residence in one major may not be applied to residence in another major or minor. Courses taken in University Extension and those completed in the University's Education Abroad Program do not apply to the residence requirement.

Credit earned at other institutions does not apply to academic residence. This includes coursework students complete at another campus of the University of California, even while simultaneously enrolled at UCSB. In addition, credit earned at UCSB through the intersegmental cross-enrollment option will not apply to academic residence requirements.

**College of Engineering residence requirement.** Students in the College of Engineering must complete at least 27 upper-division units, of which at least 20 must be in the upper-division major, while in residence in the college. In the case of double majors, at least 20 upper-division units must be completed in each major (i.e., not double counted) while in residence in the College of Engineering. Courses used in satisfaction of residence in one major may not be applied to residence in another major. Courses taken in University Extension and those completed in the university's Education Abroad Program do not apply to the residence requirement.

**Education Abroad (EAP), UC Washington, D.C. (UCDC), and UC Center in Sacramento (UCSAC) Program Participants.** With one modification, students who participate in the University of California Education Abroad program or UCDC program or UCSAC program, are responsible for all academic residence requirements as explained above. For students who participate in EAP, UCDC, or UCSAC as seniors, the rule requiring 35 of the final 45 units in the college or school in which the degree is to be awarded is modified to 35 of

the final 90 units. Students must secure prior approval to use this modification and may graduate without returning to UCSB provided that they have satisfied all degree requirements by the end of their year abroad. Those who have any remaining degree requirements must return to UCSB to complete a minimum of 12 units on campus while fulfilling final degree requirements.

### Grade-Point Average Requirement

At the time of graduation, students in the College of Engineering and the College of Letters and Science must have at least a 2.0 (C) grade-point average in (1) all courses undertaken at the University of California (UC) except those graded passed/not passed; (2) all UC courses required and acceptable for the student's overall major program, both lower- and upper-division; and (3) all UC courses required and acceptable for the student's upper-division major program.

Courses undertaken at any of the UC campuses (with the exception of UC Extension courses) are included in the computation of the grade-point average (GPA). UCSB courses taken by concurrent enrollment through Extension, beginning Fall 2000, will be included in UCSB's GPA.

Courses appropriate for satisfying major requirements must be used in the computation of the grade-point average even if they are in excess of the minimum requirements of the major program. Students who wish to receive recognition for completion of a minor must have earned a grade-point average of at least 2.0 in all courses required and acceptable for the minor, and in all courses required or acceptable for the upper-division major. Courses graded Incomplete, except those taken on a passed/not passed basis, will be included as F grades in final computations. Certain courses designated

as remedial are offered for workload credit only and do not figure in calculation of the GPA.

Students in the College of Creative Studies must, at the time of graduation, have a grade-point average of at least 2.0 (C) in all UC courses that have been undertaken for letter grades.

### College Requirements

Students are required to meet requirements appropriate to their chosen degree, and described under each College's sections in this catalog.

### Major Requirements

To be eligible for graduation, all undergraduates must complete the requirements for a departmental or interdepartmental major in their college with the required grade-point average. As space permits, students may elect any approved major program for which they have met the stated prerequisites.

Major departments and/or committees may require auditions, placement examinations, proposals, specified courses, and/or grade-point averages to determine whether students are qualified for specific courses or for entrance into or continuation in a major.

Students who fail to attain a grade-point average of at least 2.0 in work in their major may, at the option of the major department or committee, be denied the privilege of continuing in that major.

Students in the College of Engineering and the College of Letters and Science normally must complete the major requirements in effect at the time they declare their major, though they may petition to follow a subsequent set of requirements.

Changes in major requirements that increase the number or distribution of courses required normally will not be applied to students continuing in such majors provided there is no significant break in enrollment.



*Undergraduate researchers traveled to Nepal to study climate-tectonic interactions.*

# Graduate Education at UCSB

**Graduate Division, Cheadle Hall 3117**  
**Telephone: (805) 893-2277**  
**Web site: [www.graddiv.ucsb.edu](http://www.graddiv.ucsb.edu)**  
**Dean: Gale M. Morrison**  
**Assistant Dean: Christian Villaseñor**

The University of California, Santa Barbara offers innovative and interdisciplinary graduate programs that are among the finest in the world. At UCSB graduate students are trained to assume leadership positions in academia, private industry and public service. Consistently ranked among the top research universities in the nation, UCSB is a member of the prestigious Association of American Universities. The faculty includes five Nobel laureates, as well as Fellows of the National Academies of Sciences, Engineering and Arts and Sciences, and National Endowment for the Humanities. Most departments offer research experience and undergraduate teaching as part of their graduate training programs, and graduate programs are small enough for faculty members to know and mentor scholars individually.

Recognizing that the future will increasingly call for individuals trained beyond traditional academic boundaries, UCSB is developing graduate opportunities that emphasize new approaches in research and training to address the need for cross-disciplinary and global collaborations. This balance enhances theoretical learning, technical training and independent inquiry. UCSB seeks to achieve a graduate student community reflective of the population at large, and encourages applications from students who bring perspectives that advance UCSB's goals of excellence and diversity.

Enriching UCSB's graduate programs and coursework are national research centers, organized research units and affiliated academic

units which are headquartered at the UCSB campus. They provide students with additional opportunities for research, study and research abroad, and experiential learning. Graduate certificate programs in Management Practice, and College and University Teaching (see "Graduate Programs of Interest" in this section) or special degree emphases complement departmental training and highlight the focus of one's academic interests.

## The Graduate Division

The Graduate Division facilitates and coordinates graduate education and student services for all graduate academic and professional programs at UCSB. Under the supervision of the Graduate Deans and under policy set by the Academic Senate Graduate Council, the Division promotes academic excellence in graduate degree programs, fosters a diverse and inclusive graduate community of domestic and international students, and cultivates an intellectually stimulating and socially supportive climate for all graduate students.

The Graduate Division has many roles. The Admissions as well as Diversity, Recruitment, and Retention units facilitate the successful admission and enrollment of highly qualified and diverse applicants. The Academic Services unit encourages and monitors graduate students' successful progress toward degree completion, enforces academic standards, processes petitions, coordinates financial, academic and career development workshops, and processes all graduate degrees. The Financial Support unit administers fellowship programs, maintains an

extramural funding database, and certifies student eligibility for academic appointments. All are committed to the recruitment, admission, matriculation, and graduation of a diverse and highly qualified graduate student population.

## Application and Admission

The Graduate Division coordinates application services for all graduate academic and professional programs at UCSB. The Division is committed to academic excellence, diversity, and intellectual innovation in graduate education. UCSB offers admission to applicants who have the highest potential for success in graduate study and who are most likely to contribute substantially to academic or professional fields through original research, inspired teaching and professional practice. Committed to the recruitment, admission, and successful academic advancement of a diverse graduate student body, UCSB encourages applications from students who have overcome economic or social disadvantages in pursuing their academic objectives and from those whose perspectives, research topics, or career interests advance the University's goals of excellence and diversity.

## Requirements and Procedure

To be considered for admission to UCSB, applicants must have received a bachelor's degree or its equivalent (with an upper-division grade point average of 3.0 or better) from an accredited university prior to the quarter for which admission is sought. Applicants apply online through the Graduate Division's Web site at: [www.graddiv.ucsb.edu](http://www.graddiv.ucsb.edu) under the *Prospective Students* heading.

A completed application includes:

- An online application;
- Two copies of the applicant's statement of purpose with the appropriate coversheet;
- A nonrefundable fee. (An application fee paid to another University of California campus is not valid for application to UCSB);
- Three letters of recommendation with the appropriate coversheet from professors or others familiar with the applicant's academic work;
- Official Graduate Record Examination (GRE) scores (submitted directly from the Educational Testing Service (ETS) to the Graduate Division, or submitted by the applicant to the Graduate Division only if an official score cannot be sent from ETS). Some departments require a score for the appropriate GRE Subject Test. UCSB's GRE institution code is 4835. A department code is not required;
- Test of English as a Foreign Language (TOEFL) or International English Language Testing Service (IELTS) exam scores, taken within the past two years (if applicable);
- Two official transcripts from each institution attended since high school or secondary school; and,



UCSB's Middle East Ensemble performing.

• Any other supplemental materials required by the department or the Graduate Division. All domestic applicants are required to file the Free Application for Federal Student Aid (FAFSA) as part of the application process by March 2. Web site: [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

Admission decisions are based on the quality of the applicant's academic degrees and record as presented in the application and supporting documents. Also contributing to the decision are evidence of preparation in the proposed field of study, work experience, and the degree to which the individual's goals and research interests are consistent with those of the academic program and its faculty.

When applications are complete, they are submitted to faculty committees for review; recommendations of admission or denial are communicated to the Graduate Division by the admitting department. Due to the large number of applications received, many well-qualified applicants cannot be admitted.

## Application Deadlines

The application deadline to be considered for most fellowship competitions is January 15, although many departments have earlier deadlines. It is important to consult departmental sources for variations. For further details, please consult the prospective department or the Graduate Division Web site at [www.graddiv.ucsb.edu](http://www.graddiv.ucsb.edu). The completed application and all supporting materials must be received by the application deadline or they will not be processed.

Deadlines and specific admission requirements, which may vary by department, are summarized on the Graduate Division Web site as well as in subsequent chapters of this catalog. Further detail may be available in discipline-specific brochures distributed by departments or at: [www.graddiv.ucsb.edu](http://www.graddiv.ucsb.edu) under the *Departments and Programs* heading.

## Admission of International Students and Permanent Residents

International students and permanent residents are governed by the same general admission regulations as those which govern United States citizens. For information and special assistance, students are encouraged to contact the Office of International Students and Scholars at (805) 893-2929. Web site: [www.oiss.ucsb.edu/](http://www.oiss.ucsb.edu/)

**English language requirements for nonnative speakers.** Applicants whose native language is not English are required to take the TOEFL. Exceptions to this requirement will be considered for those students who have completed an undergraduate or graduate degree at an institution whose primary language of instruction is English. The minimum score for consideration is 550 when taking the paper-based TOEFL, or 80 when taking the internet-based test; some departments require a higher score. Applicants must make arrangements to take the TOEFL directly with ETS [www.ets.org](http://www.ets.org). Scores should be reported to UCSB using institution code 4835. TOEFL scores must be no more than two years old at the time of application. UCSB also considers a minimal score of 7 on the IELTS as an alternative to the TOEFL. UCSB does not admit

students conditionally in order to learn English prior to beginning an academic program—an excellent command of written and spoken English is required prior to enrollment.

Once admitted, nonnative speakers of English must meet proficiency requirements in spoken and written English before they will be awarded a degree at UCSB. Such requirements are met through successful performance on the English Language Placement Examination (ELPE), and, if necessary, English as a Second Language (ESL) classes. Prior to the beginning of their first quarter of registration at UCSB, nonnative speakers of English—including both international students and permanent residents—are required to take both the written and oral portions of the ELPE. Based upon the results of this exam, students will be either placed in or exempted from ESL courses. Students for whom the TOEFL requirement has been waived may still be required to take the ELPE. Students visiting UCSB under the Education Abroad Program (EAP) and non-degree reciprocity status are exempt from taking the ELPE; if they later petition for admission to a graduate program to seek a master's degree or doctorate, they must take the ELPE at that time. If EAP or non-degree reciprocity status students wish to take an ESL course, they must first take the ELPE for placement purposes.

**Teaching Assistant (TA) language evaluations.** All international students and permanent residents for whom English is not their native language are required to have their spoken English evaluated before they can be certified for classroom or laboratory teaching responsibilities. Prospective TAs who do not pass the TA language evaluation on their first attempt are required to take ESL classes before they can be reevaluated. TA language evaluations are conducted jointly by the academic departments, the ESL Program, and the Graduate Division.

## Non-degree Status

In exceptional circumstances, applicants who do not wish to study for a degree or a teaching credential may be admitted to graduate status on a non-degree basis. The admission requirements and procedures are the same as those for prospective candidates for degrees, with the exception that many departments do not require the GRE. The applicant must specify the major and must justify, in the statement of purpose, that the plan of study has a definite scholarly or professional goal. A non-degree student is accepted for a maximum of one academic year. Students in non-degree status are not eligible for fellowships, nor are their courses ordinarily accepted for credit toward an advanced degree at UCSB should they decide later to apply for admission into a master's or doctoral program.

## Graduate Degree Programs

### Degrees, Emphases, and Specializations

Graduate degrees at the University of California are granted upon completion of advanced academic study and research. Doctoral degree

candidates are expected to participate in at least one independent research project, as are many master's degree candidates.

Degree titles are posted on transcripts and diplomas for the eight graduate degrees conferred at UCSB:

- Doctor of Education (Ed.D.)
- Doctor of Musical Arts (D.M.A.)
- Doctor of Philosophy (Ph.D.)
- Master of Arts (M.A.)
- Master of Education (M.Ed.)
- Master of Environmental Science and Management (M.E.S.M.)
- Master of Fine Arts (M.F.A.)
- Master of Music (M.M.)
- Master of Science (M.S.)

Some departments offer unique interdisciplinary and/or interdepartmental emphases within a degree objective. An emphasis is a focused area of study that may be offered as a track within a department's degree program, or as an optional interdisciplinary addition to an existing graduate degree program in one or more departments. An emphasis is noted on transcripts, but does not appear on diplomas.

## General Requirements for Graduate Degrees

Graduate Council's minimum requirements for advanced degrees are described below. (See information regarding "Catalog Years" on page 39.) Individual departments often impose additional requirements. Students should consult the academic department for updated and specific requirements in excess of the minimum requirements. Students admitted with deficiencies in background or training must remedy these deficiencies before advancement to candidacy, usually during the first year of residence.

**Academic residence.** Continuous registration is required of all graduate students. Only coursework taken when a student is registered may be counted toward a graduate degree. Graduate students are required to register each quarter by paying fees and officially enrolling in classes.

Graduate students who fail to register are not considered students. If students have been unregistered, departments may ask them to reinstate to graduate standing and register, particularly when they will be consulting with faculty and using University resources. In some cases, students will be required to prove they are still current in the field either by taking classes or by re-taking their qualifying examinations.

To establish residence, a graduate student must be registered and enrolled in courses of instruction, research, or study totaling or equivalent to at least four units of upper division or graduate work during a regular term, or (1) in two consecutive six-week Summer Sessions of at least two units of upper division and/or graduate work as given in a regular term; or (2) enrollment in an eight-week Summer Session enrolled for the equivalent of at least four units. Students in master's programs must register for a minimum of three quarters at UCSB, of which at least one quarter must be a regular session (fall, winter, or spring quarter). In master's programs, attendance in two six-week Summer Sessions may be substituted for one of the three quarters of required residence, but they need not be consecutive.

The minimum academic residence requirement for any doctoral degree is six quarters. Students in doctoral programs will spend at least six quarters in residence at the UCSB campus pursuing a program of full-time study and research; three consecutive quarters of this residence must be completed in regular session before advancement to candidacy. In doctoral programs, attendance in two consecutive six-week Summer Sessions in the same summer may be substituted for one of the six quarters of required residence.

**Language and methodology requirements.** Academic departments set language and methodology requirements for their fields; students should consult the academic department for details.

**Standards of scholarship.** Students must complete university and departmental requirements in a timely manner to remain in good standing. Only upper-division and graduate courses in which a student earns grades of A, B, C, or S may be applied toward the unit requirements for graduate degrees. In courses specifically required for a program—often called core courses—grades of A or B must be earned for the course to count toward degree requirements. Neither lower-division courses numbered 1-99 nor undergraduate independent study courses numbered 198-199 count toward unit requirements for graduate degrees.

Students must maintain a cumulative grade-point average of at least 3.0 to remain in graduate status. (Note that some departments set higher scholarship standards.) Students with less than a 3.0 grade-point average will either be placed on academic probation or dismissed from graduate status by the Graduate Dean upon recommendation of a student's academic department. Graduate students carrying more than 12 units of Incompletes, No Record, and/or No Grades may be placed on academic probation and become subject to dismissal for failing to make timely progress toward degree completion.

Graduate students must complete coursework and have a grade reported to the Office of the Registrar by the end of the term following the term in which the No Grade, No Record, and/or I grade was reported. If not completed by the deadline, the No Grade, No Record, and/or I grade will be changed automatically to an F, NP, or U as appropriate.

*Note: Additional standards of scholarship are described below.*

**Degree deadlines and normative time.** The UCSB Graduate Council has set time limits for degree completion to ensure that students make timely progress toward completion of their degree objectives. Graduate Council requires that graduate degrees be granted only to students who are current in the scholarship of their chosen field. Students who are not making adequate progress toward degree completion in terms of the standards presented below may be dismissed upon the recommendation of their departments. Academic departments may set time limits in addition to the minimum standards described below.

Graduate Council has set four years as the time limit for completion of master's degrees at UCSB. The University of California time limit for completion of a doctoral degree is

seven years from the time of admission to graduate studies. In addition, doctoral students are required to advance to candidacy for the doctorate within four years of admission to graduate studies.

Students who exceed one of these time limits become subject to academic probation and possible dismissal for failing to make timely progress toward degree completion. Students who exceed the degree deadline for either the master's or doctorate must prove they are still current in their field at the time they file for completion of their degree.

Graduate Council's degree deadlines are distinct from normative time, which is the number of years considered to be reasonable by the faculty of the department for completion of a doctorate by a full-time student in that program. Normative time, which varies by department, is measured from the time a student begins graduate studies at UCSB. (See accompanying table for the normative time established in each department.)

**Enrollment Requirements.** Continuous registration is required of all graduate students; the normal course load for graduate students is twelve units per quarter. Graduate students must enroll in at least eight units to be appointed as graduate student researchers or as teaching assistants, to receive fellowships and most forms of financial aid, and to be eligible for campus and extramural benefits and services (University Housing, Student Health Service, etc.).

In general, there are no reduced fees for a reduced course load. Most lending agencies demand repayment of loans if a student is not registered or is carrying less than a normal course load. The Immigration and Naturalization Service requires international students to be engaged in a full course of study while at UCSB.

Graduate students who fail to register lose all status as students, including access to the privileges outlined above. Graduate students who wish to register after a break in enrollment must petition for reinstatement through the Graduate Division. Reinstatement is not automatic and requires the approval of the student's academic department; the student's record will be evaluated in terms of past academic performance and timely completion of the degree. Students who wish to reinstate and have exceeded the time limit for completion of the master's and/or doctoral degrees must also submit a plan and timetable for degree completion to their department and the Graduate Division for review and approval.

**Leaves of absence.** Under certain circumstances, students may petition for a leave of absence that must be approved by the student's department and the Graduate Division. There are six categories of leave: (1) leave for medical emergencies (doctor's note required); (2) leave for pregnancy/parenting needs during the first 12 months after the child's birth or placement in the home (doctor's note, birth certificate, or verification from placement agency); (3) leave to deal with emergencies in the immediate family (explanation of circumstances required); (4) military leave for students required to engage in military service (documentation of call to duty required); (5) research leave for students who will be away from the campus conducting re-

#### NORMATIVE TIMES FOR COMPLETING DOCTORAL PROGRAMS AT UCSB

| Years | Doctoral Program                               |
|-------|--|
| 7     | Anthropology                                   |
| 7     | Art History                                    |
| 6     | Biochemistry & Molecular Biology               |
| 5     | Chemical Engineering                           |
| 5     | Chemistry                                      |
| 6     | Chicano Studies                                |
| 7     | Classics                                       |
| 5     | Communication                                  |
| 6-7** | Comparative Literature                         |
| 5     | Computer Science                               |
| 6     | Counseling, Clinical, School Psychology        |
| 6-7*  | East Asian Languages and Cultural Studies      |
| 6     | Ecology, Evolution, and Marine Biology         |
| 5     | Economics                                      |
| 6     | Education                                      |
| 4-5   | Educational Leadership Joint Program           |
| 5     | Electrical & Computer Engineering              |
| 6-7** | English  |
| 6-7** | Environmental Science and Management           |
| 5-6   | Feminist Studies                               |
| 6     | Film and Media Studies                         |
| 6-7** | French   |
| 5-6** | Geography                                      |
| 5.5   | Geological Sciences                            |
| 6-7** | Germanic Languages & Literatures               |
| 6     | Hispanic Languages & Literatures               |
| 7     | History  |
| 7     | Linguistics                                    |
| 6     | Marine Science                                 |
| 5     | Materials                                      |
| 5-6** | Mathematics                                    |
| 5     | Mechanical Engineering                         |
| 5     | Media Arts & Technology                        |
| 5.5   | Molecular, Cellular, and Developmental Biology |
| 6     | Music  |
| 6     | Philosophy                                     |
| 6     | Physics  |
| 7     | Political Science                              |
| 6     | Psychology                                     |
| 6-7*  | Religious Studies                              |
| 6     | Sociology                                      |
| 5     | Speech & Hearing Sciences                      |
| 5     | Statistics and Applied Probability             |
| 5-6** | Theater Studies                                |

\* dependent on additional language requirements

\*\* dependent on whether the student entered with or without a master's degree

search and not using faculty time or University resources (faculty verification required); and (6) a filing fee quarter of leave for students who intend to complete their degree the quarter of the leave request (faculty verification required). Filing fee leaves may not be extended. The above constitute the only grounds for a leave of absence.

Graduate students conducting research outside the state of California for a quarter or more should register in absentia, which entitles them to a reduction of fees and allows them to maintain continuous registration. Students who do not register and who are not on an official leave of absence must seek reinstatement if they wish to return to graduate standing.

Petitions for a leave of absence may be approved on a quarterly basis for up to a career

maximum of three quarters. The three-quarter career limit for research leave is calculated separately from the three-quarter career limit for medical, family emergency, pregnancy/parenting, and military leaves. Extensions beyond the three-quarter career maximum will be granted only in the most extreme or unusual circumstances. Students who reach a career maximum of leaves as described below are still eligible to apply for a filing fee quarter of leave.

Graduate students who are granted leave are not eligible for either teaching assistant or graduate student researcher positions or for campus fellowships or financial aid. Lending agencies do not consider a leave of absence a substitute for registered status. (Continuing students who were on approved leave of absence or who lapsed their status during the spring are not required to file a petition to return to graduate standing for the summer. They should register through Summer Sessions. Students whose status has lapsed during the spring and intended to return to graduate standing in the fall must submit a Reinstatement Petition to the Graduate Division.)

**Transfer of credit.** Credit for upper-division and graduate courses may be transferred to UCSB only if the student was enrolled in a graduate program when the courses were completed and they have not been applied toward a degree already awarded. Graduate students must complete one quarter of residency at UCSB before they can petition to transfer units earned elsewhere. With the permission of the Graduate Division and the academic department, up to eight quarter-units of credit for courses completed with a B or better from an accredited college other than another University of California campus may be transferred as upper-division credit toward a graduate degree. Up to twelve quarter-units may be transferred from another UC campus. With the exception of courses completed through Open Enrollment (formerly Concurrent Enrollment) in UCSB Extension by applicants for graduate admission, course titles of transferred units are not reflected on the UCSB transcript for graduate students, and transferred units are treated as Passed/Not Passed and do not count toward UCSB grade point average. No transfer credit is allowed for any course taken as an undergraduate.

Courses taken through UCSB Summer Sessions immediately preceding fall matriculation may apply toward a graduate degree or teaching credential pending department approval. Ordinarily, no credit is allowed toward an advanced degree for units taken while in non-degree status.

Students who have formally applied to a UCSB graduate program at the time they completed coursework through Open Enrollment at UCSB may transfer up to 12 units of credit and the grade points earned in those units to their graduate program, if admitted. Students must petition their academic department and the Graduate Division for approval. Units taken through Open Enrollment prior to filing an application cannot be transferred.

Graduate students may not take courses through Open Enrollment that can be completed through regular enrollment at UCSB. If such courses are taken, no unit credit will be counted toward fulfillment of degree requirements set by the UCSB Graduate Council.

Graduate students must receive permission from the Graduate Division to take “special” Extension course offerings—i.e., coursework other than Open Enrollment courses. Consult the Graduate Division for a petition and further information.

Since departments are normally interested in the competencies attained in previous coursework rather than in unit credit, students should consult their academic departments and the Graduate Division to determine if a transfer of units is necessary.

**Policy on transfer of units and residency for EAP students.** Education Abroad Program students who successfully change to M.A. or Ph.D. status can transfer to a graduate degree objective up to 12 units taken at UCSB while in EAP status, contingent upon approval by the academic department and Graduate Division and adherence by the students to procedures set up by EAP and the Office of the Registrar for payment of fees and tuition retroactively for the quarter in question.

One quarter of UCSB residency can be granted to EAP students at UCSB who later transfer to graduate status, contingent upon approval by the academic department and Graduate Division and adherence by the students to procedures set up by EAP and the Office of the Registrar for payment of fees and tuition retroactively for the quarter in question. This quarter can be used to fulfill residency requirements for the master’s or Ph.D.

**Final degree requirements.** A graduate degree cannot be awarded until the student has fulfilled all of the Graduate Council and departmental degree requirements, as determined by degree checks conducted by the student’s academic department and the Graduate Division. The student is responsible for correcting any deficiencies found during a final degree check.

**Filing fee.** All students must be in a fee relationship with the University during the quarter their degree is awarded—i.e., they are either registered or pay a filing fee. The filing fee is a reduced fee paid instead of full registration fees during the quarter a student is completing the last requirement for a degree. Payment of the filing fee does not entitle the student to any of the privileges and services that accompany full registration, except for filing. Doctoral degree candidates may use the filing fee to file the dissertation. Because paying the filing fee terminates graduate status, it may be used only by terminal master’s degree students who have finished all requirements with the exception

of the comprehensive exam or filing the thesis. (See the Graduate Handbook for complete information on filing requirements.)

**Changes in degree requirements.** As research or new knowledge develops, departmental requirements may change. Departments may ask students to accept additional or new requirements. In general, a student follows the departmental degree requirements set forth at the time of the student’s admission. If requirements change, the student is given the option of continuing under the original requirements or changing to the revised curriculum.

## Master’s Degree Requirements

In many departments, the master’s degree is considered to be a step toward the doctorate. In some programs, students may pursue a terminal master’s degree. Some departments provide one track for students who will seek the doctoral degree and another track for students who intend to pursue careers outside academia. The Graduate Council’s minimum requirements for the master’s degree are described below. Individual departments often impose additional requirements. Students should consult the department for updated and specific requirements in excess of the minimum requirements.

**Degree plans.** The master’s degree may be obtained in one of two ways: Plan 1 requires a thesis; Plan 2 requires a comprehensive examination or project. Departments may offer one or both of these plans. Students in either plan must satisfy all departmental and UCSB Graduate Council requirements. The study plan for every master’s student must be approved by the department.

**Master’s Plan 1, thesis.** In addition to the submission of an acceptable thesis, this plan requires completion of a minimum of 30 units of upper-division and graduate coursework, of which at least 20 units must be at the graduate level (excluding courses numbered 597 or 598, units for teaching assistant duties or training, or service as a graduate student researcher). A maximum of 10 units of the required 20 graduate units may be in 596 coursework. Some departments also require completion of an examination at the conclusion of coursework.

A master’s thesis committee consists of a minimum of three tenure-track faculty members (also called ladder faculty), at least two of whom must be from the student’s home program. The chair (or one of the co-chairs) must be from the student’s home program. Some departments may require more than three ladder faculty on thesis committees, including a faculty member from another discipline. The chair of this committee advises the student on a course of study and usually directs the thesis research. The committee is nominated by the department chair in consultation with the student and approved by the graduate dean. The Graduate Council will consider written requests for exceptions to thesis committee policy from departments. All committee members must approve the thesis.

The thesis must meet the formatting and filing requirements of the Graduate Council. For details, see the Graduate Division publication, UCSB Guide to Filing Theses and Dissertations, available through the Graduate Division



*Graduate students play a vital role in the UCSB community.*

Web site at [www.graddiv.ucsb.edu](http://www.graddiv.ucsb.edu) under the *Academic Services* heading. The student is also responsible for fulfilling disciplinary norms and requirements affecting content of theses.

**Master's Plan 2, non-thesis option (comprehensive examination or project).** This plan requires completion of at least 36 units of upper-division and graduate coursework plus either (a) a comprehensive final examination set by the major department and administered by a master's committee appointed by the department, or (b) a research project supervised by at least one ladder faculty member and approved by a project committee that includes at least two members of the department's ladder faculty. No fewer than 24 of the 36 units required for the non-thesis option must be in graduate courses in the major subject or in graduate courses related to that subject as approved by a graduate advisor. Teaching and research practica, 597, or 598 courses may not be used to meet this minimum unit requirement. No more than half of the required 24 graduate units may be in 596 coursework.

## Doctoral Degree Requirements

UCSB offers three doctoral degrees: the Doctor of Philosophy (Ph.D.), the Doctor of Musical Arts (D.M.A.), and the Doctor of Education (Ed.D.). The Ph.D. is not a unit-count degree, but a research degree awarded upon demonstration of the student's academic excellence and research capability. To that end, doctoral students must pass doctoral qualifying examinations to demonstrate mastery of their chosen field and produce a dissertation acceptable to their doctoral committee. Doctoral students normally follow a plan of study determined in consultation with their advisors. The D.M.A. is a professional degree with distinct course, performance, and research requirements and the Ed.D. degree is a joint doctoral degree in Educational Leadership offered in conjunction with Cal Poly, San Luis Obispo. Specific degree requirements for each discipline are described in the department's section in this catalog.

**Doctoral committees.** A doctoral committee consists of a minimum of three ladder faculty, two of whom must be from the student's home program; additional members from the department or from other disciplines may be added either to meet departmental requirements for additional members or at the student's discretion. The chair (or one of the co-chairs) must be from the student's home program. In some departments, the same committee conducts qualifying examinations and supervises work on the dissertation; in other departments separate committees are nominated. It is not unusual for doctoral committee membership to change during the course of a student's work on the doctorate.

The doctoral committee is nominated by the department chair in consultation with the student and approved by the graduate dean. The chair of the committee advises the student on a course of study leading to the qualifying examinations and usually serves as director of the student's dissertation research. The Graduate Council may consider written requests for exceptions.

### Qualifying examinations and advancement

**to candidacy.** All doctoral students are required to officially advance to candidacy for the doctorate. In order to officially advance to doctoral candidacy, students must satisfy all course and residence requirements; be registered; fulfill foreign language and/or methodology requirements set by the academic department; pass departmental preliminary and screening examinations; pass oral qualifying examinations administered by the student's doctoral committee (as well as written qualifying examinations in some departments); and pay an advancement to candidacy fee at the Graduate Division. Students who fail to advance to candidacy within four years of admission become subject to academic probation and possible dismissal.

In a few departments, students may petition for the award of the candidate in philosophy (C.Phil.) degree at the time they advance for the doctorate. Students must petition the Graduate Division for the award of the C.Phil. within one year of passing their oral qualifying examination. The C.Phil. degree certifies that a student has completed all doctoral requirements except for the dissertation. The C.Phil. degree is awarded only to Ph.D. candidates on recommendation of departmental faculty in those departments that have elected and been approved by the Graduate Council to award the C.Phil. degree. No applicant will be admitted with a final degree objective of C.Phil.

**Additional standards of scholarship.** In addition to the basic standards of scholarship detailed above, doctoral students who cannot develop a satisfactory dissertation research proposal or form a faculty committee of three members to supervise the dissertation research may be placed on academic probation and become subject to dismissal for failure to make satisfactory progress toward the degree.

Doctoral students are required to complete their degree requirements in a timely manner. As noted above, doctoral students have four years from beginning a doctoral program to officially advance to doctoral candidacy and seven years to complete the doctorate. Academic departments may set time limits for completion in addition to the minimum standards established by the Graduate Council. Students may be recommended for dismissal by their respective departments if they do not make timely progress toward degree completion.

**Dissertation and filing requirements.** The doctoral dissertation must be the result of original research in the field of the candidate's specialization. The candidate's doctoral committee determines the acceptability of the dissertation; all members of the committee must approve the dissertation. Departments may require a defense of the dissertation, or waive the defense if appropriate.

The dissertation must meet the formatting and filing requirements of the Graduate Council. Doctoral students may file one copy of their dissertations electronically. For details, see the Graduate Division's *Guide to Filing Theses and Dissertations*, available at: [www.graddiv.ucsb.edu](http://www.graddiv.ucsb.edu) under the *Academic Services* heading. The student is also responsible for fulfilling disciplinary norms and requirements affecting content of dissertations. Doctoral degree candidates must complete a ProQuest/UMI Dissertation Publishing Agreement, the UCSB Survey

of Doctoral Degree recipients ([www.graddiv.ucsb.edu/exitsurvey](http://www.graddiv.ucsb.edu/exitsurvey)), and a Survey of Earned Doctorates (SED) questionnaire available at the Graduate Division. The Graduate Council requires that dissertations be published through ProQuest to ensure the widest possible dissemination of knowledge. The Survey of Earned Doctorates, conducted by the National Research Council, provides nationwide information on all doctoral degree recipients, their fields, their career plans and other pertinent data. (See the Graduate Handbook for complete information on filing requirements.)

## Graduate Programs of Interest

### Graduate Program Certificates

Enrolled graduate students at UCSB may pursue either of two certificates in addition to their degree. The Graduate Program in Management Practice (GPMP) provides doctoral students a sound introduction in the fundamentals of business management in preparation for successful careers using their graduate training beyond the University. The program includes four courses taught in the College of Letters and Science, College of Engineering, and Donald Bren School of Environmental Science and Management, as well as a 160-hour internship at an approved organization. Information is available at [www.graddiv.ucsb.edu/academic/petitions/interdisciplinaryprograms.htm](http://www.graddiv.ucsb.edu/academic/petitions/interdisciplinaryprograms.htm).

The Certificate in College and University Teaching (CCUT) is designed for doctoral and M.F.A. students who wish to demonstrate superior competence and experience in preparation for teaching at the university or college level. Certificate requirements include completion or attainment of a number of teaching-related skills and experiences culminating in independent instruction of an entire class with the support of a UCSB faculty mentor. Information is available at:

[www.graddiv.ucsb.edu/academic/ccut](http://www.graddiv.ucsb.edu/academic/ccut).

### Intercampus Exchange Program for Graduate Students (IEPGS)

IEPGS allows qualified graduate students at UCSB to take advantage of educational opportunities at other UC campuses. If approved for IEPGS, students may take courses not available at UCSB, participate in special programs, or study with a distinguished faculty member at another campus for one quarter. Students must meet the following qualifications to be eligible to participate in IEPGS:

- Current student in good standing;
- Completed a year at UCSB;
- Maintained a GPA of at least 3.0; and
- Obtained approval of their home department.

### Education Abroad Program

The Education Abroad Program (EAP) offers opportunities for study and research at 130 partner institutions in over 30 countries throughout the world. Graduate students are encouraged to explore opportunities to meet the language requirements of their degree programs, achieve the cultural or contextual understanding needed for study of a particular topic,

or pursue research interests at other top-ranking institutions in their field of study. Students must meet minimum requirements for the program, have completed at least one year of graduate study at UCSB before departure, and secure the support of their academic department and the graduate dean. Further information may be found in the “Additional Academic Programs” chapter of this catalog or at: [eap.ucop.edu](http://eap.ucop.edu).

### Postgraduate Study for International Students Through UCSB Extension

International students who are interested in undertaking advanced study at a major university in the United States but who are unable to enroll for the full period of a degree program can apply to participate in the “University Immersion Program” through UCSB Extension. Refer to the Web site at [www.extension.ucsb.edu](http://www.extension.ucsb.edu) for more information.

## Financing Graduate Education

UCSB provides three main types of support for graduate students: fellowship or merit based support; academic appointments, which provide either departmental teaching or research assistantships; and need-based support, which is offered through the Financial Aid Office.

All domestic students are required to file the Free Application for Federal Student Aid (FAFSA). Web site: [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Although the deadline for priority consideration is March 2nd, apply online now if you wish to be considered for financial support. Information from the FAFSA is used to determine eligibility and fund sources for support packages. UCSB’s Title IV code is 001320.

### UCSB Fellowships

UCSB offers a variety of centrally administered fellowships for both new and continuing graduate students. Awards are made to students on the basis of academic merit and promise of productive scholarship. These fellowship packages are intended to advance the goals of increased excellence and diversity of the graduate research and training programs at UCSB. Some fellowships are multi-year packages that include a combination of fee and nonresident tuition payment, stipend support, and academic apprentice positions. Other fellowships are single-year packages that include stipend and fee payment. Additionally, various fellowships are available to provide support for research costs, payment of in-state fees, and support for students who are in the final stages of their dissertation preparation.

Some fellowships are available to graduate students based on eligibility criteria such as department, degree objective or citizenship/legal residency. Information regarding fellowships for both new and continuing students, along with a description of each support package, is available on the Graduate Division’s Web site at [www.graddiv.ucsb.edu](http://www.graddiv.ucsb.edu) under the Financial Support heading.

In addition to the centrally administered fellowships, academic departments have their own funds available that they may use to recruit

excellent new students and support continuing students. Departmental fellowship support can be in the form of fee payment, nonresident tuition payment, and stipends. Students should consult their academic department for additional information.

### Fellowships for New Students

Incoming students indicate on the application for admission whether or not they are interested in being considered for fellowship support.

All candidates are nominated directly by the academic department. Multi-disciplinary faculty committees select award recipients. The award committees look at the departmental ranking of each nominated candidate, GPA, GRE scores, letters of recommendation, and each candidate’s statement of purpose. All fellowship awards are very competitive.

To be eligible for fellowship awards, students must have filed their application for admission, all supporting documents, and the FAFSA by January 15 or the stated deadline for their department, if earlier.

### Fellowships for Continuing Students

UCSB offers a variety of fellowships to continuing students in an effort to provide support at the various stages of a graduate education. Students may apply directly for some of these awards, while departments must nominate their students for others. To be eligible for these fellowships, students must be registered and in good academic standing for at least three quarters in their graduate program at UCSB.

Multi-disciplinary faculty committees select award recipients. Committee members will review several measures of academic success and merit such as letters of recommendation; UC GPA; timely progress toward the degree; evidence of scholarly production such as publication of original research in scholarly journals, presentation of research at scholarly meetings, or musical performance in public settings. All award selection processes are very competitive.

### Student Appointments

Students may seek either academic apprentice appointments or part-time University staff positions. Graduate students may work up to 50% time during the academic year. Academic apprentice positions provide training for future careers in academic settings and are the largest source of graduate student support on campus. Graduate students may be appointed to a variety of apprentice titles. Students apply directly through their departments for academic apprentice appointments and through the Campus Learning Assistance Services for additional positions. Academic Student Employee Positions currently available are listed on the College of Letters and Science Web site, [www.ltsc.ucsb.edu/asep](http://www.ltsc.ucsb.edu/asep). Teaching assistant, teaching associate, reader, tutor/remedial tutor, and graduate student researcher (GSR) positions of at least 25% pay a salary plus health insurance and partial payment of fees. A GSR appointment of at least 35% provides a monthly salary plus the payment of fees, health insurance, and nonresident tuition if applicable.

Many part-time University staff positions are also available on campus. Jobs are listed at the University’s Career Services Office ([\[career.ucsb.edu\]\(http://career.ucsb.edu\)\) and at the Human Resources Office \(<http://hr.ucsb.edu>\). The Financial Aid Office has information regarding work-study positions. \(\[www.finaid.ucsb.edu\]\(http://www.finaid.ucsb.edu\)\)](http://</a></p>
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### Need-Based Financial Support

Graduate students may apply for a variety of need-based awards including work-study and loans through the Financial Aid Office. Students must file the FAFSA (Free Application for Federal Student Aid found at [www.fafsa.ed.gov](http://www.fafsa.ed.gov)) each year and provide the Financial Aid Office with supplemental information as requested. The Financial Aid Office’s Web site is: [www.finaid.ucsb.edu](http://www.finaid.ucsb.edu).

### Extramural Funding

There are numerous extramural fellowships available. In addition to gaining funding for graduate school, graduate students are encouraged to conduct a search of extramural funding resources as part of their professional training for life in academia. The funding search may begin with the Graduate Division’s electronic funding newsletter, *The Source*, located at [www.graddiv.ucsb.edu/Source](http://www.graddiv.ucsb.edu/Source). *The Source*—created specifically for UCSB graduate students by the Graduate Division—provides links to financial support information, regularly updated listings of campus competitions and deadlines, national fellowship announcements, and links to various funding sources and databases. UCSB subscribes to the Illinois Researcher and Information Service (IRIS) and Community of Science Funding Opportunities (COS), extramural funding source databases with search capabilities (along with instructions on how to conduct a search). Links to IRIS, COS, and additional funding resources may be found through the Financial Support section at [www.graddiv.ucsb.edu](http://www.graddiv.ucsb.edu). Throughout the academic year, the Graduate Division sponsors presentations that assist graduate students in conducting searches and writing applications for extramural funding. Please check the Graduate Division’s calendar of events for workshop information [www.graddiv.ucsb.edu](http://www.graddiv.ucsb.edu).

The Graduate Division publishes funding opportunities through three electronic mailing lists (subscribe at [www.graddiv.ucsb.edu/Source](http://www.graddiv.ucsb.edu/Source)) during the academic year: HUMFUND – funding opportunities for graduate students in the humanities and fine arts; SOCFUND – funding opportunities for graduate students in the social sciences and education; and SEMFUND – funding opportunities for graduate students in science, engineering, and math.

The Davidson Library provides a variety of directories that describe sources of funding and research opportunities including fellowships, grants, internships, and jobs. Several useful references on proposal and resume preparation are also available.

For assistance with the search and application for extramural funding, consult [www.graddiv.ucsb.edu](http://www.graddiv.ucsb.edu) under the Financial Support heading funding or contact the Peer Funding Advisor in the Graduate Division at [fundingpeer@graddiv.ucsb.edu](mailto:fundingpeer@graddiv.ucsb.edu). For information on any other aspect of graduate student support, contact the Graduate Financial Support unit at [financial@graddiv.ucsb.edu](mailto:financial@graddiv.ucsb.edu).



# Student Services and Activities



*The new Student Resource Building centralizes student services, supports student programs, and provides comfortable areas to meet, study, and socialize.*

Various services and activities are available to UCSB students, including academic counseling, personal counseling, career planning, health care, services to international students, services to students with disabilities, athletic and recreational activities, and numerous student organizations.

Additional information about the services and activities described below may be obtained directly from the appropriate office.

## Student Services

### Academic Advising

Many sources of academic advising are available to students at UCSB. Each college provides advice to its students on matters such as major selection, program planning, academic difficulties, degree requirements, and petitions for exceptions to requirements. Undergraduate and graduate advisors are available in each major department to assist with decisions about majors, careers, and graduate schools. An honors advisor assists students who wish to participate in the College of Letters and Science Honors Program. Telephone: (805) 893-3109. For academic advising related to the College of Engineering Honors Program, please email: [honors@engineering.ucsb.edu](mailto:honors@engineering.ucsb.edu).

Pre-professional advising is available in the College of Letters and Science for students considering careers in business administration and law.

A health professions advisor ([www.ltsc.ucsb.edu/health/](http://www.ltsc.ucsb.edu/health/)) offers special assistance to students who hope to attend medical school or professional school in the health sciences. Special advising services are also available to reentry and

nontraditional students (telephone: 805/893-3109). Advising is available for those interested in the Gevirtz Graduate School of Education as noted below.

Students interested in the credential and degree programs in the Gevirtz Graduate School of Education (GGSE) should contact the following: for multiple subject, single subject, or educational specialist teaching credentials (805) 893-2036 or stop by the Credential Services Office in Education Building 4102; for Teacher Education Program specific information (805) 893-2084 or stop by Education Building 3230; Counseling, Clinical or School Psychology (805) 893-3375 or stop by Education Building 2103; Education (805) 893-3936 or stop by Education Building 3102. Both Credential Services and the Department of Counseling, Clinical, and School Psychology hold regular information meetings. For detailed information on credential and degree requirements, please visit the Web site: [www.education.ucsb.edu](http://www.education.ucsb.edu).

### ACCESS Cards

The ACCESS Card is a full-color UCSB Student ID/Debit Card. It is used as proof of registration and to gain entrance into numerous student services. These include on-campus dining commons, Davidson Library, the computer lab, and the Recreation Center. It also allows free entry to athletic events and free rides on the local bus system. Students may opt to make a deposit to their card and use it as a debit card where purchases are automatically deducted from the balance in their account. ACCESS is accepted at the UCSB Bookstore, campus dining and food outlets, the copy center, the UCen Post Office/Cashier's, A.S. Notetaking/Cashier's and Parking Services as well as select off-campus businesses.

The ACCESS Card has a one-time processing fee of \$20 and is replaced free of charge if damaged for any reason. Students may opt for a free black and white UCSB Student ID Card that has limited uses. There is a \$5 replacement fee if it is damaged for any reason. Both cards have a \$20 replacement fee if lost.

### Campus Learning Assistance Services (CLAS)

Over 7500 students use Campus Learning Assistance Services (CLAS) each year. CLAS helps students increase their mastery of course material through group instruction, one-to-one tutoring and academic skills development. CLAS provides small group instruction in primarily lower-division courses in math, economics, engineering and science. One-to-one services are offered via appointment for English as a Second Language, study skills and writing. Students can also utilize our drop-in centers for economics, foreign language, math, science and writing. Workshops are offered throughout the year on note-taking, time management, reading, exam preparation, memory techniques and other skills per request. CLAS is open M-F with many services extending into the evening hours. To enroll in groups or workshops, or to arrange an appointment, visit CLAS in-person at the Student Resource Building, Room 3210, or on-line at [my.sa.ucsb.edu/clas](http://my.sa.ucsb.edu/clas). For more information, visit our Web site: [www.clas.ucsb.edu](http://www.clas.ucsb.edu) or contact us via telephone: (805) 893-3269.

### Computing Services

#### GOLD System

The GOLD System (Gaucho On-Line Data) enables students to search for open classes by instructor, day and time, requirements satisfied, etc.; register for classes; change their addresses; view registration information including class schedule, grades, and registration appointment times; check fees and financial aid information; and order official transcripts. The GOLD System is accessible at [my.ucsb.edu](http://my.ucsb.edu).

There are computers available for student use in a number of locations across campus (e.g., the Davidson Library and the University Center). These can be used for the GOLD system, student email, and some other computer applications.

#### Student Email

Free email accounts are provided to all students by Instructional Computing. U-Mail, the student email service, is required by both instructors and university administration. Once you open your account you can have your U-Mail forwarded to your Yahoo, Gmail, or any other account of your choosing. For further information see [www.umail.ucsb.edu](http://www.umail.ucsb.edu) or contact the U-Mail Help Desk at (805) 893-5542.

#### Computer Labs

Drop-in computing is provided by Instructional Computing's Open Access Lab at Phelps Hall 1513. Other Instructional Computing labs

in Phelps Hall and Kerr Hall are available for drop-in usage when not in use for instruction. Current schedules are available at [www.ic.ucsb.edu](http://www.ic.ucsb.edu) or by phone at (805) 893-5252.

### Software Workshops

Instructional Computing provides free software workshops throughout the quarter for a variety of popular software programs. Visit [www.ic.ucsb.edu](http://www.ic.ucsb.edu) or call (805) 893-3002.

### Student Web Publishing

The U-Web service, a subsidiary of U-Mail, provides web publishing space for all students. Details are available at [www.uweb.ucsb.edu](http://www.uweb.ucsb.edu) and at the U-Mail Help Desk.

### Student File Storage

The U-Storage service, also a subsidiary of U-Mail, provides safe and reliable storage space for your important files. Details are available at [www.ustorage.ucsb.edu](http://www.ustorage.ucsb.edu) and at the U-Mail Help Desk.

### Career Services

Career Services helps students identify and pursue their career goals. Confidential services are provided for free to all registered students.

Career Planning Services include career counseling, career testing, career group classes and workshops. Explore information about careers and graduate/professional schools in the Career Resources library or online at [www.career.ucsb.edu/](http://www.career.ucsb.edu/).

Career Employment Services educates students about work opportunities, resumé writing, interview techniques, and job search strategies. Career fairs, employer information sessions, and on-campus interviews with employer representatives are provided. Use the Reference Letter Service to apply to graduate or professional school, or if you're a graduate student seeking a job. Local, state, national, and international internship information, advice, and placements are arranged through the Internship Program; part-time, full-time and seasonal job listings are accessed through GauchoLink where you can register online. Services are available in Building 599 as well as online. Telephone: (805) 893-4412. Web site: [www.career.ucsb.edu](http://www.career.ucsb.edu).

### Counseling Services

College life can be stressful and difficult. When you need help sorting out a personal issue, feel overly stressed, anxious or depressed, Counseling Services can provide an objective person to talk with. If these issues are interfering with your academic life or causing academic difficulty, our psychologists can help clarify your values, goals, and identify options. Counseling can help in your relationships with others, and build self-confidence. Meetings are confidential, and no information is released without your consent. Counseling Services provides group therapy on a number of topics.

For stress management and relaxation, come visit the egg and massage chairs and learn techniques to help you cope with the stresses of college life.

We look forward to helping you as you navigate your way through UCSB. Our services are paid for by your registration fee. Please stop by and visit, or call us at (805) 893-4411. Phone consultation is available after hours whenever you need to talk with someone. For more infor-

mation about our services visit: [www.counseling.ucsb.edu](http://www.counseling.ucsb.edu).

### Dining Services

Dining commons are located near each residence hall. Residents are offered a choice of meal plans with their room contracts. Students who live off campus may purchase meals through a quarterly contract. Contract arrangements may be made via the Web site at [www.housing.ucsb.edu/dining/ocmp-info.htm](http://www.housing.ucsb.edu/dining/ocmp-info.htm).

Located on the main level of the UCen are a gourmet coffee-house, a delicatessen, Dominos, Jamba Juice, and a soup and salad bar. On the lower level is Panda Express, Wendy's Hamburgers, and Chilitos Mexican food. All UCen Dining Services facilities are open weekdays, some late night, and several are open weekends. In addition to those located in the UCen, there are several dining options around campus. The Arbor, located across from the library, offers a convenience store, Woodstock's Pizza, Subway, and a walk-up coffee and espresso bar. The Arbor is open seven days a week and most evenings. The Store at Buchanan, at the Buchanan building, is a small convenience store with a separate coffee and espresso cart. Coral Tree Cafe and Courtyard Cafe offer breakfast and lunch selections along with many grab and go items. Additionally there are coffee and espresso carts located at Harold Frank Hall, HSSB, and at the Student Health Center. Telephone: (805) 893-3773.

### Disabled Students Program

The Disabled Students Program (DSP), located in the Student Resource Building (SRB), assists eligible students with disabilities with academic accommodations to assist them with their University educational career. DSP provides interpreters, note takers, readers, advising, and referrals. An inventory of adaptive equipment is also available. Telephone: (805) 893-2668. Web site: [www.dsp.sa.ucsb.edu](http://www.dsp.sa.ucsb.edu).

### Early Childhood Care and Education Services

#### *Orfalea Family Children's Center (OFCC)* *University Children's Center (UCC)*

The Children's Centers serve the childcare needs of students, faculty, and staff by providing a high-quality card-care program for children three months to five years of age in full and half-day placements. OFCC, located on West Campus, cares for children three months to five years of age and UCC cares for children three months to three years of age. Tuition varies depending on the age of the child and the number of days and hours in attendance. California State Department of Education grants are available to subsidize tuition costs for low-income families. In addition, the Centers participate in the Federal Food Program, which provides nutritious meals to children whose families are income eligible. The Centers are open Monday through Friday from 7:30 a.m.-5:30 p.m. For information and to place a child's name on the waiting list, please call the Enrollment Coordinator at (805) 893-3665.

### Educational Opportunity Program (EOP)

EOP counselors assist all students, while focusing on low-income first-generation college

students, over the course of their undergraduate careers in clarifying and addressing academic, personal, career and financial concerns. They assist students in their negotiations with the institution and act as intermediaries, when necessary. Assistance for entering freshmen begins with the Summer Transitional Enrichment Program (STEP), a two-week residential experience. Participants receive English, math and chemistry instruction and complete an academic success course that focuses on time management and understanding the university experience.

EOP counselors also assist second-, third-, fourth-, and fifth-year students (including transfer, re-entry and non-traditional students) through advising, the creation of study and extracurricular plans, goal setting and the sponsoring of academic programs. The goal is to advise and prepare students at each respective class level for their post-graduation plans of graduate/professional school admissions or entry into the work force.

EOP counselors provide cultural programs that facilitate interaction/collaboration among students of all cultural/ethnic backgrounds, allowing them to gain an understanding of and appreciation for similarities and differences in each other and themselves. Through cultural programming, EOP helps create an environment that celebrates and promotes the history, contributions, intellectual heritage, education and growth of students.

EOP counselors are available to mentor students as well as offer referrals and information about support services available on campus and in the community. For further information about these services, please contact EOP at (805) 893-4758 or visit our office located on the second floor of the Student Resource Building. Web site: [www.sa.ucsb.edu/EOP/](http://www.sa.ucsb.edu/EOP/).

### Graduate Students Association

The Graduate Students Association (GSA) represents all UCSB graduate students. GSA is governed by an elected seven-member executive committee, which meets weekly, and an elected general council of graduate student departmental representatives, whose monthly meetings are open to all members. GSA executive committee members sit on and appoint students to various university committees. GSA also distributes a monthly newsletter, and schedules a variety of activities for graduate students. The GSA Lounge (UCen 2502) is open weekdays from 10 a.m. to 5 p.m. Free bagels and coffee are provided weekly, making it a congenial location for graduate students to unwind or study. In addition, the lounge is available to student groups who would like a place to meet. Further information is available from departmental graduate assistants, the GSA Web site at [www.gsa.ucsb.edu](http://www.gsa.ucsb.edu), or the GSA office, UCen 2502. Telephone: (805) 893-3824. Email: [gsa@gsa.ucsb.edu](mailto:gsa@gsa.ucsb.edu).

### Housing & Residential Services

Students at UC Santa Barbara have several choices of housing style and location, including residence halls, apartments, sorority and fraternity houses, and a housing cooperative, all of which are located on or within a mile of the campus. Detailed housing information is available on the housing Web site at



*Studying outside the University Center.*

[www.housing.ucsb.edu](http://www.housing.ucsb.edu).

UCSB operates eight residence halls located on or near the main campus, and space is available to accommodate all incoming freshmen. Various meal plans for “all you can eat” meals are offered in dining facilities close to each residence hall. Many single students find residence hall living an excellent opportunity to become involved with the campus community and meet other students. The contract process for the residence halls is handled at Housing & Residential Services on Channel Islands Road. Telephone: (805) 893-5513. Email: [contracts@housing.ucsb.edu](mailto:contracts@housing.ucsb.edu).

Incoming UCSB freshmen admitted for fall quarter may download residence hall information by mid-May as long as their Statement of Intent to Register (SIR) is submitted by the campus deadline.

**The Community Housing Office (CHO)** serves as a one-stop resource for rental housing information for students living in the community. Students interested in finding off-campus, non-university-owned housing can log onto [www.housing.ucsb.edu](http://www.housing.ucsb.edu) and click on “Rental Listings” to see what’s available. For information about CHO’s other services, such as their 24/7 Rental Advice and Information site, Rental Survival Guide, mediation, or videotaping service, click on “Where Can I Live?” and select “Community Housing Office.” The CHO is located on the 3rd floor (Room 3151) of the University Center, upstairs across from the UCSB Bookstore. The office is open M-F, 8 a.m. to 5 p.m., and can be reached at 805-893-4371.

**The Office of Apartment Living**, located in the Santa Ynez Apartment complex on El Colegio Road, provides information on university-owned, undergraduate, graduate and family student apartments. New single graduate and transfer students are guaranteed housing, provided deadlines are met. Sophomores and upper-division students (juniors and seniors) will continue to be housed through a lottery process. Students with families are eligible for

Family Student Housing. Families with children have priority. Apartment Assignment Services can be reached at (805) 893-4021. Please see [www.housing.ucsb.edu](http://www.housing.ucsb.edu) for application processes and deadlines.

**Campus Conference Services**, located in the Santa Rosa Administrative Center, provides information about the use of Housing & Residential Services’ conference facilities and services in the summer for organizations with educational objectives. Telephone: (805) 893-3072.

**The Office of Residential Life** promotes a self-regulated environment for the residents of University-owned residence halls. Their services foster the residents’ ability to live together respectfully and responsibly in a learning community and promote the academic success of all residents. The residential education program provides a quality living experience as well as opportunities to interact with other residents, faculty and staff. The components of this office include Residential Life administration, Residential Life live-in staff, Assignment Services, Judicial Affairs (including the Residence Hall Review Board), and Student Leadership (including the Residence Halls Association). The central office is located in a beige trailer, TB 335, which is west of Santa Rosa Residence Hall (805-893-3281). There are regional offices in the De Anza Center at Manzanita Village (805-893-6161) and at Santa Catalina (805-893-7473).

### **Office of International Students and Scholars**

The Office of International Students and Scholars, Student Resource Building (SRB), provides academic and personal counseling and assistance to international students. Every non-immigrant student is required to report to the office; students should bring passports and visa documents with them. The office conducts an orientation program at the beginning of the fall quarter and provides information about registration, immigration, and academic and other requirements that will affect the international student’s stay at the university. Telephone: (805) 893-2929. Web site: [www.oiss.ucsb.edu](http://www.oiss.ucsb.edu).

### **MultiCultural Center**

Since 1987 the MultiCultural Center (MCC) has pursued its mission of promoting cultural awareness and understanding, creating an environment that will foster a sense of belonging among students of diverse cultures, class, gender, and sexual orientation, as well as international students at UCSB, and serving as a setting for meaningful cross-cultural interaction.

Located in the University Center, the MCC provides a lounge and gallery, meeting rooms, office space, and a 150-seat theater.

In its quest to promote cultural awareness and understanding, the MCC offers a broad spectrum of events including lectures, panel discussions, films and videos, poetry readings, art exhibits, and musical, dance, and dramatic performances, all of which are open to the general public. Additionally, the MCC lounge provides a comfortable space conducive to studying, relaxation, and interaction.

Students, staff, faculty, and the community are invited to visit the MCC and to take advantage of its many free programs. The MCC is located in the east end of the University Center, and is open Monday through Thursday from

8 a.m. to 10 p.m. and Friday from 8 a.m. to 5 p.m. Telephone: (805) 893-8411.

### **Office of the Ombuds**

The Office of the Ombuds is a place where all members of the UCSB community can go for assistance in resolving conflicts or disputes on an informal basis. It is a confidential, impartial, informal, and independent resource that assists students, staff, and faculty who seek guidance with the informal resolution of any University-related complaint or conflict.

The Office helps individuals identify serious issues, develop resolution options, get information, manage conflict, and learn more productive ways of communicating. Discussing an issue with the Office is not notice to the University about the existence of a problem; all conversations are “off-the-record” and are not a step in any formal grievance process.

The Office is located in Girvetz Hall 1205-K and can be reached at (805) 893-3285.

Web site: [www.ombuds.ucsb.edu](http://www.ombuds.ucsb.edu).

### **Orientation Programs and Parent Services**

New undergraduate students and their parents are encouraged to attend a one- or two-day orientation program offered at various times during the summer and prior to the start of each academic quarter in conjunction with the Colleges of Letters and Science, Engineering, and Creative Studies. Orientation participants have the opportunity to meet faculty, deans, staff, and students; to learn about student services, academic offerings, and enrollment procedures; and to register for courses. During the summer, participants stay in university residence halls and have meals in the dining commons. For new undergraduates not attending orientation, and for all new graduate students, orientation meetings are held during pre-instructional activities at the beginning of each quarter. Details are available in the Schedule of Classes. Orientation Programs also offers a variety of activities each fall for new and returning students. Telephone: (805) 893-3443. Web site: [www.sa.ucsb.edu/orientation](http://www.sa.ucsb.edu/orientation).

### **Transportation & Parking Services**

**Parking Regulations & Permits.** UCSB parking permits are required at all times. Please check the Transportation & Parking Web site at [www.tps.ucsb.edu](http://www.tps.ucsb.edu) for complete, updated parking information.

Parking at UCSB is not assigned; it is provided on a “first-come, first-served” basis. Faculty, staff, and students may park in Faculty, Staff, or Visitor/Student lots with the appropriate permit.

Short-term permits (such as 3 hour, daily, evening, and weekend) are sold at the campus parking office (across from Harder Stadium in Lot 30), and from permit dispensers located throughout campus.

Long-term permits (such as annual and quarterly) are sold online at [www.tps.ucsb.edu](http://www.tps.ucsb.edu), or at the campus parking office.

Valid parking permits are required in all time zones at all times. This includes the time zones in front of on-campus residence halls. For current rate information, please visit our Web site at [www.tps.ucsb.edu](http://www.tps.ucsb.edu).

Valid parking permits are required at all times (7 days per week) in areas marked “Enforced At All Times,” “Reserved,” and “Restricted.” This includes, but is not limited to:

- Service Areas marked 24-Hours
- Restricted Service Areas
- Accessible (Disabled) Spaces (DMV-issued placard required)
- West Campus / Devereux Loop
- Lot 2 (B-1 residential lot)
- Lot 3 (northwest quadrant of lot, near Davidson Library)
- Lot 6 (Faculty and Faculty & Staff in southern part of lot near MSI)
- Lot 12 (Faculty spaces near Phelps Hall)
- Lot 22 (B-2 residential lot)
- Lot 38 (B-3 residential lot)

A valid parking permit is one that: a) has not expired, b) is displayed properly (in the lower left corner on the dashboard/inside of the front windshield), and c) is used to park in a space designated for that specific type of permit.

**Permit Eligibility.** Because parking on campus is extremely limited, students living within two miles of UCSB (including Isla Vista and university-owned off-campus housing) are not eligible to purchase a parking permit. Students living outside the two-mile limit may purchase a Visitor/Student permit and may park in lots designated Visitor/Student. A limited number of parking permits are sold to on-campus, residential students.

Residential parking permits and lot assignments are awarded on a first-come, first-served basis.

**Residential Verification Requirement.** Verification of local residential address, such as a current housing lease agreement, is required in order to purchase a residential student parking permit. At the time of sale, the student will be asked to provide proof of local living address,

such as a current housing lease agreement, utility bill, or BARC statement.

**Parking Meters.** Parking permits are not valid in metered spaces (even with a parking permit, coin payment is still required). Depending on the lot, the maximum time varies from 20 minutes to 4 hours. Meters only accept quarters.

**Campus Liability.** Individuals park on campus at their own risk. Please lock your vehicle. The University of California shall not be liable for any risk or loss of, or damage to, property of individuals, including vehicles or the contents therein, which may result from the use of campus parking services or facilities. Additional information on UCSB parking rules and regulation is available from our Web site at [www.tps.ucsb.edu](http://www.tps.ucsb.edu) or by calling (805) 893-2346.

**Transportation Alternatives Program (TAP).**

Commute to campus by foot, bike, skate, bus, train, carpool, or vanpool. TAP will provide “C” status graduate and undergraduate students living at least two miles from UCSB with six complimentary days of parking per quarter as an incentive for doing their share to clear the air. Graduate students employed by UCSB at least 45%, as well as UCSB faculty, postdocs, and staff receive up to 57 hours of complimentary parking per quarter when they join TAP, as an incentive for doing their share to clear the air. TAP is only available to students, staff, and faculty who qualify for and do not currently own a UCSB parking permit. (Carpools may share one parking permit.)

TAP can help you optimize your commute in other ways. To learn more, please visit the Web site at [www.tap.ucsb.edu](http://www.tap.ucsb.edu) or call (805) 893-2917 for a free commuter consultation on your money-saving options. Please refer to the TAP Web site for updated information or visit the TAP office adjacent to Parking Services in Building 388. Please note, TAP benefits subject to change.

## Peer Services

Many students at UCSB provide services to fellow students in exchange for work experience and either academic credit or a stipend. Peer service opportunities include work as residence assistants and housing advisors, counseling and career peers, peer health educators, veterans’ affairs advisors, Financial Aid peer advisors, and academic peer advisors in the College of Letters and Science.

Additional opportunities exist in the Community Service Organization, a civilian extension of the campus police department; the EOP office; the Women’s Center; Orientation Programs; and the rescue team.

## Student Grievance Procedures

UCSB is in compliance with all legislation that seeks to eliminate discrimination toward students on the basis of race, color, national origin, religion, disability, sex, sexual orientation, or age. (Sexual harassment is considered to be a form of sex discrimination.) Students who wish to file a grievance arising from alleged discrimination must do so at the Office of the Vice Chancellor for Student Affairs, Cheadle Hall 5203. An outline of formal student grievance procedures is contained in the Appendix. Sexual harassment complaints may be filed with the Sexual Harassment Complaint Resolution Officer, Paula Rudolph, 3213 Phelps Hall. Telephone: (805) 893-2546.

## Student Health

Student registration/health fees support some services, but there are still additional charges for these services. To make an appointment, please call (805) 893-3371. For specific information regarding fees, call (805) 893-8141. If you have health questions and would like information or need help scheduling an appointment, please call the Advice Nurse at (805) 893-7129.

### Medical Requirements

1. **Physicals** are required for all intercollegiate athletes and must be completed at Student Health.
2. **Tuberculosis (TB) skin tests** are required for those admitted to the UCSB teaching credential program and for those identified as international students by their visa status. Tests may be obtained at Student Health for a fee.
3. State law requires the **Hepatitis B vaccination** series be complete by the time of enrollment if you are 18 years of age or younger. The vaccination series requires three injections over a period of four to six months. If you have not already completed the full series, it is important that you see your local health care provider now to complete this requirement.

### Medical Services For Enrolled Students

Student Health hours are 8 a.m.-4:30 p.m., Mondays, Tuesdays, and Fridays, 9 a.m.-4:30 p.m. on Wednesdays, and 8 a.m.-7:00 p.m. on Thursdays. We are located across from the Event Center, between the residence halls and Isla Vista, making it easy to access health care on campus. We have our own parking lot with plenty of student parking (C sticker required) as well as metered parking available.

We offer full-service primary care as well as limited specialty care. The following are some of our services available: urgent care, same-day appointments, women’s health (including annual exams), internal medicine, psychiatry, rheumatology, orthopedics, dermatology, pharmacy, laboratory, x-ray, physical therapy, allergy shots, social work, immunizations, travel medicine, wart removal, HIV testing, minor surgery, acupuncture, and health counseling (alcohol & drugs, nutrition, stress management, eating disorders, sexual health). To make an appointment, please call (805) 893-3371.

Eye and/or dental care are provided on a fee-for-service basis. Please call these two clinics directly for fee information and appointments: Dental: (805) 893-2891; Eye: (805) 893-3170.



**UCSB offers special residence halls for students who share common interests.**

In the event of an emergency, students should go directly to one of the local community hospitals. Students should expect to use their medical insurance to cover expenses. All costs incurred will be at the student's expense. Be sure that you have adequate health insurance coverage. For information on university-sponsored health insurance, call the Student Health Insurance Office at (805) 893-2592. If you need emergency transportation, call the Campus Rescue Squad at 9-911. There is a charge for this service.

**Important Note:** Student Health is not equipped to handle life-threatening emergencies and does not provide complete 24-hour coverage. It also does not provide specialty care in many areas. Therefore, any accidents or illnesses which cannot be handled by Student Health will be referred to local hospitals, facilities, or physicians.

#### **Educational Services**

To help students succeed at UCSB, Health Education offers a variety of services including academic classes, internships, professional counseling and professional health educators. We offer group presentations and free individual confidential information and/or counseling, addressing alcohol, tobacco and other drug use; eating disorders; nutrition; relationships; sexual health and stress management. Students who complete training may apply for internships. For detailed information on Health Education Services, call (805) 893-2630.

#### **Student Health Insurance Plan (SHIP - Undergraduate)**

The UC Regents require all registered students to be covered by major medical health insurance while attending school. Students are automatically enrolled in the University's Student Health Insurance Plan (SHIP) unless they complete a waiver form that provides proof of comparable coverage. The waiver form must be submitted each year by the specified deadline. Unless a waiver is granted, students are charged a SHIP fee as part of their registration.

SHIP provides a complete health-care package when combined with the services available

through on-campus Student Health.

SHIP is portable, meaning students receive excellent coverage whether they are on campus, at home, or travelling. (On-campus Student Health provides health care to registered students whether they are enrolled in SHIP or have been granted a waiver.) Insurance premiums are non-refundable to students who withdraw from the university; coverage continues through the end of the quarter. Students may appeal to have an insurance payment refunded by contacting Student Health directly.

For further information, call Student Health at 893-2592 to speak with an insurance advisor. Web site: [www.sa.ucsb.edu/studenthealth/](http://www.sa.ucsb.edu/studenthealth/).

#### **Student Health Insurance Plan (SHIP - Graduate)**

All graduate students are assessed a quarterly fee for mandatory Student Health Insurance (SHIP).

The fee is paid by the appointing department or unit for Teaching Assistants, Teaching Associates, Readers, Tutors/Remedial Tutors, and Graduate Student Researchers, who are appointed 25% time (10 hours per week) or more.

All other graduate students must either pay the fee or waive out of the plan by showing proof of comparable coverage under another insurance policy.

The university student health insurance policy provides year-round and world-wide coverage. Insurance premiums are non-refundable to students who withdraw from the university; coverage continues through the end of the quarter. Students may appeal to have an insurance payment refunded by contacting Student Health directly. Contact the Student Health Service Insurance Office for details regarding coverage. Telephone: (805) 893-2592.

#### **Office of Student Life**

The Office of Student Life houses the Office of the Dean of Students and the Office of Judicial Affairs to provide a centralized location for students to access multiple services. We provide a staff trained to support student success and address a wide variety of needs and concerns

that students articulate while enrolled at UCSB.

Services include advice and support to all class levels through student mentor teams, freshmen services, general assistance with problem solving and referrals, personal emergencies, processing letters of recommendation, and administrative withdrawals. We also plan and schedule many co-curricular activities and educational programs. The staff assists students and organizations with leadership training and development, program planning, fund raising, trustee accounts, publicity and promotion, and special projects. The Office of Student Life provides an organization directory on their Web site that lists the statement of purpose and contact information for approximately 300 campus organizations. If you don't find an organization that interests you, we can help you start one. Telephone: (805) 893-4550 or (805) 893-4569. Web site: [www.sa.ucsb.edu/osl/](http://www.sa.ucsb.edu/osl/).

The protection of scholastic integrity and the prevention of academic dishonesty are fundamental to the mission of the Office of Judicial Affairs. The office provides education about campus regulations and administers the campus judicial process. For more information visit <http://judicialaffairs.sa.ucsb.edu/>. The office also provides education and support for various forms of discriminatory harassment. Hate incidents may be reported to the Hate Incidents Response Coordinator, (805) 893-5016.

#### **UCSB Achievement Program**

The UCSB Achievement Program sponsors various activities to increase access and provide support for students interested in the physical and life sciences, engineering, and the mathematical sciences. Academic workshops are offered each quarter of the academic year for students enrolled in key science, engineering, and mathematics courses. These workshops bring small groups of students together with graduate and undergraduate Achievement Program staff to focus on attaining a high level of success in their coursework. During the academic year and summer, selected students receive support to carry out advanced independent projects under the direction of UCSB faculty. In order to get the experience and skills needed for advanced work, eligible students with little or no research experience can apply for an apprenticeship to work on a team project led by a graduate student.

The Summer Institute in Mathematics and Science, an intensive three-week in-residence experience, is offered in collaboration with the EOP/Summer Transitional Enrichment Program (STEP) to entering freshmen with strong high school preparation in the sciences and mathematics.

The Achievement Program Center is located at South Hall 4631. For more information, students should call (805) 893-8801.

#### **Veterans Benefit Programs**

The Office of the Registrar certifies enrollment for Veterans Chapter benefit recipients to the Veterans Administration (VA) Regional Office in Muskogee, Oklahoma, and applies the California College Fee Waiver for eligible students.

#### **College Fee Waiver Program**

The State of California offers a College Fee Waiver Program to dependents of service-



Of the 20,000 students enrolled at UCSB, about 17,300 are undergraduates.



**UCSB women's basketball: a fan favorite**

connected disabled or service-related deceased veterans. This program is administered by the California Department of Veterans Affairs (CDVA).

Benefits are awarded on an academic-year basis and students are required to reapply each year for continued benefits. If you may be eligible to receive these benefits, contact your local County Veterans Service Office (CVSO). This listing is in the government pages section of your telephone book, under "county government." You may also call CDVA at (800) 952-5626, or visit their Web site at [www.cavso.org](http://www.cavso.org) to learn more about this program.

California Fee Waiver letters of eligibility should be submitted to the Registrar before the fee payment deadline to avoid late fee penalties.

#### **VA Chapter Benefit Programs**

VA Chapter benefit recipients apply for benefits through the Office of the Registrar and the Western Regional VA Office. All students who apply must complete the Veterans Benefit Request form available at: [www.registrar.ucsb.edu/Inter-campus.htm](http://www.registrar.ucsb.edu/Inter-campus.htm).

Those seeking initial verification of eligibility for Chapter benefits should contact the VA Regional Office, P.O. Box 8888, Muskogee, OK 74402, (888) 442-4551 or online at: [www.GIBILL.va.gov](http://www.GIBILL.va.gov).

For more information regarding any of these programs, contact the UCSB VA Benefit Program at: [Reg-Veterans-Benefit-Programs@sa.ucsb.edu](mailto:Reg-Veterans-Benefit-Programs@sa.ucsb.edu).

#### **Women's Center**

The Women's Center works to foster an equitable, inclusive, and safe educational environment for all members of the UCSB community. We strive to empower people of all genders to reach their full potential and to challenge constraining gender norms. The Center provides advocacy, education, resources, and support for students, staff, faculty, and community members. We value and respect all genders, bodies, sexual orientations, socio-economic backgrounds, and

racial and ethnic identities.

The Center provides a wide array of services to meet the needs of the UCSB community. We offer fun, interactive, and educational programs such as invited speaker presentations, films, workshops, and discussion groups. Our Rape Prevention Education Program (RPEP) offers individualized crisis counseling and advocacy for anyone affected by sexual assault, stalking, or domestic violence; educational programs for student groups on gender roles, sexual harassment and sexual assault; and other resources for reducing violence in our community. In conjunction with the Resource Center for Sexual and Gender Diversity, we provide services and advocacy for lesbian, gay, bisexual, transgender students. The physical space of the Women's Center includes a meeting space for re-entry/non-traditional students and their children; a research library open to all students, faculty, and staff; and an art gallery that features gender and social justice themes. A quarterly calendar of activities is available.

The Women's Center is located on the first floor of the Student Resource Building (SRB). Hours are Monday through Thursday, 9 a.m. to 9 p.m., and Fridays from 9 a.m. to 5 p.m. Call (805) 893-3778 for further information or visit the Web site at: [www.sa.ucsb.edu/women'scenter/](http://www.sa.ucsb.edu/women'scenter/).

## *Student Activities*

UCSB students have the opportunity to participate in 300 student organizations. A complete list of all organizations is available on the Office of Student Life Web site at [www.sa.ucsb.edu/campusorgs](http://www.sa.ucsb.edu/campusorgs). Some of the opportunities available to students are described below.

#### **Alumni Affairs**

CSB Alumni Affairs provides services to current students as well as alumni. Alumni Affairs is housed in the Mosher Alumni House, located on Mesa Road adjacent to Campbell Hall. The House is a center for academic, campus, student and alumni activities. Alumni Affairs hires a number of students to work in its numerous departments. It also provides an emergency student loan program. Every year during the last weekend of April, Alumni Affairs hosts an All Gaucho Reunion which includes lectures, athletic events, reunions and entertainment. You can contact Alumni Affairs at (805) 893-2288 or go to their Web site at [ucsalum.com](http://ucsalum.com).

#### **Associated Students**

Associated Students (A.S.) serves as the official undergraduate student government and provides services, employment opportunities and leadership experience. Every undergraduate student is a member upon payment of required quarterly registration fees. A.S. Executive Officers and Legislative Council members, elected annually each spring, represent students and transmit student concerns to the campus administration and academic senate as well as to the appropriate offices within and outside of the UC system. A.S. provides avenues for student involvement not only through elected positions, but also through boards and committees that address a broad range of issues: environment, women/gender, academic affairs, investments,

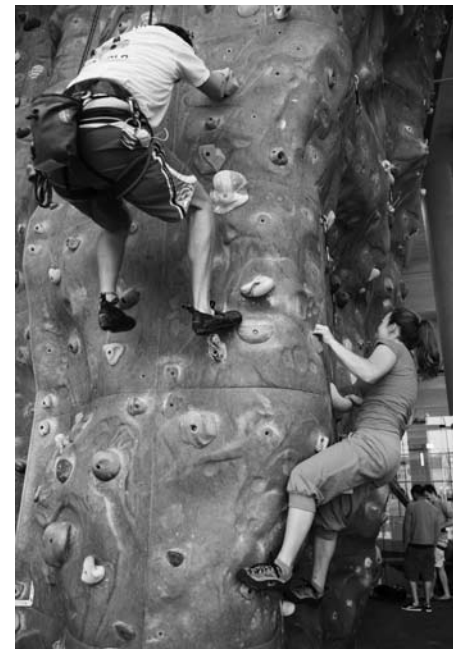
concerts and events, community service, lobbying, and radio broadcasting.

Associated Students' services include A.S. Publications Service, A.S. Ticket Office, A.S. Cashiers, A.S. Bike Shop, A.S. Legal Resource Center, and the A.S. Short Term Student Loan Program.

Students are invited to stop by the Associated Students offices housed in the University Center. Telephone: (805) 893-2566. Web site: [www.as.ucsb.edu](http://www.as.ucsb.edu).

**Community Affairs Board.** Through the AS/UCSB Community Affairs Board (CAB), students find out about campus and community volunteer opportunities, non-profit agency orientation/training, and one-time community service events. Located in the University Center, UCSB's Volunteer Action Center provides students the opportunity to explore career options, create social action, and gain practical experience. CAB connects students to local nonprofit and human services agencies such as Special Olympics, Best Buddies, Boy's and Girls Club and Transition House. In addition to local agencies students have participated in the community through student-coordinated projects through the Family Literacy Program, Isla Vista Youth Project and Isla Vista Teen Center. Members of CAB fill leadership positions and gain valuable practical experience in the areas of public relations, community outreach, financial management, fund-raising, and volunteer/non-profit management. For more information please call (805) 893-4296 or stop by the CAB office, 2523 University Center. Web site: [www.as.ucsb.edu/cab](http://www.as.ucsb.edu/cab).

**Program Board.** Associated Students Program Board presents a wide variety of educational and cultural events including lectures, concerts, films, sneak previews, Storke Plaza events, and an annual spring Extravaganza. Students involved in Program Board gain experience in planning and organizing events,



**The Recreation Center has a climbing wall, swimming pools, gymnasiums, weight rooms, and squash and racquetball courts.**

managing budgets, negotiating with agents and promoters, running technical equipment, and working with campus and community officials. Program Board members provide leadership to other campus organizations with event planning assistance and gain first-hand experience with the entertainment industry. Program Board also provides job opportunities for students as ushers, production crew, and promotion assistants. Telephone: (805) 893-3536.

**Student Media.** UCSB student publications include student newspapers (*Daily Nexus* and *The Bottom Line*), yearbook (*La Cumbre*), literary magazine (*Spectrum*), journal of undergraduate research (*Discovery*), journal of graduate research (*Thresholds*), and an arts magazine (*Experimental Thinking*). UCSB also has a radio station, KCSB-FM and KJUC-FM Cable. Further information about student media is available in the Storke Publications Building and in the Associated Students main office.

### Exercise & Sport Studies/ Recreation

The Department of Exercise & Sport Studies offers academic minors in Athletic Coaching, Exercise & Health Science, Fitness Instruction and Sport Management as well as a broad-based program of physical activities classes for all ability levels. Academic minor courses are offered throughout the academic year and in summer session.

The Recreation department offers an Adventure Program, twenty sport club teams, Intramural Sports, a variety of special events and a host of open recreation, free play opportunities. The Recreation Center, which includes an aquatics complex, multi-activity indoor arena, three fitness centers, racquetball and squash courts, locker rooms, a climbing wall and two gymnasias, is available for daily use. Additional facilities include all-weather and natural turf play fields, Pauley Track, a campus swimming pool, Robertson Gym, ropes course, aerobics studio, gymnastic area, sailing center, and fifteen tennis courts.



*Reading the Daily Nexus, UCSB's student newspaper, in the University Center.*

Each quarter the department publishes the *Leisure Review*, which includes the schedule for a variety of programs and recreational classes such as pottery, stained glass, ballet, swing and ballroom dancing, yoga, wine tasting, massage, guitar, and sailing, among others. Telephone: (805) 893-3738 or (805) 893-2181. Web site: [www.essr.ucsb.edu](http://www.essr.ucsb.edu).

### Fraternities and Sororities

UCSB hosts more than 30 Greek-letter organizations composed of national and local/regional sororities and fraternities, many of which maintain chapter houses in the student community of Isla Vista. The organizations offer their members leadership, scholarship, community service, and friendship opportunities through participation in a number of on- and off-campus activities. For more information on Greek life, contact the Office of Student Life. Telephone: (805) 893-4550.

### Intercollegiate Athletics

The primary mission of UC Santa Barbara Intercollegiate Athletics is to provide an opportunity for widespread participation in intercollegiate athletics and to enhance the student-athlete's education through competition at the Division I intercollegiate level. Because it demands the successful integration of intercollegiate competition with an academic program, the educational experience of the student-athlete is unique.

In addition, Intercollegiate Athletics is intended to foster a sense of community among faculty, staff, and students on campus and to help provide a reason for friends, alumni, and supporters in the local area and throughout the state to feel a part of UCSB.

The university expects its Intercollegiate Athletics program to provide competitive opportunities for both men and women in a variety of sports.

Intercollegiate Athletics at UCSB is based upon an educational model, not upon a business model. The Intercollegiate Athletics program does not seek to make a profit from its athletic events, but does seek to generate a considerable portion of the revenue necessary to support itself at a level of excellence consistent with the university's standards.

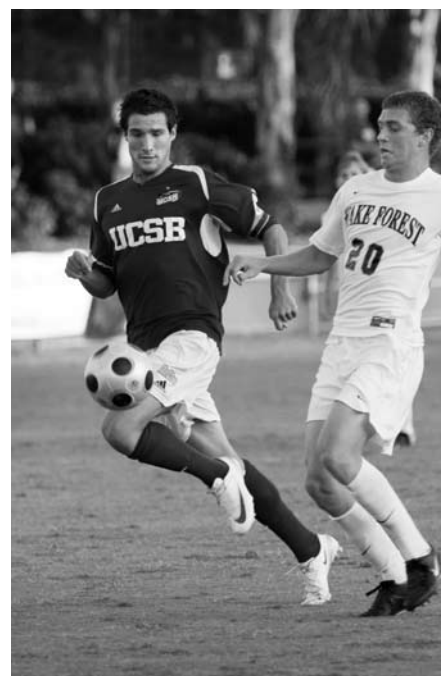
UCSB places the highest priority on the academic progress of student-athletes and provides support systems to assist them in completing their degrees.

The primary mission of UCSB is teaching, research, and service. Associated with this is the development of the full potential of our students in both academic and non-academic settings. The Intercollegiate Athletics program plays a major role in achieving this goal.

The Intercollegiate Athletics program at UCSB is bound by the policies and procedures of the NCAA and the rules of any conference, league, or association of which it is a member.

The Intercollegiate Athletics program at UCSB offers ten varsity sports for men (cross-country, water polo, soccer, basketball, swimming, track and field, baseball, golf, volleyball, and tennis) and nine for women (tennis, volleyball, swimming, track and field, cross-country, softball, basketball, water polo, and soccer).

All of UCSB's intercollegiate teams compete



*UCSB's Intercollegiate Athletics program fields 19 teams that compete at the NCAA Division I level.*

at the Division I level in the NCAA, where many attain national prominence. Telephone: (805) 893-8613.

### Residence Halls Association

The Residence Halls Association (RHA), with its main office located in the San Nicolas Residence Hall lobby, is the governing body of and for students living in university-owned residence halls. RHA coordinates social, educational, and multicultural activities for students living in the residence halls. For event information or to speak with board members, call the RHA Office: (805) 893-4877. Web site: <http://rha.housing.ucsb.edu>.

### University Center (UCen)

The UCen is the focal point for student activities on the UCSB campus. Located within the UCen are the UCSB Bookstore, seven dining facilities, a coffee house, a convenience store, a U.S. Post Office, the UCen Cashier, a copy shop, Kaplan Testing, meeting rooms, the Corwin-Pavilion Conference Center, two computer lounges, and multiple TV monitors. The UCen also houses Associated Students, Graduate Students Association and Lounge, the MultiCultural Center and Theater, the Community Housing Office, and student organization offices. Web site: [www.ucen.ucsb.edu](http://www.ucen.ucsb.edu).

# Fees, Expenses, and Financial Aid

**Billing Office, 1212 Student Affairs and Administrative Services Building (SAASB)**  
**Telephone: (805) 893-3756**

**Financial Aid Office, 2103 Student Affairs and Administrative Services Building (SAASB)**  
**Telephone: (805) 893-2432**  
**Web site: [www.finaid.ucsb.edu](http://www.finaid.ucsb.edu)**

The cost of attending the University of California, Santa Barbara will vary. Generally, however, the total undergraduate costs, including fees, books and supplies, room and board, transportation, and personal expenses for three quarters on campus during the 2008-2009 academic year are estimated to be approximately \$26,000 for residents of California and \$45,000 for nonresidents, including international students. Total graduate student costs including fees, books and supplies, room and board, transportation, and personal expenses for three quarters off campus are estimated to be approximately \$31,000 for residents of California and \$47,000 for nonresidents. A detailed breakdown of estimated expenses is available on the Financial Aid Office Web site at [www.finaid.ucsb.edu](http://www.finaid.ucsb.edu).

The university's accounts receivable billing system (known as Billing, Accounts Receivable, and Collections, or BARC) consolidates debts owed to the university, including fees, campus owned housing expenses, and library fines. Students receive a monthly statement of their account status whenever they have financial obligations to the university. Fee payment deadlines are published quarterly in the Schedule of Classes.

Qualified students are eligible for financial assistance in the form of scholarships, loans, grants, and/or work-study. For more information on UCSB financial aid, students can visit the Financial Aid Office Web site at: [www.finaid.ucsb.edu](http://www.finaid.ucsb.edu)

## Quarterly Fees and Expenses

Fee amounts are summarized in the accompanying chart. Tuition, fees, and other charges are subject to change without notice by the Regents of the University of California. Some specific fees are described below.

### Registration fee

The registration fee is the same for both undergraduate and graduate students. This fee supports such student services as athletic facilities, laboratory fees, outpatient care furnished by Student Health, and counseling and placement services. This fee is charged whether or not students use these services.

### Educational fee

The educational fee is paid by all students registered at UCSB to cover a variety of educational costs as determined by the regents. With the approval of the appropriate college dean, undergraduate students may obtain deficit load

## SUMMARY OF QUARTERLY FEES AND EXPENSES, 2009-2010

*Tuition, fees, and other charges listed below are currently proposed fees and have not yet been approved by the Regents of the University of California. Refer to the Registrar's Web site for a complete breakout of fees and the latest fee information at: [www.registrar.ucsb.edu/feechart.htm](http://www.registrar.ucsb.edu/feechart.htm)*

|                                       | Resident Undergraduate Students | Resident Graduate Students | Nonresident Undergraduate Students | Nonresident Graduate Students |
|---------------------------------------|---------------------------------|----------------------------|------------------------------------|-------------------------------|
| Registration fee                      | \$288.00                        | \$288.00                   | \$288.00                           | \$288.00                      |
| Educational fee                       | 2,087.00                        | 2,374.00                   | 2,283.00                           | \$2,478.00                    |
| Associated Students fees              | 156.23                          | —                          | 156.23                             | —                             |
| Graduate Students Association fees    | —                               | 51.80                      | —                                  | 51.80                         |
| Student Lock-in fees                  | 267.49                          | 166.38                     | 267.49                             | 166.38                        |
| Tuition for nonresidents**            | —                               | —                          | \$6,674.00                         | \$4,898.00                    |
| <b>Total for California residents</b> | <b>\$2,798.72</b>               | <b>\$2,880.18</b>          |                                    |                               |
| <b>Total for nonresidents</b>         |                                 |                            | <b>\$9,668.72</b>                  | <b>\$7,882.18</b>             |
| Student Health Insurance* (SHIP)      | 306.50                          | 719.00                     | 306.50                             | 719.00                        |

\* Health insurance is mandatory. Students can opt out of the program with proof of comparable insurance from another carrier.  
 \*\* Graduate doctoral students see "Nonresident fee" section on this page.

(or part-time) status prior to the beginning of the quarter. Approval is based upon verifiable reasons of employment, health, or family responsibility. Under certain conditions, reduced educational fees may be available through the Office of Student Life for undergraduate students who have advance permission to carry 10 or fewer units a quarter.

### Student Health Insurance Plan (SHIP)—Undergraduate Students

The UC Regents require all registered students to be covered by major medical health insurance while attending school. Students are automatically enrolled in SHIP unless they complete a waiver form and provide proof of comparable coverage. The waiver form must be submitted each year by the specified deadline. Unless a waiver is granted, students are charged a health insurance fee as part of their registration.

SHIP provides a complete health care package when combined with the services available through Student Health located on-campus. In addition, SHIP is portable, meaning that students receive excellent coverage whether they are on campus, at home, or travelling.

For further information, call Student Health at (805) 893-2592 to speak with an insurance advisor.

### Student Health Insurance Plan (SHIP)—Graduate Students

All graduate students are assessed a quarterly fee for mandatory Graduate Student Health Insurance (SHIP). The fee is paid by the university for teaching and research assistants who have appointments of 25% time (10 hours per week) or more. All other graduate students are responsible for the quarterly premium unless they waive out of the plan. The completed waiver form must be submitted to the Student Health Insurance Advisor prior to the registration fee deadline. Forms are sent to students along with insurance information and are also available at Student Health and at their Web site at [www.sa.ucsb.edu/studenthealth](http://www.sa.ucsb.edu/studenthealth). The university student health insurance policy provides

year-round and worldwide coverage. Contact the Student Health office at (805) 893-2592 for details regarding coverage.

### University Center fee

All students are assessed a University Center (UCen) fee used to repay construction loans. Students enrolled in 5.5 units or fewer are eligible for a full refund of this fee.

### Transit Systems fee

The transit systems fee provides unlimited local Metropolitan Transit District (MTD) bus service for all registered students. Students may ride MTD at no charge by showing their ACCESS card with current registration sticker.

### Nonresident fee

Students who have not been classified as legal residents of California for fee purposes are classified as nonresidents, and are subject to payment of a nonresident fee. Graduate doctoral students should refer to the Appendix concerning the possible reduction of the nonresident fee. Regulations governing residence determination are also outlined in the Appendix. Newly admitted and returning students are required to file a Statement of Legal Residence. Questions concerning residence classification may be referred to the Residence Deputy in the Office of the Registrar at (805) 893-3033.  
 Email: [Reg-Residency@sa.ucsb.edu](mailto:Reg-Residency@sa.ucsb.edu)

## Additional Fees and Expenses

### Application fee

Every applicant for admission or readmission must submit a nonrefundable \$40 fee with the application.

### Deposit fee

A nonrefundable \$100 deposit is required of undergraduates when they return the Statement of Intention to Register at UCSB. The deposit will be applied to the registration fee only if students enroll in the quarter for which they have been admitted.



**REGISTRATION FEE REFUND SCHEDULES**

*The refund schedules are subject to revision, including retroactive revision during the academic year, without notice by the Federal Government or the Regents of the University of California. Please check the Registrar's Web site for the current refund schedule at: [www.registrar.ucsb.edu/feerefunds.htm](http://www.registrar.ucsb.edu/feerefunds.htm). Title IV financial aid includes Pell Grants, Supplemental Educational Opportunity Grant, College Work-Study, Perkins Loan, Direct Loans, Unsubsidized Direct Loans, and Parent Loans for Undergraduate Students (PLUS).*

**Schedule A**

New students receiving federal Title IV financial aid who withdraw in their first quarter of attendance are eligible to receive the following percentage:\*

| 1st day or prior | 2-7 days | 8-14 days | 15-21 days | 22-28 days | 29-35 days | 36-42 days | 43 days or over |
|------------------|----------|-----------|------------|------------|------------|------------|-----------------|
| 100%             | 90%      | 80%       | 70%        | 60%        | 50%        | 40%        | 0%              |

**Schedule B**

All other students (those not eligible for Schedule A refunds) are eligible to receive the following percentage:\*

| 1st day or prior | 2-7 days | 8-18 days | 19-35 days | 36 days or over |
|------------------|----------|-----------|------------|-----------------|
| 100%             | 90%      | 50%       | 25%        | 0%              |

\* Schedules refer to calendar days, including weekends.

**Intercampus Transfer fee**

Undergraduate students who wish to transfer from one UC campus to another must pay a non-refundable \$60 fee with their intercampus transfer application.

**Parking fees**

Fees and parking regulations are subject to change without notice. For complete information on parking permits, regulations, services, free parking incentives available through the Transportation Alternatives Program, etc., see "Transportation and Parking Services" on page 50 in the "Student Services and Activities" section of this publication. For rate information, please refer to our Web site at: [www.tps.ucsb.edu](http://www.tps.ucsb.edu)

**Financial Aid**

All students who will need financial assistance to attend UCSB are encouraged to complete the financial aid application process. Almost everyone thinks first of fees and tuition when considering the cost of a college education. But this is only part of the overall cost of attending a university. There are also living expenses, such as food, housing, books, supplies, transportation, and personal expenses. These can comprise more than half of the cost of your education.

At UCSB, we want every admitted student to be able to attend regardless of his or her financial circumstances. The University views your education as a partnership involving the University, the state of California, the U.S. government, you, and your family. The types of financial assistance programs the University administers include grants, scholarships, loans, and student employment. In order to receive an offer of financial aid from UCSB, a student must be admitted to UCSB in a degree-granting program. Students enrolled through UCSB Extension are not eligible.

**Application Process**

The 2009-10 Free Application for Federal Student Aid (FAFSA) is the application that must be completed to begin the process of applying for financial aid. Students are encouraged to

submit their applications online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov), as this is the preferred mode of application. Paper applications are no longer distributed to high schools and colleges. Students can obtain a paper FAFSA by calling the Federal Student Aid Information Center (FSAIC) toll-free at 1-800-4-FED-AID (1-800-433-3243). Please note the UCSB and Cal Grant deadlines below.

**Deadlines**

To receive priority consideration for funding from UCSB and the California Student Aid Commission (CSAC—the agency that administers the Cal Grant programs), all financial aid applicants must file the FAFSA between January 1, 2009 and March 2, 2009. If filing the paper version of the FAFSA, it is important to obtain a certificate of mailing from the U.S. Postal Ser-

vice as proof that the FAFSA was filed by March 2, 2009. Students may still file the FAFSA after the March 2, 2009 priority filing deadline, but they will only be considered for the federal Pell Grant, ACG, SMART Grant (undergraduates only), and Direct Loan programs.

**Cal Grants**

All undergraduate financial aid applicants who are California residents are required to apply for a new Cal Grant award from the California Student Aid Commission (CSAC) if they are not already a Cal Grant recipient. To apply for a new Cal Grant award, the FAFSA must be submitted by March 2, 2009. Additionally, students must submit the Cal Grant GPA Verification Form to CSAC by March 2, 2009. The Cal Grant GPA Verification Form is available on CSAC's Web site at [www.csac.ca.gov](http://www.csac.ca.gov). Most high schools and colleges automatically file their students' verified GPAs with the Commission. Students should confirm whether their schools will file their GPA for them. If not, they must obtain a GPA Verification Form, get it certified by a school official, and mail it themselves.

**Refunds**

A full refund of fees may be granted to students who withdraw prior to the first day of instruction. Students who withdraw on or after the first day of instruction are eligible to receive partial refunds according to the schedule of refunds listed above. Information about refunds, fees, and deposits is available online at [www.ucop.edu](http://www.ucop.edu). Fee and refund information is subject to change without notice. Financial aid students should refer to page 27 if they are considering enrolling in a "deficit program."

**Taxpayer Relief Act of 1997**

Information on educational tax benefits that may have an impact on students and their families can be found in the Appendix.



# About the Catalog

The following section of this catalog contains (1) information about the offerings and requirements of the colleges and their individual departments, (2) faculty lists, and (3) course lists. The overall organization is alphabetical by university academic unit (College of Creative Studies, College of Engineering, College of Letters and Science, Donald Bren School of Environmental Science and Management, Gevirtz Graduate School of Education), and alphabetical by department within each academic unit, as indicated in the table of contents. Students should read the chapter about their college as well as the entries related to departments of interest.

Because the catalog must be prepared in advance of the academic year it covers, it may not reflect very recent changes in courses, requirements, or faculty. The *Schedule of Classes*, available in the UCSB Bookstore before the opening of each new quarter, contains current information about class offerings and instructors and indicates when and where courses are offered. The Schedule is also available online at [www.registrar.ucsb.edu/soc.htm](http://www.registrar.ucsb.edu/soc.htm). Students who want to plan their schedules before the *Schedule of Classes* is available should contact individual departments to determine when particular courses will be offered.

## Several important matters should be noted:

- Faculty members are occasionally on leave. Department offices are the best source of information about the leave status of faculty members.
- Prerequisites are preparation needed for success in courses. These should be noted with care, as they are enforced at registration. Normally, students will not be able to register for a course for which they have not met the prerequisite(s) as listed in the catalog. Instructors may make an exception upon presentation of evidence of equivalent preparation.
- Some courses are not offered every year; consult the *Schedule of Classes* or the department for authoritative information.
- Admission to UCSB does not guarantee enrollment in any particular class.

## How to read course listings:

Each course listing contains the course number, course title, number of units of credit, name of instructor(s), course prerequisites (if any), course enrollment information (if any), recommended preparation (if any), and course description. A course in which the instructor is listed as Staff may be taught by various instructors.

One or more codes (F, W, S, SS) may appear at the end of a course entry, indicating whether the course is normally offered in the fall, winter, or spring quarter, or in summer session.

## Course numbers are assigned as follows:

**1-99.** Lower-division courses, open to all UCSB students; especially appropriate for freshman and sophomore students; may not be taken for upper-division or graduate credit.

**98-99.** Independent studies courses open to lower-division students. A student may take up to 5 units per quarter, 15 units per year, and 30 units total in all 98, 99, 99AA-ZZ, 198, 199, and 199AA-ZZ independent studies courses combined. Graduate students will not receive credit toward advanced degrees for these courses.

**100-199.** Upper-division courses, ordinarily open to students who have satisfied the prerequisites specified in catalog descriptions of these courses. Prerequisites may include appropriate prior college-level courses or their transfer equivalents, completion of six terms of college work, or a combination of six terms of college work and appropriate prior college courses. Generally, upper-division courses are not recommended for freshman students. No graduate course credit is allowed for upper-division courses even if additional work is completed, but a limited number of upper-division courses may be applied in fulfillment of graduate degree requirements.

**198-199.** Independent studies courses are open to students who (1) have attained upper-division standing (or are approved lower-division students in the College of Creative Studies), (2) have at least a 3.0 grade-point average for the preceding three quarters, (3) can demonstrate appropriate academic background, and (4) have obtained necessary approvals as outlined in the *Schedule of Classes*. A student may take up to 5 units per quarter, 15 units per year, and 30 units total in all 98, 99, 99AA-ZZ, 198, 199, and 199AA-ZZ independent studies courses combined. Graduate students will not receive credit toward advanced degrees for these courses. Unit limits are different for College of Creative Studies majors and are explained in its section of this catalog.

**200-299.** Graduate courses, ordinarily open only to graduate students who have completed at least 12 upper-division units related to the subject matter of the course. Exceptionally well qualified undergraduates, with at least 12 units in the subject and a cumulative grade-point average of 3.0 or higher, may petition to enroll in graduate courses.

**300-399.** Professional preparation courses primarily offered in the Gevirtz Graduate School of Education and the graduate program in Media Arts & Technology. These courses are not applicable to the bachelor's degree in the College of Letters and Science.

**400-499.** Other professional courses (offered by the Donald Bren School of Environmental Science & Management or the Gevirtz Graduate School of Education). These courses are not applicable to the bachelor's degree in the College of Letters and Science.

**500-599.** Courses reserved for advanced study and research, including but not limited to individual study, special topics, group projects, and practica involving teaching assistants or graduate student researchers.

# College of Creative Studies

Building 494, Telephone: (805) 893-2364

E-mail: [info@ccs.ucsb.edu](mailto:info@ccs.ucsb.edu)

Website: [www.ccs.ucsb.edu](http://www.ccs.ucsb.edu)

Dean: Bruce H. Tiffney

Associate Dean: Harry Reese

The College of Creative Studies at UCSB is unique in the University of California. The adjective “creative” is not intended to suggest that students create their own majors, although there is a great deal of flexibility in the Creative Studies programs. Rather, the Creative Studies major is for talented students who are committed to advanced and independent work in one of the disciplines represented in the college. Each of the approximately 350 students enrolled in the college enjoys close individual advising and conscientious academic attention from a faculty committed to undergraduate teaching. Courses offered by the college are designed to allow students to rigorously explore or even modify a field of knowledge rather than merely expose them to a predetermined quantity of fixed subject matter. Through intense creative work and research projects typically reserved for graduate school, students acquire a thorough comprehension of their discipline and are encouraged to begin making original contributions to the field. Most classes in the college are tutorials and small seminars.

In addition to taking courses within the College of Creative Studies, students are guided and encouraged to work within academic departments in the Colleges of Letters and Science and Engineering, taking full advantage of the many courses, extensive research equipment, facilities, and expertise available at UCSB.

Students choose one of the eight majors offered by the College of Creative Studies when they apply for admission. The flexibility in curricular design, however, allows considerable latitude. Ambitious students occasionally complete two majors. When appropriate to their educational goals, students may choose to complete both a CCS major and a major in either the College of Letters and Science or the College of Engineering. Students also have the option to complete one of the many minors now

available through the College of Letters and Science.

Most Creative Studies courses are open to students from other UCSB colleges, although CCS students normally have priority. Permission of the instructor is required to remain enrolled in the course. Because Creative Studies course offerings are not published in the quarterly Schedule of Classes, students should contact the college office for registration details or refer to the College’s homepage at [ccs.ucsb.edu](http://ccs.ucsb.edu).

For more detailed information about the College of Creative Studies, instructions on how to apply, and an application, please refer to our website and admissions.

## Degrees and Majors

Students may earn the bachelor of arts degree in Creative Studies with a major in art, biology, chemistry/biochemistry, literature, mathematics, music composition, or physics. They may also earn the bachelor of science degree in Creative Studies with a major in chemistry/biochemistry, computer science, mathematics, or physics. Qualified students may apply to earn the bachelor of science/master of science degrees in computer science (with the B.S. earned in CCS and the M.S. in the College of Engineering).

All CCS students will have mid-academic-career progress checks with the faculty in their respective majors. The form, content, and timing of this review varies by major and the student’s class standing at the time of admission to CCS. Students not making satisfactory progress as determined by the faculty may be asked to leave their major in CCS.

## Art

Serious students who want to be artists may consider the CCS art program, where they will work with professionals in the areas of painting, sculpture, or book arts. The faculty consists of working artists, selected on the basis of the recognized quality of their art. The program emphasizes development of individual, literate artists.

## Biology

Students interested in laboratory and field research might wish to consider the CCS biology program. It is designed to meet the needs of students who show promise of being able to begin advanced work early in their undergraduate careers. Biology students are expected to engage in independent research from the first year on.

## Chemistry & Biochemistry

This program is ideal for students who are impatient to get into the laboratory and begin research in chemistry or biochemistry. Undergraduates in the CCS major can extend their study of chemistry and biochemistry to a level of inquiry usually associated with graduate school, as they build a foundation of fundamentals and participate in research projects.

## Computer Science

The CCS computer science major provides an accelerated curriculum covering mathematical foundations and programming techniques, quickly leading to more advanced upper-division courses. The broad spectrum of upper-division courses that are offered provides both depth and breadth necessary for future research in computer science.

## Literature

The literature program is for students who have a genuine passion for reading and writing. The readings include major literary figures, periods and genres represented in English, American, and foreign literatures (both in translation and in the original). There are also creative writing courses that emphasize both verse and narrative prose.

## Mathematics

The CCS mathematics program is a special curriculum designed to provide a format for aspiring mathematicians to discuss and solve non-routine problems in the various areas of mathematics. The curriculum was developed to accommodate students who are able to move to a high level of mathematical inquiry at a pace faster than the usual university curriculum would allow.

## Music Composition

The CCS music composition program concentrates on various idioms and techniques of twentieth-century music as they are used in “serious” or “concert hall” works. The instructors are working composers who are concerned with helping students develop their compositional abilities through tutorials, small seminars, and special projects.

## Physics

This program is for physics students with inquisitive minds. Participation is a key factor in the classroom, developing students’ physical intuition and honing the ability to think on one’s feet. The CCS physics program is designed to develop breadth and depth of understanding and provide a solid preparation for undergraduate research and graduate work.

## Admission

Candidates for the college must meet the entrance requirements of the University of California and must complete an additional, separate application to the College of Creative Studies. Before a final decision regarding an applicant's enrollment in the College of Creative Studies will be made, a letter of application and transcripts of the applicant's scholastic record must be received by the college. Two letters of recommendation are required to apply for most majors. Candidates in the arts will submit work in evidence of talent: a portfolio of original work for art; fiction and/or poetry, and critical papers for literature; written scores of musical compositions for music. Work in evidence, such as examples of independent research, is helpful but not essential for candidates in mathematics and the sciences.

**Transfer.** Students may apply at any time for transfer into another academic unit of the university, with appropriate credit granted for their standing in the college. Those applying for transfer to the college, if accepted, will be enrolled at the equivalent College of Creative Studies level. Students are normally expected to spend at least six quarters enrolled in the college to receive a degree from the College of Creative Studies.

## Grading and Unit Requirements

The grading system in the college is focused on accomplishment. It is a combination of pass/no record and variable unit credit. A pass in a college course is given only for work completed at above-average (3.0 or higher) level. For each course in the college, the student may receive any number of units from 0 to 6. Zero (0) is No Record—the course is not recorded on the student's transcript; any number of units from 1 to 6 is Pass. In each course the student enrolls for the specific number of units of work (up to a maximum of six) planned for that course, but at the end of the quarter the instructor makes the final determination of the unit value of the student's work.

Courses taken outside the College of Creative Studies will be graded according to the grading system of the college in which the courses were taken. Students must maintain a 2.0 grade-point average in courses taken for letter grades outside the College of Creative Studies.

Each unit of credit earned is counted toward graduation; 180 quarter-units of credit qualify the student to be evaluated for graduation with a bachelor of arts degree or a bachelor of science degree in the College of Creative Studies.

## Degree Requirements

To receive a bachelor of arts or bachelor of science degree from the College of Creative Studies, a student must meet two sets of requirements: university degree requirements and college degree requirements.

## University Degree Requirements

All undergraduate students must satisfy the UC Entry Level Writing Requirement, American History and Institutions, units completed,

academic residency, and grade-point average requirements. These requirements are described fully in the chapter "Undergraduate Education at UCSB."

## College Degree Requirements

Creative Studies students work closely with their advisors to establish which courses they will complete for their majors. When necessary, CCS students may take basic or introductory courses in the College of Letters and Science to prepare for advanced work.

In addition to completing a major with the guidance of an advisor, each student must fulfill the College of Creative Studies general education requirements. These are designed to accommodate individual interests while still ensuring that each student acquires a broad education. Each student is required to complete a) two courses in fields related to the student's major, as determined in consultation with a CCS advisor; b) eight courses broadly distributed in fields unrelated to the student's major, as determined in consultation with the advisor. These may be selected from courses offered by the College of Creative Studies, the College of Letters and Science, and the College of Engineering.

One of these courses must fulfill the Ethnicity Requirement: a course that concentrates on the intellectual, social and cultural experience, and history of one of the following groups: Native-Americans, African-Americans, Chicanos/Latinos, Asian-Americans. This course may be selected from a list of courses that fulfill the Ethnicity Requirement offered through the College of Letters and Science, or it may be a College of Creative Studies course that is classified as such.

Students in the college work closely with their advisors, reviewing their planned courses of study each quarter. Contingent upon completion of all requirements, the advisor recommends the student for graduation. Final certification for graduation is vested in the College of Creative Studies Executive Committee.

CCS encourages participation in UC's Education Abroad Program which has sites in more than thirty countries around the world. Course work completed abroad often counts toward major and/or elective requirements and many quarter- and semester-long programs accommodate students who have not previously studied a second language.

## Faculty

**Adebisi Agboola**, Ph.D., Columbia University, Associate Professor (number theory)

**Steven Allaback**, Ph.D., University of Washington, Professor (fiction, American literature, fiction writing)

**Caroline Allen**, M.A., UC Santa Barbara, Lecturer (literature)

**Donald Aue**, Ph.D., Cornell University, Associate Professor (organic chemistry)

**Laurel Beckman**, M.F.A., California Institute of the Arts, Assistant Professor (2D integrated digital media, core foundation studies)

**Robyn Bell**, Ph.D., UC Santa Barbara, Lecturer with Security of Employment (literature)

**Kum-Kum Bhavnani**, Ph.D., Cambridge University, Professor (third-world women, cultural studies, feminist studies, critical ethnography, critical psychology)

**Gary H. Brown**, M.F.A., University of Wisconsin, Madison, Professor (drawing and painting, journaling)

**David Cannell**, Ph.D., Massachusetts Institute of Technology, Professor (physics)

**Peter R. Cappello**, Ph.D., Princeton University, Professor (JAVA/internet-based parallel computing, multiprocessor scheduling, market-based resource allocation, self-directed learning)

**Jorge L. Castillo**, Ph.D., Harvard University, Associate Professor (19th- and 20th-century Latin American literature, Latin American poetry, history of ideas)

**Dan Connally**, M.F.A., UC Davis, Lecturer (art) Daryl Cooper, Ph.D., University of Warwick, Professor (topology, group theory)

**Richard Corum**, Ph.D., UC Berkeley, Lecturer (literature)

**Omer Egecioglu**, Ph.D., UC San Diego, Professor (computer science)

**Stuart C. Feinstein**, Ph.D., UC San Francisco, Professor (molecular cell biology and neurobiology)

**Kathleen Foltz**, Ph.D., Purdue University, Associate Professor (cellular and molecular biology, marine invertebrate development)

**John Foran**, Ph.D., UC Berkeley, Professor (development and social change, Middle Eastern studies, Latin American studies, comparative historical methods, social theory, political sociology, social movements, cultural studies)

**Kip Fulbeck**, M.F.A., UC San Diego, Professor (performance studies, video)

**Jeremy Haladyna**, Ph.D., UC Santa Barbara, Lecturer with Security of Employment (music composition)

**Richard D. Hecht**, Ph.D., UC Los Angeles, Professor (history of religions, Judaic studies)

**Gretchen Hofmann**, Ph.D., University of Colorado, Associate Professor (marine animal physiology)

**Leslie A. Hogan**, D.M.A., University of Michigan-Ann Arbor, Lecturer (music composition)

**Murat Karaorman**, Ph.D., UC Santa Barbara, Lecturer (computer science)

**Armand Kuris**, Ph.D., UC Berkeley, Professor (parasitology, marine ecology)

**Leroy Laverman**, Ph.D., UC Santa Barbara, Lecturer with Potential Security of Employment, (chemistry)

**Suzanne Jill Levine**, Ph.D., New York University, Professor (Latin American literature, comparative literature, literary translation)

**Shirley Geok-Lin Lim**, Ph.D., Brandeis University, Professor (Asian American literature, post-colonial literature, ethnic and feminist writing)

**Darren Long**, Ph.D., Cambridge University, Professor (low-dimensional topology)

**James McKernan**, Ph.D., Harvard University, Associate Professor (algebraic geometry)

**Jane Mulfinger**, M.A., Royal College of Art, London, Lecturer (art)

**John Nathan**, Ph.D., Harvard University, Professor (modern Japanese fiction and film)

**Hank Pitcher**, Senior Lecturer with Security of Employment (art)

**Harry Reese**, M.A., Brown University and UC Santa Barbara, Professor (printmaking)

**Francesc Roig**, Ph.D., Amherst, Senior Lecturer with Security of Employment (physics)

**Martin Scharlemann**, Ph.D., University of California, Berkeley, Professor (topology)

**Barry Spacks**, M.A., Indiana University, Visiting Professor (English, creative writing)

**Bruce H. Tiffney**, Ph.D., Harvard University, Professor (evolutionary biology, paleobotany)

**Robert R. Warner**, Ph.D., Scripps Institution of Oceanography, Professor (marine ecology)

**John Wilson**, Ph.D., UC Santa Barbara, Lecturer (literature)

## Emeriti Faculty

**William Ashby**, Ph.D., University of Michigan, Professor (French, linguistics)

**William Kraft**, M.A., Columbia University, Professor (music composition)

**John Ridland**, Ph.D., Claremont Graduate School, Professor (writing, poetry)

**Charles Ryavec**, Ph.D., University of Michigan, Senior Lecturer with Security of Employment (mathematics)

**Max Schott**, M.A., UC Santa Barbara, Lecturer Emeritus (literature)

**Logan Speirs**, M.A., Cambridge University, Associate Professor (English and comparative literature)

**Alan Stephens**, Ph.D., University of Missouri, Professor Emeritus (English)

**Max Weiss**, Ph.D., University of Washington, Professor Emeritus (mathematics)

**Adrian Wenner**, Ph.D., University of Michigan, Professor Emeritus (biology)

**Rosalind Wholden**, M.F.A., UC Los Angeles, Lecturer (art history and criticism)

# Creative Studies Courses

The following list consists of the kinds of courses offered in the college. Art CS 101, for instance, is “Drawing and Painting.” In any quarter there might be as many as 10 sections, each a different course—e.g., “Abstract Painting,” “Figure Drawing,” etc. Students may enroll for different sections simultaneously.

Since these courses are arranged and scheduled after the Schedule of Classes has been printed, interested students should inquire about CCS courses at the beginning of registration for the subsequent quarter. Further information, including detailed descriptions of courses, is available at the College of Creative Studies, or at [ccs.ucsb.edu](http://ccs.ucsb.edu).

## Art

### CS 15. Art Colloquium (1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated each quarter for credit.*

Students receiving credit will present talks in their

field on material arranged in consultation with the instructor. Credit assigned by the instructor will reflect the extent and quality of participation.

### CS 101. Drawing and Painting (1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated each quarter for credit.*

Emphasis on the practice and development of making paintings and drawings.

### CS 102. Themes (1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated each quarter for credit.*

Drawing and painting in sequences, and according to themes.

### CS 104. Prints (1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated each quarter for credit.*

Emphasis on practice in graphic media (e.g., etching); various methods and materials utilized will be determined by particular faculty interest.

### CS 105. Book Arts (1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated each quarter for credit.*

The study and practice of typography; letterpress printing; both traditional and experimental uses of the printing press; and the book arts.

### CS 106. Art Symposium (1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated each quarter for credit.*

A continuing series of lectures and presentations by artists and professionals closely associated with the arts.

### CS 107. History, Theory, and Criticism (1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated each quarter for credit.*

Non-studio emphasis on historical, theoretical, and contemporary ideas and issues. A range of concepts will be discussed, from various approaches, according to the particular interests of faculty and students.

### CS 112. Special Topics (1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated each quarter for credit.*

This special studies course allows faculty to design and execute courses that reflect their particular research and teaching.

### CS 120. Sculpture (1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated each quarter for credit.*

Practice in the design and development of making a sculpture using various materials as determined by particular faculty interest.

### CS 125. Sculpture-Related Studies (1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated each quarter for credit.*

Non-studio emphasis on generation and development of images, ideas, and imagination through field trips, slides, presentations, and videos. Primarily for sculptors.

### CS 150. Elements of Filmmaking/Video (1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated each quarter for credit.*

Practice in theory and technique of filmmaking or video. Students learn to use the basic equipment, and make films or videos both individually and in collaboration. Medium utilized is determined by particular faculty interest.

### CS 199. Independent Studies (1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated for credit. Creative Studies students may enroll in a maximum of 24 units of Independent Studies courses per year, with a maximum of 45 units counted towards graduation.*

Serious independent study in art with consenting faculty member.

# Biology

### CS 10. Biology Colloquium (1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated each quarter for credit.*

Students receiving credit will present talks in their field on material arranged in consultation with the instructor. Credit assigned by the instructor will reflect the extent and quality of participation.

### CS 12. CCS Introductory Biology I (1-6) STAFF

*This variable unit course is normally taken for 1 unit. Designed for majors. Course may not be repeated for credit.*

This course is supplementary to MCDB 1A. It is intended for and open only to CCS students enrolled in MCDB 1A. Students will attend MCDB 1A lectures and also meet for more in-depth consideration and analysis of the lecture materials and their broader implications. (F)

### CS 20. CCS Introductory Biology II - Evolution and Diversity (1-6) STAFF

*Recommended Preparation: This course is intended for first year CCS Biology majors who have completed MCDB 1A and MCDB 1AL. This variable unit course is normally taken for 5 units. Designed for majors.*

Lecture, field and laboratory activities explore the evolutionary origin and diversification of life in a phylogenetic context, from bacteria and archaea to plants, fungi and animals. (W)

### CS 25. Walking Biology (1-6) STAFF

*This variable unit course is normally taken for 4 units. Open to non-majors.*

Field course introducing students to the ecological communities in Santa Barbara County, including oak woodlands, chaparral, coastal dune, salt marsh, sandy beach, rocky inter-tidal, and stream. (S)

### CS 30. CCS Introductory Biology III - Ecology and Physiology (1-6) STAFF

*Recommended Preparation: This course is intended for first year CCS Biology majors who have completed MCDB 1A, MCDB 1AL, and either Biology CS 20, or concurrent enrollment in EEMB 3. This variable unit course is normally taken for 5 units. Designed for majors.*

An integrative approach introduces students to fundamental concepts of population and community ecology, and to plant and animal physiology. Field and laboratory activities illustrate basic principles in ecology and physiology as they influence the distribution and abundance of organisms. (S)

### CS 101. Models and Experiments (1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated each quarter for credit.*

Interplay between models and experimentation in the development of an understanding of the principles of biology.

### CS 102. Laboratory Project (1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated each quarter for credit.*

Set up by the student in consultation with the instructor, and concluding with the student's report of progress.

### CS 103. Reading Project (1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated each quarter for credit.*

Set up by the student in consultation with the instructor, and concluding with the student's report of progress.

### CS 104. Environmental Problem Solving (1-6) STAFF

*Recommended Preparation: Some familiarity with algebra, matrices and basic calculus. This variable unit course is normally taken for 4 units. Open to non-majors.*

Introduction to a variety of techniques for approaching environmental problems. Real-world

situations are used to illustrate the process of problem solving and for thinking quantitatively and creatively about such environmental concerns as energy, water resources, food production and climate change. (S)

### CS 105. Research Presentation

(1-6) STAFF

*Intended for students who have completed or are currently involved in research projects. Designed for Biology majors but open to students from other majors. This variable unit course is normally taken for 2 units. Open to non-majors*

Introduction to the major methods of presenting research results: formal talks, research papers and posters. Students will practice presenting their research in different formats for different audiences. (F)

### CS 109. Advanced Independent Research

(1-6) STAFF

*Prerequisite: consent of instructor.*

Independent research on an original subject under faculty supervision carried out in a biology faculty research group. These advanced projects will attempt research of publishable quality; generally resulting in the preparation of a written report or manuscript for publication.

### CS 199. Independent Studies

(1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated for credit. Creative Studies students may enroll in a maximum of 24 units of Independent Studies courses per year, with a maximum of 45 units counted towards graduation.*

Serious independent study in biology with consenting faculty member.

## Chemistry/ Biochemistry

### CS 101. Major Unsolved Problems

(1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated each quarter for credit.*

Study of some of the major unsolved problems in chemistry/biochemistry, with the aim of developing general experimental and theoretical approaches to these problems.

### CS 102. Project

(1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated each quarter for credit.*

Investigation of a specific problem in chemistry/biochemistry, set up in consultation with the instructor, and concluding with the student's report of progress.

### CS 103. Seminar

(1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated each quarter for credit.*

Presentation and critical discussion of topics in chemistry/biochemistry.

### CS 104. General Chemistry Seminar

(1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated each quarter for credit.*

Accelerated course in general chemistry.

### CS 106. Organic Chemistry Seminar

(1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated each quarter for credit.*

Accelerated course in elementary organic chemistry.

### CS 107. Organic Chemistry Laboratory

(1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated each quarter for credit.*

Laboratory and discussion section on organic chemistry and spectroscopy, taken in conjunction with Chemistry 7B-C.

### CS 199. Independent Studies

(1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated for credit. Creative Studies students may enroll in a maximum of 24 units of Independent Studies courses per year, with a*

*maximum of 45 units counted towards graduation.*

Serious independent study in chemistry/biochemistry with consenting faculty member.

## Computer Science

### CS 1A. Computer Programming and Organization I

(1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated for credit to a maximum of 8 units.*

Introduction to computer science, programming, algorithms and data structures.

### CS 1B. Computer Programming and Organization II

(1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated for credit to a maximum of 8 units.*

Object oriented programming, operating systems, scripting and assembly languages, graphical user interfaces.

### CS 1L. Programming Laboratory

(1-4) STAFF

*Prerequisite: consent of instructor; concurrent enrollment in Computer Science CS 1A or 1B.*

*May be repeated for credit.*

Laboratory offering hands on Unix and other operating system experience. Small to large scale software development projects.

### CS 2. Foundations of Computer Science

(1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated for credit to a maximum of 8 units.*

Mathematical foundations of computer science. Including sets, relations, functions, logic, and combinatorics.

### CS 10. Computer Science Colloquium

(1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated for credit.*

Students receiving credit will present talks in their field on material arranged in consultation with the instructor. Credit assigned by the instructor will reflect the extent and quality of participation.

### CS 20. Special Topics in Computer Science

(1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated for credit.*

Lectures on a coherent body of computer science topics which are not usually presented in standard computer science courses.

### CS 130A-B-C-D-E-F-G-H. Advanced Topics in Computer Science

(1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated for credit.*

Advanced topics courses for advanced undergraduates, covering topics not offered in standard computer science courses, combining research orientation and current developments and technologies.

A. Distributed and Network Computing

B. Computer Graphics

C. Computer Architecture

D. Operating Systems

E. Programming Languages, Systems and Technologies

F. Mathematical Theory of Computation

G. Software Systems and Technology

H. General

### CS 150. Group Studies in Computer Science

(1-4) STAFF

*Prerequisite: consent of instructor.*

*May be repeated for credit.*

Group studies intended for a small number of advanced undergraduate students who share an interest in a topic not included in the regular curriculum.

### CS 199. Independent Studies

(1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated for credit. Creative Studies students may enroll in a maximum of 24 units of Independent Studies courses per year, with a maximum of 45 units counted towards graduation.*

Serious independent study in computer science with consenting faculty member.

## Interdisciplinary Studies

### CS 10. Group Interdisciplinary Studies

(1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated each quarter for credit.*

Group studies in an interdisciplinary area.

Supervised by a member of the faculty of the College of Creative Studies.

### CS 120. Advanced Group Interdisciplinary Studies

(1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated each quarter for credit.*

Advanced group studies in focussed topics in an interdisciplinary area.

## Literature

### CS 15. Literature Colloquium

(1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated each quarter for credit.*

Students receiving credit will present talks in their field on material arranged in consultation with the instructor. Credit assigned by the instructor will reflect the extent and quality of participation.

### CS 101. Writing: Verse

(1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated each quarter for credit.*

Practice in the writing of original verse.

### CS 102. Writing: Narrative Prose

(1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated each quarter for credit.*

Practice in the writing of fiction.

### CS 103. Writing: Expository Prose

(1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated each quarter for credit.*

Practice in the writing of essays and criticism.

### CS 105. Literature Symposium

(1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated each quarter for credit.*

A continuing series of lectures, readings, and presentations by faculty, guest writers, and other professionals in the literary fields.

### CS 110. Genres

(1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated each quarter for credit.*

Emphasis on the development of literary forms, represented in the work of major authors, essential traditions. Exploration of ways genre directs and, discovered by a topic, takes individual shape. Intensive reading, substantial exposition.

### CS 111. Literary Structure: Chronological

(1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated each quarter for credit.*

Emphasis on periods and influences: intervals during which literary production especially corresponds with or responds to activity in the culture at large. Extensive reading and exposition.

### CS 112. Literary Structure: Nonchronological

(1-6) STAFF

*Prerequisite: consent of instructor.*

*May be repeated each quarter for credit.*

Logical, analogical, cyclical, and repetitive schemes.

**CS 113. Subjects and Materials****(1-6) STAFF***Prerequisite: consent of instructor.**May be repeated each quarter for credit.*

Emphasis on style and content of literary texts: critical investigation of how matter and manner work together in serious literature. Extensive reading and exposition.

**CS 114. Themes and Motifs****(1-6) STAFF***Prerequisite: consent of instructor.**May be repeated each quarter for credit.*

Emphasis on structure and meaning in literary texts: analytic focus on principles of representation, and on recurrent features, in the literature studied. Extensive reading and exposition.

**CS 199. Independent Studies****(1-6) STAFF***Prerequisite: consent of instructor.*

*May be repeated for credit. Creative Studies students may enroll in a maximum of 24 units of Independent Studies courses per year, with a maximum of 45 units counted towards graduation.*

Serious independent study in literature with consenting faculty member.

## Mathematics

**CS 10. Mathematics Colloquium****(1-6) STAFF***Prerequisite: consent of instructor.**May be repeated each quarter for credit.*

Students receiving credit will present talks in their field on material arranged in consultation with the instructor. Credit assigned by the instructor will reflect the extent and quality of participation.

**CS 101. Problem Solving****(1-6) STAFF***Prerequisite: consent of instructor.**May be repeated each quarter for credit.*

Discussion and solution of nonroutine mathematical problems.

**CS 102. Project****(1-6) STAFF***Prerequisite: consent of instructor.**May be repeated each quarter for credit.*

Set up by the student in consultation with the instructor, and concluding with the student's report of progress.

**CS 103. Topics in Modern Algebra****(1-6) STAFF***Prerequisite: consent of instructor.**May be repeated each quarter for credit.*

Topics may include groups; modules; vector spaces; algebras; metric structures on vector spaces; representation theory; multilinear algebra; graded structures; universal properties; a survey of important algebraic structures.

**CS 109. Advanced Independent Research****(1-6) STAFF***Prerequisite: consent of instructor.**May be repeated each quarter for credit.*

Independent research on an original subject under faculty supervision carried out in a mathematics faculty research group. These advanced projects will attempt research of publishable quality; generally resulting in the preparation of a written report or manuscript for publication.

**CS 120. Special Topics****(1-6) STAFF***Prerequisite: consent of instructor.**May be repeated each quarter for credit.*

Lectures on a coherent body of mathematical topics which are not usually presented in standard mathematics courses.

**CS 199. Independent Studies****(1-6) STAFF***Prerequisite: consent of instructor.**May be repeated for credit. Creative Studies*

*students may enroll in a maximum of 24 units of Independent Studies courses per year, with a maximum of 45 units counted towards graduation.*

Serious independent study in mathematics with consenting faculty member.

## Music

**CS 101. Composition****(1-6) STAFF***Prerequisite: consent of instructor.**May be repeated each quarter for credit.*

Individual instruction in composition, usually for one hour per week.

**CS 102. Analysis: Materials****(1-6) STAFF***Prerequisite: consent of instructor.**May be repeated each quarter for credit.*

Small group instruction in theoretical subjects (harmony, composition, orchestrations, etc.).

**CS 103. Analysis: Forms****(1-6) STAFF***Prerequisite: consent of instructor.**May be repeated each quarter for credit.*

Small group instruction in musical forms and their development.

**CS 105. Special Topics****(1-6) STAFF***Prerequisite: consent of instructor.**May be repeated each quarter for credit.*

Individual or small group instruction in selected subjects (individual composers and their works, special compositional techniques, etc.).

**CS 199. Independent Studies****(1-6) STAFF***Prerequisite: consent of instructor.**May be repeated for credit. Creative Studies*

*students may enroll in a maximum of 24 units of Independent Studies courses per year, with a maximum of 45 units counted towards graduation.*

Serious independent study in music with consenting faculty member.

## Physics

**CS 10. Physics Colloquium****(1-6) STAFF***Prerequisite: consent of instructor.**May be repeated each quarter for credit.*

Students receiving credit present talks in their field on material arranged in consultation with the instructor. Credit assigned by the instructor reflects the extent and quality of participation.

**CS 15A. Introduction to Experimental Physics****(1-3) STAFF***Prerequisites: Physics CS 31; consent of instructor; creative studies and physics majors only.*

*Not open for credit to students who have completed Physics 3HL or 13AH.*

Covers the essence of experimental research. Students study three different systems experimentally, and write short Physical Review style articles about the results. Students are responsible for deciding what to measure, how to analyze data, and what conclusions can be reached.

**CS 15B. Experimental Physics****(1-3) STAFF***Prerequisites: Physics CS 15A; consent of instructor; creative studies and physics majors only.*

*Not open for credit to students who have completed Physics 4HL or 13BH.*

Computer control of experiments. Students learn LabView, and use it to measure and generate analog signals using a data acquisition card and a personal computer. Students ultimately use their computers to measure and control the temperature of a copper rod.

**CS 15C. Experimental Physics****(1-3) STAFF***Prerequisites: Physics CS 15B; consent of instructor; creative studies and physics majors only.*

*Not open for credit to students who have completed Physics 5HL or 13CH.*

Design and construction of apparatus, drafting and computer-aided design. Machine shop practice including use of all major machine tools. The class acts as a team to design and, time permitting, build a scientific apparatus for a campus research group.

**CS 31. Newtonian Mechanics****(1-5) STAFF***Prerequisites: consent of instructor; creative studies and physics majors only.*

Vectors. Kinematics. Newton's laws of motion. Work and energy. Conservative forces. Momentum. Conservation of momentum. Center of mass motion. Collisions. Systems with variable mass.

**CS 32. Mechanics and Waves****(1-5) STAFF***Prerequisite: Physics CS 31.*

Oscillatory motion. Rotational motion. Angular momentum. Gravity and central force motion. Elastic waves.

**CS 33. Waves, Kinetic Theory, and Relativity****(1-5) STAFF***Prerequisites: Physics CS 31 and 32; consent of instructor.*

Sound waves. Fluid dynamics. Kinetic theory of matter. The Maxwell-Boltzmann distribution. Specific heat. Entropy. The special theory of relativity. (S)

**CS 34. Electromagnetism****(1-5) STAFF***Prerequisites: consent of instructor; creative studies majors only.*

Electrostatics. DC circuits. Magnetostatics. Vector potential.

**CS 35. Electromagnetism and Optics****(1-5) STAFF***Prerequisites: Physics CS 34; consent of instructor; creative studies majors only.*

Faraday's Law of Induction. Magnetic materials. AC circuits. Maxwell's equations. Electromagnetic waves. Ray optics. Wave optics. Diffraction Theory.

**CS 36. Quantum Physics****(1-5) STAFF***Prerequisites: Physics CS 34 or 35; consent of instructor; creative studies majors only.*

Wave-particle duality. Photons. Matter waves. The uncertainty principle. The Schrodinger equation. Potential wells and barriers. The quantized simple harmonic oscillator. The hydrogen atom.

**CS 109. Advanced Independent Research****(1-6) STAFF***Prerequisite: consent of instructor.**May be repeated each quarter for credit.*

Independent research on an original subject under faculty supervision carried out in a physics faculty research group. These advanced projects will attempt research of publishable quality; generally resulting in the preparation of a written report or manuscript for publication.

**CS 120. Laboratory Project****(1-6) STAFF***Prerequisite: consent of instructor.**May be repeated each quarter for credit.*

Set up by the student in consultation with the instructor, and concluding with the student's report of progress.

**CS 130. Reading Project****(1-6) STAFF***Prerequisite: consent of instructor.**May be repeated each quarter for credit.*

Set up by the student in consultation with the instructor, and concluding with the student's report of progress.

**CS 140. Special Topics****(1-6) STAFF***Prerequisite: consent of instructor.**May be repeated each quarter for credit.*

Lectures on a coherent body of physical topics which are not usually presented in standard undergraduate physics courses.

**CS 199. Independent Studies****(1-6) STAFF***Prerequisite: consent of instructor.**May be repeated for credit. Creative Studies*

*students may enroll in a maximum of 24 units of Independent Studies courses per year, with a maximum of 45 units counted towards graduation.*

Serious independent study in physics with consenting faculty member.

# College of Engineering

## College of Engineering

Office of Undergraduate Studies, Harold Frank Hall, Room 1006; Telephone (805) 893-2809

Dean's Office, Harold Frank Hall, Room 1038

MESA Programs; Telephone (805) 893-8347

Web site: [www.engineering.ucsb.edu](http://www.engineering.ucsb.edu)

Dean: *Matthew V. Tirrell*

Associate Dean for Undergraduate Studies: *Glenn E. Beltz*

Associate Dean for Advancement and Planning: *Kevin Almeroth*

Associate Dean for Research: *Francis Doyle*

Associate Dean for Technology Management Programs: *Gary Hansen*

The College of Engineering at UCSB is noted for its excellence in teaching, research, and service to the community. The college has an enrollment of approximately 1,200 undergraduate students and 700 graduate students with a full-time, permanent faculty of 138. This results in an excellent student to faculty ratio and a strong sense of community in the college.

Our laboratory facilities, both departmental and in our research centers, are state-of-the-art, and most are available to undergraduate as well as graduate students. UCSB has an unusually high proportion of undergraduates who are actively involved in faculty-directed research and independent study projects. The college offers the bachelor of science degree in five disciplines: chemical engineering, computer engineering, computer science, electrical engineering, and mechanical engineering. Graduate degree programs are available in: chemical engineering, computer science, electrical and computer engineering, materials, and mechanical engineering. The undergraduate programs in chemical, electrical, and mechanical engineering are accredited by the Engineering Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012 – telephone (410) 347-7700. The computer science bachelor of science programs is accredited by the Computing Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012 – telephone (410) 347-7700. The Computer Engineering Program is not accredited by a Commission of ABET.

The curriculum for the bachelor of science degree is designed to be completed in four years. Completion of the four-year program provides students with the background to begin professional careers or to enter graduate programs in engineering or computer science, or professional schools of business, medicine,

or law. Our curricula are specifically planned to retain both of these options and to assure that our graduates are equally well prepared to enter industry and graduate study. The college and the university offer a wide variety of career counseling and job placement services.

The Office of Undergraduate Studies in Harold Frank Hall, Room 1006, provides academic advising for all undergraduates in the college. Faculty and academic advisors for the individual majors are also provided by the respective departments. The *College of Engineering Announcement*, which contains detailed information about the various programs and schedules, is published yearly and may be obtained by writing to the College of Engineering, Harold Frank Hall, Room 1006, University of California, Santa Barbara, California 93106-5130. Alternatively, it is available on the web at: [www.engineering.ucsb.edu/current\\_undergraduates](http://www.engineering.ucsb.edu/current_undergraduates)

## Mission Statement

The mission of the College of Engineering is to provide its students a firm grounding in scientific and mathematical fundamentals; experience in analysis, synthesis, and design of engineering systems; and exposure to current engineering practice and cutting edge engineering research and technology. A spirit of entrepreneurship in education, scholarly activity and participation in engineering practice infuses UCSB's College of Engineering.

## Admission

### Freshman Admissions

Applicants desiring to enter the College of Engineering must satisfy the general university admission requirements described in earlier sections of this catalog. The college strongly recommends that students who want to study engineering at UCSB plan their high-school programs to also include the following courses:

|                          |         |
|--------------------------|---------|
| Algebra                  | 2 years |
| Plane Geometry           | 1 year  |
| Pre-calculus/calculus    | 1 year  |
| Physics or Chemistry     | 1 year  |
| <i>(preferably both)</i> |         |

It is strongly recommended that incoming freshmen complete a computer programming course prior to enrollment at UCSB.

A high-school student who is admitted to UCSB and is deficient in one or more of these prerequisites may be required to complete equivalent courses at UCSB. Students lacking these prerequisite high-school courses may be delayed in entering the upper division and in graduating.

Supplemental screening for admission to the College of Engineering is based on further consideration of prior coursework, grades, test scores, and other factors. Any student who is admissible to the university may be accepted by the College of Engineering provided that the college does not have more qualified applicants than openings, in which case preference will be given to advanced-standing students who are ready to enter the upper division and to freshmen.

Students must apply for a specific major in the College of Engineering either as freshmen or as transfer students; in Chemical Engineering, Computer Science, Electrical Engineering, Computer Engineering, or Mechanical Engineering.

### Transfer Admission

Transfer student applicants shall have (1) satisfied the general requirements for admission to the university at the junior level for transfer students, and (2) substantially completed a lower-division engineering or computer science program of not fewer than 90 quarter-units or 60 semester-units.

All transfer applicants must complete the following courses:

|                                      |
|--------------------------------------|
| Calculus for science majors—1 year   |
| Differential Equations               |
| Linear Algebra                       |
| Physics (calculus-based)—3 semesters |

In addition, there are major-specific courses that must be completed:

**Chemical Engineering**—General Chemistry with Labs—1 year; Organic Chemistry with labs – 1 year; and Computer Programming in C or C++.

**Computer Engineering**—General Chemistry—1 semester; Computer Programming—Java; Java course with Data Structures; Circuits and Devices; and Assembly Language or Computer Architecture.

**Computer Science**—General Chemistry—1 semester; Computer Programming—Java; Java course with Data Structures; and Assembly



Language or Computer Architecture.

**Electrical Engineering**—General Chemistry—1 semester; Computer Programming in C or C++; Circuits and Devices; and Assembly Language or Computer Architecture.

**Mechanical Engineering**—General Chemistry—1 semester; Computer Programming in C or C++; Circuits and Devices; Statics; and Dynamics.

The university accepts a maximum of 105 quarter-units or 70 semester-units of credit for college courses completed at a two-year community college.

### Majors with Pre-Major Standing

Some of the College of Engineering majors have pre-major courses that need to be completed before the student can advance to the upper division (junior and senior years). Admission to the lower division does not necessarily guarantee advancement to the upper division. Please review specific pre-major information for Computer Science and Computer Engineering in their specific department sections of the catalog. Continuing students shall have completed substantially all of the lower-division requirements for the major they are pursuing. Students who have not done so should go to the Office of Undergraduate Studies to determine eligibility for upper-division work.

## Degree Requirements

To be eligible for a bachelor of science degree from the College of Engineering, a student must meet two sets of requirements: university degree requirements and college degree requirements.

### University Degree Requirements

All undergraduate students must satisfy university academic residency, UC Entry Level Writing Requirement, American history and institutions, unit, and scholarship requirements. These requirements are described fully in the chapter “Undergraduate Education at UCSB.”

### College Undergraduate Degree Requirements

All undergraduate students must satisfy the preparation for the major, the major, the general education, and scholarship requirements. Preparation for the major and the major requirements for each program offered by the College of Engineering appear in subsequent sections of this catalog.

### General Education Requirements

The aims of the General Education Program in the College of Engineering are to provide a body of knowledge of general intellectual value that will give the student a broad cultural base and meet the objectives of the engineering profession. An appreciation and understanding of the humanities and social sciences are important in making engineers aware of their social responsibilities and enabling them to consider related factors in the decision-making process.

Students in the College of Engineering must complete the General Education requirements in order to qualify for graduation. These requirements may be met with courses satisfactorily

completed on this campus or with equivalent courses completed at another accredited college or university. Once a student has matriculated at UCSB, the writing requirement may be met only with designated UCSB courses. For current information regarding the general education status of courses, please refer to GOLD, the quarterly Schedule of Classes or the College of Engineering General University and General Education Program Requirements Brochure available in the Office of Undergraduate Studies or you may download (PDF) version:

www.engineering.ucsb.edu/current-undergraduates

**The General Education requirements for the College of Engineering are as follows:**

- Students must enroll in Writing 2 or 2E and Writing 50, 50E, or 109ST. Students must complete the University of California Entry Level Writing requirement before enrolling in courses that fulfill the Area A requirement of the General Education Program.

- Six courses are required from areas D, E, F, and G. At least two courses must be from Areas D and E combined. At least two courses must be completed in Areas F and G combined, and at least one of them must be from Area G.

- In the process of fulfilling the General Education area requirements, students must fulfill the following Special Subject Area requirements:

1. **Writing Requirement.** At least four courses designated as writing requirement classes.

2. **Depth Requirement** – Choose one of the following options:

**Option 1:** At least two upper-division courses from two separate departments, in each of which a course has already been completed. All courses used towards this requirement must also fulfill areas D, E, F or G.

**Option 2:** Complete a three-course sequence from the list of approved sequences.

3. **Ethnicity Requirement.** One course that focuses on the history and cultural, intellectual, and social experience of racial minorities and/or other ethnic groups in the United States.

4. **European Traditions Requirement.** One course that focuses on European cultures or cultures in the European tradition.

No more than two courses taken from the same department may be applied to the General Education requirement. Students should consult with the Office of Undergraduate Studies in the College of Engineering for additional information about General Education requirements.

### Grade-Point Average Requirement

Students must maintain at least a 2.0 grade-point average in all courses taken in the overall major (including both lower- and upper-division classes), in all upper-division major courses, and in all work completed at the university. In addition, students who fail to earn a 2.0 grade-point average in either the preparation for the major or the major may be denied the privilege of continuing in the program. Individual departments may have higher grade-point average requirements.

Courses taken at any of the UC campuses are included in the computation of the grade-point

average. (For information about courses completed through UC Extension, please refer to page 40 in the Undergraduate Education section of this catalog.)

Courses appropriate for satisfying major requirements must be used in the computation of the grade-point average even if they are in excess of the minimum requirements of the major program. Courses graded Incomplete, except those taken on a passed/not passed basis, will be included as F grades in final computations. Certain courses designated as remedial are offered for work-load credit only and do not figure in calculation of the grade-point average.

### Unit Requirement

In order to be eligible for graduation, students must complete at least 180 total units. Some majors in the College of Engineering require more than 180 units (see descriptions of individual majors.) Students must earn a specified number of these units while in residence at UCSB. See the chapter titled “Undergraduate Education at UCSB” for details. The unit differences between the total number of units specified for the baccalaureate degree and the number of units specified for the preparation for the major, the major, and general education are designated as free elective units. Students may choose from any course offering open to them to meet this requirement.

### College Board Advanced Placement Credit

Students may satisfy some of the requirements of the College of Engineering through the College Board Advanced Placement Tests. Credit for these tests is assigned as follows:

#### Computer Science-AB

With a score of 3, 4, or 5 on Examination AB, equivalent credit will be granted for Computer Science 5NM.

#### English

With a score of 3, equivalent credit will be granted for the Subject A requirement (Writing 1 or 1E). With a score of 4, equivalent credit will be granted for the Subject A requirement and Writing 2 or 2E. With a score of 5, equivalent credit will be granted for Writing 2 or 2E and Writing 50 or 50E.

#### History

With a score of 3, 4, or 5 in American history, 8 units of credit toward graduation will be awarded, and the student will be given credit for one course in general education Area D. If the score of 3, 4, or 5 is in European history, 8 units of credit toward graduation will be granted, and the student will be given credit for one course in general education Area E-2. Advanced placement credit in American history will satisfy the American history and institutions requirement.

#### Mathematics

With a score of 3, 4, or 5 on Examination AB, equivalent credit will be granted for Mathematics 3A. A score of 5 may be substituted by petition for Mathematics 3A and 3B at the student's request; however, students with scores of 4 or 5 may take Mathematics 3B for full credit. With a score of 3, 4, or 5 on Examination BC, equivalent credit will be granted for Mathemat-

ics 3A-B; students should enroll in Mathematics 3C.

For additional information about credit given for College Board Advanced Placement Examinations, see the chart on page 113.

### Minimal Progress Requirements

A student in the College of Engineering will be placed on academic probation if the total number of units passed at UCSB is fewer than that prescribed by the prevailing academic Senate regulation regarding Minimum Cumulative Progress (see the “Academic Policies and Procedures” section for more information). At least three-fourths of the minimum number of academic units passed must include courses prescribed for the major.

The following courses may be counted toward the unit minimums: courses repeated to raise C-, D, or F grades; courses passed by examination; courses graded IP (In Progress); courses passed during summer session at UCSB or at another accredited college or university and transferred to UCSB.

Students must obtain the approval of the dean of engineering to deviate from these requirements. Approval normally will be granted only in the case of medical disability, severe personal problems, or accident.

Students enrolled in dual-degree programs must submit their proposed programs of study to the Associate Dean for Undergraduate Studies in the College of Engineering for approval. The individual programs must contain comparable standards of minimal academic progress.

## Five-Year B.S. Engineering/M.S. Materials Degree Program

A combined B.S. Engineering/M.S. Materials program provides an opportunity for outstanding undergraduates in chemical, electrical, or mechanical engineering to earn both of these degrees in five years. This program enables students to develop all of the requisite knowledge in their core engineering disciplines and to complement this with a solid background in materials. This combination provides highly desirable training from an industrial employment perspective and capitalizes on the strengths of our internationally renowned materials department. For additional information, see the “Materials” section.

## Five-Year Joint B.S./M.A. Program with Economics

A program which combines a B.S. in any engineering major (including computer science) with a master of arts in economics with an emphasis in business economics provides an opportunity for outstanding engineering undergraduates to earn both degrees in five years. Information about this program is available in the College of Engineering Office of Undergraduate Studies or from the Department of Economics. Interested students should inform the Undergraduate Studies Office of their inter-

est in the program at the end of the sophomore year in order to plan their upper-division classes differently from other engineering undergraduates. After completing undergraduate degree requirements in an engineering program, students in this joint program must fulfill master’s degree requirements for the degree in economics, as described in the chapter, “Graduate Education at UCSB.”

## Biomolecular Science and Engineering, Interdepartmental Graduate Program in

For a complete description of this interdisciplinary program, see page 138 in the College of Letters and Science section of this catalog.

## Media Arts and Technology, Interdepartmental Graduate Program in

For a complete description of this interdisciplinary program, see page 332 in the “College of Letters and Science” section of this catalog.

## Graduate Program Certificates

For more information about this program, see page 46 in the Graduate Education section of this catalog.

## College of Engineering Honors Program

The Honors Program in the College of Engineering is designed to enrich the educational opportunities of its best students. Students in the Honors Program will be encouraged to participate in early experiences in scholarship through special seminars and individualized work in regular courses and, in later years, as members of research teams. Student in the honors Program will be provided opportunities to become peer mentors and tutors within the College.

Participation in the Honors Program offers preferential enrollment in classes for continuing students as well as graduate student library privileges. Housing is available to eligible first-year students in Scholars’ Halls located in several university-owned residence halls.

The College of Engineering invites approximately the top 10% of incoming freshmen into the Honors Program based on a combination of high school GPA and SAT or ACT scores. (Please note: eligibility criteria are subject to change at any time.) Transfer students with a UC transferable GPA of 3.6 or greater are invited to join the College Honors Program. Students who do not enter the College of Engineering with honors at the freshman level may petition to enter the program after attaining a cumulative GPA of 3.5 or greater during two consecutive quarters at UCSB.

Graduating with Honors Program Designation and to be listed as such in the Commence-

ment Book, students must complete 6.0 total Honors units during their junior and senior years; comprised of coursework from departmental 196, 197, 199 or graduate level courses with grades of B or higher, complete a total of 10 hours of community service and maintain a 3.5 or higher cumulative GPA at the end of each Spring quarter.

Continued participation in the College Honors Program is dependent on maintaining a cumulative GPA of 3.5 or greater and active participation in both the academic and community service components of the Program.

## Dean’s Honors

The College of Engineering gives public recognition to its outstanding undergraduate students by awarding Dean’s Honors at the end of each regular academic term to students who have earned a 3.5 grade-point average for the quarter and have completed a program of 12 or more letter-graded units. (Grades of Incomplete or Not Passed automatically disqualify students for eligibility for Dean’s Honors.) The Dean’s Honors List is posted quarterly, and the award is noted quarterly on the student’s permanent transcript.

Graduating students of the College of Engineering who have achieved distinguished scholarship while at the university may qualify for Honors, High Honors, or Highest Honors at graduation.

### Tau Beta Pi

Tau Beta Pi is the nation’s oldest and largest engineering honor society. Its purpose is to honor academic achievement in engineering. Election to membership is by invitation only. To be eligible for consideration, students must be in the top one-eighth of their junior class or the top one-fifth of the senior class. Graduate students and faculty also belong to this honor society. In addition to regular meetings on campus, the organization participates in regional and national activities and sponsors local events, such as tutoring and leadership training, to serve the campus and community.

## Change of Major and Change of College

Current UCSB students in a non-engineering major, as well as students wishing to change from one engineering major to another, are welcome to apply after the satisfactory completion of a pre-defined set of coursework (see below).

Students who have completed more than 105 units will not be considered for a change of major/change of college in engineering or computer science unless they can demonstrate that they will be able to complete all the degree requirements for the proposed program without exceeding 215 total units.

**Chemical Engineering.** Before petitioning for a change of major to chemical engineering, the following courses or their equivalents must be completed: Mathematics 3A-B; Chemistry 1A-AL, 1B-BL; Engineering 3; Physics 1. Only a limited number of petitions will be approved, and selection for entry into the major will be based on UC grade point averages and applicable courses completed.

**Computer Engineering.** Students may petition to enter the Computer Engineering pre-major at any time Option 1 below has been met, or they may petition to enter the full major when the requirements in Option 2 have been met.

**Option 1:**

1. An overall UCSB grade point average of at least 3.0; AND
2. Satisfactory completion at UCSB of at least four core classes required as preparation for the Computer Engineering major with a grade point average of at least 3.0 in all core classes completed. The core classes are Mathematics 3A, 3B, 3C, 5A; Computer Science 10, 20, 40, 60; Electrical and Computer Engineering 2A, 2B, 2C, 15A, 15B. Once approved for the Computer Engineering pre-major, the student must meet the requirements for advancing to the full major.

**Option 2:**

1. An overall UCSB grade point average of at least 3.0; AND
2. Satisfactory completion at UCSB of at least six of the core classes with a grade point average of at least 3.0. If the student has not attained the minimum 3.0 grade point average with the first six core classes completed, all core classes subsequently completed will be included in the grade point average computation; OR
3. Satisfactory completion of all thirteen core classes with a University of California grade point average of at least 2.75.

**Computer Science.** Students planning to enter the pre-computer science program must complete at least 16 units of pre-major coursework at UCSB, including 8 units in computer science, with at least a 3.0 grade point average for all pre-major courses completed with the University of California. Students who have completed the entire computer science pre-major with at least a 2.75 University of California grade point average will be admitted to full major standing upon petition whether or not they have been officially declared pre-majors. Petitions for changing to the pre-computer science or computer science majors may be filed any time upon meeting the above requirements.

**Electrical Engineering.** Students may petition to enter the Electrical Engineering major at any time *both* of the following requirements are met:

1. An overall UCSB grade point average of at least 3.0.
2. Satisfactory completion at UCSB, with a grade point average of 3.0 or better, of at least five classes, including at least two mathematics classes, from the following: Mathematics 5A-B-C, ECE 2A-B-C, ECE 15A-B. The calculation of the minimum GPA will be based on all classes completed from this list at the time of petitioning.

**Mechanical Engineering.** Before petitioning for a change of major to mechanical engineering, six (6) of the following core courses or their equivalents must be completed: Math 3A-B-C; Math 5A-B-C; Physics 1-2; ME 14-15 (at least one of the 6 courses must include ME 14 or ME 15). Acceptance into the major will be based on UC grade point averages and applicable courses completed.

## Student Organizations

Student chapters of a number of engineering professional organizations are active on the UCSB campus. Students interested in any of these organizations may contact the Office of Undergraduate Studies of the College of Engineering for more information.

- American Institute of Chemical Engineers
- American Society of Mechanical Engineers
- Association for Computing Machinery
- Engineering Student Council
- Engineers without Borders
- Institute of Electrical and Electronics Engineers
- Los Ingenieros (Mexican-American Engineering Society/Society of Hispanic Professional Engineers)
- National Society of Black Engineers
- Society for Advancement of Chicano and Native Americans in Science
- Society of Women Engineers
- Student Entrepreneurship Association
- Women in Science and Engineering

## Engineering Research Centers

### *Center for Advanced Nitride Electronics*

Director: Umesh Mishra  
Engineering Science Building, Room 2215C  
Telephone: (805) 893-3586

### *Center for Bio-Image Informatics*

Director: B.S. Manjunath  
Harold Frank Hall, Room 5107  
Telephone: (805) 893-7112

### *Center for the Chemical Design of Materials*

Director: Nicola Spaldin  
Materials Research Laboratory, Room 3014  
Telephone: (805) 893-7920

### *Center for Control, Dynamical Systems and Computation*

Director: Mustafa Khammash  
Harold Frank Hall, Room 5119A  
Telephone: (805) 893-7066

### *Center for Multifunctional Materials and Structures*

Director: Anthony Evans  
Engineering II, Room 2361  
Telephone: (805) 893-7839

### *Center for Polymers and Organic Solids*

Director: Guillermo Bazan  
Broida Hall, Room 4417  
Telephone: (805) 893-2001

### *Center for Risk Studies and Safety*

Director: Theofanis G. Theofanous  
Engineering Research Center (ERC)  
6740 Cortona Drive, Goleta, CA 93117  
Telephone: (805) 893-4936

### *High Performance Composites Center*

Director: Frank Zok,  
Engineering II, Room 1355  
Telephone: (805) 893-8232

### *Institute for Energy Efficiency*

Director: John Bowers  
College of Engineering  
Telephone: (805) 893-4191

### *Institute for Multiscale Materials Studies-LANL*

Director: George Homsy  
Engineering Science Building, Room 3211  
Telephone: (805) 893-2704

### *Interdisciplinary Center for Wide Band-Gap Semiconductors*

Director: James Speck  
Engineering Science Building, Room 3231  
Telephone: (805) 893-8462

### *Mitsubishi Chemical Center for Advanced Materials*

Director: Glenn H. Fredrickson  
Materials Research Laboratory, Room 3100  
Telephone: (805) 893-7913

### *Semiconductor Research Corporation Nonclassical CMOS Research Center*

Director: Mark Rodwell  
Engineering Science Building, Room 2205F  
Telephone: (805) 893-3244

### *Solid State Lighting and Energy Center*

Co-Director: Shuji Nakamura  
Co-Director: Steven DenBaars  
Engineering Science Building, Room 3231  
Telephone: (805) 893-5039

### *UCSB Nanofabrication Research Center*

Director: Mark Rodwell  
Engineering Science Building, Room 2205  
Telephone: (805) 893-7989

## National Research Centers

### *International Center for Materials Research*

Director: Nicola Spaldin  
Materials Research Laboratory, Room 3117C  
Telephone: (805) 893-5850

### *Materials Research Laboratory*

Director: Craig Hawker  
Materials Research Laboratory, Room 3004  
Telephone: (805) 893-7233

### *National Nanotechnology Infrastructure Network*

Director: Mark Rodwell  
Engineering Science Building, Room 2205  
Telephone: (805) 893-7989

### *Optoelectronics Technology Center*

Director: Larry A. Coldren  
Engineering II, Room 1339  
Telephone: (805) 893-7104

## Affiliated Centers

### *California Nanosystems Institute*

Acting Director: David Awschalom

Elings Hall  
Telephone: (805) 893-7510

### *Institute for Collaborative Biotechnologies*

Director: Daniel Morse  
Associate Director: Frank Doyle  
Phelps Hall, Room 3309  
Telephone: (805) 893-4856

### *Kavli Institute for Theoretical Physics*

Director: David J. Gross  
Kohn Hall  
Telephone: (805) 893-4111

# Chemical Engineering

Department of Chemical Engineering,  
Engineering II, Room 3357;  
Telephone (805) 893-3412  
Web site: [www.chemengr.ucsb.edu](http://www.chemengr.ucsb.edu)

Chair: *Michael Doherty*  
Vice-Chairs: *Dale Seborg and Susannah Scott*

## Faculty

**Bradley Chmelka**, Ph.D., UC Berkeley, Professor (self-assembled materials, heterogeneous catalysis, surfactants and polymers, porous and composite solids, , magnetic resonance)

**Patrick S. Daugherty**, Ph.D., University of Texas at Austin, Assistant Professor (protein engineering and design, combinational molecular biology, gene targeting, viral vector engineering)

**Michael F. Doherty**, Ph.D., Cambridge University, Professor (process design and synthesis, separations, crystal engineering)

**Francis J. Doyle III**, Ph.D., California Institute of Technology, Mellichamp Professor of Process Control (process control, systems biology, nonlinear dynamics)

**Glenn Fredrickson**, Ph.D., Stanford University, Professor (polymer theory, block copolymers, phase transitions, statistical mechanics, glass transitions, composite media)

**Michael J. Gordon**, Ph.D., California Institute of Technology, Assistant Professor (surface physics, scanning probe microscopy, nanoscale materials, plasmonics, laser spectroscopy)

**Jacob Israelachvili**, Ph.D., University of Cambridge, Professor (surface and interfacial phenomena, adhesion, colloidal systems, surface forces, bio-adhesion, friction) \*1

**Edward J. Kramer**, Ph.D., Carnegie Mellon University, Professor (microscopic fundamentals of fracture polymers, diffusion in polymers, and polymer surfaces, interfaces and thin films) \*1

**L. Gary Leal**, Ph.D., Stanford University, Schlinger Distinguished Professor in Chemical Engineering (fluid mechanics, physics of complex fluids, rheology)

**Glenn E. Lucas**, Ph.D., Massachusetts Institute of Technology, Professor (structural materials, mechanical properties) \*2

**Eric McFarland**, Ph.D., Massachusetts Institute of Technology, M.D., Harvard, Professor (energy production, catalysis, reaction engineering, charge and energy transfer)

**Samir Mitragotri**, Ph.D., Massachusetts Institute of Technology, Associate Professor (drug delivery and diagnostics, bio-membrane transport, membrane biophysics, biomedical ultrasound)

**Baron G. Peters**, Ph.D., UC Berkeley, Assistant Professor (molecular simulation, chemical kinetics, catalytic reaction mechanisms, nucleation, electron transfer)

**Susannah Scott**, Ph.D., Iowa State University, Professor (heterogeneous catalysis, surface organometallic chemistry; analysis of electronic structure and stoichiometric reactivity to determine catalytic function) \*3

**Dale E. Seborg**, Ph.D., Princeton University, Professor (process dynamics and control, monitoring and fault detection, system identification)

**M. Scott Shell**, Ph.D. Princeton, Assistant Professor (molecular simulation, statistical mechanics, complex materials, protein biophysics)

**Todd M. Squires**, Ph.D., Harvard, Assistant Professor (fluid mechanics, microfluidics, microrheology, complex fluids)

**Theofanis G. Theofanous**, Ph.D., University of Minnesota, Professor, Center for Risk Studies and Safety Director (transport phenomena in multiphase systems, risk analysis) \*2

**Matthew V. Tirrell**, Ph.D., University of Massachusetts, Auhl Professor (bioengineering, polymer science and engineering) \*1

**Joseph Zasadzinski**, Ph.D., University of Minnesota, Professor (surface and interfacial phenomena, high resolution microscopy, biomaterials)

\*1 Joint appointment with the Department of Materials.

\*2 Joint appointment with the Department of Mechanical Engineering.

\*3 Joint appointment with the Department of Chemistry and Biochemistry.

## Emeriti Faculty

**Sanjoy Banerjee**, Ph.D., University of Waterloo, Professor (transport processes, multiphase systems, process safety) \*2

**Owen T. Hanna**, Ph.D., Purdue University, Professor Emeritus (theoretical methods)

**Duncan A. Mellichamp**, Ph.D., Purdue University, Professor Emeritus (process dynamics and control, digital computer control)

**Robert G. Rinker**, Ph.D., California Institute of Technology, Professor Emeritus (chemical kinetics, reaction engineering, catalysis)

**Orville C. Sandall**, Ph.D., UC Berkeley, Professor (transport of mass, energy, and momentum; separation processes)

## Affiliated Faculty

**Song-I Han**, Ph.D. (Chemistry)

**George M. Homsy**, Ph.D. (Mechanical Engineering)

**Frederick F. Lange**, Ph. D. (Materials)

**G. Robert Odette**, Ph.D. (Materials, Mechanical Engineering)

**Philip Alan Pincus**, Ph.D. (Materials)

We live in a technological society which provides many benefits including a very high standard of living. However, our society must address critical problems that have strong technological aspects. These problems include: meeting our energy requirements, safeguarding the environment, ensuring national security, and delivering health care at an affordable cost. Because of their broad technical background, chemical engineers are uniquely qualified to make major contributions to the resolution of these and other important problems. Chemical engineers develop processes and products that transform raw materials into useful products.

## Mission Statement

The program in Chemical Engineering has a dual mission:

- **Education.** Our program seeks to produce chemical engineers who will contribute to the process industries worldwide. Our program provides students with a strong fundamental technical education designed to meet the needs of a changing and rapidly developing technological environment.
- **Research.** Our program seeks to develop innovative science and technology that addresses the needs of industry, the scientific community, and society.

## Educational Objectives for the Undergraduate Program

- We expect our graduates to become innovative, competent, contributing engineers in the process industries.
- We expect our graduates to demonstrate their flexibility and adaptability in the workplace, so that they remain effective engineers, take on new responsibilities, and assume leadership roles.
- We expect at least an average of 15% of our graduates to continue their education by obtaining advanced degrees.

## Degree Programs

The Department of Chemical Engineering offers the B.S., M.S., and Ph.D. degrees in chemical engineering. The B.S. degree is accredited by the Engineering Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD, 21202-4012 – telephone: (410) 347-7700.

At the undergraduate level, emphasis is placed on a thorough background in the fundamental principles of science and engineering, strongly reinforced by laboratory courses in which students become familiar with the application of theory. At the graduate level, students take advanced courses and are required to demonstrate competence in conducting basic and applied research.

The B.S. degree provides excellent preparation for both challenging industrial jobs and graduate degree programs.

Interdisciplinary B.S./M.S. degree programs are also available which result in M.S. degrees in other fields. Students who complete a major in chemical engineering may be eligible to pursue a California teaching credential. Interested students should consult the credential advisor in the Graduate School of Education as soon as possible.

Under the direction of the Associate Dean

for Undergraduate Studies, academic advising services are jointly provided by advisors in the College of Engineering, as well as advisors in the department. Each undergraduate also is assigned a faculty advisor, to assist in selection of elective courses, plan academic programs, and provide advice on professional career objectives. Graduate students are assigned a thesis advisor in the area of their research interest. Undergraduates in other majors who plan to change to a major in the Department of Chemical Engineering should consult the department academic advisor for the requirements.

Several publications are available from the department office describing the undergraduate and graduate programs.

### Education Abroad Program (EAP)

Students are encouraged to broaden their academic experience by studying abroad for a year, or part of a year, under the auspices of the University of California Education Abroad Program. See the section under "Additional Academic Programs" or the EAP Web site: [www.eap.ucsb.edu](http://www.eap.ucsb.edu)

### Laboratory Facilities

**1. Computational facilities.** The College of Engineering maintains computing facilities open to all students within the college. These facilities include state-of-the-art workstations. Individual research groups also maintain significant PC and workstation facilities.

### 2. Process dynamics and control laboratories.

Key concepts in the process control courses are introduced using four experiments: two stirred-tank heating systems, an interacting four tank liquid storage system, and an inverted pendulum/cart system. The experimental equipment is controlled by industrial computer control systems.

### 3. Mass transfer and separation processes

**laboratory.** This facility contains well-instrumented equipment for studying mass transfer and separation processes. Some specialized research apparatuses that have been constructed for this laboratory include: a laminar-liquid jet absorber used for gas/liquid chemical kinetics measurements; a wetted-sphere gas absorber used for diffusion coefficient measurements and gas/liquid chemical kinetics measurements; a modified Zipperclave™ reactor used for gas solubility measurements at pressures up to 200 bar; a stirred-cell absorber used for experimentally testing mass transfer models; a supported-liquid membrane apparatus used for testing diffusion/reaction models of facilitated transport; a diaphragm cell apparatus for liquid phase diffusion coefficient measurements. Data acquisition software and hardware are used where appropriate. Current research projects focus on acid gas treating using alkanolamines and advanced oxidation kinetics studies for refractory organics in water.

**4. Multiphase systems laboratory.** Interfacial instabilities, breakup and mixing/dispersal of liquids (both Newtonian and visco-elastic) in high speed gas flows are studied in a Pulse, Supersonic Wind-Tunnel, and a Shock-Tube/Catch-Chamber Facility, by high speed visualization instrumentation, including Laser-Induced Fluorescence, at exposure times down

to 10 nanoseconds. The wind-tunnel provides Mach 3 flows for up to 100 milliseconds at pressure levels that can range from 0.1 MPa down to 10 Pa. The shock tube provides flow speeds of up to Mach 1.7 at dynamic pressures of up to 2 MPa, for 4 milliseconds. In addition to high speed digital video cameras (Phantom 7, up to 150,000 frames per second), the laboratory features a unique distributed visualization system assembled from a large scale array of still, high resolution cameras and a corresponding LED-based lighting system. Auxiliary equipment include a high speed infrared camera, an ultra-high-speed gas gun (liquid jets of km/s), viscometry instruments, a Direct Numerical Simulation code (MuSiC), and a 40-node computer cluster.

**5. Materials research facilities.** The department shares with the Department of Materials extensive laboratory facilities for materials research. These include a microscopy and microanalytical facility with transmission electron microscopy, scanning electron microscopy, atomic force microscopies, as well as dynamic secondary ion mass spectroscopy and x-ray photoelectron spectroscopy. Laboratories for metallography, x-ray diffraction, mechanical testing, materials processing and polymer characterization are also available. The latter includes state-of-the-art facilities for molecular, rheological, and rheoptical characterization of polymer melts, solutions, and gels. The rheological characterization equipment includes two Arcs Rheometrics Mechanical Spectrometers (one for fluids and the other for polymer melts), a constant stress rheometer, and various capillary viscometers. The rheoptical measurements are carried out on a Phase Modulated Flow Birefringence device. Static and dynamic light scattering is performed on a Brookhaven Laser Light Scattering Goniometer. In addition, there is a wide range of facilities available for polymer synthesis and characterization which is shared with other laboratories. These include: Differential Scanning Calorimetry (DSC); Gel Permeation Chromatography (GC); Infrared Spectroscopy (IR and FTIR); and optical microscopy at elevated temperatures.

**6. Catalysis and surface chemistry laboratories.** These laboratories contain apparatus for the study of catalysts over a large range of pressures and conditions. Small scale packed bed reactor units as well as mini- and micro-reactor assemblies are available for the study of heterogeneous catalyst activity at high and moderate pressures. Characterization systems include GC, GC-MS, Fourier transform infrared reflection-absorption spectroscopy, quadrupole mass spectrometry, and optical spectroscopies. Several ultra high vacuum systems are used for detailed surface science studies with capabilities for atomic and molecular beam scattering, thermal desorption spectroscopy, low-energy electron diffraction, Auger electron spectroscopy, and X-ray photoelectron spectroscopies.

**7. Interfacial sciences laboratories.** These two laboratories in chemical engineering contain state-of-the-art equipment necessary for detailed measurements of the forces and structures at fluid-fluid and fluid-solid interfaces. The instruments include four versions of the surface forces apparatus designed to

measure the interactions between surfaces such as biomembranes, polymers, and crystalline solids across liquids such as water or oils. The newest variations of the instruments can be used to measure dynamic forces important to lubrication and friction at the molecular scale, and do in situ x-ray imaging. These labs also include high vacuum freeze-fracture devices used to prepare liquid samples for the lab's transmission electron microscope as well as a cryogenic sample holder for direct imaging of low temperature specimens in the TEM. This lab is one of the few in any chemical engineering department that contains confocal optical, cryo-electron, scanning tunneling and atomic force microscopes which can provide atomic resolution images of colloids and interfaces. The lab also includes an optical microscope with Nomarski optics, confocal microscope, a high speed ultracentrifuge, two Langmuir-Blodgett troughs for creating ordered monolayer assemblies, Brewster angle and fluorescence microscopes and highspeed cameras. The lab also has custom built surface rheometers for measuring the interfacial viscosity of lipid and protein monolayers.

### 8. Magnetic resonance characterization

**facilities.** State-of-the-art facilities in nuclear magnetic resonance (NMR) and electron spin resonance (ESR) spectroscopy are available to support a wide range of materials and engineering investigations at a molecular level. UCSB College of Engineering instrumentation includes a variety of high resolution NMR spectrometers operating at fields of 800 MHz (19 Tesla), two at 500 MHz (11.7 T), a 300 MHz (7.0 T), and a 200 MHz (4.7 T) for solution- and solid-state investigations. Extensive support equipment exists for the performance of non-routine experiments, such as ultrafast magic-angle spinning (MAS), double rotation, multiple-quantum MAS, pulsed-field gradient, laser-enhanced NMR, and multi-dimensional NMR techniques.

**9. Complex fluids laboratory.** This laboratory combines a series of unique experimental systems for investigation of viscous and viscoelastic flow phenomena involving polymer liquids, suspensions, and other complex fluids. These include birefringence, dichroism, and light scattering systems for polymeric liquids; a pair of miniaturized computer-controlled four-roll mills for studies of drop breakup, coalescence, and particle dynamics; LDV and PIV systems applied to suspensions and multiphase liquids, miniaturized shear cells with inverted microscopes for colloidal systems, and an opposing micropipette system for investigation of the interactions between growing bubbles for foam formation studies, and for studies of vesicle interactions.

**10. Imaging science laboratory.** This laboratory features facilities for studying basic problems in materials and biological systems using a variety of imaging methods. Capabilities include scanning tunneling electron microscopy (STM), and atomic force microscopy (AFM). Image processing workstations and software systems are interfaced to each device.

**11. Light scattering laboratory.** This laboratory is equipped with light scattering equipment

for characterization of complex fluids such as emulsions, colloidal suspensions, surfactant solutions, and polymer solutions. Included are commercial and custom-designed goniometers for measurements of the static structure factors at equilibrium and under a variety of shear flows. Dynamic light scattering is performed with a fast Brookhaven BI-9000 correlator. Both static and dynamic light scattering capabilities are integrated with controlled stress and controlled strain-rate rheometers for simultaneous light scattering and rheological measurements.

**12. Biomaterials and Bioengineering Laboratory.** This laboratory includes facilities for synthesis and testing of novel biomaterials for applications in drug delivery, biosensors, and tissue engineering. Equipment is available for synthesis of polymeric micro and nanoparticles for drug delivery, synthesis of self-assembled biomaterials, and engineering of biomaterial surfaces. The laboratory also includes facilities to measure cell-biomaterial interactions and transport of molecules as well as particles in biological tissues. Various analytical tools for measuring transport including scintillation counter, HPLC, spectrophotometers, and fluorescence microscopy are available. Facilities for mammalian cell culture and *in vivo* transport measurements are available. Equipment for functional characterization of biological molecules, cells, and tissues is also available.

## Undergraduate Program

Courses required for the pre-major or major, inside or outside of the Department of Chemical Engineering, cannot be taken for the passed/not passed grading option. They must be taken for letter grades.

### Bachelor of Science—Chemical Engineering

**Note:** Schedules should be planned to meet both General Education and major requirements. Detailed descriptions of these requirements are presented in the College of Engineering Announcement and General Education booklet.

A minimum of 194 units is required for graduation.

### Preparation for the major

Engineering 3, Chemical Engineering 1A, 10; Chemistry 1A-B-C or 2A-B-C, 1AL-BL-CL or 2AC-BC-CC, 6AL-BL, 109A-B-C; Mathematics 3A-B-C, 5A-B-C, and Physics 1, 2, 3, 4, and 3L, 4L.

**NOTE:** Courses required for the major, inside or outside of the Department of Chemical Engineering, cannot be taken for the pass/not pass grading option. They must be taken for letter grades.

### Upper-division major

Seventy-eight upper-division units are required of which sixty-six are specified: Chemical Engineering 110A-B, 119, 120A-B-C, 128, 132A-B-C, 140A-B, 152A, 172, 180A-B, 184A-B; Chemistry 113B-C; Materials 100B or 101. Twelve units of technical electives selected from a wide variety of upper-division science and engineering courses are also required. The list of approved technical electives is included on curriculum

sheets. Prior approval of technical electives must be obtained from the student's faculty advisor and the technical elective worksheet must be submitted to the department by fall quarter of the senior year.

Transfer students who have completed most of the lower-division courses listed above and are entering the junior year of the chemical engineering program may take Chemical Engineering 10 concurrently with Chemical Engineering 120A in the fall quarter.

## Five-Year Joint B.S. Chemical Engineering/ M.S. Materials Degree Program

Please refer to the College of Engineering section, for additional information on Five-Year B.S./M.S. programs.

## Five-Year Joint B.S. Chemical Engineering/ M.A. Program with Economics

Please refer to the College of Engineering section, for additional information on Five-Year B.S./M.S. programs.

## Graduate Program

In addition to departmental requirements, program applicants and candidates for graduate degrees must fulfill University requirements described in the chapter "Graduate Education at UCSB."

Upon admission, students will receive a copy of the graduate student handbook which contains the department's policies and procedures.

### Master of Science—Chemical Engineering

#### Admission

Graduate Record Examination (GRE) scores are required of all applicants to the graduate program. Applicants whose native language is not English must pass the Test of English as a Foreign Language (TOEFL), or the International English Language Testing System (IELTS) prior to admission to UCSB. Requests for exceptions to this requirement will be considered for those students who have completed an undergraduate or graduate education at an institution whose primary language of instruction is English. It is expected that most applicants for the M.S. degree in chemical engineering will have obtained undergraduate degrees in chemical engineering. However, students with degrees in other branches of engineering or in science may be accepted with the provision that they take such undergraduate courses as prescribed by the department as prerequisites for graduate work.

#### Degree Requirements

Two plans are available for the M.S. degree in chemical engineering. Most students will follow Plan 1, although students with special backgrounds or requirements will be permitted, at the option of the department, to follow Plan 2. Knowledge of a foreign language is not required.

**Plan 1.** Thirty units of coursework, of which at least 20 units must be taken in graduate courses numbered 200-299 in chemical engineering or related fields subject to departmental approval. Units in courses numbered 596, 598 or 599 do not count toward advanced degrees. The remaining units may be chosen from upper-division or graduate-level courses in chemical engineering or other branches of engineering or science, as approved by the department. In addition to meeting the course requirements, each student is expected to pursue a research project, theoretical and/or experimental, and to describe the results of the research in a thesis. The student must present and defend the thesis in an oral examination.

**Plan 2.** Forty-two units of coursework, of which at least 24 units must be taken in graduate courses numbered 200-299 in chemical engineering or related fields subject to departmental approval. Units numbered 596, 598 or 599 do not count toward advanced degrees. The remainder may be chosen on the same basis as outlined in Plan 1. Only students who have had adequate research experience prior to beginning graduate work, or who plan to continue in doctoral work at UCSB, will be permitted to follow Plan 2. Plan 2 candidates must pass an oral examination based on subjects studied in the graduate courses.

### Doctor of Philosophy—Chemical Engineering

#### Admission

Doctor of philosophy applicants must meet master of science admission requirements. (See "Master of Science, Chemical Engineering—Admission.")

#### Degree Requirements

The student will be expected to plan and secure approval of a program of courses in chemical engineering and related fields which will provide a depth of understanding in the principal areas of chemical engineering. Students are required to take a minimum of 36 units of course work before graduation. This includes 27 units required to fulfill the core course requirement.

Advancement to Candidacy for the Ph.D. degree includes a written report and comprehensive oral examination based primarily on a student's research progress through the Winter or Spring Quarters of the student's second year of graduate study. Eligibility to take the Candidacy Exam is based on a portfolio submitted by the student that includes performance in graduate chemical engineering course work and research progress reports.

Each student is expected to pursue a research project, theoretical and/or experimental, and to describe the results of the research in a dissertation. The student must present and defend the dissertation in an oral examination. The period of time between advancement to candidacy and completion of the final oral examination is expected to be approximately three years.

### Optional Graduate Degree Emphasis in Computational Science and Engineering

The Departments of Chemical Engineering; Computer Science; Earth Science; Ecology,

Evolution and Marine Biology; Electrical and Computer Engineering; Mathematics; and Mechanical Engineering offer an interdisciplinary master's and Ph.D. degree emphasis in computational science and engineering (CSE). CSE is a rapidly growing multidisciplinary area with connections to the sciences, engineering, mathematics, and computer science. Computer models and simulations have become an important part of the research repertoire, supplementing (and in some cases replacing) experimentation. Going from application area to computational results requires domain expertise, mathematical modeling, numerical analysis, algorithm development, software implementation, program execution, analysis, validation, and visualization of results. CSE addresses these issues.

Although CSE includes elements from computer science, applied mathematics, engineering and science, it focuses on the integration of knowledge and methodologies from all of these disciplines and, as such, is a subject distinct from any of them. All students pursuing an emphasis in CSE must complete the following:

- Numerical Methods: Electrical and Computer Engineering 210A-B-C-D (students must take at least three)
- Parallel Computing: Computer Science 240A-B (students must take at least one).
- Applied Mathematics: Students must take either the Math 214A-B or Math 215A-B sequence (run concurrently with Math 119A-B and Math 124A-B respectively), or the Chemical Engineering 230A-B sequence.
- Credit will not be given for more than one of these sequences. Advanced courses may be substituted, with approval, as follows: Math 243 instead of Math 214, and Math 246 instead of Math 215.

The specific requirements for the M.S. in Electrical and Computer Engineering (thesis option only) with the CSE emphasis are as follows:

- Completion of the above requirements for an M.S. in electrical and computer engineering
- A master's thesis in CSE

The thesis must be written under the supervision of a CSE ladder faculty member. The thesis committee must include a minimum of three permanent ladder faculty members, at least two from Electrical and Computer Engineering and one from CSE (may be CSE faculty member from another department).

Students pursuing a Ph.D. with an emphasis in CSE must:

- Complete the above requirements for a Ph.D. in electrical and computer engineering
- Write and defend a dissertation in CSE

The student's dissertation must be written under the supervision of an Electrical and Computer Engineering CSE ladder faculty member. The doctoral examination committee must include at least one CSE ladder faculty member and at least one ladder faculty member from another department.

### **Interdepartmental Graduate Program in Biomolecular Science and Engineering**

For a complete description of this interdisciplinary program, see page 137 in the College of Letters and Sciences section of this catalog or the Web site at: [www.bmse.ucsb.edu](http://www.bmse.ucsb.edu).

# Chemical Engineering Courses

## LOWER DIVISION

### 1A. Engineering and the Scientific Method

(1) STAFF

Engineering and its relationship to basic science, with specific examples from engineering practice. Analysis and synthesis of engineering education. Career opportunities for chemical engineering graduates. Seminar/discussion format with guest lecturers and current experiences/issues from students' other freshman engineering/science classes.

### 10. Introduction to Chemical Engineering

(3) DOYLE, GORDON

*Prerequisites:* Chemistry 1A-B-C; Mathematics 3A-B-C; and, Engineering 3. Chemical Engineering majors only.

Elementary principles of chemical engineering. The major topics discussed include material and energy balances, stoichiometry, and thermodynamics.

### 55. Chem-E-Car Activity

(1) STAFF

*Prerequisite:* Chem 1C and 1CL.

Students apply chemistry and engineering knowledge to design a model-scale, chemically powered car with chemically actuated brakes. The cars represent UCSB at American Institute of Chemical Engineering meetings. Grading is based on participation, design creativity, and car performance.

### 99. Introduction to Research

(1-3) STAFF

*Prerequisites:* consent of instructor and undergraduate advisor.

May be repeated for credit to a maximum of 6 units. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199DC/199RA courses combined.

Directed study, normally experimental, to be arranged with individual faculty members. Course offers exceptional students an opportunity to participate in a research group.

## UPPER DIVISION

### 102. Biomaterials and Biosurfaces

(3) ISRAELACHVILI

*Recommended Preparation:* Basic physical chemistry, chemistry, physics, thermodynamics and biology.

Not open for credit to students who have completed Chemical Engineering 121.

Fundamentals of natural and artificial biomaterials and biosurfaces with emphasis on molecular level structure and function and the interactions of biomaterials and surfaces with the body. Design issues of grafts and biopolymers. Basic biological and biochemical systems reviewed for nonbiologists.

### 110A. Chemical Engineering Thermodynamics

(3) STAFF

*Prerequisite:* Chemical Engineering 10; Mathematics 5A; Engineering majors only.

Use of the laws of thermodynamics to analyze processes encountered in engineering practice, including cycles and flows. Equations-of-state for describing properties of fluids and mixtures. Applications, including engines, turbines, refrigeration and power plant cycles, phase equilibria, and chemical-reaction equilibria.

### 110B. Chemical Engineering Thermodynamics

(3) STAFF

*Prerequisite:* Chemical Engineering 110A; Mathematics 5A; Engineering majors only.

Extension of Chemical Engineering 110A to cover mixtures and multiphase equilibrium. Liquid-vapor separations calculations are emphasized. Introduction to equations of state for mixtures.

### 119. Current Events in Chemical Engineering

(1) STAFF

*Prerequisites:* Chemical Engineering 110A-B.

Assigned readings in technical journals on current events of interest to chemical engineers. Student groups present oral reports on reading assignments pertaining to new technologies, discoveries, industry challenges, society/government issues, professional and ethical responsibilities.

### 120A. Transport Processes

(4) SQUIRES, ZASADZINSKI, MITAGOTRI, TIRRELL

*Prerequisites:* Mathematics 5A-B-C; and Physics 4.

Introductory course in conceptual understanding and mathematical analysis of problems in fluid dynamics of relevance to Chemical Engineering. Emphasis is placed on performing microscopic and macroscopic mathematical analysis to understand fluid motion in response to forces.

### 120B. Transport Processes

(3) STAFF

*Prerequisite:* Chemical Engineering 120A; Mathematics 5A-B-C and Physics 4.

Introductory course in the mathematical analysis of conductive, convective and radioactive heat transfer with practical applications to design of heat exchange equipment and use.

### 120C. Transport Processes

(3) STAFF

*Prerequisite:* Chemical Engineering 120B, Mathematics 5A-B-C and Physics 4.

Introductory course in the fundamentals of mass transfer with applications to the design of mass transfer equipment.

### 121. Colloids and Biosurfaces

(3) ISRAELACHVILI

*Recommended Preparation:* Basic physical chemistry, chemistry, physics, thermodynamics and biology.

Not open for credit to students who have completed Chemical Engineering 102.

Basic forces and interactions between atoms, molecules, small particles and extended surfaces. Special features and interactions associated with (soft) biological molecules, biomaterials and surfaces: lipids, proteins, fibrous molecules (DNA), biological membranes, hydrophobic and hydrophilic interactions, bio-specific and non-equilibrium interactions.

### 124. Advanced Topics in Transport Phenomena/Safety

(3) BANERJEE, THEOFANOUS

*Prerequisites:* Chemical Engineering 120A-B-C or Mechanical Engineering 151A-B; and Mechanical Engineering 152A.

Same course as ME 124.

Hazard identification and assessments, runaway reactions, emergency relief. Plant accidents and safety issues. Dispersion and consequences of releases.

### 125. Principles of Bioengineering

(3) MITRAGOTRI

Applications of engineering to biological and medical systems. Introduction to drug delivery, tissue engineering, and modern biomedical devices. Design and applications of these systems are discussed.

### 128. Separation Processes

(3) SCOTT

*Prerequisites:* Chemical Engineering 10 and 110A-B; open to College of Engineering majors only.

Basic principles and design techniques of equilibrium-stage separation processes. Emphasis is placed on binary distillation, liquid-liquid extraction, and multicomponent distillation.

### 132A. Analytical Methods in Chemical Engineering

(4) DAUGHERTY, FREDRICKSON, SQUIRES

*Prerequisites:* Mathematics 5A-B.

Develop analytical tools to solve elementary partial differential equations and boundary value problems. Separation of variables, method of characteristics, Sturm-Liouville theory, generalized Fourier analysis, and computer math tools.

### 132B. Computational Methods in Chemical Engineering

(3) FREDRICKSON

*Prerequisite:* Mathematics 5A-B-C.

Numerical methods for solution of linear and nonlinear algebraic equations, optimization, interpolation, numerical integration and differentiation, initial-value problems in ordinary and

partial differential equations, and boundary-value problems. Emphasis on computational tools for chemical engineering applications.

### 132C. Statistical Methods in Chemical Engineering

(3) SEBORG

Prerequisites: *Mathematics 5A-B-C.*

Probability concepts and distributions, random variables, error analysis, point estimation and confidence intervals, hypothesis testing, development of empirical chemical engineering models using regression techniques, design of experiments, process monitoring based on statistical quality control techniques.

### 136. Introduction to Multiphase Flows

(3) THEOFANOUS

Prerequisites: *Chemical Engineering 120A-B-C, or Mechanical Engineering 151C and 152A.*

Same course as ME 136.

Development from basic concepts and techniques of fluid mechanics and heat transfer, to local behavior in multiphase flows. Key multiphase phenomena, related physics. Extension of local conservation principles to usable formulations in multiphase flows. Modelling approaches. Practical examples.

### 138. Risk Assessment and Management

(3) THEOFANOUS

Prerequisites: *Chemical Engineering 120A-B-C, or Mechanical Engineering 151B and 152A.*

Same course as ME 138.

Conceptual foundations of risk and its utility for decision making. Determinism, statistical inference, and uncertainty. Formulation of safety goals and approaches to risk management. Generalized methodology and tools for assessing risks in the industrial, ecological, and public health context.

### 140A. Chemical Reaction Engineering

(3) MCFARLAND, SCOTT

Prerequisites: *Chemical Engineering 110A and 120A-B.*

Fundamentals of chemical reaction engineering with emphasis on kinetics of homogenous and heterogeneous reacting systems. Reaction rates and reaction design are linked to chemical conversion and selectivity. Batch and continuous reactor designs with and without catalysts are examined.

### 140B. Chemical Reaction Engineering

(3) CHMELKA, MCFARLAND

Prerequisites: *Chemical Engineering 110A, 120A-B and 140A.*

Thermodynamics, kinetics, mass and energy transport considerations associated with complex homogeneous and heterogeneous reacting systems. Catalytic and catalytic reaction rates and mechanisms. Adsorption and reaction at solid surfaces, including effects of diffusion in porous materials. Chemical reactors using heterogeneous catalysts.

### 141. The Science and Engineering of Energy Conversion

(3) STAFF

Prerequisite: *Chemical Engineering 110A and 140A.*

Equivalent upper-division coursework in thermodynamics and kinetics from outside of department will be considered.

Framework for understanding the energy supply issues facing society with a focus on the science, engineering, and economic principles of the major alternatives. Emphasis will be on the physical and chemical fundamentals of energy conversion technologies.

### 152A. Process Dynamics and Control

(4) SEBORG, DOYLE

Prerequisites: *Chemical Engineering 120A-B-C and 140A.*

Development of theoretical and empirical models for chemical and physical processes, dynamic behavior of processes, transfer function and block diagram representation, process instrumentation, control system design and analysis, stability analysis, computer simulation of controlled processes.

### 152B. Advanced Process Control

(3) SEBORG

Prerequisite: *Chemical Engineering 152A.*

The theory, design, and experimental application of advanced process control strategies including

feedforward control, cascade control, enhanced single-loop strategies, and model predictive control. Analysis of multi-loop control systems. Introduction to on-line optimization.

### 154. Engineering Approaches to Systems Biology

(3) DOYLE

Prerequisites: *Chemical Engineering 170 and Mathematics 5A-B-C.*

Applications of engineering tools and methods to solve problems in systems biology. Emphasis is placed on integrative approaches that address multi-scale and multi-rate phenomena in biological regulation. Modeling, optimization, and sensitivity analysis tools are introduced.

### 160. Introduction to Polymer Science

(3) KRAMER

Prerequisite: *Chemistry 109A-B.*

Same course as Materials 160.

Introductory course covering synthesis, characterization, structure, and mechanical properties of polymers. The course is taught from a materials perspective and includes polymer thermodynamics, chain architecture, measurement and control of molecular weight as well as crystallization and glass transitions.

### 170. Molecular and Cellular Biology for Engineers

(3) DAUGHERTY

Prerequisite: *Chemistry 109C. Not open for credit to students who have completed Ch E 172.*

Introduction to molecular and cellular biology from an engineering perspective. Topics include protein structure and function, transcription, translation, post-translational processing, cellular organization, molecular transport and trafficking, and cellular models.

### 171. Introduction to Biochemical Engineering

(3) DAUGHERTY

Prerequisite: *Chemical Engineering 170.*

Introduction to biochemical engineering covering cell growth kinetics, bioreactor design, enzyme processes, biotechnologies for modification of cellular information, and molecular and cellular engineering.

### 172. Molecular and Cellular Biology for Engineers

(3) DAUGHERTY

Prerequisites: *Chemical Engineering 140A and Chemistry 109C.*

Molecular and cellular biology will be introduced using engineering fundamentals. Topics include protein structure and function, transcription, translation, post-translational processing, cellular organization, molecular transport and trafficking, metabolic and protein networks, modification of cellular information, and molecular and cellular engineering.

### 180A-B. Chemical Engineering Laboratory

(3) STAFF

Prerequisite: *Chemical Engineering 110A; and Chemical Engineering 120A-B.*

Experiments in thermodynamics, fluid mechanics, heat transfer, mass transfer, and chemical processing. Analysis of results, and preparation of reports.

### 184A. Design of Chemical Processes

(3) DOHERTY

Prerequisites: *Chemical Engineering 110A-B; 120A-B-C; 140A; and 152A.*

Application of chemical engineering principles to plant design. Conceptual design of chemical processes. Flowsheeting methods. Engineering cost principles and economic aspects.

### 184B. Design of Chemical Processes

(3) DOHERTY

Prerequisites: *Chemical Engineering 110A-B; 120A-B-C; 140A; 152A; and Chemical Engineering 184A.*

The solution to comprehensive plant design problems. Use of computer process simulators. Optimization of plant design, investment and operations.

### 194. Group Studies for Advanced Students

(1-4) STAFF

Prerequisites: *consent of instructor. Limited to majors in the College of Engineering.*

Check with department for quarters offered.

Group studies intended for small number of advanced students who share an interest in a topic not included in the regular departmental curriculum.

### 196. Undergraduate Research

(2-4) STAFF

Prerequisite: *Upper-division standing, completion of 2 upper-division courses in Chemical Engineering; consent of the instructor.*

Must have a minimum 3.0 grade-point average for the preceding three quarters. May be repeated for up to 12 units. Not more than 3 units may be applied to departmental electives.

Research opportunities for undergraduate students. Students will be expected to give regular oral presentations, actively participate in a weekly seminar, and prepare at least one written report on their research.

### 198. Independent Studies in Chemical Engineering

(1-5) STAFF

Prerequisites: *consent of instructor; upper-division standing; completion of two upper-division courses in chemical engineering.*

Must have a minimum 3.0 grade-point-average for the preceding three quarters. May be repeated up to twelve units. Students are limited to five units per quarter and 30 units total in all 98/99/198/199/199DC/199RA courses combined.

Directed individual studies.

## GRADUATE COURSES

### 202. Biomaterials and Biosurfaces

(3) ISRAELACHVILI

Prerequisites: *consent of instructor.*

Same course as BMSE 202.

Recommended preparation: *prior biochemistry, physical chemistry, and organic chemistry.*

Fundamentals of natural and artificial biomaterials and biosurfaces with emphasis on molecular level structure and function and the interactions of biomaterials and surfaces with the body. Design issues of grafts and biopolymers. Basic biological and biochemical systems reviewed for nonbiologists.

### 210A. Fundamentals and Applications of Classical Thermodynamics and Statistical Mechanics

(4) DOHERTY

Fundamental concepts in classical thermodynamics and statistical mechanics for engineering students. Establishes the framework within which problems can be solved using methodologies that start with molecular level understanding.

### 210B. Advanced Topics in Equilibrium Statistical Mechanics

(3) STAFF

Recommended Preparation: *Recommended preparation: a course in physical chemistry.*

Same course as Materials 214.

Application of the principles of statistical mechanics and thermodynamics to treat classical fluid systems at equilibrium. Topics include liquid state theory, computer simulation methods, critical phenomena and scaling principles, interfacial statistical mechanics, and electrolyte theory.

### 210C. Topics in Non-equilibrium Statistical Mechanics

(3) STAFF

Introduction to the non-equilibrium statistical mechanics of classical fluid systems. Topics include: time correlation functions, linear response theory, kinetic theory of gases, Brownian motion, polymer dynamics, generalized hydrodynamics, non-equilibrium thermodynamics, and kinetics of phase transformations.

### 210D. Principles of Modern Molecular Simulation Methods

(3) STAFF

Provides a broad overview of modern methods



for computing the properties of multibody molecular systems. The course will cover: ab initio techniques, classical potential energy functions, Monte Carlo and molecular dynamics methods, free energy calculations, phase equilibria, and self-assembly/organization.

### 211A. Matrix Analysis and Computation

(4) STAFF

Prerequisite: consent of instructor.

Same course as Computer Science 211A, ECE 210A, Geology 251A, ME 210A and Mathematics 206A. Students should be proficient in basic numerical methods, linear algebra, mathematically rigorous proofs, and some programming language.

Graduate level-matrix theory with introduction to matrix computations. SVD's, pseudoinverses, variational characterization of eigenvalues, perturbation theory, direct and iterative methods for matrix computations.

### 211B. Numerical Simulation

(4) STAFF

Prerequisite: consent of instructor.

Same course as Computer Science 211B, ECE 210B, Geology 251B, ME 210B and Mathematics 206B. Students should be proficient in basic numerical methods, linear algebra, mathematically rigorous proofs, and some programming language.

Linear multistep methods and Runge-Kutta methods for ordinary differential equations: stability, order and convergence. Stiffness. Differential algebraic equations. Numerical solution of boundary value problems.

### 211C. Numerical Solution of Partial Differential Equations—Finite Difference Methods

(4) STAFF

Prerequisite: consent of instructor.

Same course as Computer Science 211C, ECE 210C, Geology 251C, ME 210C and Mathematics 206C. Students should be proficient in basic numerical methods, linear algebra, mathematically rigorous proofs, and some programming language.

Finite difference methods for hyperbolic, parabolic and elliptic PDE's, with application to problems in science and engineering. Convergence, consistency, order and stability of finite difference methods. Dissipation and dispersion. Finite volume methods. Software design and adaptivity.

### 211D. Numerical Solution of Partial Differential Equations—Finite Element Methods

(4) STAFF

Prerequisite: consent of instructor.

Same course as Computer Science 211D, ECE 210D, Geology 251D, ME 210D, and Mathematics 206D. Students should be proficient in basic numerical methods, linear algebra, mathematically rigorous proofs, and some programming language.

Weighted residual and finite element methods for the solution of hyperbolic, parabolic and elliptical partial differential equations, with application to problems in science and engineering. Error estimates. Standard and discontinuous Galerkin methods.

### 212. Risk Assessment and Management

(3) THEOFANOUS

Prerequisites: consent of instructor.

Same course as ME 212.

Conceptual foundations of risk and its utility for decision making. Determinism, statistical inference, and uncertainty. Formulation of safety goals and approaches to risk management. Generalized methodology and tools for assessing risks in the industrial, ecological, and public health context.

### 216A. Introduction to Magnetic Resonance Spectroscopy Techniques

(3) CHMELKA

Prerequisite: consent of instructor.

An introduction to magnetic resonance theory and experimental techniques, with emphasis on quantum-mechanical descriptions of basic NMR methods for solid-state applications.

### 216B. Advanced Methods of Magnetic Resonance with Applications to Materials Science

(3) CHMELKA

Prerequisite: consent of instructor.

This course is intended to provide an understanding of advanced methods of magnetic resonance spectroscopy and imaging, emphasizing new applications to current issues in materials research.

### 218. Introduction to Multiphase Flows

(3) STAFF

Prerequisite: consent of instructor.

Same course as ME 218.

Development from basic concepts and techniques of fluid mechanics and heat transfer, to local behavior in multiphase flows. Key multiphase phenomena, related physics. Extension of local conservation principles to usable formulations in multiphase flows. Modelling approaches. Practical examples. Computer simulations.

### 220A. Advanced Transport Processes—Laminar Flow and Convective Transport Processes

(4) LEAL

Prerequisite: consent of instructor.

Basic principles of fluid mechanics and convective transport processes. Governing equations and boundary conditions. Non-dimensionalization and scaling. Self-similar solutions and similarity transformations. Unidirectional flows. The thin gap approximation, lubrication theory and thin film dynamics. Low Reynolds number flows.

### 220B. Advanced Transport Processes—Laminar Flow and Convective Transport Processes

(3) LEAL

Prerequisite: consent of instructor.

Continuation of ChE 220A. Viscous flows. Application of scaling and asymptotic methods to transport problems and fluid motions; Weak convection effects; Boundary layer theories for fluid mechanics and transport processes. Introduction to Linear stability theory for interfacial and buoyancy-driven flows.

### 220C. Advanced Transport Processes—Mass Transfer

(3) ZASADZINSKI

Basic principles of diffusional processes, multicomponent systems, diffusion with chemical reaction, penetration and surface renewal theories, turbulent transport.

### 221. Turbulent Flow

(3) STAFF

Prerequisites: Chemical Engineering 220A-B or Mechanical Engineering 220A-B.

Same course as ME 223.

Nature and origin of turbulence, boundary layer mechanics law of the wall, wakes, and jets, transport of properties, statistical description of turbulence, measurement problems, stratification effects. Application of principles to practical problems is stressed.

### 222A. Colloids and Interfaces I

(3) ISRAELACHVILI

Prerequisite: consent of instructor.

Same course as Materials 222A and BMSE 222A.

Introduction to the various intermolecular interactions in solutions and in colloidal systems: Van der Waals, electrostatic, hydrophobic, solvation, H-bonding. Introduction to colloidal systems: particles, micelles, polymers, etc. Surfaces: wetting, contact angles, surface tension, etc.

### 222B. Colloids and Interfaces II

(3) ZASADZINSKI

Prerequisite: consent of instructor.

Same course as Materials 222B.

Recommended preparation: Materials 222A or Chemical Engineering 222A.

Continuation of 222A. Interparticle interaction, coagulation, flocculation, DLVO theory, steric interactions, polymer-coated surfaces, polymers in solution, viscosity in thin liquid films. Surfactant self-assembly: micelles, micro-emulsions, lamellar phases, etc. Surfactants in surfaces: Langmuir-Blodgett films, adsorption, adhesion.

### 226. Level Set Methods

(4) GIBOU

Prerequisite: Computer Science 211C, or Chemical Engineering 211C, or ECE 210C, or ME 210C.

Same course as CMPS 216, ECE 226 and ME 216.

Mathematical description of the level set method and design of the numerical methods used in its implementations (ENO-WENO, Godunov, Lax-Friedrich, etc.). Introduction to the Ghost Fluid Method. Applications in CFD, Materials Sciences, Computer Vision and Computer Graphics.

### 230A. Advanced Theoretical Methods in Engineering

(4) CHMELKA, FREDRICKSON, LEAL, PETERS

Prerequisite: consent of instructor.

Same course as ME 244A.

Methods of solution of partial differential equations and boundary value problems. Linear vector and function spaces, generalized Fourier analysis, Sturm-Liouville theory, calculus of variations, and conformal mapping techniques.

### 230B. Advanced Theoretical Methods in Engineering

(3) FREDRICKSON, SQUIRES

Prerequisites: Chemical Engineering 230A and consent of instructor.

Same course as ME 244B.

Advanced mathematical methods for engineers and scientists. Complex analysis, integral equations and Green's functions. Asymptotic analysis of integrals and sums. Boundary layer methods and WKB theory.

### 230C. Nonlinear Analysis of Dynamical Systems

(3) DOHERTY

Prerequisites: Chemical Engineering 230A and consent of instructor.

Bifurcation and stability theory of solutions to nonlinear evolution equations; introduction to chaotic dynamics. Emphasis on asymptotic and numerical methods for the analysis of steady-state and time-dependent nonlinear boundary-value problems.

### 238A. Rheology of Complex Fluids

(3) STAFF

Same course as Materials 238A.

An introduction to molecular and microscale theories for the viscoelastic behavior of complex fluids: suspensions, colloidal dispersions, liquid crystals, dilute polymer solutions.

### 238B. Rheology of Complex Fluids

(3) STAFF

Same course as Materials 238B.

Continuation of ChE 238A: Emphasis of the second term is on concentrated systems and polymeric liquids, reptation theory and extensions of reptation theories to complex architectures in the linear viscoelastic regime. Nonlinear Rheology for polymers.

### 240A. Advanced Chemical Reaction Engineering

(3) MCFARLAND

Prerequisite: consent of instructor.

Following review of the theory of reaction kinetics for catalyzed and noncatalyzed systems, detailed consideration is given to design and performance of catalysts and chemical reactors. Mathematical studies of stability and optimization are emphasized in relationship to mass, energy, and momentum transport.

### 241. Advanced Science and Engineering of Energy Conversion

(3) MCFARLAND

The course provides a framework for understanding the energy supply issues facing society with a focus on the science, engineering, and economic principles of the major alternatives. Emphasis will be on the physical and chemical fundamentals of energy conversion technologies.

### 246. Advanced Catalysis

(3) MCFARLAND, SCOTT

Prerequisite: consent of instructor.

Theories of reaction rates. Heterogeneous and homogenous catalysis, including physical structure and characterization of catalysts. Catalyst poisoning.

### 255. Methods in Systems Biology

(3) DOYLE

Prerequisites: prior coursework in cellular biology and mathematics; consent of instructor.

Same course as BMSE 255.

Fundamentals of dynamic network organization

in biology (genes, proteins, metabolites). Emphasis on mathematical approaches to model and analyze complex biophysical network systems. Detailed case studies demonstrating successes of systems biology. Basic biological systems reviewed for non-biologists.

### 290. Seminar

(.5) STAFF

*May be repeated for credit.*

Seminar featuring guest speakers and graduate students on topics of current research interest.

### 291. Research Group Studies

(1-2) STAFF

*Prerequisite: consent of instructor.*

Students or instructors present recently published papers and/or results relevant to their own research.

### 295. Group Studies: Controls, Dynamical Systems, and Computation

(1) STAFF

### 594. Special Topics

(1-4) STAFF

Special seminar on research subjects of current interest.

### 596. Directed Reading and Research

(1-12) STAFF

Experimental or theoretical research undertaken under the direction of a faculty member for graduate students who have not yet advanced to candidacy.

### 598. Master's Thesis Research and Preparation

(1-12) STAFF

*Not applicable to course requirement for master of science degree.*

Only for research underlying the thesis and writing the thesis.

### 599. Dissertation Research and Preparation

(1-12) STAFF

Only for research underlying the dissertation and writing the dissertation.

**Steven E. Butner**, Ph.D., Stanford University, Professor (computer architecture, VLSI design of CMOS and gallium-arsenide ICs with emphasis on distributed organizations and fault-tolerant structures)

**Kwang-Ting (Tim) Cheng**, Ph.D., UC Berkeley, Professor (design automation, VLSI testing, design synthesis, design verification, algorithms)

**Frederic T. Chong**, Ph.D., Massachusetts Institute of Technology, Professor (computer architecture, novel computing technologies, quantum computing, embedded systems, and architectural support for system security and reliability)

**Chandra Krintz**, Ph.D., University of California, San Diego, Associate Professor (dynamic and adaptive compilation systems, high-performance internet (mobile) computing, runtime and compiler optimizations for Java/CIL, efficient mobile program transfer formats)

**Malgorzata Marek-Sadowska**, Ph.D., Technical University of Warsaw, Poland, Professor (design automation, computer-aided design, integrated circuit layout, logic synthesis)

**P. Michael Melliar-Smith**, Ph.D., University of Cambridge, Professor (fault tolerance, formal specification and verification, distributed systems, communication networks and protocols, asynchronous systems)

**Louise E. Moser**, Ph.D., University of Wisconsin, Professor (distributed systems, computer networks, software engineering, fault-tolerance, formal specification and verification, performance evaluation)

**Behrooz Parhami**, Ph.D., UC Los Angeles, Professor (parallel architectures and algorithms, computer arithmetic, computer design, dependable and fault-tolerant computing)

**Volkan Rodoplu**, Ph.D., Stanford University, Assistant Professor (wireless networks, energy-efficient and device-adaptive communications)

**Tim Sherwood**, Ph.D., UC San Diego, Associate Professor (computer architecture, dynamic optimization, network and security processors, embedded systems, program analysis and characterization, and hardware support of software systems)

**Luke Theogarajan**, Ph.D., Massachusetts Institute of Technology, Assistant Professor (low-power analog VLSI, biomimetic nanosystems, neural prostheses, biosensors, block co-polymer synthesis, self-assembly, and microfabrication)

**Li-C. Wang**, Ph.D., University of Texas at Austin, Associate Professor (design verification, testing, computer-aided design of microprocessors)

**Richard Wolski**, Ph.D., UC Davis/Livermore, Professor (high-performance distributed computing, computational grids, computational economies for resource allocation and scheduling)

**Patrick Yue**, Ph.D., Stanford University, Associate Professor (high-speed CMOS IC design, cell-based RF CAD methodology and integrated biomedical sensors)

**Ben Zhao**, Ph.D., University of California, Berkeley, Assistant Professor (computer/overlay/mobile networking, large-scale distributed systems, operating systems, network simulation and modeling)

**Heather Zheng**, Ph.D., University of Maryland, College Park, Assistant Professor (wireless/mobile/ad hoc networking, cognitive radio and dynamic spectrum networks, multimedia communications,

security, game theory, algorithms, network simulation and modeling)

The Computer Engineering major's objective is to educate broadly based engineers with an understanding of digital electronics, computer architecture, system software and integrated circuit design. These topics bridge traditional electrical engineering and computer science curricula. The Computer Engineering degree program is conducted jointly with faculty from the Department of Computer Science and the Department of Electrical and Computer Engineering. Computer engineers emerging from this program will be able to design and build integrated digital hardware and software systems in a wide range of applications areas. Computer engineers will seldom work alone and thus teamwork and project management skills are also emphasized. The undergraduate major in Computer Engineering prepares students for a wide range of positions in business, government and private industrial research, development and manufacturing organizations.

Under the direction of the Associate Dean for Undergraduate Studies, academic advising services are jointly provided by advisors in the College of Engineering, as well as advisors in the department. Faculty advisors are also available to help with academic program planning. Students who hope to change to this major should consult the department advisor.

The computer engineering program is not accredited by a Commission of ABET.

## Mission Statement

To prepare our students to reach their full potential in computer engineering research and industrial practice through a curriculum emphasizing the mathematical tools, scientific basics, fundamental knowledge, engineering principles, and practical experience in the field.

## Educational Objectives

The Computer Engineering Program seeks to produce graduates who:

- 1) Make positive contributions to society by applying their broad knowledge of computer engineering theories, techniques, and tools.
- 2) Create processes and products, involving both hardware and software components, that solve societal and organizational problems effectively, reliably, and economically.
- 3) Are committed to the advancement of science, technical innovation, lifelong learning, professionalism, and mentoring of future generations of engineers.
- 4) Understand the ethical, social, business, technical, and human contexts of the world in which their engineering contributions will be utilized.

## Program Outcomes

Upon completion of this program, students will have:

- 1) Acquired strong basic knowledge and skills in those fundamental areas of mathematics, science, and engineering necessary to facilitate specialized professional training at an advanced level. Developed a recognition of the need for and the ability to engage in lifelong learning.
- 2) Experienced in-depth training in state-of-

# Computer Engineering

Computer Engineering Major,  
Trailer 380, Room 101;  
Telephone (805) 893-5615  
E-mail: [info@ce.ucs.edu](mailto:info@ce.ucs.edu)  
Web site: [www.ce.ucs.edu](http://www.ce.ucs.edu)

Director: **Frederic T. Chong**  
Vice Director: **Patrick Yue**

## Faculty

**Kevin Almeroth**, Ph.D., Georgia Institute of Technology, Professor (computer networks and protocols, large-scale multimedia systems, performance evaluation and distributed systems)

**Kaustav Banerjee**, Ph.D., UC Berkeley, Associate Professor (high performance VLSI and mixed signal system-on-chip designs and their design automation methods; single electron transistors; 3D and optoelectronic integration)

**Forrest D. Brewer**, Ph.D., University of Illinois at Urbana-Champaign, Professor (VLSI and computer system design automation, theory of design and design representations, symbolic techniques in high level synthesis)

**Tevfik Bultan**, Ph.D., University of Maryland, College Park, Associate Professor (specification and automated analysis of concurrent systems, computer-aided verification, model checking)

the-art specialty areas in computer engineering.

- 3) Benefited from hands-on, practical laboratory experiences where appropriate throughout the program. The laboratory experiences will be closely integrated with coursework and will make use of up-to-date instrumentation and computing facilities. Students will have completed both hardware-oriented and software-oriented assignments.
- 4) Experienced design-oriented challenges that exercise and integrate skills and knowledge acquired during their course of study. These challenges may include design of components or subsystems with performance specifications. Graduates should be able to demonstrate an ability to design and test a system, analyze experimental results, and draw logical conclusions from them.
- 5) Learned to function well in multidisciplinary teams and collaborative environments. To this end, students must develop communication skills, both written and oral, through teamwork and classroom participation. Teamwork and individual originality will be evidenced through written reports, webpage preparation, and public presentations.
- 6) Completed a well-rounded and balanced education through required studies in selected areas of fine arts, humanities, and social sciences. This outcome provides for the ability to understand the impact of engineering solutions in a global and societal context. A required course in engineering ethics will have prepared students for making professional contributions while maintaining institutional and individual integrity.

## Admission to the Major

### Requirements for Advancing to the Computer Engineering Major from the Computer Engineering Pre-Major

Students intending to major in computer engineering should declare the pre-major when applying for admission to the university. It is strongly recommended that incoming freshmen complete a computer programming class prior to enrollment at UCSB. We recommend a Java course with emphasis in programming or a C++ programming course.

Students may petition to advance from the computer engineering pre-major to the computer engineering major when they have met either of the following requirements:

**Option A:** Satisfactory completion at UCSB of at least six core classes required as preparation for the computer engineering major with a grade-point-average of at least 3.0. The core classes are: Mathematics 3A, 3B, 3C, 5A; Computer Science 10, 20, 40, 60; Electrical and Computer Engineering 2A, 2B, 2C, 15A, 15B. If the student has not attained the minimum 3.0 grade-point-average with the first six core classes completed, all core classes subsequently completed will be included in the grade-point-average computation.

**Option B:** Satisfactory completion of all thirteen core classes with a University of California grade-point-average of at least 2.75.

### Requirements for Changing to Computer Engineering from Other Majors

Students may petition to enter the Computer Engineering pre-major at any time Option 1 below has been met, or they may petition to enter the full major when the requirements in Option 2 have been met.

#### Option 1:

1. An overall UCSB grade-point-average of at least 3.0; and,
2. Satisfactory completion at UCSB of at least four core classes required as preparation for the Computer Engineering major with a grade-point-average of at least 3.0 in all core classes completed. The core classes are: Mathematics 3A, 3B, 3C, 5A; Computer Science 10, 20, 40, 60; Electrical and Computer Engineering 2A, 2B, 2C, 15A, 15B. Once approved for the Computer Engineering pre-major, the student must meet the requirements above for advancing to the full major.

#### Option 2:

1. An overall UCSB grade-point-average of at least 3.0; and,
2. Satisfactory completion at UCSB of at least six of the core classes with a grade-point-average of at least 3.0. If the student has not attained the minimum 3.0 grade-point-average with the first six core classes completed, all core classes subsequently completed will be included in the grade-point-average computation; or,
3. Satisfactory completion of all thirteen core classes with a University of California grade-point-average of at least 2.75.

**Please Note:** Pre-major status does not guarantee admission to major status. To be admitted to the major, the student must meet the requirements described in Option A or B or 2 above. No exceptions will be made to the GPA rule.

Students who have completed more than 105 units will not be considered for a change of major/change of college unless they can demonstrate that they will be able to complete all the degree requirements for the proposed program without exceeding 215 total units.

## Undergraduate Program

**Note:** Schedules should be planned to meet both General Education and major requirements. Detailed descriptions of these requirements are presented in the College of Engineering Announcement and General Education booklet.

### Bachelor of Science—Computer Engineering

The curriculum contains a core required of all computer engineers, a choice of at least 32 units of senior year elective courses including completion of two out of eight elective sequences and a senior year capstone design project.

Because the Computer Engineering degree program is conducted jointly by the Department of Computer Science and the Department of Electrical and Computer Engineering, several of the upper-division courses have equivalent versions offered by ECE or CMPSC. These courses are considered interchangeable, but only one such course of a given equivalent ECE/CMPSC pair may be taken for credit.

Courses required for the major, whether inside or outside of the Departments of Electrical and Computer Engineering or Computer Science, must be taken for letter grades. They cannot be taken for the passed/not passed grading option.

### Preparation for the major

All undergraduate Computer Engineering majors are required to meet a set of minimum unit and grade-point requirements and a set of General Education requirements which are common to all undergraduate majors in the College of Engineering. In addition, required preparation for the major consists of the following lower-division courses (or their equivalents if taken elsewhere): Chemistry 1A-B, 1AL-BL; Computer Science 10, 20, 40, 60; ECE 2A-B-C, 15A-B; Mathematics 3A-B-C, 5A; Physics 1, 2, 3, 4, 3L, 4L.

The program academic advisor can suggest a recommended study plan for Computer Engineering freshmen and sophomores. Each student is assigned a departmental faculty advisor who must be consulted in planning the junior and senior year programs.

### Upper-division major

The upper-division requirements consist of a set of required courses and a minimum of 32 units (8 classes) of additional departmental elective courses comprised of at least two sequences chosen from a set of eight specialty sequences. Each sequence must consist of two or more courses taken from the same course/sequence group. The department electives must also include a capstone design project (CMPSC 189A-B/ECE 189A-B). Upper-division courses required for the major are: Computer Science 130A, 170; ECE 152A-B, 154, either ECE 139 or PSTAT 120A; Engineering 101.

The required departmental electives are taken primarily in the senior year; they permit students to develop depth in specialty areas of their choice. A student's elective course program and senior project must be approved by a departmental faculty advisor. A variety of elective programs will be considered acceptable. Sample programs include those with emphasis in: computer-aided design (CAD); computer systems design; computer networks; distributed systems; programming languages; real-time computing and control; multimedia; and very large-scale integrated (VLSI) circuit design.

*The defined sequences from which upper-division departmental electives may be chosen are:*

- Computer-Aided Design (CAD): ECE 156A-B
- Computer Systems Design: ECE/CMPSC 153A, ECE 153B
- Computer Networks: ECE 155A/CMPSC 176A, ECE 155B/CMPSC 176B
- Distributed Systems: ECE 151/CMPSC 171 and one or both of the Computer Networks courses
- Programming Languages: CMPSC 160, 162
- Real-Time Computing & Control: ECE 147A-B, 157
- Multimedia: ECE 178, ECE/CMPSC 181B, ECE 160/CMPSC 182
- VLSI: ECE 124A, 124D

### Satisfactory Progress and Prerequisites

A majority of Computer Science and Electrical

and Computer Engineering courses have prerequisites which must be completed successfully. Successful completion of prerequisite classes requires a grade of C or better in Mathematics 3A-B-C and a grade of C- or better in ECE classes. Students will not be permitted to take any ECE or CMPSC course if they received a grade of F in one or more of its prerequisites. Students who fail to maintain a grade-point average of at least 2.0 in the major may be denied the privilege of continuing in the major.

### **Five-Year Bachelor of Science Master of Science Program**

A combined B.S./M.S. program in Computer Engineering provides an opportunity for outstanding undergraduates to earn both degrees in five years. The M.S. degree will be earned in either the Department of Computer Science or the Department of Electrical and Computer Engineering, while the B.S. degree is earned in Computer Engineering. Additional information about this program is available from the respective undergraduate offices of each department. Interested students should contact the ECE undergraduate office in their junior year because they need to plan their junior year classes differently from other undergraduates. Transfer students should notify the office of their interest in the program at the earliest possible opportunity. In addition to fulfilling undergraduate degree requirements, B.S./M.S. degree candidates must meet Graduate Division degree requirements, including university requirements for academic residence and units of coursework as described in the chapter "Graduate Education at UCSB."

## Computer Engineering Courses

See listings for Computer Science starting on page 78 and Electrical and Computer Engineering Departments starting on page 86.

# Computer Science

Department of Computer Science,  
Harold Frank Hall, Room 2104;  
Telephone (805) 893-4321  
Web site: [www.cs.ucsb.edu](http://www.cs.ucsb.edu)

Chair: **Amr El Abbadi**  
Vice Chair: **Tevfik Bultan**

### Faculty

**Divyakant Agrawal**, Ph.D., State University of New York at Stony Brook, Professor (distributed systems and databases)

**Kevin Almeroth**, Ph.D., Georgia Institute of Technology, Professor (computer networks and protocols, large-scale multimedia systems, performance evaluation and distributed systems)

**Elizabeth Belding**, Ph.D., University of California, Santa Barbara, Associate Professor (mobile wireless networking, ad hoc mobile

networks and protocols, and multimedia systems and performance evaluation)

**Tevfik Bultan**, Ph.D., University of Maryland, College Park, Associate Professor (model checking, concurrency, web services, static analysis, software engineering)

**Peter R. Cappello**, Ph.D., Princeton University, Professor (Java/Internet-based parallel computing, multiprocessor scheduling, market-based resource allocation, self-directed learning)

**Frederic T. Chong**, Ph.D., Massachusetts Institute of Technology, Professor (computer architecture, novel computing technologies, quantum computing, embedded systems, and architectural support for system security and reliability)

**Phillip Conrad**, Ph.D., University of Delaware, Lecturer PSoE (computer science education, computer networks and communication, multimedia computing, transport protocols, web technologies)\*<sup>1</sup>

**C. Michael Costanzo**, Ph.D., University of California, Santa Barbara, Lecturer

**Ömer Egecioglu**, Ph.D., University of California, San Diego, Professor (bijective and enumerative combinatorics, parallel algorithms, approximation algorithms, combinatorial algorithms)

**Amr El Abbadi**, Ph.D., Cornell University, Professor (information systems, databases, fault-tolerant distributed systems)

**Diana Franklin**, Ph.D., University of California, Davis, Lecturer SOE (computer architecture, embedded systems, architectural support for reliability, undergraduate teaching methods for diverse populations)

**Frederic Gibou**, Ph.D., University of California, Los Angeles, Associate Professor (computational mathematics, modeling and simulations - materials science, multiphase flows; level-set methods, ghost-fluid methods, and interface problems; and image segmentation with applications to radiotherapy treatment planning and civil engineering)\*<sup>2</sup>

**John R. Gilbert**, Ph.D., Stanford University, Professor (combinatorial scientific computing, tools and software for computational science and engineering, numerical linear algebra, smart matter and systemic MEMS, distributed sensing and control)

**Teofilo Gonzalez**, Ph.D., University of Minnesota, Professor (multimessage multicasting, VLSI placement and routing algorithms, scheduling theory; design and analysis of algorithms)

**Tobias Höllerer**, Ph.D., Columbia University, Associate Professor (human computer interaction, computer graphics, virtual and augmented reality, wearable and ubiquitous computing)

**Oscar H. Ibarra**, Ph.D., University of California, Berkeley, Professor (design and analysis of algorithms, theory of computation, computational complexity, parallel computing)

**Richard A. Kemmerer**, Ph.D., University of California, Los Angeles, Professor (specification and verification of systems, computer system security and reliability, programming and specification language design, software engineering, secure mobile computing)

**Chandra Krintz**, Ph.D., University of California, San Diego, Associate Professor (dynamic

and adaptive compilation systems, high-performance internet (mobile) computing, runtime and compiler optimizations for Java/CIL, efficient mobile program transfer formats)

**Christopher Kruegel**, Ph.D., Vienna University of Technology, Assistant Professor (computer and network security, malware detection, websecurity, program analysis, operating systems)

**Linda R. Petzold**, Ph.D., University of Illinois at Urbana-Champaign, Professor (computational science and engineering, multiscale numerical simulation, systems biology)\*<sup>2</sup>

**Tim Sherwood**, Ph.D., University of California, San Diego, Associate Professor (computer architecture, dynamic optimization, network and security processors, embedded systems, program analysis and characterization, hardware support of software systems)

**Ambuj Singh**, Ph.D., University of Texas at Austin, Professor (bioinformatics, databases, parallel and distributed systems)\*<sup>3</sup>

**Terence R. Smith**, Ph.D., Johns Hopkins University, Professor (spatial databases, techniques in artificial machine intelligence)\*<sup>4</sup>

**Jianwen Su**, Ph.D., University of Southern California, Professor (database systems and applications, web services)

**Subhash Suri**, Ph.D., Johns Hopkins University, Professor (algorithms, internet computing, computational geometry)

**Matthew Turk**, Ph.D., Massachusetts Institute of Technology, Professor (computer vision, human computer interaction, perceptual user interfaces, imaging systems)

**Wim van Dam**, Ph.D., University of Oxford and University of Amsterdam, Assistant Professor (quantum computation, quantum algorithms, quantum communication, quantum information theory)\*<sup>5</sup>

**Giovanni Vigna**, Ph.D., Politecnico di Milano, Associate Professor (computer and network security, network models and protocols, mobile code languages and systems, mobile agent security)

**Yuan-Fang Wang**, Ph.D., University of Texas at Austin, Professor (computer vision, computer graphics, artificial intelligence)

**Richard Wolski**, Ph.D., University of California, Davis/Livermore, Professor (distributed systems, computational grid computing, on-line performance forecasting)

**Xifeng Yan**, Ph.D., University of Illinois at Urbana Champaign, Assistant Professor (data mining, data management, machine learning, bioinformatics)

**Tao Yang**, Ph.D., Rutgers University, Professor (parallel and distributed systems, high performance scientific computing, cluster-based network services, Internet search)

**Ben Zhao**, Ph.D., University of California, Berkeley, Assistant Professor (large-scale distributed systems, security and privacy, overlay and peer-to-peer networks, mobile and wireless networks)

**Heather Zheng**, Ph.D., University of Maryland, College Park, Assistant Professor (wireless/mobile/ad hoc networking, cognitive radio and dynamic spectrum networks, multimedia communications, security, game theory, algorithms, network simulation and modeling)

## Emeriti Faculty

**Alan G. Konheim**, Ph.D., Cornell University, Professor (computer communications, computer systems, modeling and analysis, cryptography)

**Marvin Marcus**, Ph.D., University of California, Berkeley, Professor Emeritus (linear and multilinear algebra, scientific computation, numerical algorithms)

**Roger C. Wood**, Ph.D., University of California, Los Angeles, Professor Emeritus (computer system modeling, design and analysis, computer architecture)\*6

\*1 Joint appointment with the College of Creative Studies.

\*2 Joint appointment with the Department of Mechanical Engineering.

\*3 Joint appointment with the Department of Biomolecular Science and Engineering (BMSE).

\*4 Joint appointment with the Department of Geography.

\*5 Joint appointment with the Department of Physics.

\*6 Joint appointment with the Department of Electrical and Computer Engineering

## Affiliated Faculty

**B.S. Manjunath**, Ph.D., (Electrical and Computer Engineering)

**P. Michael Melliar-Smith**, Ph.D. (Electrical and Computer Engineering)

**Kenneth Rose**, Ph.D. (Electrical and Computer Engineering)

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The Department of Computer Science offers programs leading to the degrees of bachelor of arts and bachelor of science in computer science, and the M.S. and Ph.D. in computer science. The B.A. is a College of Letters and Science major; the B.S. is a College of Engineering major. The B.S. degree program in computer science is accredited by the Computing Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012-telephone: (410) 347-7700.

One of the most important aspects of the Computer Science program at UCSB is the wealth of “hands-on” opportunities for students. UCSB has excellent computer facilities. Campus Instructional Computing makes accounts available to all students. Computer Science majors and premajors use the workstations in the Computer Science Instructional Lab and Engineering Computing Infrastructure computing facilities. Students doing special projects can gain remote access to machines at the NSF Supercomputing Centers.

Additional computing facilities are available for graduate students in the Graduate Student Laboratory. Students working with faculty have access to the specialized research facilities within the Department of Computer Science.

The undergraduate major in computer science has a dual purpose: to prepare students for advanced studies and research and to provide training for a variety of careers in business, industry, and government.

Under the direction of the Associate Dean for Undergraduate Studies, academic advising services are jointly provided by advisors in the College of Engineering, as well as advisors in the department. A faculty advisor is also available to help with academic program planning. A department publication, *Computer Science Un-*

*dergraduate Brochure*, describes degree offerings and degree requirements.

## Computer Engineering Major

This major is offered jointly by the Department of Computer Science and the Department of Electrical and Computer Engineering. For information about this major, refer to the section on Computer Engineering.

## Mission Statement

The Computer Science department seeks to prepare undergraduate and graduate students for productive careers in industry, academia, and government, by providing an outstanding environment for teaching and research in the core and emerging areas of the discipline. The department places high priority on establishing and maintaining innovative research programs that enhance educational opportunity.

## Program Goals for Undergraduate Programs

The goal of the computer science undergraduate program is to prepare future generations of computer professionals for long-term careers in research, technical development, and applications. Baccalaureate graduates, ready for immediate employment, are trainable for most computer science positions in government and a wide range of industries. Outstanding graduates interested in highly technical careers, research, and/or academia, should be prepared to further their education in graduate school.

The primary computer science departmental emphasis is on computer program design, analysis and implementation, with both a theoretical foundation and a practical component.

## Program Outcomes for Undergraduate Programs

The program enables students to achieve, by the time of graduation:

- An ability to apply knowledge of computing and mathematics appropriate to computer science.
- An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution.
- An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
- An ability to function effectively on teams to accomplish a common goal.
- An understanding of professional, ethical, and social responsibilities.
- An ability to communicate effectively.
- An ability to analyze the impact of computing on individuals, organizations, and society, including ethical, legal, security, and global policy issue.
- Recognition of the need for and an ability to engage in continuing professional development.
- An ability to use current techniques, skills, and tools necessary for computing practice.
- An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the trade-offs involved in design choices.
- An ability to apply design and development

principles in the construction of software systems of varying complexity.

## Admission to the Major

Students intending to major in computer science should declare a computer science pre-major when applying for admission to the university.

Computer Science majors and pre-majors have priority when registering in all Computer Science courses. Students who declare the computer science pre-major or major are responsible for satisfying major requirements in effect at the time of their declaration. When students have completed the required pre-major courses, they must petition to change from pre-major to major status. Students cannot be accepted into the computer science major unless they have successfully completed the computer science preparation for the major courses.

Courses required for the pre-major or major, lower- or upper-division, inside or outside of the Department of Computer Science, must be taken for letter grades.

## Undergraduate Program

### Bachelor of Science—Computer Science

**Note:** Schedules should be planned to meet both General Education and major requirements. Detailed descriptions of these requirements are presented in the *College of Engineering Announcement and General Education booklet*.

Admission to the full BS major is contingent upon the prior completion of the courses listed in the preparation for the major with at least a 2.75 cumulative grade point average.

### Preparation for the major—B.S.

Required: Mathematics 3A-B-C and 5A-B; Computer Science 16, 24, 32, 40, 48, 56 and 64; and Probability and Statistics 120A.

Students with no previous programming background should take CMPSC 8 before taking CMPSC 16. CMPSC 8 is not included in the list of preparation for the major courses but may be counted as a free elective.

Students applying for major status in the BS program who have completed more than 105 units will **not** be considered for a change of major/change of college unless they can demonstrate that they will be able to complete all of the degree requirements for the proposed program without exceeding 215 units.

Students may petition to enter the computer science pre-major at any time **Option A** below has been met, or they may petition to enter the full major when **Option B** has been met.

**Option A:** Satisfactory completion at UCSB of at least four 4-unit courses required for the computer science preparation for the major, including at least two computer science courses, with a University of California grade point average of at least 3.0 in all the preparation for the major courses taken.

**Option B:** Satisfactory completion of all the preparation for the major requirements with a University of California grade point average of at least 2.75.

**Please note:** Pre-major status does not guarantee admission to major status. To be admitted

to the major, the student must complete the pre-major courses with a minimum grade point average of 2.75. All courses required for the preparation for the major must be taken for a letter grade. No exceptions will be made to the minimum 2.75 GPA rule.

### **Upper-division major**

The following courses are required: Computer Science 111 or 140, 130A-B, 138, 154, 160, 162, 170; Electrical and Computer Engineering 152A; and Probability and Statistics 120B. In addition, at least 20 units of major field electives are required. Prior approval of these electives must be obtained from the faculty advisor. In addition, the following courses are required: Engineering 101, Physics 1, 2, 3, 3L and at least 8 units of science electives. Lists of approved major field electives and science electives are available in the computer science office and on the web at: [www.cs.ucsb.edu/undergraduate](http://www.cs.ucsb.edu/undergraduate)

### **Bachelor of Arts— Computer Science**

The College of Letters and Science offers a bachelor of arts degree in computer science, with emphases in computational biology, computational economics, and computational geography. For information about this major, refer to the College of Letters and Science section on page 174.

### **Five-Year Bachelor of Science/ Master of Science Program**

A combined B.S./M.S. program in computer science provides an opportunity for outstanding undergraduates to earn both degrees in five years. Additional information about this program is available from the computer science graduate program assistant or online at [www.cs.ucsb.edu/undergraduate](http://www.cs.ucsb.edu/undergraduate). Interested students may apply after completing at least 3 but no more than 8 upper division computer science courses. In addition to fulfilling undergraduate degree requirements, B.S./M.S. degree candidates must meet Graduate Division degree requirements, including university requirements for academic residence and units of coursework, as described in the chapter “Graduate Education at UCSB.”

## **Graduate Program**

### **Admission Requirements**

All students must satisfy the University’s requirements as described in the chapter “Graduate Education at UCSB.” Applicants to the Department of Computer Science must have a bachelor’s degree in some discipline of science, engineering, or mathematics.

Applicants must have a grade-point average of at least 3.0 in their last two years of undergraduate study. Satisfactory performance in the verbal, quantitative, analytical sections of the Graduate Record Examination is required of all applicants. Applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Students who have completed an undergraduate or graduate education at an institution whose primary language of instruction is English may request an exception to this

requirement. Applicants who have received a bachelor’s or master’s degree from a U.S. college or university are exempt from this requirement.

All application materials for graduate study must be received by January 15.

**Please note:** The Computer Science Department admits students to the graduate program only in fall quarter.

### **Master Of Science Program— Computer Science**

#### **Objective**

The purpose of the Master of Science program is to provide advanced training in computer science to prepare students for positions in industry and government, or for further graduate study.

There are three plans for the Master of Science program: thesis, comprehensive examination, or project.

#### **Requirements Common to All Plans**

There are three major areas — Theory, Systems, and Applications. All graduate courses in the department are classified into at most two major areas. The following requirements are common to all plans.

- 42 units of upper-division (excluding 193) or graduate courses (200+, 595, 596, 598) that are approved by a Computer Science Faculty Advisor and the departmental graduate advisor must be completed.
- A major area must be chosen. Four Computer Science graduate courses (200 level) should be taken from the major area and one Computer Science graduate course (200 level) must be taken from each of the other two areas. The same course cannot be used to satisfy more than one requirement.
- The grade in each major area course must be at least a B.
- At least two units and at most six units of 595 research seminar units may be used towards the unit requirements.
- The study plan must be approved by the faculty advisor and the departmental graduate advisor.

#### **Additional Requirements for Plan I: Thesis**

The student must submit an acceptable thesis, approved by a thesis committee composed of three UC ladder faculty members. Two members, including the chair, must be computer science faculty members. Up to 12 units of 596 and 598 may be used toward unit requirements. A public defense of the thesis is required.

#### **Additional Requirements for Plan II: Comprehensive Examination**

Besides the six courses required for all plans, twelve additional units of coursework must be completed with 100 (excluding 193) and 200 level courses. Of these, eight units must be in the 200 level.

The comprehensive examination will be offered twice a year, in the eighth week of the fall and spring quarters. Each student will list four graduate courses; and a question from each of these courses will be asked on the examination. The student must receive a passing grade on three questions.

### **Additional Requirement for the Project Option**

The project plan requires more coursework than the thesis plan but less research, establishing a useful intermediate position between the other two plans. Beyond the major area and breadth courses common to all plans, the project plan’s course requirements include two additional 200-level graduate courses. In addition to these course requirements, the student must complete:

- Six units of 596: Directed Research.
- A project under the supervision of a Computer Science permanent faculty member. The project must be approved by a Project Committee consisting of two permanent faculty members of the Computer Science Department. Approval is based on the project’s deliverables:
  - A report
  - A 30-minute public presentation describing the project

### **Study Plan**

Upon entry into the graduate program, each student is assigned a faculty advisor who guides the student through his/her graduate career. In consultation with his/her faculty advisor, each student prepares a **Study Plan**, which details the courses that will be taken in order to fulfill the course requirements. The study plan must be approved by the faculty advisor and departmental graduate advisor. The study plan may be changed at any time with the approval of one’s faculty advisor and the graduate advisor. If a student withdraws from a course that affects the study plan, a new study plan must be prepared prior to withdrawal.

### **Doctor of Philosophy— Computer Science**

#### **Admission**

Students may apply directly to the Ph.D. program without a master’s degree. However, a solid background in computer science or one or more fields of science and engineering is expected. Applicants to the Ph.D. program must have a grade-point average of at least 3.5 in their last two years of study. Students entering this program should be committed to completing a Ph.D. The department discourages students petitioning to switch to the master’s program; such petitions are approved only under exceptional circumstances.

#### **Objective**

The purpose of the Doctor of Philosophy program in computer science is to prepare students for research and teaching positions in universities and colleges, and for research and leadership positions in industry and government. The primary aim of the program is to train students in the methods of scientific inquiry and independent research. This is accomplished through advanced coursework and active participation with the faculty in their research programs. Doctor of Philosophy students are expected to have a broad knowledge of all fields of computer science and have a deep understanding of at least one of its areas. In addition to this requirement, a Doctor of Philosophy student must be up to date in all the developments in his/her major area of specialization.

The most important component of the Doctor of Philosophy program is learning to perform independent and significant research in one's area of specialization.

Requirements for the Doctor of Philosophy degree typically are completed in four to five years, depending on whether or not a student enters the program with an M.S. in computer science.

### Course Requirements

To ensure sufficient breadth at the graduate level, Ph.D. students must complete at least ten graduate courses (four or more by the end of their first year) with a GPA of at least 3.5, and a grade in each course of at least 3.0. Of the ten courses, students must take at least two courses in Foundations of Computer Science and two courses in Systems. The set of courses that students plan to take must be endorsed by their academic advisor and the graduate advisor.

### Exam Requirements

To earn a Ph.D., students must successfully complete the above course requirements plus three examinations: the major area examination (qualifying examination); the thesis proposal; and the dissertation defense.

After selecting an area of research, a student forms a doctoral committee to supervise dissertation research. The doctoral committee must be chaired by a ladder faculty member from the department and should include a minimum of three UC ladder faculty, two (including the chair) must be in computer science, although faculty from other UCSB departments may also be members. In special circumstances, non-UCSB faculty may be members. After the doctoral committee approves a student's proposed major area, the major area examination tests the student's knowledge of this area and supporting areas. As a part of this examination, a student submits a set of relevant papers from the major area and prepares a brief presentation. Passing this oral examination allows the student to advance to candidacy for the doctoral degree.

After passing the major area examination, a student prepares a dissertation proposal that describes the dissertation topic, summarizes relevant background literature, and presents a comprehensive research plan for the doctoral dissertation. The thesis proposal oral examination determines the feasibility of the research plan and the appropriateness of the research topic. This examination is administered by the student's doctoral committee.

The final examination is the defense of the candidate's dissertation in a public seminar. The candidate's doctoral committee evaluates the presentation and dissertation to determine if the student has successfully defended the dissertation.

See the Computer Science Web site for the expected Ph.D. timeline.

### Optional Graduate Degree Emphasis in Computational Science and Engineering

The Departments of Chemical Engineering; Computer Science; Earth Science; Ecology, Evolution and Marine Biology; Electrical and Computer Engineering; Mathematics; and Mechanical Engineering offer an interdisciplinary

master's and Ph.D. degree emphasis in computational science and engineering (CSE).

CSE is a rapidly growing multidisciplinary area with connections to the sciences, engineering, mathematics, and computer science. Computer models and simulations have become an important part of the research repertoire, supplementing (and in some cases replacing) experimentation. Going from application area to computational results requires domain expertise, mathematical modeling, numerical analysis, algorithm development, software implementation, program execution, analysis, validation, and visualization of results. CSE addresses these issues.

Although CSE includes elements from computer science, applied mathematics, engineering and science, it focuses on the integration of knowledge and methodologies from all of these disciplines and, as such, is a subject distinct from any of them.

All students pursuing an emphasis in CSE must complete the following:

- Numerical Methods: Computer Science 211A-B-C-D (students must take at least three).
- Parallel Computing: Computer Science 240A-B (students must take at least one).
- Applied Mathematics: Students must take one of the Math 214A-B, Math 215A-B sequences (run concurrently with Math 119A-B and Math 124A-B, respectively), or Chemical Engineering 230A-B.
- Credit will not be given for more than one of these sequences. Advanced courses may be substituted, with approval, as follows: Math 243 instead of Math 214, and Math 246 instead of Math 215.

CSE master's and Ph.D. graduates are expected to have a solid grounding in CSE core subjects discussed above. A CSE thesis or dissertation should involve the solution of a real-world problem, using and/or developing tools to advance the CSE discipline. Some examples of such problems include, but are not limited to: data mining, computational biology, parallel computing tools for scientific computation, computational fluid dynamics, computational engineering and materials, and problem solving environments.

The specific requirements for the M.S. in Computer Science (thesis option only) with the CSE emphasis are as follows:

- 42 units in upper division or graduate courses (excluding the 193) including:
- 20 graduate course units from 3 areas: Theory, Systems, Applications (the Computer Science courses in the CSE core are considered to be part of the Applications track for the M.S. degree in Computer Science). These units must include:
- 4 Computer Science graduate courses from the CSE core.
- At least one course in the theory or systems area.
- 8 units of applied mathematics from Math 214A-B, 215A-B, or 243/246 to complete the CSE core.
- 2 units of Computer Science 595 (seminar).
- 12 units of thesis preparation (596, 598).
- A master's thesis in CSE.

The thesis must be written under the supervision of a Computer Science CSE ladder faculty

member. The thesis committee must include a minimum of three permanent ladder faculty members, at least two from Computer Science and one from CSE (may be CSE faculty member from another department).

Students pursuing a Ph.D. with an emphasis in CSE must:

- Satisfy the course requirements for the general Doctor of Philosophy degree in Computer Science
- Complete the CSE core course sequence
- Pass a major area examination in CSE, pass the proposal oral examination, and write and defend a dissertation in CSE.

The student's doctoral examination committee (including the chair) must include at least two computer science CSE ladder faculty members and at least one ladder faculty member from another department.

### Optional Ph.D. Emphasis in Cognitive Science

Doctoral students from Computer Science, Education, Geography, Linguistics, and Psychology may petition to add an emphasis in Cognitive Science to the Ph.D. in their home department. The program includes faculty and students in the Schools of Letters & Sciences, Education, and Engineering. The subject matter of the Cognitive Science Program reflects the intersecting interests of more than thirty scholars within these departments. The Program provides an organizational structure that facilitates sharing of research interests and collaboration among faculty, and translates these activities into training opportunities for graduate students. Students who meet the requirements of the Cognitive Science Emphasis will graduate with a Ph.D. from their home department along with wording on their transcript stating they have earned an Emphasis in Cognitive Science.

The core requirements are: 1) Participation in the Cognitive Science Seminar (INT 200A, 200B, and 200C) for at least three quarters. (Students are encouraged to participate in this seminar throughout their graduate careers); 2) Completion of at least three cognitive science courses with one each in three different departments. (Generally, these are courses with cognitive science content that are taught by participating faculty. A list of courses is provided each quarter). Further courses can be proposed at any time and will be subject to approval by the Cognitive Science Steering Committee. We also anticipate that Cognitive Science courses taken at other universities will be acceptable electives, subject to approval by the Cognitive Science Steering Committee; 3) Completion of either a) a research project, completed before the dissertation, resulting in a written paper suitable for publication, or b) an extra-mural grant proposal for a study in cognitive science suitable for submission to an identified public or private granting agency. Either product must be prepared under the supervision of a participating faculty member; 4) Presentation of a research paper in a suitable academic forum, such as a Cognitive Science Program Colloquium, departmental colloquium, invited colloquium at another institution, or a professional meeting; 5) A Ph.D. dissertation centrally focused on a question emerging from cognitive

science with at least two committee members representing faculty participating in the Cognitive Science Interdisciplinary Emphasis. If one of the committee members is from outside the student's home department, the student will be required to have four faculty members on his/her dissertation committee (including three from the home department).

Note that in addition to the emphasis requirements, students must satisfy all requirements in their home departments. Work completed in satisfaction of departmental Ph.D. requirements may also be used to satisfy emphasis requirements.

On completion, the student will submit his/her records of courses, seminars, and completed products to the Cognitive Science Steering Committee, which will certify to the Graduate Division that the requirements for the emphasis have been met, and send a letter to that effect to the student. The Graduate Division will verify completion of the emphasis and convey this information to the Registrar for inclusion of the emphasis on the final transcript. Students will graduate from their home department with an Emphasis in Cognitive Science. For more information, visit the program website at [www.cogsci.ucsb.edu](http://www.cogsci.ucsb.edu).

### Optional Ph.D. Emphasis in Technology and Society

Students pursuing a Ph.D. in this department may petition to add an Emphasis in Technology and Society. The Emphasis brings together doctoral students in engineering, social sciences, and the humanities to engage in multidisciplinary coursework and research into the cultural and societal changes resulting from the use of new information technologies. The Emphasis features a structured set of courses that may be taught individually and collaboratively by faculty across disciplines: Anthropology, Communication, Computer Science, English, History, Media Arts and Technology, Political Science, and Sociology.

To be eligible for admission to the Emphasis, students must be enrolled in good standing in the department. Petitions for adding the Emphasis can be made at any time in a student's graduate career, but typically will be made after at least one successful year of study in the home department. Work completed prior to admission that meets Emphasis requirements (as determined by the Ph.D. Emphasis Faculty Executive Steering Committee) may be counted towards its completion.

Requirements for completing the optional Emphasis in Technology and Society include:

#### 1. Gateway Technology and Society Colloquium

Students must complete a 1-unit colloquium that brings together students and faculty from multiple disciplines to explore various approaches to studying technology and society. In addition to helping students understand similarities and differences in conceptualization and knowledge production across disciplines, the seminar promotes interaction among students from different departments.

#### 2. Graduate Coursework

Students must complete four 4-unit courses with a grade of B or better, two each from Area 1 (Culture and History) and Area 2 (Society and Behavior). Area 1 courses explore the humanistic study of cultures, histories and meanings as they intersect with technology. Area 2 investigates the social scientific study of technology in relationship to human behavior, organizations, and social structures.

One course from the student's home department can be applied toward meeting this requirement. Students can petition to substitute a non-listed course, subject to approval by the Technology and Society Faculty Executive Committee.

#### 3. Dissertation

A student's dissertation must have relevance to at least one of the two Emphasis areas. In addition, the student's dissertation committee must include a member from another department participating in the Emphasis. Exceptions are subject to approval by the Technology and Society Faculty Executive Committee.

For additional information and a current list of courses, please contact the graduate advisor or visit [www.technology-society.ucsb.edu](http://www.technology-society.ucsb.edu)

## Computer Science Courses

### LOWER DIVISION

#### 1. Seminar on the Field of Computer Science

(1) FRANKLIN

Overviews the potential of, and opportunities available from, the field of computer science. Topics include an overview of how computers work and the interesting ways in which computers can be applied to solve important and high-impact technological, social, and cutting-edge research problems.

#### 5AA-ZZ. Introduction to Computer Programming

(4) FRANKLIN

Not open for credit to students who have completed Computer Science 10 or Engineering 3. May not be repeated with a different suffix.

Introduction to programming and the organization of computers. Basic programming concepts, algorithms, data and control structures, debugging, program design, documentation, structured programming.

#### 10. Computer Programming

(4) SU

Prerequisite: Mathematics 3A.

Students with no prior programming background are encouraged to take Computer Science 5JA before 10.

Introduction to programming and computers. Basic programming concepts: algorithms, data and control structures, debugging, program design, documentation, structured programming, object oriented programming.

#### 11AA-ZZ. Programming Language Laboratory

(1) FRANKIN

Different sections may be repeated. Sections not always offered.

Recommended preparation: knowledge of at least one programming language.

A self-paced course to allow a student who already possesses a working knowledge of at least one programming language an opportunity to learn other languages of interest.

#### 12. Programming Methods in C

(4) FRANKLIN

Prerequisites: Computer Science 5 or 10 or Engineering 3.

Not open for credit to computer science majors or pre-majors. Not open for credit to students who have completed Computer Science 11C, 22, or 60.

Introduction to the UNIX system, C programming language, and data structures. Topics include: introduction to the UNIX system, C shell and shell scripts; UNIX file system and utilities; stacks, queues, lists, and trees.

#### 20. Programming Methods

(4) AGRAWAL

Prerequisite: Computer Science 10 and Mathematics 3B.

Programming techniques as follows: specification, representation, and manipulation of basic data structures such as stacks, queues, lists, trees, sets, arrays, etc. Searching and sorting techniques; predicate logic and program correctness; induction and recursion; running time analysis. Students write several medium-sized object-oriented programs.

#### 30. Introduction to Computer Systems

(4) ZHENG

Prerequisite: Engineering 3 or Computer Science 5AA-ZZ or 10; and, Mathematics 3C.

Not open for credit to students who have completed ECE 15 or 15B.

Basic computer organization, assembly language programming. Gates, combinational circuits, flip-flops and the design and analysis of sequential circuits.

#### 40. Foundations of Computer Science

(4) SU

Prerequisites: Computer Science 10 or 12; and Mathematics 3C.

Propositional predicate logic, set theory, functions and relations, counting, mathematical induction and recursion (generating functions).

#### 50. Programming Project

(4) CAPPELLO

Prerequisites: Computer Science 10 and 20.

Program design (modularization, designing for changeability, robustness, and testability), basic software engineering practices, principles of user interface design. Students design, implement, and test one or two extensive object-oriented programs.

#### 60. Introduction to C, C++, and UNIX

(4) HOLLERER

Prerequisite: Computer Science 20.

Reduced credit of 2 units will be given to students who have completed Computer Science 12.

Syntax and semantics of C and C++. Introduction to basic UNIX utilities and tools. Students complete several small projects that exercise their understanding of the material presented in class.

#### 95AA-ZZ. Undergraduate Seminar in Computer Science

(1-4) STAFF

Prerequisites: Open to pre-computer science and pre-computer engineering majors only; consent of instructor.

Seminars on introductory topics in computer science. These seminars provide an overview of the history, technology, applications, and impact in various areas of computer science, including: A. Foundations, B. Software Systems, C. Programming languages and software engineering, D. Information management, E. Architecture, F. Networking, G. Security, H. Scientific computing, I. Intelligent and interactive systems, J. History, N. General.

### UPPER DIVISION

#### 111. Introduction to Computational Science

(4) PETZOLD

Prerequisites: Mathematics 5B; and, Computer Science 12 or 60.

Not open for credit to students who have completed Computer Science 110A.

Introduction to computational science, emphasizing basic numerical algorithms and the informed use of mathematical software. Matrix computation, systems of linear and nonlinear equations, interpolation



and zero finding, differential equations, numerical integration. Students learn and use the Matlab language.

### 123. Overview of Computer Systems: Hardware and Software

(4) EL ABBADI

*Prerequisites: Computer Science 20 and 60.*

*Not open for credit to students who have completed Computer Science 30 or Computer Science 170.*

Basic computer architecture: CPU, memory, I/O. Basic operating systems concepts: processes, synchronization, memory management, virtual memory, file systems.

### 130A. Data Structures and Algorithms I

(4) GONZALEZ

*Prerequisites: Computer Science 20, 40 and 60; PSTAT 120 or ECE 139; open to computer science, computer engineering, and electrical engineering majors only.*

The study of data structures and their applications. Correctness proofs and techniques for the design of correct programs. Internal and external searching. Hashing and height balanced trees. Analysis of sorting algorithms. Memory management. Graph traversal techniques and their applications.

### 130B. Data Structures and Algorithms II

(4) GONZALEZ

*Prerequisite: Computer Science 130A.*

Design and analysis of computer algorithms. Correctness proofs and solution of recurrence relations. Design techniques; divide and conquer, greedy strategies, dynamic programming, branch and bound, backtracking, and local search. Applications of techniques to problems from several disciplines. NP-completeness.

### 138. Automata and Formal Languages

(4) EGECIOGLU

*Prerequisite: Computer Science 40; open to computer science and computer engineering majors only.*

*Not open for credit to students who have completed Computer Science 136.*

Formal languages; finite automata and regular expressions; properties of regular languages; pushdown automata and context-free grammars; properties of context-free languages; introduction to computability and unsolvability. Introduction to Turing machines and computational complexity.

### 140. Parallel Scientific Computing

(4) GILBERT

*Prerequisites: Mathematics 5B and Computer Science 20; and, Computer Science 12 or 60.*

*Not open for credit to students who have completed Computer Science 110B.*

Fundamentals of high performance computing and parallel algorithm design for numerical computation. Topics include parallel architecture and clusters, parallel programming with message-passing libraries and threads, program parallelization methodologies, parallel performance evaluation and optimization, parallel numerical algorithms and applications with different performance trade-offs.

### 153A. Hardware/Software Interface

(4) KRINTZ

*Prerequisite: Computer Science 130A with a minimum grade of C-.*

*Same course as ECE 153A.*

The study of the structures employed at the interface of hardware and software in modern computing systems. Instruction set architecture (ISA) design trade-offs, operating system and hardware support for input/output devices (memory-mapping, interrupts, device drivers). Operating system and real-time system scheduling of tasks. Low level software and program support infrastructures (virtualization, compilation, optimization, emulation/simulation, debugging).

### 154. Computer Architecture

(4) SHERWOOD, CHONG

*Prerequisite: ECE 152A.*

*Not open for credit to students who have received credit for ECE 154.*

Introduction to the architecture of computer systems. Topics include: central processing units, memory systems, channels and controllers, peripheral

devices, interrupt systems, software versus hardware trade-offs.

### 160. Translation of Programming Languages

(4) SHERWOOD, BULTAN

*Prerequisites: Computer Science 30 or 123; Computer Science 130A; and Computer Science 136 or 138; open to computer science and computer engineering majors only.*

Study of the structure of compilers. Topics include: lexical analysis; syntax analysis including LL and LR parsers; type checking; run-time environments; intermediate code generation; and compiler-construction tools.

### 162. Programming Languages

(4) KRINTZ

*Prerequisite: Computer Science 130A; open to computer science and computer engineering majors only.*

Concepts of programming languages: scopes, parameter passing, storage management; control flow, exception handling; encapsulation and modularization mechanism; reusability through genericity and inheritance; type systems; procedural, object-oriented, functional, and logic programming languages.

### 165A. Artificial Intelligence

(4) TURK

*Prerequisite: Computer Science 130A*

Introduction to the field of artificial intelligence which attempts to understand and build intelligent systems. Topics include AI programming languages, search, knowledge representation and reasoning, planning, perception, and intelligent agents.

### 165B. Machine Learning

(4) SMITH

*Prerequisite: Computer Science 130A.*

Covers the most important techniques of machine learning (ML) and includes discussions of: well-posed learning problems; artificial neural networks; concept learning and general to specific ordering; decision tree learning; genetic algorithms; Bayesian learning; analytical learning; and others.

### 167. Introduction to Bioinformatics

(4) SINGH

*Prerequisite: Computer Science 130B.*

*Not open to students who have completed Computer Science 190*

Review of the fundamentals of molecular biology and genetics; pairwise sequence alignment: dynamic programming, database searching; multiple sequence alignment; microarray data analysis; protein structure alignment; phylogeny construction: distance and character based methods; other current topics.

### 170. Operating Systems

(4) AGRAWAL

*Prerequisite: Computer Science 130A; and, Computer Science 154 or ECE 154 (may be taken concurrently); open to computer science, computer engineering or electrical engineering majors only.*

Basic concepts of operating systems. The notion of a process; interprocess communication and synchronization; input-output, file systems, memory management.

### 171. Distributed Systems

(4) EL ABBADI

*Prerequisite: Computer Science 170.*

*Not open for credit to students who have completed ECE 151.*

Distributed systems architecture, distributed programming, network of computers, message passing, remote procedure calls, group communication, naming and membership problems, asynchrony, logical time, consistency, fault-tolerance, and recovery.

### 172. Software Engineering

(4) BULTAN

*Prerequisites: Computer Science 130A; open to computer science majors only.*

*Not open for credit to students who have completed Computer Science 189A.*

*Recommended preparation: Computer Science 130B.*

Software engineering is concerned with long-term, large-scale programming projects. Software

management, cost estimates, problem specification and analysis, system design techniques, system testing and performance evaluation, and system maintenance. Students will design, manage, and implement a medium-sized project.

### 174A. Fundamentals of Database Systems

(4) SU

*Prerequisite: Computer Science 130A.*

Database system architectures, relational data model, relational algebra, relational calculus, SQL, QBE, query processing, integrity constraints (key constraints, referential integrity), database design, ER and object-oriented data model, functional dependencies, lossless join and dependency preserving decompositions, Boyce-Codd and Third Normal Forms.

### 174B. Design and Implementation Techniques of Database Systems

(4) SU

*Prerequisite: Computer Science 130B.*

Queries and processing, optimizer, cost models, execution plans, rewriting rules, access methods, spatial indexing, transactions, ACID properties, concurrency control, serializability, two-phase locking, timestamping, logging, checkpointing, transaction abort and commit, crash recovery; distributed databases.

### 176A. Introduction to Computer Communication Networks

(4) ALMEROTH, BELDING

*Prerequisites: PSTAT 120A or ECE 139; open to computer science, computer engineering, and electrical engineering majors only.*

*Not open for credit to students who have completed Computer Science 176 or ECE 155 or ECE 155A.*

*Recommended preparation: PSTAT 120B.*

Basic concepts in networking, the OSI model, error detection codes, flow control, routing, medium access control, and high-speed networking.

### 176B. Network Computing

(4) ZHAO, VIGNA

*Prerequisite: Computer Science 176A.*

*Not open for credit to students who have completed ECE 155B or 194W.*

Focus on networking technologies used in the Internet. The OSI model is used as a guide for exploring and understanding how the Internet works. Topics include snooping packets in the network, socket programming, and implementing application-layer protocols.

### 176C. Advanced Topics in Internet Computing

(4) BELDING, ZHENG

*Prerequisite: Computer Science 176B.*

General overview of wireless and mobile networking, multimedia, security multicast, quality of service, IPv6, and web caching. During the second half of the course, one or more of the above topics are studied in greater detail.

### 177. Computer Security

(4) KEMMERER

*Prerequisite: Computer Science 170 (may be taken concurrently).*

Introduction to the basics of computer security and privacy. Analysis of technical difficulties of producing secure computer information systems that provide guaranteed controlled sharing. Examination and critique of current systems, methods, certification.

### 178. Introduction to Cryptography

(4) EGECIOGLU

*Prerequisites: Computer Science 10 and PSTAT 120A or 121A or equivalent courses.*

An introduction to the basic concepts and techniques of cryptography and cryptanalysis. Topics include: The Shannon Theory, classical systems, the Enigma machine, the data encryption standard, public key systems, digital signatures, file security.

### 180. Computer Graphics

(4) WANG

*Prerequisite: Computer Science 130B or consent of instructor.*

Overview of OpenGL graphics standard, OpenGL state machine, other 3D graphics libraries, 3D graphics pipeline, 3D transformations and clipping, color

model, shading model, shadow algorithms, texturing, curves and curved surfaces, graphics hardware, interaction devices and techniques.

### 181B. Introduction to Computer Vision

(4) WANG, TURK

Prerequisite: Upper-division standing.

Same course as ECE 181B.

Overview of computer vision problems and techniques for analyzing the content images and video. Topics include image formation, edge detection, image segmentation, pattern recognition, texture analysis, optical flow, stereo vision, shape representation and recovery techniques, issues in object recognition, and case studies of practical vision systems.

### 182. Multimedia Computing

(4) ALMEROTH

Prerequisites: Computer Science 176B.

Not open for credit to students who have completed ECE 160.

Introduction to multimedia and applications. Topics include streaming media, conferencing, webcasting, digital libraries, multimedia system architectures, standards (including JPEG and MPEG), and multimedia storage and retrieval. A key emphasis is on using the Internet for delivery of multimedia data.

### 185. Human-Computer Interaction

(4) HOLLERER

Prerequisite: open to computer science, computer engineering, and electrical engineering majors.

Recommended preparation: proficiency in the Java C++ programming language, some experience with user interface programming

The study of human-computer interaction enables system architects to design useful, efficient, and enjoyable computer interfaces. This course teaches the theory, design guidelines, programming practices, and evaluation procedures behind effective human interaction with computers.

### 186. Theory of Computation

(4) IBARRA

Prerequisite: Computer Science 138; open to computer science majors only.

Not open for credit to students who have completed Mathematics 150A.

Turing machines; computability and unsolvability; computational complexity; intractability and NP-completeness.

### 189A. Senior Computer Systems Project

(4) BULTAN

Prerequisite: senior standing in Computer Engineering, Electrical Engineering, or Computer Science; consent of instructor.

Not open for credit to students who have completed Computer Science 172.

Student groups design a significant computer-based project. Groups work independently with interaction among groups via interface specifications and informal meetings.

### 189B. Senior Computer Systems Project

(4) GONZALEZ

Prerequisite: CMPSC 172 or CMPSC 189A; Senior standing in computer engineering, computer science, or electrical engineering; consent of instructor.

Not open for credit to students who have completed ECE 189A or ECE 189B.

Student groups design a significant computer-based project. Multiple groups may cooperate toward one large project. Each group works independently; interaction among groups is via interface specifications and informal meetings. Project for course may be different from that in first course.

### 190AA-ZZ. Special Topics in Computer Science

(4) STAFF

Prerequisite: consent of instructor.

May be repeated with consent of the department chair.

Courses provide for the study of topics of current interest in computer science.

- Foundations
- Software Systems
- Programming languages and software engineering

- Information management
- Architecture
- Networking
- Security
- Scientific computing
- Intelligent and interactive systems
- General

### 192. Projects in Computer Science

(4) STAFF

Prerequisite: consent of instructor.

Students must have a minimum 3.0 GPA. May be repeated with consent of the department chair but only 4 units may be applied to the major.

Projects in computer science for advanced undergraduate students.

### 193. Internship in Industry

(1-4) STAFF

Prerequisites: consent of instructor and department chair.

Not more than 4 units per quarter; may not be used as a field elective and may not be applied to science electives. May be repeated with faculty/chair approval to a maximum of 4 units.

Special projects for selected students. Offered in conjunction with selected industrial and research firms under direct faculty supervision. Prior departmental approval required. Written proposal and final report required.

### 196. Undergraduate Research

(2-4) STAFF

Prerequisites: upper-division standing, consent of the instructor.

Must have a minimum 3.0 grade-point average for the preceding three quarters. May be repeated for up to 12 units. No more than 4 units may be applied to departmental electives.

Research opportunities for undergraduate students. Students will be expected to give regular oral presentations, actively participate in a weekly seminar, and prepare at least one written report on their research.

### 199. Independent Studies in Computer Science

(1-4) STAFF

Prerequisites: upper-division standing; must have completed at least two upper-division courses in computer science.

Must have a minimum 3.0 grade-point average for the preceding three quarters. May be repeated with consent of chair. Students are limited to 5 units per quarter and 30 units total in all 198/199 courses combined.

Independent study in computer science for advanced students.

## GRADUATE COURSES

### 209. Logic and Applications in Computer Science

(4) SU

Propositional logic, first order logic, completeness, compactness, incompleteness, undecidability; selected topics from finite model theory, theorem proving, logic programming, program verification, databases, computational complexity.

### 211A. Matrix Analysis and Computation

(4) STAFF

Prerequisite: consent of instructor.

Same course as ECE 210A, ME 210A, Mathematics 206A, Chemical Engineering 211A, and Geology 251A. Students should be proficient in basic numerical methods, linear algebra, mathematically rigorous proofs, and some programming language.

Graduate level-matrix theory with introduction to matrix computations. SVD's, pseudo-inverses, variational characterization of eigenvalues, perturbation theory, direct and iterative methods for matrix computations.

### 211B. Numerical Simulation

(4) PETZOLD

Prerequisite: consent of instructor.

Same course as ECE 210B, ME 210B, Mathematics 206B, Chemical Engineering 211B, and Geology 251B. Students should be proficient in basic numerical methods, linear algebra, mathematically rigorous

proofs, and some programming language.

Linear multistep methods and Runge-Kutta methods for ordinary differential equations: stability, order, and convergence. Stiffness. Differential algebraic equations. Numerical solution of boundary value problems.

### 211C. Numerical Solution of Partial Differential Equations—Finite Difference Methods

(4) STAFF

Prerequisite: consent of instructor.

Same course as ECE 210C, ME 210C, Mathematics 206C, Chemical Engineering 211C, and Geology 251C. Students should be proficient in basic numerical methods, linear algebra, mathematically rigorous proofs, and some programming language.

Finite difference methods for hyperbolic, parabolic and elliptic PDEs, with application to problems in science and engineering. Convergence, consistency, order and stability of finite difference methods. Dissipation and dispersion. Finite volume methods. Software design and adaptivity.

### 211D. Numerical Solution of Partial Differential Equations—Finite Element Methods

(4) STAFF

Prerequisite: consent of instructor.

Same course as ECE 210D, ME 210D, Mathematics 206D, Chemical Engineering 211D, and Geology 251D. Students should be proficient in basic numerical methods, linear algebra, mathematically rigorous proofs, and some programming language.

Weighted residual and finite element methods for the solution of hyperbolic, parabolic, and elliptical partial differential equations, with application to problems in science and engineering. Error estimates. Standard and discontinuous Galerkin methods.

### 216. Level Set Methods

(4) GIBOU

Prerequisite: Computer Science 211C, or Chemical Engineering 211C, or ECE 210C, or ME 210C.

Same course as Chemical Engineering 226, ECE 226, and ME 216.

Mathematical description of the level set method and design of the numerical methods used in its implementations (ENO-WENO, Godunov, Lax-Friedrich, etc.). Introduction to the Ghost Fluid Method. Applications in CFD, Materials Sciences, Computer Vision and Computer Graphics.

### 220. Theory of Computation and Complexity

(4) IBARRA

Prerequisite: Computer Science 186.

Topics include: models of computation; time and space complexity classes (e.g., P, NP, Co-NP, and PSPACE), efficient reducibilities, complete problems; lower bounds; the polynomial hierarchy.

### 225. Information Theory

(4) VAN DAM

Prerequisites: ECE 140 or PSTAT 120A-B.

Same course as ECE 205A.

Entropy, mutual information, and Shannon's coding theorems; lossless source coding, Huffman, Shannon-Fano-Elias, and arithmetic codes; Channel capacity; rate-distortion theory, and lossy source coding; source-channel coding; algorithmic complexity and information; applications of information theory in various fields.

### 230. Approximations, NP-Completeness and Algorithms

(4) GONZALEZ

Prerequisites: Computer Science 130A-B.

Epsilon approximations, PTAS and FPTAS. Techniques for the design of approximation algorithms. P, NP, NP-complete problems, polynomial transformations, Turing reductions, strong NP-completeness, NP-hardness and inapproximability results. Topics in algorithms include: amortized analysis, advanced graph algorithms and data structures.

### 231. Topics in Combinatorial Algorithms

(4) SURI

Prerequisite: Computer Science 130B.

Advanced topics in algorithm design, including

network flows, matchings in graphs, linear and integer programming.

### 234. Randomized Algorithms

(4) EGECIOGLU

*Prerequisite:* Computer Science 186..

Randomized algorithms and applications: Las Vegas and Monte Carlo type algorithms, randomized algorithms for graph problems, matchings, data structures, problems from computational geometry, number theory and primality testing, distributed algorithms, hashing and fingerprinting, random generation, Markov chains and rapid mixing.

### 235. Computational Geometry

(4) SURI

*Prerequisites:* Computer Science 130A-B.

Algorithms and lower bound techniques in computational geometry; decision tree models of computation; geometric searching; point location and range search; convex hull and maxima of a point set; proximity algorithms; geometric intersections.

### 240A. Applied Parallel Computing

(4) GILBERT

*Prerequisites:* Computer Science 154 and 160.

Interdisciplinary introduction to applied parallel computing on modern supercomputers. Topics include applications-oriented architectural issues, MPI, parallel MATLAB, and parallel numerical algorithms. A course project emphasizes understanding the realities and myths of what is possible on the world's fastest machines.

### 240B. Parallel Computing and Program Parallelization

(4) YANG

*Prerequisites:* Computer Science 130A and 160.

Parallel programming; representation of parallelism, program dependence analysis, loop transformation; program and data partitioning, locality optimization; task scheduling and load balancing; parallelizing compilers and run-time support.

### 254. Advanced Computer Architecture

(4) SHERWOOD

*Prerequisite:* Computer Science 154 or ECE 154.

Advanced instruction set architectures, pipelining, dynamic scheduling, branch prediction, superscalar issue, out-of-order execution, memory-hierarchy design, advanced cache architectures, and prefetching. Several real designs are dissected and simulators are developed for performing quantitative evaluations of design decisions.

### 260. Advanced Topics in Translation

(4) STAFF

*Prerequisites:* Computer Science 160 and 162.

Theoretical aspects of translation. Topics include: data flow analysis; control flow analysis; interprocedural analysis; optimization; type systems.

### 263. Modern Programming Languages and Their Implementation

(4) KRINTZ

*Prerequisites:* Computer Science 154, 160, and 162.

*Recommended preparation:* Computer Science 260.

Topics central to modern programming languages and their implementation: garbage collection; memory system performance; characteristics and optimization of object-oriented languages; type systems and type inference; run-time compilation.

### 265. Advanced Topics in Machine Intelligence

(4) STAFF

*Prerequisite:* Computer Science 165A.

*May be repeated for credit.*

Topics covered include advanced programming techniques for representing and reasoning about complex objects and various applications of such techniques, including expert systems, natural language processors, image understanding systems, and machine learning.

### 266. Formal Specification and Verification

(4) KEMMERER

*Prerequisites:* Computer Science 130A-B; Computer Science 186.

Introduction to existing specification and verification systems, and the underlying theory and

techniques of verifying the correctness of algorithms with respect to specifications. This subject can be considered as the combination of specification and verification techniques, programming language semantics, and formal logic.

### 267. Automated Verification

(4) BULTAN

*Prerequisites:* Computer Science 130A-B and 138.

Covers automated verification algorithms and tools. Topics include: temporal logics, fixpoint characterizations of temporal properties, model checking, symbolic verification, explicit-state verification, verification using automated theorem provers, automated abstraction.

### 270. Operating Systems

(4) WOLSKI

*Prerequisite:* Computer Science 170.

Develop an understanding of operating systems and operating systems research at both a conceptual level and from an engineering perspective. Fundamental design principles, culled primarily from the research literature, motivate an analysis of previous and current systems. This analysis is further validated through empirical investigation.

### 271. Advanced Topics in Distributed Systems

(4) EL ABBADI

*Prerequisite:* Computer Science 170.

Course covers the fundamental problems in distributed systems and the various tools used to solve them. Of primary interest is the issue of fault-tolerance. Topics include event ordering, clocks, global states, agreement, fault tolerance, and peer-to-peer systems.

### 272. Software Engineering

(4) BULTAN

*Prerequisite:* Computer Science 172.

Principles of software engineering disciplines emphasizing requirements analysis, specification design, coding, testing and correctness proofs, maintenance, and management. Students will use a number of software engineering tools.

### 273. Data and Knowledge Bases

(4) SU

*Prerequisite:* Computer Science 186.

The focus is on the study of relational and post-relational data models and their query languages of different styles (algebraic, calculus, and deductive): complexity, expressive power, optimization, and database design.

### 274. Advanced Topics in Database Systems

(4) AGRAWAL, EL ABBADI

*Prerequisite:* Computer Science 170.

Topics include: data models, semantics; data integrity; database design; serializability theory, concurrency control, recovery, distributed databases.

### 276. Advanced Topics in Networking

(4) BELDING, ZHAO

*Prerequisite:* Computer Science 176A or 176B.

Focuses on advanced topics in networking.

Topics may include, but are not limited to: Internet analysis, routing techniques, multimedia, approaches for network performance enhancements, and communication over new technologies.

### 279. Advanced Topics in Security

(4) VIGNA

*Prerequisite:* Computer Science 177.

Security analysis of networked systems. Analysis of techniques for network scanning, spoofing, hijacking, and denial-of-service attacks. Vulnerability analysis of applications and web-based systems. Intrusion detection and prevention techniques.

### 280. Computer Graphics

(4) HOLLERER

*Prerequisite:* Computer Science 180.

Special topics in computer graphics including: curves and curved surfaces, visual perception of colors and color models; shading models; shadow generation; texture mapping; solid textures; stereographics; helmet-mounted display; graphics hardware/architecture; solid modeling; physically-based modeling; fractals and graphics; volume rendering; scientific visualization.

### 281B. Advanced Topics in Computer Vision

(4) WANG, TURK

*Same course as ECE 281B.*

Advanced topics in computer vision: image sequence analysis, spatio-temporal filtering, camera calibration and hand-eye coordination, robot navigation, shape representation, physically-based modeling, regularization theory, multi-sensory fusion, biological models, expert vision systems, and other topics selected from recent research papers.

### 284. Mobile Computing

(4) BELDING

*Prerequisite:* Computer Science 176A or 176B.

*Recommended preparation:* Computer Science 276.

Focuses on mobile computing. Topics may include, but are not limited to: mobile network characteristics, types of mobile networks, challenges and solutions in mobile computing, and power conservation techniques.

### 290AA-ZZ. Special Topics in Computer Science

(4) STAFF

*Prerequisite:* consent of instructor.

These courses provide for the study of topics of current interest in computer science. Special topics are coded as follows:

- A. Foundations
- B. Software Systems
- C. Programming languages and software engineering
- D. Information management
- E. Architecture
- F. Networking
- G. Security
- H. Scientific computing
- I. Intelligent and interactive systems
- N. General

### 501. Techniques of Computer Science Teaching

(1) STAFF

*This course is required for new teaching assistants and may be taken only once. No unit credit allowed toward advanced degree.*

An initial 1-2 day workshop on teaching techniques followed by a weekly seminar. Course emphasizes teaching skills, practical experience, and communication skills.

### 502. Teaching of Computer Science

(1-4) STAFF

*Prerequisite:* Computer Science 501 (may be taken concurrently).

*No unit credit allowed toward advanced degree.* Procedures and techniques for teaching computer science gained through actual teaching of lecture courses, leading discussion sections, and/or teaching laboratories. Meetings will be held as needed to discuss problems, methods and procedures.

### 592. Group Studies: Controls, Dynamical Systems, and Computation

(1) STAFF

*Same course as Chemical Engineering 295, ECE 295, and ME 295.*

A series of weekly lectures given by university staff and outside experts in the fields of control systems, dynamical systems, and computation.

### 593. Computer Science Graduate Tutorial

(1-12) STAFF

*Prerequisite:* consent of instructor or department chair.

Individual studies exploring topics in computer science with a faculty advisor.

### 594. Seminar in Computer Science

(1-5) STAFF

*Prerequisite:* consent of instructor and department.

A seminar course offered on an irregular basis. Provides an in-depth discussion of advanced topics of general interest and broadens the scope of knowledge in computer science.

### 595AA-ZZ. Group Studies in Computer Science

(1-2) STAFF

*Prerequisite:* consent of instructor.

*May be repeated for credit provided letter*

designations are different.

Special seminars focusing on topics of interest to faculty and graduate students. These seminars provide critical review of research in various areas of computer science:

- A. Foundations
- B. Software Systems
- C. Programming Languages and Software Engineering
- D. Information Management
- E. Architecture
- F. Networking
- G. Security
- H. Scientific Computing
- I. Intelligent and Interactive Systems
- J. General
- K. Computer Systems Modeling and Analysis
- N. General

### 596. Directed Research

#### (2-12) STAFF

Research, either experimental or theoretical, may be undertaken by properly qualified graduate students under the direction of a faculty member.

### 597. Individual Studies for M.S. Comprehensive Examinations and Ph.D. Examinations

#### (1-12) STAFF

No unit credit allowed toward advanced degree. Enrollment limited to 24 units per examination. Maximum of 12 units per quarter. Instructor is normally student's major professor or chair of doctoral committee. *S/U grading.*

Individual studies for M.S. comprehensive examination and Ph.D. examinations.

### 598. Master's Thesis Research and Preparation

#### (1-12) STAFF

*Prerequisite:* consent of graduate advisor.

For research underlying the thesis and writing of the thesis.

### 599. Ph.D. Dissertation Research and Preparation

#### (1-12) STAFF

*Prerequisite:* consent of chair of student's doctoral committee.

Research and preparation of dissertation.

# Electrical and Computer Engineering

Department of Electrical and Computer Engineering, Building 380, Room 101; Telephone (805) 893-2269 or (805) 893-3821 Web site: [www.ece.ucsb.edu](http://www.ece.ucsb.edu)

*Chair:* Jerry Gibson

*Vice Chair:* Joao Hespanha

## Faculty

**Kaustav Banerjee**, Ph.D., UC Berkeley, Professor (high performance VLSI and mixed signal system-on-chip designs and their design automation methods; single electron transistors; 3D and optoelectronic integration)

**Daniel J. Blumenthal**, Ph.D., University of Colorado at Boulder, Professor (fiber-optic networks, wavelength and subcarrier division multiplexing, photonic packet switching, signal processing in semiconductor optical devices, wavelength conversion, microwave photonics)

**John E. Bowers**, Ph.D., Stanford University, Professor (high-speed photonic and electronic devices and integrated circuits, fiber optic

communication, semiconductors, laser physics and mode-locking phenomena, compound semiconductor materials and processing)

**Forrest D. Brewer**, Ph.D., University of Illinois at Urbana-Champaign, Professor (VLSI and computer system design automation, theory of design and design representations, symbolic techniques in high level synthesis)

**Elliott Brown**, Ph.D., California Institute of Technology, Professor (RF system modeling and design; solid state and biomedical ultrasonics; thermal management of solid state power devices)

**Steven E. Butner**, Ph.D., Stanford University, Professor (computer architecture, VLSI design of CMOS and gallium-arsenide ICs with emphasis on distributed organizations and fault-tolerant structures)

**Shivkumar Chandrasekaran**, Ph.D., Yale University, Associate Professor (numerical analysis, numerical linear algebra, scientific computation)

**Kwang-Ting (Tim) Cheng**, Ph.D., UC Berkeley, Professor (design automation, VLSI testing, design synthesis, design verification, algorithms)

**Larry A. Coldren**, Ph.D., Stanford University, Kavli Professor in Optoelectronics and Sensors, Director of Optoelectronics Technology Center (semiconductor integrated optoelectronics, vertical-cavity lasers, widely-tunable lasers, optical fiber communication, growth and planar processing techniques) \*1

**Nadir Dagli**, Ph.D., Massachusetts Institute of Technology, Professor (design, fabrication, and modeling of photonic integrated circuits, ultrafast electrooptic modulators, solid state microwave and millimeter wave devices; experimental study of ballistic transport in quantum confined structures)

**Steven P. DenBaars**, Ph.D., University of Southern California, Professor (metalorganic vapor phase epitaxy, optoelectronic materials, compound semiconductors, indium phosphide and gallium nitride, photonic devices) \*1

**Jerry Gibson**, Ph.D., Southern Methodist University, Professor (digital signal processing, data, speech, image and video compression, and communications via multi-use networks, data embedding, adaptive filtering)

**Arthur C. Gossard**, Ph.D., UC Berkeley, Professor (epitaxial crystal growth, artificially structured materials, semiconductor structures for optical and electronic devices, quantum confinement structures) \*1

**Joao Hespanha**, Ph.D., Yale University, Professor (hybrid and switched systems, supervisory control, control of computer networks, probabilistic games, the use of vision in feedback control)

**Evelyn Hu**, Ph.D., Columbia University, Professor, (high-resolution fabrication techniques for semiconductor device structures, process-related materials damage, contact/interface studies, superconductivity) \*1

**Ronald Iltis**, Ph.D., UC San Diego, Professor (digital spread spectrum communications, spectral estimation and adaptive filtering)

**Herbert Kroemer**, Dr. rer. nat., University of Göttingen, Donald W. Whittier Professor in Electrical Engineering, 2000 Physics Nobel Laureate (general solid-state and device physics, heterostructures, molecular beam epitaxy,

compound semiconductor materials and devices, superconductivity) \*1

**Hua Lee**, Ph.D., UC Santa Barbara, Professor (image system optimization, high-performance image formation algorithms, synthetic-aperture radar and sonar systems, acoustic microscopy, microwave nondestructive evaluation, dynamic vision systems)

**Michael Liebling**, Ph.D., École Polytechnique Fédérale de Lausanne, Assistant Professor (image processing, optical microscopy, In Vivo biological imaging)

**Upamanyu Madhow**, Ph.D., University of Illinois, Professor (spread-spectrum and multiple-access communications, space-time coding, and internet protocols)

**B.S. Manjunath**, Ph.D., University of Southern California, Professor (image processing, computer vision, pattern recognition, neural networks, learning algorithms, content based search in multimedia databases)

**Malgorzata Marek-Sadowska**, Ph.D., Technical University of Warsaw, Poland, Professor (design automation, computer-aided design, integrated circuit layout, logic synthesis)

**P. Michael Melliar-Smith**, Ph.D., University of Cambridge, Professor (fault tolerance, formal specification and verification, distributed systems, communication networks and protocols, asynchronous systems)

**Umesh Mishra**, Ph.D., Cornell University, Professor (high-speed transistors, semiconductor device physics, quantum electronics, wide band gap materials and devices, design and fabrication of millimeter-wave devices, *in situ* processing and integration techniques)

**Louise E. Moser**, Ph.D., University of Wisconsin, Professor (distributed systems, computer networks, software engineering, fault-tolerance, formal specification and verification, performance evaluation)

**Behrooz Parhami**, Ph.D., UC Los Angeles, Professor (parallel architectures and algorithms, computer arithmetic, computer design, dependable and fault-tolerant computing)

**Pierre M. Petroff**, Ph.D., UC Berkeley, Professor (self assembling nanostructures in semiconductors and ferromagnetic materials, spectroscopy of nanostructures, nanostructure devices, semiconductor device reliability) \*1

**Lawrence Rabiner**, Ph.D., Massachusetts Institute of Technology, Professor (digital signal processing: intelligent human-machine interaction, digital signal processing, speech processing and recognition; telecommunications)

**Volkmar Rodoplu**, Ph.D., Stanford University, Assistant Professor (wireless networks, energy-efficient and device-adaptive communications)

**Mark J.W. Rodwell**, Ph.D., Stanford University, Professor, Director of Compound Semiconductor Research Laboratories, Director of National Nanofabrication Users Network (heterojunction bipolar transistors, high frequency integrated circuit design, electronics beyond 100 GHz)

**Kenneth Rose**, Ph.D., California Institute of Technology, Professor, Co-Director of Center for Information Processing Research (information theory, source and channel coding, image coding, communications, pattern recognition)

**John J. Shynk**, Ph.D., Stanford University, Professor (adaptive filtering, array processing, wireless communications, blind equalization, neural networks)

**Roy Smith**, Ph.D., California Institute of Technology, Professor (robust control with an emphasis on the modeling, identification, and control of uncertain systems, applications and experimental work including process control, flexible structures, automotive systems, semiconductor manufacturing, levitated magnetic bearings and dynamic aeromaneuvering of interplanetary spacecraft)

**Andrew Teel**, Ph.D., UC Berkeley, Professor (control design and analysis for nonlinear dynamical systems, input-output methods, actuator nonlinearities, applications to aerospace problems)

**Luke Theogarajan**, Ph.D., Massachusetts Institute of Technology, Assistant Professor (low-power analog VLSI, biomimetic nanosystems, neural prostheses, biosensors, block co-polymer synthesis, self-assembly, and microfabrication)

**Li C. Wang**, Ph.D., University of Texas, Austin, Associate Professor (design verification, testing, computer-aided design of microprocessors)

**Pochi Yeh**, Ph.D., California Institute of Technology, Professor (phase conjugation, nonlinear optics, dynamic holography, optical computing, optical interconnection, neural networks, and image processing)

**Robert York**, Ph.D., Cornell University, Professor (high-power/high-frequency devices and circuits, quasi-optics, antennas, electromagnetic theory, nonlinear circuits and dynamics, microwave photonics)

**Patrick Yue**, Ph.D., Stanford University, Associate Professor (high-speed CMOS IC design, cell-based RF CAD methodology and integrated biomedical sensors)

### Emeriti Faculty

**Jorge R. Fontana**, Ph.D., Stanford University, Professor Emeritus (quantum electronics, particularly lasers, interaction with charged particles)

**Allen Gersho**, Ph.D., Cornell University, Professor, Director of Center for Information Processing Research (speech, audio, image, and video compression, quantization and signal compression techniques, and speech processing)

**Glenn R. Heidbreder**, D. Eng., Yale University, Professor Emeritus (communication theory, signal processing in radar and digital communication systems; digital image processing)

**Petar V. Kokotovic**, Ph.D., USSR Academy of Sciences, Professor, Director of Center for Control Engineering and Computation, Director of Center for Robust Nonlinear Control of Aeroengines (sensitivity analysis, singular perturbations, large-scale systems, non-linear systems, adaptive control, automotive and jet engine control)

**Stephen I. Long**, Ph.D., Cornell University, Professor (semiconductor devices and integrated circuits for high speed digital and RF analog applications)

**George L. Matthaei**, Ph.D., Stanford University, Professor Emeritus (circuit design techniques for passive and active microwave,

millimeter-wave and optical integrated circuits, circuit problems of high-speed digital integrated circuits)

**James L. Merz**, Ph.D., Harvard University, Professor Emeritus (optical properties of semiconductors, including guided-wave and integrated optical devices, semiconductor lasers, optoelectronic devices, native defects in semiconductors, low-dimensional quantum structures) \*1

**Sanjit K. Mitra**, Ph.D., UC Berkeley, Professor (digital signal and image processing, computer-aided design and optimization)

**Venkatesh Narayanamurti**, Ph.D., Cornell University, Professor Emeritus (transport, semiconductor heterostructures, nanostructures, scanning tunneling microscopy and ballistic electron emission microscopy, phonon physics)

**Philip F. Ordung**, D. Eng., Yale University, Professor Emeritus (general device physics, solar cells, charge-coupled devices)

**Ian B. Rhodes**, Ph.D., Stanford University, Professor (mathematical system theory and its applications with emphasis on stochastic control, communication, and optimization problems, especially those involving decentralized information structures or parallel computational structures)

**John G. Skalnik**, D. Eng., Yale University, Professor Emeritus (solar cells, general device technology, effects of non-ideal structures)

**Glen Wade**, Ph.D., Stanford University, Professor Emeritus (optical, microwave, and acoustical systems theory and experiments, with emphasis on acoustic imaging; computer processing; enhancement of images; computer image reconstruction)

**Roger C. Wood**, Ph.D., UC Los Angeles, Professor Emeritus (computer system modeling, design, and analysis, computer architecture, and instructional use of computers) \*2

\*1 Joint appointment with the Department of Materials.

\*2 Joint appointment with the Department of Computer Science.

### Affiliated Faculty

**David Awschalom**, Ph.D. (Physics)

**Elizabeth Belding**, Ph.D. (Computer Science)

**Francesco Bullo**, Ph.D. (Mechanical Engineering)

**Francis Doyle**, Ph.D., (Chemical Engineering)

**Oscar Ibarra**, Ph.D., (Computer Science)

**Mustafa Khammash**, Ph.D. (Mechanical Engineering)

**Chandra Krintz**, Ph.D. (Computer Science)

**Eric McFarland**, Ph.D., (Chemical Engineering)

**Shuji Nakamura**, Ph.D. (Materials)

**Bradley E. Paden**, Ph.D. (Mechanical Engineering)

**Tim Sherwood**, Ph.D. (Computer Science)

**E**lectrical and Computer Engineering is a broad field encompassing many diverse areas such as computers and digital systems, control, communications, computer engineering, electronics, signal processing, electromagnetics, electro-optics, physics and fabrication of electronic and photonic devices. As in most areas of engineering, knowledge of mathematics and the

natural sciences is combined with engineering fundamentals and applied to the theory, design, analysis, and implementation of devices and systems for the benefit of society.

The Department of Electrical and Computer Engineering offers programs leading to the degrees of bachelor of science in electrical engineering or bachelor of science in computer engineering. (Please see the "Computer Engineering" section for further information.)

The undergraduate curriculum in electrical engineering is designed to provide students with a solid background in mathematics, physical sciences, and traditional electrical engineering topics as presented above. A wide range of program options, including computer engineering; microwaves; communications, control, and signal processing; and semiconductor devices and applications, is offered. The department's Electrical Engineering undergraduate program is accredited by the Engineering Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012 – telephone: (410) 347-7700. It is one of the degrees recognized in all fifty states as leading to eligibility for registration as a professional engineer.

Graduate studies leading to the M.S. and Ph.D. degrees in Electrical and Computer Engineering are offered in three major areas of specialization: computer engineering; communications, control, and signal processing; and electronics and photonics.

The undergraduate major in Electrical Engineering prepares students for a wide range of positions in business, government, and private industrial research, development, and manufacturing organizations. The graduate programs offer educational opportunities at an advanced level, leading at the M.S. level to increased career opportunities in the foregoing positions, and at the Ph.D. level to careers in research and teaching and positions of professional leadership.

Students who complete a major in electrical engineering may be eligible to pursue a California teaching credential. Interested students should consult the credential advisor in the Graduate School of Education.

Under the direction of the Associate Dean for Undergraduate Studies, academic advising services are jointly provided by advisors in the College of Engineering, as well as advisors in the department. Students who plan to change to a major in the department should consult the ECE student office. Departmental faculty advisors are assigned to students to assist them in choosing senior elective courses.

Counseling is provided to graduate students through the ECE graduate advisor. Individual faculty members are also available for help in academic planning.

### Mission Statement

The Department of Electrical and Computer Engineering seeks to provide a comprehensive, rigorous and accredited educational program for the graduates of California's high schools and for postgraduate students, both domestic and international. The department has a dual mission:

- *Education.* We will develop and produce excellent electrical and computer engineers who will support the high-tech economy of Cali-

fornia and the nation. This mission requires that we offer a balanced and timely education that includes not only strength in the fundamental principles but also experience with the practical skills that are needed to contribute to the complex technological infrastructure of our society. This approach will enable each of our graduates to continue learning throughout an extended career.

- *Research:* We will develop relevant and innovative science and technology through our research that addresses the needs of industry, government and the scientific community. This technology can be transferred through our graduates, through industrial affiliations, and through publications and presentations.

We provide a faculty that is committed to education and research, is accessible to students, and is highly qualified in their areas of expertise.

### Educational Objectives

The educational objectives of the Electrical Engineering Program identify what we hope that our graduates will accomplish within a few years after graduation.

1. We expect our graduates to make positive contributions to society in fields including, but not limited to, engineering.
2. We expect our graduates to have acquired the ability to be flexible and adaptable, showing that their educational background has given them the foundation needed to remain effective, take on new responsibilities and assume leadership roles.
3. We expect some of our graduates to pursue their formal education further, including graduate study for master's and doctoral degrees.

### Program Outcomes

The EE program expects our students upon graduation to have:

1. Acquired strong basic knowledge and skills in those fundamental areas of mathematics, science, and electrical engineering that are required to support specialized professional training at the advanced level and to provide necessary breadth to the student's overall program of studies. This provides the basis for lifelong learning.
2. Experienced in-depth training in state-of-the-art specialty areas in electrical engineering. This is implemented through our senior electives. Students are required to take two sequences of at least two courses each at the senior level.
3. Benefited from imaginative and highly supportive laboratory experiences where appropriate throughout the program. The laboratory experience will be closely integrated with coursework and will make use of up-to-date instrumentation and computing facilities. Students should experience both hardware-oriented and simulation-oriented exercises.
4. Experienced design-oriented challenges that exercise and integrate skills and knowledge acquired in several courses. These may include design of components or subsystems with performance specifications. Graduates should be able to demonstrate an ability to design and conduct experiments as well as analyze the results.
5. Learned to function well in teams. Also,

students must develop communication skills, written and oral, both through team and classroom experiences. Skills including written reports, webpage preparation, and public presentations are required.

6. Completed a well-rounded and balanced education through required studies in selected areas of fine arts, humanities, and social sciences. This provides for the ability to understand the impact of engineering solutions in a global and societal context. A course in engineering ethics is also required of all undergraduates.

### Laboratory Facilities

In addition to formal classroom lectures and studies, the department places strong emphasis on the inclusion of laboratory and computational experience in a student's program of study. To support this experience, the department and the campus maintain an extensive complement of relevant laboratory and computational facilities. Instructional laboratory facilities are available to support undergraduate courses in circuits, electronics, digital systems, communications, control, signal and image processing, microwaves, and solid-state device fabrication. Students may access microcomputers and workstations in the Microcomputer Laboratory or the College of Engineering ECI and CAD Laboratories.

The Department also maintains modern well-equipped facilities for research in communications, control, signal processing, image processing, scientific computation, VLSI design and testing, computer architecture, fault-tolerant computing, microwaves, optoelectronics, and solid state microelectronics. All research laboratories include or have access to modern computer facilities. Workstations in the various research laboratories have access via a local area network to a wide range of computing resources. The solid state research facilities include laboratories for crystal growth by molecular beam epitaxy and metal-organic CVD, micro-fabrication and processing, analog and digital integrated circuit design, and compound-semiconductor optoelectronic device and materials research.

### Undergraduate Program

**Note:** Schedules should be planned to meet both General Education and major requirements. Detailed descriptions of these requirements are presented in the College of Engineering Announcement and General Education booklet.

### Bachelor of Science—Electrical Engineering

#### Preparation for the major

All undergraduate majors in the department are required to meet a set of minimum unit and grade-point requirements and a set of General Education requirements which are common to all undergraduate majors in the College of Engineering. In addition, required preparation for the major consists of the following lower-division courses (or their equivalents if taken elsewhere): Engineering 3; Electrical and Computer Engineering 2A-B-C and 15A; Chemistry 1A-B or 2A-B, 1AL-BL or 2AC-BC; Mathematics 3A-B-C and 5A-B-C; Physics 1,

2, 3, 4, 5, 3L, 4L, 5L; and Computer Science 12. Qualified students may substitute Physics 21-25 for Physics 1-5 after obtaining permission from the Physics Department.

The department academic advisor can suggest a recommended study plan for electrical engineering freshmen and sophomores. Each student is assigned a departmental faculty advisor who must be consulted in planning the junior and senior year programs.

### Upper-division major

The upper-division requirements consist of a set of required courses and a minimum of 32 units (8 classes) of additional departmental elective courses selected from a wide variety of specialized courses. All departmental elective programs must contain at least two sequences, each consisting of two or more related courses. Required upper-division courses for the major are: Electrical and Computer Engineering 130A-B, 132, 134, 137A-B, 139, 152A; and Engineering 101.

The required 32 units (8 courses) of departmental electives are taken primarily in the senior year, and they permit students to develop depth in specialty areas of their choice. A student's elective course program must be approved by a departmental faculty advisor. The advisor will check the program to ensure satisfaction of the departmental requirements. A wide variety of elective programs will be considered acceptable.

Three matters should be noted: (1) students who fail to attain a grade-point average of at least 2.0 in the major may be denied the privilege of continuing in the major, (2) a large majority of electrical and computer engineering courses have prerequisites which must be completed successfully. Successful completion of prerequisite courses means receiving a grade of C- or better in prerequisite courses except for Mathematics 3A-B-C and Mathematics 5A and 5B which require a grade of C or better to apply these courses as prerequisites, (3) courses required for the pre-major or major, inside or outside of the Department of Electrical Engineering, cannot be taken for the passed/not passed grading option. They must be taken for letter grades.

### Requirements for Changing to Electrical Engineering from Other Majors

Undergraduate students enrolled in other majors may petition to enter the Electrical Engineering major.

The department undergraduate advisor can provide guidelines on the required academic background.

### Bachelor of Science—Computer Engineering

This major is offered jointly by the Department of Computer Science and the Department of Electrical and Computer Engineering. For information about this major, refer to the section on Computer Engineering.

### Five-Year Bachelor of Science/ Master of Science Program

A combined B.S./M.S. program in Electrical Engineering provides an opportunity for outstanding undergraduates to earn both degrees in five years. Additional information about this program is available from the depart-

ment undergraduate office. Interested students should contact the undergraduate office early in the junior year, because they need to plan their junior year classes differently from other undergraduates. Transfer students should notify the office of their interest in the program at the earliest opportunity. In addition to fulfilling undergraduate degree requirements, B.S./M.S. degree candidates must meet the ECE Master's degree requirements as well as the Graduate Division degree requirements, including university requirements for academic residence and units of coursework as described in the chapter, "Graduate Education at UCSB."

## Graduate Program

In addition to departmental requirements, program applicants and candidates for graduate degrees must fulfill University requirements described in the chapter "Graduate Education at UCSB."

### Admission

The department offers graduate programs at the M.S. and Ph.D. levels in electrical and computer engineering. The graduate programs are open to those who have a bachelor's degree in electrical engineering, computer engineering, computer science, other areas of engineering, or in mathematics, physics, or other related fields of science. Applicants with degrees in fields other than electrical and computer engineering or computer science may be required to complete undergraduate prerequisite courses. Fundamental subject areas required include mathematics through differential equations and advanced calculus, a full year of college-level physics, and introductory computer programming.

All applicants for admission to graduate status are required to present evidence of a high level of technical skill, scholarship, and aptitude for electrical and computer engineering. This evidence normally is provided through a combination of undergraduate transcripts, scores on the verbal, quantitative, and analytical sections (required) and advanced portion (optional) of the Graduate Record Examination, letters of recommendation, and accounts of professional goals and experience. Applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Exceptions to this requirement will be considered for those students who have completed an undergraduate or graduate education at an institution whose primary language of instruction is English. The minimum TOEFL score for consideration is 550 when taking the paper-based test and 80 when taking the internet-based test. The minimum IELTS score for consideration is 7.0.

The department emphasizes graduate education at the highest level and intends that most of its graduate students will be enrolled in the Ph.D. program. Admission to the Ph.D. program is open to applicants who hold a master's degree or its equivalent in either electrical and computer engineering or computer science or related fields and who demonstrate unusual ability and promise for professional success. It is also open to applicants of exceptional promise directly on completion of a baccalaureate degree program. Applicants with only a baccalaureate

degree who intend to seek the Ph.D. degree should apply for simultaneous admission to the M.S. and Ph.D. programs. It should be noted, however, that continuation in the Ph.D. program is dependent upon proof of competency to pursue research at the Ph.D. level and upon obtaining a research supervisor.

## Master of Science—Electrical and Computer Engineering

### Degree Requirements

Graduate studies toward the M.S. degree are administered under either Plan 1, which requires coursework and a thesis, or Plan 2, which requires coursework and a comprehensive examination. Under either plan, students are required to complete at least 42 units of credit approved by the faculty advisor and the departmental graduate advisor. Under either plan, M.S. degree students must select a program of courses forming a coherent pattern directed toward an educational objective, including both depth in a particular area of specialization and breadth through other course offerings. M.S. students must plan their program of study around one of the three graduate emphases: computer engineering; communications, control, and signal processing; and electronics and photonics.

**Plan 1 (thesis option).** Students in this plan are required to (1) complete 42 units approved by the department, including no fewer than 20 units of graduate coursework numbered 200–299, 594, or 596 (of which no more than 8 units can be in 596, 493 or 293 coursework) and no more than 12 units of upper-division elective coursework at the undergraduate level, and (2) submit an acceptable thesis based on research carried out by taking up to 8 units of 598. Further details are available from the ECE Graduate Office or graduate advisor.

**Plan 2 (examination option).** Students in this plan are required to (1) complete 42 units approved by the department, including no fewer than 24 units of graduate coursework numbered 200–299, 594, or 596 (of which no more than 8 units can be in 596, 493 or 293 coursework) and no more than 16 units of upper-division elective coursework at the undergraduate level, and (2) pass a comprehensive examination. Further details are available from the ECE Graduate Office or graduate advisor.

## Doctor of Philosophy—Electrical and Computer Engineering

### Degree Requirements

Immediately upon admission to studies toward the Ph.D. degree, students are required to develop a formal study plan which includes an appropriate level of coursework and special studies to provide depth of knowledge in a specialty area. The study plan must be approved by the faculty advisor and the department graduate advisor and may be modified during the course of the student's program. There is no rigid requirement concerning the total number of units of graduate work that must be taken, but doctoral students are expected to take all available courses in their area of interest that the faculty deem relevant to their programs. In addition, they are expected to take other courses for breadth. There is no foreign language requirement in the program.

All students in the Ph.D. program are required to pass the departmental screening examination. When the examination is passed, the student selects a Ph.D. committee. This committee administers an oral qualifying examination at such time as it deems the student to be adequately prepared and the university residence requirements have been satisfied. After the oral examination has been passed, the student is eligible for advancement to candidacy for the Ph.D. degree.

Students must prepare a dissertation based on original research in a subject area approved by the Ph.D. committee. The dissertation must be defended in an open oral dissertation defense examination.

## Optional Graduate Degree Emphasis in Computational Science and Engineering

The Departments of Chemical Engineering; Computer Science; Earth Science; Ecology, Evolution and Marine Biology; Electrical and Computer Engineering; Mathematics; and Mechanical Engineering offer an interdisciplinary master's and Ph.D. degree emphasis in computational science and engineering (CSE).

CSE is a rapidly growing multidisciplinary area with connections to the sciences, engineering, mathematics, and computer science. Computer models and simulations have become an important part of the research repertoire, supplementing (and in some cases replacing) experimentation. Going from application area to computational results requires domain expertise, mathematical modeling, numerical analysis, algorithm development, software implementation, program execution, analysis, validation, and visualization of results. CSE addresses these issues.

Although CSE includes elements from computer science, applied mathematics, engineering and science, it focuses on the integration of knowledge and methodologies from all of these disciplines and, as such, is a subject distinct from any of them. All students pursuing an emphasis in CSE must complete the following:

- Numerical Methods: Electrical and Computer Engineering 210A-B-C-D (students must take at least three)
- Parallel Computing: Computer Science 240A-B (students must take at least one).
- Applied Mathematics: Students must take either the Math 214A-B or Math 215A-B sequence (run concurrently with Math 119A-B and Math 124A-B respectively), or the Chemical Engineering 230A-B sequence.
- Credit will not be given for more than one of these sequences. Advanced courses may be substituted, with approval, as follows: Math 243 instead of Math 214, and Math 246 instead of Math 215.

The specific requirements for the M.S. in Electrical and Computer Engineering (thesis option only) with the CSE emphasis are as follows:

- Completion of the above requirements for an M.S. in electrical and computer engineering
- A master's thesis in CSE

The thesis must be written under the supervision of a CSE ladder faculty member. The thesis committee must include a minimum of three permanent ladder faculty members, at least two

from Electrical and Computer Engineering and one from CSE (may be CSE faculty member from another department).

Students pursuing a Ph.D. with an emphasis in CSE must:

- Complete the above requirements for a Ph.D. in electrical and computer engineering
- Write and defend a dissertation in CSE

The student's dissertation must be written under the supervision of an Electrical and Computer Engineering CSE ladder faculty member. The doctoral examination committee must include at least one CSE ladder faculty member and at least one ladder faculty member from another department.

## Electrical and Computer Engineering Courses

Many of the ECE courses are restricted to ECE majors only. Please check the quarterly Schedule of Classes. Instructor and quarter offered are subject to change.

### LOWER DIVISION

#### 1. Ten Puzzling Problems in Computer Engineering

(1) PARHAMI

Prerequisite: open to pre-computer engineering only. Seminar, 1 hour.

Gaining familiarity with, and motivation to study, the field of computer engineering, through puzzle-like problems that represent a range of challenges facing computer engineers in their daily problem-solving efforts and at the frontiers of research.

#### 2A. Circuits, Devices, and Systems

(5) YORK

Prerequisites: Mathematics 3A-B-C with a minimum grade of C; and, Mathematics 5A with a minimum grade of C (may be taken concurrently); Physics 3 or 23 (may be taken concurrently); open to electrical engineering, computer engineering, and pre-computer engineering majors only. Lecture, 3 hours; laboratory, 4 hours.

Introduction to basic circuit analysis. KCL, KVL, nodal analysis, superposition, independent and dependent sources; diodes and I-V characteristics; basic op-amp circuits; first-order transient analysis; AC analysis and phasors. Introduction to the use of test instruments.

#### 2B. Circuits, Devices, and Systems

(5) YORK

Prerequisites: ECE 2A with a grade of C- or better; open to electrical engineering, computer engineering, and pre-computer engineering majors only. Lecture, 3 hours; laboratory, 4 hours.

Second order circuits. Laplace transform and solution of steady state and transient circuit problems in the s-domain; Bode plots; Fourier series and transforms; filters. Transistor as a switch; load lines; simple logic gates; latches and flip-flops.

#### 2C. Circuits, Devices, and Systems

(5) YORK

Prerequisites: ECE 2B with a grade of C- or better (may be taken concurrently); open to electrical engineering, computer engineering, and pre-computer engineering majors only. Lecture, 3 hours; laboratory, 4 hours.

Two-port network parameters; small-signal models of nonlinear devices; transistor amplifier circuits; frequency response of amplifiers; non-ideal op-amps; modulation, bandwidth, signals; Fourier analysis.

#### 4. Design Project for Freshmen

(4) STAFF

Prerequisites: Mathematics 3A-B-C and Physics 1 with minimum grades of C; Engineering 3 with a minimum grade of C-. Lecture, 3 hours; laboratory, 3 hours.

This first course on design gives an intuitive introduction to engineering design. Learn how to take an idea of a system and convert it to a working model. Use hardware and software for building a system.

#### 15A. Fundamentals of Logic Design

(3) MAREK-SADOWSKA

Prerequisites: ECE 2A with a minimum grade of C-; open to electrical engineering, computer engineering, and pre-computer engineering majors only.

Not open for credit to students who have completed ECE 15. Lecture, 3 hours; discussion, 1 hour.

Boolean algebra, logic of propositions, minterm and maxterm expansions, Karnaugh maps, Quine-McCluskey methods, multi-level circuits, combinational circuit design and simulation, multiplexers, decoders, programmable logic devices.

#### 15B. Computer Organization

(3) STAFF

Prerequisites: ECE 15A with a minimum grade of C-; open to electrical engineering, computer engineering, and pre-computer engineering majors only.

Not open for credit to students who have completed Computer Science 30 or ECE 15. Lecture, 3 hours; discussion, 1 hour.

Basic memory and processor organization, instruction set architecture, assembly language programming, number systems, arithmetic, data transfer and control flow instructions, procedures, memory management, program execution.

#### 94AA-ZZ. Group Studies in Electrical and Computer Engineering

(1-4) STAFF

Prerequisite: consent of instructor.

Group studies intended for small number of advanced students who share an interest in a topic not included in the regular departmental curriculum.

### UPPER DIVISION

#### 121A-B. The Practice of Science

(3-4) HU, AWSCHALOM

Prerequisites: consent of instructor (for 121A): ECE 121A or Physics 121A; consent of instructor (for 121B).

Same course as Physics 121A-B. Lecture, 3 hours (for 121A); Lecture, 4 hours (for 121B).

Provides experience in pursuing careers within science and engineering through discussions with researchers, lectures on ethics, funding, intellectual property, and commercial innovation. Students prepare a focused research proposal that is pursued in the second quarter of the course.

#### 124A. VLSI Principles

(4) BANERJEE

Prerequisites: ECE 132 (may be taken concurrently) and ECE 152A with a minimum grade of C- in both. Lecture, 3 hours; laboratory, 3 hours.

Introduction to CMOS digital VLSI design: CMOS devices and manufacturing technology; transistor level design of static and dynamic logic gates and components and interconnections; circuit characterization: delay, noise margins, and power dissipation; combinational and sequential circuits; arithmetic operations and memories.

#### 124B. Integrated Circuit Design and Fabrication

(4) BOWERS

Prerequisite: ECE 132 with a minimum grade of C-. Lecture, 4 hours; laboratory, 3 hours.

Theory, fabrication, and characterization of solid state devices including P-N junctions, capacitors, bipolar and MOS devices. Devices are fabricated using modern VLSI processing techniques including lithography, oxidation, diffusion, and evaporation. Physics and performance of processing steps are discussed and analyzed.

#### 124C. Integrated Circuit Design and Fabrication

(4) BOWERS

Prerequisites: ECE 124B and ECE 137A with a minimum grade of C- in all. Lecture, 4 hours; laboratory, 3 hours.

Design, simulation, fabrication, and characterization of NMOS integrated circuits. Circuit design and layout is performed using commercial

layout software. Circuits are fabricated using modern VLSI processing techniques. Circuit and discrete device electrical performance are analyzed.

#### 124D. VLSI Architecture and Design

(4) BREWER

Prerequisite: ECE 124A with a minimum grade of C-. Lecture, 3 hours; laboratory, 2 hours.

Practical issues in VLSI circuit design, pad/pin limitations, clocking and interfacing standards, electrical packaging for high-speed and high-performance design. On-chip noise and crosstalk, clock and power distribution, architectural and circuit design constraints, interconnection limits and transmission line effects.

#### 125. High Speed Digital Integrated Circuit Design

(4) BANERJEE

Prerequisite: ECE 124A or 137A with a minimum grade of C- in either. Lecture, 4 hours.

Advanced digital VLSI design: CMOS scaling, nanoscale issues including variability, thermal management, interconnects, reliability; non-clocked, clocked and self-timed logic gates; clocked storage elements; high-speed components, PLLs and DLLs; clock and power distribution; memory systems; signaling and I/O design; low-power design.

#### 130A. Signal Analysis and Processing

(4) MADHAW

Prerequisites: Mathematics 5A and ECE 2B with a minimum grade of C- in both; open to EE and computer engineering majors only. Lecture, 3 hours; discussion, 2 hours.

Analysis of continuous time linear systems in the time and frequency domains. Superposition and convolution. Bilateral and unilateral Laplace transforms. Fourier series and Fourier transforms. Filtering, modulation, and feedback.

#### 130B. Signal Analysis and Processing

(4) CHANDRASEKARAN

Prerequisite: ECE 130A with a grade of C- or better; open to EE and computer engineering majors only. Lecture, 3 hours; discussion, 2 hours.

Analysis of discrete time linear systems in the time and frequency domains. Z transforms, Discrete Fourier transforms. Sampling and aliasing.

#### 130C. Signal Analysis and Processing

(4) CHANDRASEKARAN

Prerequisites: ECE 130A-B with a minimum grade of C- in both. Lecture, 3 hours; discussion, 2 hours.

Basic techniques for the analysis of linear models in electrical engineering: Gaussian elimination, vector spaces and linear equations, orthogonality, determinants, eigenvalues and eigenvectors, systems of linear differential equations, positive definite matrices, singular value decomposition.

#### 132. Introduction to Solid State Electronic Devices

(4) MISHRA

Prerequisites: Physics 4 or 24 with a minimum grade of C-; Mathematics 5A with a minimum grade of C; and ECE 2A-B (may be taken concurrently) with a minimum grade of C- in both; open to EE and computer engineering majors only. Lecture, 3 hours; discussion, 2 hours.

Electrons and holes in semiconductors; doping (P and N); state occupation statistics, transport properties of electrons and holes; P-N junction diodes; I-V, C-V, and switching properties of P-N junctions; introduction of bipolar transistors, MOSFET's and JFET's.

#### 134. Introduction to Fields and Waves

(4) DAGLI, YORK

Prerequisites: Physics 3 or 23 with a minimum grade of C-; and Mathematics 5A-B with a minimum grade of C; and Mathematics 5C with a minimum grade of C-; open to EE and computer engineering majors only. Lecture, 3 hours; discussion, 2 hours.

Introduction to applied electromagnetics and wave phenomena in high frequency electron circuits and systems. Wave on transmission-lines, elements of electrostatics and magnetostatics and applications, plane waves, examples and applications to RF, microwave, and optical systems.

#### 135. Optical Fiber Communication

(4) DAGLI

Prerequisites: ECE 132 and 134 with a minimum grade



of C- in both. Lecture, 3 hours; discussion, 1 hour.

Optical fiber as a transmission medium, dispersion and nonlinear effects in fiber transmission, fiber and semiconductor optical amplifiers and lasers, optical modulators, photo detectors, optical receivers, wavelength division multiplexing components, optical filters, basic transmission system analysis and design.

### 137A. Circuits and Electronics I

(4) RODWELL

Prerequisites: ECE 2A-B-C, 130A, and 132 with a minimum grade of C- in all; open to EE majors only. Lecture, 3 hours; laboratory, 3 hours.

Analysis and design of single stage and multistage transistor circuits including biasing, gain, impedances and maximum signal levels.

### 137B. Circuits and Electronics II

(4) RODWELL

Prerequisites: ECE 2C and 137A with a minimum grade of C- in both; open to EE majors only. Lecture, 3 hours; laboratory, 3 hours.

Analysis and design of single stage and multistage transistor circuits at low and high frequencies. Transient response. Analysis and design of feedback circuits. Stability criteria.

### 139. Probability and Statistics

(4) ILTIS

Prerequisite: Open to Electrical Engineering, Computer Engineering and pre-Computer Engineering majors only. Lecture, 3 hours; discussion, 2 hours.

Fundamentals of probability, conditional probability, Bayes rule, random variables, functions of random variables, expectation and high-order moments, Markov chains, hypothesis testing.

### 140. Random Processes for Engineering

(4) ILTIS

Prerequisites: ECE 130A-B and 139 each with a minimum grade of C-; open to EE majors only. Lecture, 3 hours; discussion, 2 hours.

Random processes, characteristic functions, central limit theorem, spectral analysis, linear systems with random inputs, representation of bandlimited processes, Poisson process, simple queueing systems.

### 141A. Introduction to MicroElectro Mechanical Systems (MEMS)

(3) PENNATUR

Prerequisites: ME 104 and 163; or, ECE 130A and 137A; with a minimum grade of C- in both.

Same course as ME 141A. Lecture, 3 hours.

Analysis of MEMS actuators and displacement sensors with emphasis on the analysis of capacitor-based sensing and actuation. Analysis and design of operational-amplifier models and circuits for capacitor sensors including feedback concepts. Vibration analysis of MEMS structures including wave equations for "string" and bar structures. MEMS scaling concepts.

### 141B. Semiconductor Processing and Device Characterization with Laboratory

(4) PENNATUR

Prerequisites: ME 141A or ECE 141A; and, Chemistry 1B-BL.

Same course as ME 141B. Lecture, 2 hours; laboratory, 6 hours.

Lectures and laboratory on semiconductor processing for MEMS. Description and analysis for key semiconductors and equipment used for MEMS. Design and fabrication of MEMS capacitor-actuator and accelerometers; includes a description of MEMS characterization tools.

### 141C. Introduction to Microfluidics and BioMEMS

(3) MEINHART

Prerequisite: ME 141A or ECE 141A; open to ME and EE majors only.

Same course as ME 141C. Lecture, 3 hours.

Introduces physical phenomena associated with microscale/nanoscale fluid mechanics, microfluids, and bioMEMS. Analytical methods and numerical simulation tools are used for analysis of microfluids.

### 144. Electromagnetic Fields and Waves

(4) YORK

Prerequisite: ECE 134 with a minimum grade of C-. Lecture, 3 hours; laboratory, 3 hours.

Waves on transmission lines, Maxwell's equations, skin effect, propagation and reflection of

electromagnetic waves, microwave integrated circuit principles, metal and dielectric waveguides, resonant cavities, antennas. Microwave and optical device examples and experience with modern microwave and CAD software.

### 145A. Communication Electronics

(5) LONG

Prerequisites: ECE 137A-B with a minimum grade of C- in both. Lecture, 3 hours; laboratory, 6 hours.

Analog communication circuits 1 MHz to 1GHz with emphasis on receivers. S-parameter design techniques, nonideal components, distortion, amplifier design and characterization, system level analysis.

### 145B. Communication Electronics

(5) LONG

Prerequisite: ECE 145A with a minimum grade of C-; EE majors only. Lecture, 3 hours; laboratory, 6 hours.

Analog communication circuits 1 MHz to 1GHz with emphasis on receivers. Design and evaluation of RF components: mixers, oscillators, PLL, IF amplifier, FM demodulator, frequency synthesis.

### 145C. High Speed Bipolar Mixed Signal and Communication IC Design

(4) RODWELL

Prerequisites: ECE 137A-B with a minimum grade of C- in both. Lecture, 4 hours.

Transistor and passive component models. Broadband amplifiers. Fast digital IC design. Circuit noise, digital communication receiver sensitivity. Latched comparator design. Nyquist and oversampled analog-digital and digital-analog converters. Direct digital frequency synthesis. Fiber optic and microwave digital transceivers.

### 146A. Analog Communication Theory and Techniques

(5) ILTIS

Prerequisites: ECE 130A-B and 140 with a minimum grade of C- in all; open to EE majors only. Lecture, 3 hours; laboratory, 6 hours.

Modulation theory, AM, FM, PM, and analog pulse modulation and demodulation techniques. System noise and performance calculations.

### 146B. Digital Communication Theory and Techniques

(5) SHYNK

Prerequisites: ECE 130A-B, 140 and 146A with minimum grades of C-; open to EE majors only. Lecture, 3 hours; laboratory, 6 hours.

Elements of source coding: quantization, pulse code modulation, delta modulation. Introduction to digital modulation over baseband and passband channels: linear modulation, Nyquist criterion for intersymbol interference avoidance, orthogonal modulation. Optimal reception of signals in Additive White Gaussian Noise: detection theory basics, signal space concepts, geometry of maximum likelihood receivers. Performance analysis of optimal receivers: error probability as a function of Eb/N0, union bound, nearest neighbors approximation. Link design: power-bandwidth tradeoffs, link budget analysis.

### 147A. Feedback Control Systems - Theory and Design

(5) TEEL, SMITH

Prerequisites: ECE 130A-B-C with a minimum grade of C- in each; open to EE and computer engineering majors only. Lecture, 3 hours; laboratory, 6 hours.

Feedback systems design, specifications in time and frequency domains. Analysis and synthesis of closed loop systems. Computer aided analysis and design.

### 147B. Digital Control Systems - Theory and Design

(5) SMITH, TEEL

Prerequisite: ECE 147A with a minimum grade of C-; open to EE and computer engineering majors only. Lecture, 3 hours; laboratory, 6 hours.

Analysis of sampled data feedback systems; state space description of linear systems; observability, controllability, pole assignment, state feedback, observers. Design of digital control systems. (W)

### 147C. Control System Design Project

(5) HESPANHA

Prerequisite: ECE 147A or ME 155B or ME 173 with a minimum grade of C-. Lecture, 3 hours; laboratory, 6 hours.

Students are required to design, implement, and document a significant control systems project. The project is implemented in hardware or in high-fidelity numerical simulators. Lectures and laboratories cover special topics related to the practical implementation of control systems.

### 148. Applications of Signal Analysis and Processing

(4) LEE

Prerequisites: ECE 130A-B with a minimum grade of C- in both. Lecture, 3 hours; discussion, 2 hours.

A sequence of engineering applications of signal analysis and processing techniques; in communications, image processing, analog and digital filter design, signal detection and parameter estimation, holography and tomography, Fourier optics, and microwave and acoustic sensing.

### 149. Active and Passive Network Synthesis

(4) ILTIS

Prerequisite: Upper-division standing; open to EE majors only.

Designed for juniors to take right after ECE 130AB.

Combines the areas of electronics and network theory in the subject of passive and active network design. Topics include passive synthesis, optimization techniques, approximations to ideal filters, distributed networks, sensitivity and the modern design techniques, and applications of active filters.

### 151. Distributed Systems

(4) MELLIAR-SMITH

Prerequisite: Computer Science 170 with a minimum grade of C-.

Not open for credit to students who have completed Computer Science 171. Lecture, 3 hours; discussion, 1 hour.

Distributed systems architecture, distributed programming techniques, message passing, remote procedure calls, group communication and membership, naming, asynchrony, causality, consistency, fault-tolerance and recovery, resource management, scheduling, monitoring, testing and debugging.

### 152A. Digital Design Principles

(5) RODOPLU

Prerequisites: ECE 15 or 15A or Computer Science 30 with a minimum grade of C- in each course; open to electrical engineering, computer engineering, and computer science majors only. Lecture, 3 hours; laboratory, 6 hours.

Design of synchronous digital systems: timing diagrams, propagation delay, latches and flip-flops, shift registers and counters, Mealy/Moore finite state machines, Verilog, 2-phase clocking, timing analysis, CMOS implementation, S-RAM, RAM-based designs, ASM charts, state minimization.

### 152B. Digital Design Methodologies

(5) CHENG

Prerequisites: ECE 152A with a minimum grade of C-; open to EE, computer engineering, and computer science majors only. Lecture, 3 hours; discussion, 6 hours.

Design methodologies of digital systems, the register and processor levels. Design of functional subsystems, including arithmetic processors, hardwired and microprogrammed control units, memory systems, and bussing systems. System organization including communication, input/output systems, and multiple CPU systems.

### 153A. Hardware/Software Interface

(4) STAFF

Prerequisite: Computer Science 130A with a minimum grade of C-.

Same course as Computer Science 153A.

The study of the structures employed at the interface of hardware and software in modern computing systems. Instruction set architecture (ISA) design trade-offs, operating system and hardware support for input/output devices (memory-mapping, interrupts, device drivers). Operating system and real-time system scheduling of tasks. Low level software and program support infrastructures (virtualization, compilation, optimization, emulation/simulation, debugging).

**153B. Sensor and Peripheral Interface Design****(4) BUTNER**

*Prerequisites:* ECE 152B and 153A with a minimum grade of C- in both. Lecture, 3 hours; laboratory, 3 hours.

Hardware description languages; field-programmable logic and ASIC design techniques. Mixed-signal techniques: A/D and D/A converter interfaces; video and audio signal acquisition, processing and generation, communication and network interfaces.

**154. Introduction to Computer Architecture****(4) PARHAMI**

*Prerequisite:* ECE 152A with a minimum grade of C-; open to EE, computer engineering, and computer science majors only.

Not open for credit to students who have completed Computer Science 154. Lecture, 3 hours; discussion, 1 hour.

The computer design space. Methods of performance evaluation. Machine instructions and assembly language. Variations in instruction set architecture. Design of arithmetic/logic units. Data path and control unit synthesis. Pipelining and multiple instruction issue. Hierarchical memory systems. Input/output and interfacing. High-performance systems, including multiprocessors and multicomputers.

**155A. Introduction to Computer Networks****(4) MOSER**

*Prerequisite:* ECE 154 with a minimum grade of C-; and, Computer Science 12 or 60 with a minimum grade of C-.

Not open for credit to students who have completed Computer Science 176 or 176A, or ECE 155. Lecture, 3 hours; discussion, 1 hour.

Topics in this course include network architectures, protocols, wired and wireless networks, transmission media, multiplexing, switching, framing, error detection and correction, flow control, routing, congestion control, TCP/IP, DNS, email, World Wide Web, network security, socket programming in C/C++.

**155B. Network Computing****(4) MOSER**

*Prerequisites:* ECE 155A with a minimum grade of C-; and, Computer Science 5JA or 10 or 11JA with a minimum grade of C-.

Not open for credit to students who have completed Computer Science 176B or ECE 194W. Lecture, 3 hours; discussion, 1 hour.

Topics in this course include client/server computing, threads, Java applets, Java sockets, Java RMI, Java servlets, Java Server Pages, Java Database Connectivity, Enterprise Java Beans, Hypertext Markup Language, extensible Markup Language, Web Services, programming networked applications in Java.

**156A. Digital Design with VHDL and Synthesis****(4) WANG**

*Prerequisite:* ECE 152A with a minimum grade of C-. Lecture, 3 hours; laboratory, 3 hours.

Introduction to VHDL basic elements. VHDL simulation concepts. VHDL concurrent statements with examples and applications. VHDL subprograms, packages, libraries and design units. Writing VHDL for synthesis. Writing VHDL for finite state machines. Design case study.

**156B. Computer-Aided Design of VLSI Circuits****(4) WANG**

*Prerequisite:* ECE 156A with a minimum grade of C-. Lecture, 3 hours; laboratory, 3 hours.

Introduction to computer-aided simulation and synthesis tools for VLSI. VLSI system design flow, role of CAD tools, layout synthesis, circuit simulation, logic simulation, logic synthesis, behavior synthesis and test synthesis.

**158. Digital Signal Processing****(4) GIBSON**

*Prerequisites:* ECE 130A-B with a minimum grade of C- in both; open to EE majors only.

Lecture, 3 hours; laboratory, 3 hours. Discrete signals and systems, convolution, z-transforms, discrete Fourier transforms, digital filters.

**160. Multimedia Systems****(4) MELLIAR-SMITH**

*Prerequisites:* upper-division standing; open to EE, computer engineering, computer science, and creative studies majors only. Lecture, 3 hours; laboratory, 3 hours.

Introduction to multimedia and applications, including WWW, image/video databases and video streaming. Covers media content analysis, media data organization and indexing (image/video databases), and media data distribution and interaction (video-on-demand and interactive TV).

**162A. The Quantum Description of Electronic Materials****(4) BOWERS**

*Prerequisites:* ECE 130A-B and 134 with a minimum grade of C- in all; open to EE and materials majors only.

Same course as Materials 162A. Lecture, 4 hours. Electrons as particles and waves, Schrodinger's equation and illustrative solutions. Tunneling. Atomic structure, the exclusion principle and the periodic table. Bonds. Free electrons in metals, periodic potentials and energy bands.

**162B. Fundamentals of the Solid State****(4) COLDREN**

*Prerequisite:* ECE 162A with a minimum grade of C-; open to EE and materials majors only.

Same course as Materials 162B. Lecture, 3 hours; discussion, 1 hour.

Crystal lattices and the structure of solids, with emphasis on semiconductors. Lattice vibrations, electronic states and energy bands. Electrical and thermal conduction. Dielectric and optical properties. Semiconductor devices: diffusion, p-n junctions and diode behavior.

**162C. Optoelectronic Materials and Devices****(4) COLDREN**

*Prerequisites:* ECE 162A-B with a minimum grade of C-; open to electrical engineering and materials majors only. Lecture, 3 hours; discussion, 1 hour.

Optical transitions in solids. Direct and indirect gap semiconductors. Luminescence. Excitons and photons. Fundamentals of optoelectronic devices: semiconductor lasers, Led's photoconductors, solar cells, photo diodes, modulators. Photoemission. Integrated circuits.

**178. Introduction to Digital Image and Video Processing****(4) MANJUNATH**

*Prerequisites:* open to EE, computer engineering, and computer science majors with upper-division standing. Lecture, 3 hours; discussion, 1 hour.

Basic concepts in image and video processing. Topics include image formation and sampling, image transforms, image enhancement, and image and video compression including JPEG and MPEG coding standards.

**181A. Introduction to Robotics: Robot Mechanics****(4) PADEN**

Same course as ME 170A. Recommended preparation: ME 16. Lecture, 3 hours; laboratory, 3 hours.

Overview of robot kinematics and dynamics. Structure and operation of industrial robots. Robot performance: work space, velocity, precision, payload. Comparative discussion of robot mechanical designs. Actuators. Robot coordinate systems. Kinematics of position. Dynamics of manipulators. (S; may not be offered every year)

**181B. Introduction to Computer Vision****(4) MANJUNATH**

*Prerequisite:* Upper-division standing.

Same course as Computer Science 181B. Overview of computer vision problems and techniques for analyzing the content of images and video. Topics include image formation, edge detection, image segmentation, pattern recognition, texture analysis, optical flow, stereo vision, shape representation and recovery techniques, issues in object recognition, and case studies of practical vision systems.

**181C. Introduction to Robotics: Robot Control****(4) PADEN**

*Prerequisite:* ECE 2A-B-C with a minimum grade of C-; or ME 104.

Same course as ME 170C. Lecture, 2 hours; laboratory, 4 hours.

Overview of robot control technology from open-loop manipulators and sensing systems, to single-joint servovalves and servomotors, to integrated adaptive force and position control using feedback from machine vision and touch sensing systems. Design emphasis on accurate tracking accomplished with minimal algorithm complexity. (F; may not be offered every year)

**183. Nonlinear Phenomena****(4) TEEL**

*Prerequisites:* Physics 105A or ME 163 or upper-division standing in EE.

Same course as Physics 106 and ME 169. Not open for credit to students who have completed ECE 163C. Lecture, 3 hours; discussion, 1 hour.

An introduction to nonlinear phenomena. Flows and bifurcations in one and two dimensions, chaos, fractals, strange attractors. Applications to physics, engineering, chemistry, and biology.

**188A. Senior Electrical Engineering Project****(4) STAFF**

*Prerequisites:* completion of at least 4 upper-division EE courses with a GPA of 3.0 or higher; open to EE and computer engineering, majors only; consent of instructor.

Student groups design a significant project based on the knowledge and skills acquired in earlier coursework and integrate their technical knowledge through a practical design experience. The project is evaluated through written reports, oral presentations, and demonstrations of performance.

**188B. Senior Electrical Engineering Project****(4) STAFF**

*Prerequisites:* ECE 188A with a minimum grade of C-; electrical engineering and computer engineering majors only.

Student groups design a significant project based on the knowledge and skills acquired in earlier coursework and integrate their technical knowledge through a practical design experience. The project is evaluated through written reports, oral presentations, and demonstrations of performance.

**189A-B. Senior Computer Systems Project****(4-4) BUTNER**

*Prerequisite:* consent of instructor; senior standing in computer engineering, computer science, or EE.

Not open for credit to students who have completed Computer Science 189.

Student groups design a significant computer-based project. Groups work independently with interaction among groups via interface specifications and informal meetings.

**192. Projects in Electrical and Computer Engineering****(4) STAFF**

*Prerequisite:* consent of instructor. Discussion, 2 hours; laboratory, 6 hours.

Projects in electrical and computer engineering for advanced undergraduate students.

**193. Internship in Industry****(1-8) STAFF**

*Prerequisite:* consent of department.

Must have a 3.0 grade-point-average. May not be used as departmental electives. May be repeated to a maximum of 12 units. Field, 1-8 hours.

Special projects for selected students. Offered in conjunction with engineering practice in selected industrial and research firms, under direct faculty supervision.

**194AA-ZZ. Special Topics in Electrical and Computer Engineering****(1-5) STAFF**

*Prerequisite:* consent of instructor. Variable hours.

Group studies intended for small number of advanced students who share an interest in a topic

not included in the regular departmental curriculum. Topics covered include (check with department for quarters offered):

- A. Circuits
- AA. Micro-Electro-Mechanical Systems
- B. Systems Theory
- BB. Computer Engineering
- C. Communication Systems
- D. Control Systems
- E. Signal Processing
- F. Solid State
- G. Fields and Waves
- H. Quantum Electronics
- I. Microwave Electronics
- J. Switching Theory
- K. Digital Systems Design
- L. Computer Architecture
- M. Computer Graphics
- N. Pattern Recognition
- O. Microprocessors and Microprocessor-based Systems
- P. Simulation
- Q. Imaging Systems and Image Processing
- R. General
- S. Speech
- T. Robot Control
- U. Optoelectronics
- V. Scientific Computation
- W. Computer Network
- X. Distributed Computation
- Y. Numerical Differential Equations
- Z. Nanotechnology

### 196. Undergraduate Research

(2-4) STAFF

Prerequisites: upper-division standing; consent of instructor.

Must have a minimum 3.0 grade-point average for the preceding three quarters. May be repeated for up to 12 units. Not more than 4 units may be applied to departmental electives.

Research opportunities for undergraduate students. Students will be expected to give regular oral presentations, actively participate in a weekly seminar, and prepare at least one written report on their research.

### 199. Independent Studies in Electrical and Computer Engineering

(1-5) STAFF

Prerequisites: upper division standing; completion of two upper-division courses in electrical and computer engineering; consent of instructor.

Must have a minimum 3.0 grade-point average for the preceding three quarters. Students are limited to five units per quarter and 30 units total in all 98/99/198/199/199DC/199RA courses combined.

Directed individual study, normally experimental.

## GRADUATE COURSES

### 201A. Electromagnetic Theory I

(4) DAGLI

Prerequisite: ECE 144. Lecture, 4 hours.

Basic concepts in electromagnetic theory, energy power, plane waves, guided waves, dielectric metallic waveguides, radiation, uniqueness, image theory, reciprocity, duality, equivalence principle, induction theorem.

### 205A. Information Theory

(4) ROSE

Prerequisites: ECE 140 or equivalent, or PSTAT 120A-B.

Same course as Computer Science 225. Lecture, 4 hours.

Entropy, mutual information, and Shannon's coding theorems; lossless source coding, Huffman, Shannon-Fano-Elias, and arithmetic codes; channel capacity; rate-distortion theory, and lossy source coding; source-channel coding; algorithmic complexity and information; applications of information theory in various fields.

### 207. Research Projects or Independent Studies

(1-6) STAFF

Prerequisite: consent of instructor. Variable hours.

Graduate research projects or independent studies to be arranged between students and staff

members. See M.S. degree requirements, plans 1 and 2, regarding number of units which may be used for M.S. degree.

### 210A. Matrix Analysis and Computation

(4) CHANDRASEKARAN

Prerequisite: consent of instructor.

Same course as Computer Science 211A, Mathematics 206A, ME 210A, Chemical Engineering 211A, and Geology 251A. Students should be proficient in basic numerical methods, linear algebra, mathematically rigorous proofs, and some programming language. Lecture, 4 hours.

Graduate level-matrix theory with introduction to matrix computations. SVD's, pseudoinverses, variational characterization of eigen values, perturbation theory, direct and iterative methods for matrix computations.

### 210B. Numerical Simulation

(4) PETZOLD

Prerequisite: consent of instructor.

Same course as Computer Science 211B, Mathematics 206B, ME 210B, Chemical Engineering 211B and Geology 251B. Students should be proficient in basic numerical methods, linear algebra, mathematically rigorous proofs, and some programming language. Lecture, 4 hours.

Linear multistep methods and Runge-Kutta methods for ordinary differential equations: stability, order and convergence. Stiffness. Differential algebraic equations. Numerical solution of boundary value problems.

### 210C. Numerical Solution of Partial Differential Equations—Finite Difference Methods

(4) STAFF

Prerequisite: consent of instructor.

Same course as Computer Science 211C, Mathematics 206C, ME 210C, Chemical Engineering 211C and Geology 251C. Students should be proficient in basic numerical methods, linear algebra, mathematically rigorous proofs, and some programming language. Lecture, 4 hours.

Finite difference methods for hyperbolic, parabolic and elliptic PDEs, with application to problems in science and engineering. Convergence, consistency, order and stability of finite difference methods. Dissipation and dispersion. Finite volume methods. Software design and adaptivity.

### 210D. Numerical Solution of Partial Differential Equations—Finite Element Methods

(4) STAFF

Prerequisite: consent of instructor.

Same course as Computer Science 211D, Mathematics 206D, ME 210D, Chemical Engineering 211D and Geology 251D. Students should be proficient in basic numerical methods, linear algebra, mathematically rigorous proofs, and some programming language. Lecture, 4 hours.

Weighted residual and finite element methods for the solution of hyperbolic, parabolic and elliptical partial differential equations, with application to problems in science and engineering. Error estimates. Standard and discontinuous Galerkin methods.

### 211A. Engineering Quantum Mechanics I

(4) STAFF

Prerequisites: ECE 162A-B. Students must have some knowledge of linear algebra.

Same course as Materials 211A. Lecture, 4 hours.

Wave-particle duality; bound states; uncertainty relations; expectation values and operators; variational principle; eigenfunction expansions; perturbation theory I. Treatment matches needs and background of ECE and Materials students emphasizing solid state or quantum electronics.

### 211B. Engineering Quantum Mechanics II

(4) STAFF

Prerequisite: ECE 211A or Materials 211A, or ECE 215A or Materials 206A.

Same course as Materials 211B. Lecture, 4 hours.

Continuation of ECE 211A; symmetry and degeneracy; electrons in crystals, angular momentum; perturbation theory II; transition probabilities; quantized fields and radiative transitions; magnetic

fields; electron spin; indistinguishable particles.

### 215A. Fundamentals of Electronic Solids I

(4) BROWN

Prerequisite: ECE 162A or 162B.

Same course as Materials 206A. Lecture, 4 hours.

Introduction into the physics of semiconductors for beginning engineering graduate students. Crystal structure. Reciprocal lattice and crystal diffraction. Electrons in periodic structures. Energy and bands. Semiconductor electrons and probes, Fermi statistics.

### 215B. Fundamentals of Electronic Solids II

(4) BROWN

Prerequisite: ECE 162A or 162B.

Same course as Materials 206B. Lecture, 4 hours.

Phonons, electron scattering, electronic transport, selected optical properties, heterostructures, effective mass, quantum wells, two-dimensional electron gas, quantum wires, deep levels, crystal binding.

### 216B. Defects in Semiconductors

(4) PETROFF

Prerequisites: ECE 162A-B.

Same course as Materials 216. Lecture, 3 hours.

Structural and electronic properties of elemental defects in semiconductors. Point defects and impurity complexes. Deep levels. Dislocations and grain boundary electronic properties. Measurement techniques for radiative and nonradiative defect centers.

### 217. Molecular Beam Epitaxy and Band Gap Engineering

(3) GOSSARD

Prerequisites: ECE 162A-B and 213.

Same course as Materials 217. Lecture, 3 hours.

Fundamentals and recent research developments in the growth and properties of thin crystalline films of electronic and optical materials by the process of molecular beam epitaxy. Artificially structured materials with quantized electron confinement and artificially engineered electronic band structure properties.

### 218A. Communication Electronics

(4) LONG

Prerequisites: ECE 137A-B or equivalent.

Analog communication circuits 1 MHz to 1 GHz with emphasis on receivers. S-parameter design techniques, nonideal components, distortion, amplifier design and characterization, system level analysis.

### 218B. Communication Electronics

(4) LONG

Prerequisite: ECE 218A.

Analog communication circuits 1 MHz to 1 GHz with emphasis on receivers. Design and evaluation of RF components: mixers, oscillators, PLL, IF amplifier, FM demodulator, frequency synthesis.

### 218C. High Speed Bipolar Mixed Signal and Communication IC Design

(4) RODWELL

Prerequisites: ECE 137A-B or equivalent; graduate standing.

Transistor and passive component models. Broadband amplifier design. Fast digital IC design at the transistor level. Circuit noise, signal/noise ratios, digital communication receiver sensitivity. Latched comparator design. Nyquist and oversampled analog-digital and digital-analog converters. Direct digital frequency synthesis. Fiber optic and microwave digital transceivers.

### 219. CMOS & RF INTEGRATED CIRCUIT DESIGN

(4) YUE

Prerequisite: ECE 137A and 137B.

Recommended Preparation: ECE 145A/218A and ECE 145B/218B.

Covers the design and analysis of radio-frequency integrated systems at the transistor level using state-of-the-art CMOS technology. Focuses on system-level trade-offs in transceiver design, practical RF circuit techniques, and physical understanding for device parasitics.

### 220A. Semiconductor Device Processing

(4) STAFF

Prerequisite: ECE 132 or equivalent.

Same course as Materials 215A. Lecture, 3 hours; discussion, 1 hour.

Intensive theoretical and laboratory instruction in solid-state device and integrated circuit fabrication. Topics include 1) semiconductor material properties and characterization; 2) phase diagrams; 3) diffusion; 4) thermal oxidation; 5) vacuum processes; 6) thin-film deposition; 7) scanning electron microscopy. Both gallium arsenide and silicon technologies are presented.

#### **220B-C. Semiconductor Device Processing (4-4) HU**

*Prerequisite:* ECE 220A.

Same course as Materials 215B-C. Lecture, 3 hours; discussion 1 hour.

Continued theoretical and laboratory instruction in the fundamentals, the design, the fabrication, and the characterization of junction and field-effect devices. Topics will include bipolar characterization, design, fabrication, and testing. The laboratory effort initiated in ECE 220A will be continued in these two quarters.

#### **221A. Semiconductor Device Physics I (4) MISHRA**

*Prerequisites:* ECE 132 and 162A-B. Lecture, 4 hours.

Band diagrams of P-N junctions and heterojunctions; current flow by drift and diffusion; bipolar transistors; recombination and generation. Schottky barriers; heterostructures.

#### **221B. Semiconductor Device Physics II (4) MISHRA**

*Prerequisites:* ECE 215A and 221A. Lecture, 4 hours.

More advanced continuation of ECE 221A: field effect transistors, quantum wells and superlattices; tunneling; avalanche breakdown; physical limitations of bipolar and field effect transistors; two-dimensional current flow problems.

#### **224A. VLSI Project Design (4) BREWER**

*Prerequisite:* ECE 124A or equivalent and ECE 124D/256C

Design, planning and layout of a CMOS/Mixed-Signal VLSI Integrated Circuit for fabrication, characterization and test. Layout rules, topological, and physical issues in the design of integrated systems. Student teams plan, design and test a VLSI project.

#### **224B. VLSI Project Testing (4) BUTNER**

*Prerequisite:* ECE 224A. Lecture, 2 hours; laboratory, 2 hours.

Test equipment and testing techniques. Methods for diagnosing design problems. Students perform laboratory testing of their fabricated designs from ECE 224A.

#### **225. High Speed Digital Integrated Circuit Design (4) BANERJEE**

*Prerequisite:* ECE 124A or 137A. Lecture, 4 hours.

Advanced digital VLSI design: CMOS scaling, nanoscale issues including variability, thermal management, interconnects, reliability; non-clocked, clocked and self-timed logic gates; clocked storage elements; high-speed components, PLLs and DLLs; clock and power distribution; memory systems; signaling and I/O design; low-power design.

#### **226. Level Set Methods (4) GIBOU**

*Prerequisite:* Computer Science 211C or Chemical Engineering 211C or ECE 210C or ME 210C.

Same course as Chemical Engineering 226, Computer Science 216, and ME 216.

Mathematical description of the level set method and design of the numerical methods used in its implementations (ENO-WENO, Godunov, Lax-Friedrich, etc.). Introduction to the Ghost Fluid Method. Applications in CFD. Materials Sciences, Computer Vision and Computer Graphics.

#### **227A. Semiconductor Lasers I (4) COLDREN**

*Prerequisites:* ECE 162A-B-C or 144. Lecture, 4 hours.

Review of semiconductor physics, growth technology, and materials properties; double-heterostructure and quantum-well laser structures; carrier and photon rate equations; light vs. current characteristics; scattering and transmission matrices; compound cavity, distributed Bragg reflector, and distributed feedback lasers.

#### **227B. Semiconductor Lasers II (4) COLDREN**

*Prerequisites:* ECE 227A and 215A. Lecture, 4 hours.

Gain and spontaneous emission vs. injection current in semiconductors; nonradiative recombination; strained-layer quantum wells. Dynamic characteristics of lasers including differential and large signal analysis of the rate equations; relative intensity noise and linewidth; carrier transport and feedback effects.

#### **227C. Photonic Integrated Circuits (4) COLDREN**

*Prerequisites:* ECE 227A-B. Lecture, 4 hours.

Perturbation and coupled-mode analysis; DFB lasers revisited; directional couplers; modal excitation. Dielectric waveguide analysis techniques; waveguide radiation losses. Photonic integrated circuit examples, including tunable lasers with in-line gratings and contra- and co-directional couplers; ring lasers; numerical analysis techniques.

#### **228A. Fiber Optic Communications (4) BOWERS**

*Prerequisites:* ECE 162A-B-C, 135, 144. Lecture, 4 hours.

Optical fiber structures and guided modes. Effect of dispersion, attenuation and fiber nonlinearities. Basic transmission design including loss and rise time budgets. Optical transmission system essentials and requirements. Introduction to WDM and TDM components and technologies.

#### **228B. Fiber Optic Components and Systems (4) BOWERS**

*Prerequisite:* ECE 228A. Lecture, 4 hours.

Photodetector design and receiver characteristics. Optical transmitters, optical amplifiers, optical isolators, optical switches, wavelength converters, regenerators, optical multiplexers, and demultiplexers. Advanced transmission link design and performance including bit error rate and signal to noise ratio and fiber transmission impairments.

#### **228C. Optical Networks (4) BOWERS**

*Prerequisite:* ECE 228B. Lecture, 4 hours.

Introduction to optical network architectures including long-haul, wide-area, metro and access networks. First generation networks including SONET and Gigabit Ethernet. Second generation networks including optical circuit switched network concepts, control plane, protection switching, routing wavelength assignment, and network management and control.

#### **229. Hybrid Systems (4) HESPANHA**

*Prerequisite:* graduate standing in mechanical engineering, chemical engineering, electrical & computer engineering, or computer science.

*Recommended preparation:* ECE 147A or similar course.

Introduction to systems that combine continuous dynamics with discrete logic. Topics include a modeling framework that combines elements from automata theory and differential equations, simulation tools, analysis and design techniques for hybrid systems and applications of hybrid control systems.

#### **230A-B. Linear Systems I, II (4-4) HESPANHA, BAMIEH**

*Prerequisites:* ME 210A (for 230A): ECE 140; and, ECE 230A or ME 243A; and ME 210A (for 230B).

Same course as ME 243A-B. Lecture, 4 hours.

Internal and external descriptions. Solution of state equations. Controllability and observability realizations. Pole assignment, observers; modern compensator design. Disturbance localizations and decoupling. Least-squares control. Least-squares estimation; Kalman filters; smoothing. The separation theorem; LQG compensator design. Computational considerations. Selected additional topics.

#### **232. Introductory Robust Control with Applications (4) SMITH, KHAMMASH**

*Prerequisites:* ECE 230A or ME 255A; and ECE 230B or ME 243B (may be taken concurrently).

Same course as ME 256.

Robust Control theory; uncertainty modeling;

stability of systems in the presence of norm-bounded perturbations; induced norm performance problems; structured singular value analysis; H-infinity control theory; model reduction; computer simulation based design project involving practical problems.

#### **234. Modeling, Identification, and Validation for Control (4) SMITH**

*Prerequisite:* ECE 230A. Lecture, 3 hours.

Parametric and non-parametric models, open and closed-loop identification, bias and variance effects, model order selection, probing signal design, subspace identification, closed-loop probing, autotuning, model validation, iterative identification and design.

#### **235. Stochastic Processes in Engineering (4) ILTIS**

*Prerequisites:* ECE 140; graduate standing. Lecture, 4 hours.

A first-year graduate course in stochastic processes, including: review of basic probability; Gaussian, Poisson, and Wiener processes; wide-sense stationary processes; covariance function and power spectral density; linear systems driven by random inputs; basic Wiener and Kalman filter theory.

#### **236. Nonlinear Control Systems (4) TEEL**

Same course as ME 236.

*Recommended preparation:* ECE 230A. Lecture, 4 hours.

Analysis and design of nonlinear control systems. Focus on Lyapunov stability theory, with sufficient time devoted to contrasts between linear and nonlinear systems, input-output stability and the describing function method.

#### **237. Nonlinear Control Design (4) TEEL**

*Prerequisite:* ECE 236 or ME 236.

Same course as ME 237. Lecture, 4 hours.

Stabilizability by linearization and by geometric methods. State feedback design and input/output linearization. Observability and output feedback design. Singular perturbations and composite control. Backstepping design of robust controllers for systems with uncertain nonlinearities. Adaptive nonlinear control.

#### **238. Advanced Control Design Laboratory (4) SMITH**

*Prerequisites:* ECE 230A; and, ECE 232A or ECE 237 or ME 237 or ECE 249 or ME 270A or Chemical Engineering 252. Lecture, 2 hours; laboratory, 6 hours.

A laboratory course requiring students to design and implement advanced control systems on a physical experiment. Experiments from any engineering or scientific discipline are chosen by the student.

#### **240A. Optimal Estimation and Filtering (4) SHYNK**

*Prerequisites:* ECE 140 and 210A. Lecture, 4 hours.

Optimal estimation concepts and theory (minimum variance, least-squares, and maximum likelihood estimation), optimal recursive algorithms for discrete- and continuous-time filtering of noisy signals and data. Wiener and Kalman filters, stability of recursive optimal filtering algorithms, modeling errors in recursive filters.

#### **241. Multimedia Compression (4) GIBSON**

*Prerequisites:* ECE 140 or 235; and ECE 158.

Not open for credit to students who have completed MAT 221. Lecture, 4 hours.

Covers the principle standards of speech, audio, still image and video compression with emphasis on system performance, key underlying algorithms and technologies, current applications and the projected future evolution of the standards.

#### **242. Digital Signal Compression (4) ROSE**

*Prerequisites:* ECE 140 or 235; and ECE 146B. Lecture, 3 hours.

Principles and techniques of signal compression systems. Basic quantization theory, linear prediction, predictive coding, transform and subband coding, entropy coding, and vector quantization. Techniques and algorithms for efficient trade-offs between fidelity, bit-rate, and complexity. Applications to speech, audio, image and video compression.

**243A. Digital Communication Theory****(4) SHYNK***Prerequisite:* ECE 146B. Lecture, 4 hours.

Review of probability and random waveforms, optimum receiver principles, efficient signaling, bounds on error probability, convolutional coding, channel capacity, emphasis on geometric approach to signal description.

**243B. Advanced Digital Communication Theory****(4) SHYNK***Prerequisite:* ECE 243A. Lecture, 4 hours.

Bandlimited channels and optimum receiver for ISI channels; linear, decision-feedback, blind, and adaptive equalization; multichannel and multicarrier systems; spread-spectrum signals; direct sequence and frequency hopped; fading multipath channels and diversity techniques; multiuser communications.

**245. Adaptive Filter Theory****(4) SHYNK***Prerequisites:* ECE 140, 158, and 210A (may be taken concurrently). Lecture, 4 hours.

Theory and analysis of adaptive filters. Optimal filtering, linear prediction, method of least squares. Steepest-descent and Newton search methods, gradient estimation, LMS adaptive algorithm, recursive least squares. Gradient and least-squares lattice algorithms for joint-process estimation. Convergence analysis, stability conditions, time constants, misadjustment. (offered in alternate years.)

**247. System Identification****(4) STAFF***Prerequisite:* ECE 230A. Lecture, 4 hours.

On-line identification of continuous- and discrete-time systems. Linear parameterizations. Continuous gradient and least squares algorithms. Stability, persistent excitation and parameter convergence. Robust algorithms for imperfect models. Averaging. Discrete-time equation-error identifiers. Output-error methods.

**248. Kalman and Adaptive Filtering****(4) STAFF***Prerequisites:* ECE 210A, 230A and 235 (may be taken concurrently). Lecture, 4 hours.

Least-squares estimation for processes with state-space models. Wiener filters and spectral factorization. Kalman filters, smoothing and square-root algorithms. Steady-state filters. Extended Kalman filters for nonlinear models. Fixed-order and order-recursive adaptive filters.

**249. Adaptive Control Systems****(4) KOKOTOVIC***Prerequisites:* ECE 236 and 247. Lecture, 4 hours.

Models of plants with unknown parameters. Boundedness properties of parameter update laws. Adaptive linear control. Stability and robustness to modeling errors and disturbances. Backstepping state-feedback design of direct adaptive nonlinear control. Output-feedback design. Nonlinear swapping. Indirect adaptive nonlinear control.

**250. Wireless Communication and Networking****(4) RODOPLU***Prerequisites:* ECE 155A and 146A. Lecture, 4 hours.

Overview of wireless networks, characteristics of wireless medium, physical layer operation (spread spectrum, UWB, OFDM, adaptive modulation, MIMO channel), cellular planning, mobility management, energy-efficient networking, GSM, CDMA, wireless LANs, ad hoc networks, wireless geolocation systems.

**252B. Computer Arithmetic****(4) PARHAMI***Prerequisites:* ECE 152A-B. Lecture, 4 hours.

Standard and unconventional number representations. Design of fast two-operand and multi-operand adders. High-speed multiplication and division algorithms. Floating-point numbers, algorithms, and errors. Hardware algorithms for function evaluation. Pipelined, digit-serial, and fault-tolerant arithmetic processors.

**253. Embedded System Design****(4) KASTNER**

Lecture, 4 hours.

Design and application of embedded computing systems. System synthesis techniques including

partitioning, scheduling, control and data flow analysis and behavioral transformations. Reconfigurable systems. Design environments and models of computation for embedded applications. Compilation for embedded microprocessors.

**254A. Advanced Computer Architecture: Supercomputers****(4) MELLIAR-SMITH***Prerequisite:* ECE 154. Lecture, 4 hours.

Design and application aspects of high-performance uniprocessors and shared memory multiprocessors. Memory design issues: cache memories, address translation, interleaving. Processor design issues: instruction sets, pipelining, vector processing. Software issues: explicit/implicit vectorization, vector-processing languages, optimizing compilers. Case studies of designs and applications.

**254B. Advanced Computer Architecture: Parallel Processing****(4) PARHAMI***Prerequisite:* ECE 254A. Lecture, 4 hours.

The nature of concurrent computations. Idealized models of parallel systems. Practical realization of concurrency. Interconnection networks. Building-block parallel algorithms. Algorithm design, optimality, and efficiency. Mapping and scheduling of computations. Example multiprocessors and multicomputers.

**254C. Advanced Computer Architecture: Distributed Systems****(4) MELLIAR-SMITH***Prerequisite:* ECE 254A.

Multicomputers and distributed architectures. Message-based asynchronous computations. Distributed algorithms and their performance. Hardware issues: nodes, links, and communication mechanisms. Control issues: synchronization, global state determination, distributed consensus, and fault tolerance. Software issues: operating systems and languages.

**255A. VLSI Testing Techniques****(4) CHENG***Prerequisites:* ECE 152A, knowledge of C language, data structures and algorithms. Lecture, 4 hours.

Concepts, algorithms and design techniques for VLSI testing. Fault modeling, fault simulation, automatic test generation, design for testability, built-in self test, testability analysis, delay testing and synthesis for testability.

**255B. VLSI Design Validation****(4) WANG***Prerequisites:* ECE 255A, knowledge of C language, data structures and algorithms; consent of instructor. Lecture, 4 hours.

Theories and concepts in verification. Verification tools and methodologies. Functional verification, equivalence checking, symbolic simulation, error modeling, verification coverage, silicon debug, on-chip validation, test and verification.

**256A. Introduction to Design Automation****(4) MAREK-SADOWSKA***Prerequisites:* ECE 124A or ECE 224A; knowledge of C language; Algorithms and Data Structures, equivalent to Computer Science 130A-B. Lecture, 3 hours; laboratory, 2 hours.

Overview of physical level design automation. Partitioning, placement, routing and structured design of VLSI and PC-board structures. Techniques will include graph theoretic algorithms, integer linear programming, force-directed and simulated annealing heuristics.

**256B. Logic Design Automation****(4) BREWER***Prerequisite:* ECE 256A. Lecture, 3 hours; laboratory, 2 hours.

CAD algorithms for VLSI logic and module level design. Special attention paid to timing, area, and power trade-offs. Cell design systems and associated lab with state of the art VLSI design tools. (W)

**256C. Advanced VLSI Architecture and Design****(4) STAFF***Prerequisite:* ECE 124A or equivalent or ECE 256A or 256B

Large scale VLSI design with attention to performance constraints in real-world designs. Topics

include: circuit modeling, communication parasitics, architecture optimization, and packaging. Large scale project will be fabricated using silicon compilation tools.

**256D. Algorithmic Logic Synthesis****(4) MAREK-SADOWSKA***Prerequisite:* ECE 256A. Lecture, 4 hours.

Companion course for ECE 256B. Algorithmic extension of logic synthesis and techniques. Topics covered include: two and multilevel minimization, technology mapping, logic partitioning, and testable logic.

**257A. Fault Tolerant Computing****(4) PARHAMI***Prerequisites:* ECE 152A-B. Lecture, 3 hours.

Basic concepts of dependable computing. Reliability of nonredundant and redundant systems. Dealing with circuit-level defects. Logic-level fault testing and tolerance. Error detection and correction. Diagnosis and reconfiguration for system-level malfunctions. Degradation management. Failure modeling and risk assessment.

**258A. Advanced Digital Signal Processing****(4) STAFF***Prerequisite:* ECE 158. Lecture, 4 hours.

Digital filter design, discrete random signals, effects of finite word length arithmetic, fast Fourier transform and applications, power spectrum estimation.

**258B. Multirate Digital Signal Processing****(4) STAFF***Prerequisites:* ECE 158 and ECE 258A. Lecture, 4 hours.

Multirate digital filter theory, polyphase decomposition, decimator and interpolator design, efficient implementations, orthogonal transforms, wavelet transform, analysis and synthesis filter banks, quadrature mirror filter banks, transmultiplexer, subband decomposition, applications.

**258C. VLSI Digital Signal Processing Systems****(4) STAFF***Prerequisites:* ECE 158 and ECE 258A. Lecture, 4 hours.

Characteristics and representations of signal processing programs, iteration bound, pipelining and parallel processing, retiming and unfolding transformations, fast convolution algorithms, algorithmic strength reductions in filters and transforms. (offered every even-numbered year)

**259A. Digital Speech Processing****(4) RABINER***Prerequisite:* ECE 158 and ECE 242. Lecture, 4 hours.

Speech sounds, acoustic phonetics, speech production and perception. Digital filter modeling of the vocal tract as a lossless tube. Short-time characteristics of speech in the time and frequency domains. Waveform and linear predictive coding of speech. Speech synthesis and recognition.

**259B. Fundamentals of Speech Recognition****(4) RABINER***Prerequisite:* ECE 158 and ECE 242. Lecture, 4 hours.

Course covers the fundamental design principles of automatic speech recognition systems, including speech detection, time alignment and normalization (including dynamic time warping methods), distortion measures, the Hidden Markov Model (HMM), grammar networks and the use of Finite State Network representations. (Offered alternate years.)

**260A. Principles of Quantum Electronics****(4) YEH***Prerequisite:* ECE 144A or 162C. Lecture, 4 hours.

Energy levels in atoms, ions, and molecules. Interaction between radiation and quantized systems. Stimulated emission devices. Optical resonators. Lasers. (offered alternate years)

**267. Confined Electrons and Photons in Semiconductor Structures****(3) PETROFF***Prerequisite:* Materials 162A-B or ECE 162A-B.

Same course as Materials 267. Lecture, 3 hours.

The properties of 1D, 2D and 3D confined electrons in semiconductor are reviewed. Properties of photons in microcavities and photonic crystals are introduced. Applications of photonic crystals to light

extraction and modifications of the emitter properties are developed.

### 271A. Principles of Optimization

(4) CHANDRABEKARAN

Prerequisite: ECE 210A (may be taken concurrently).  
Lecture, 4 hours.

Linear programming: simplex and revised simplex method, duality theory, primal-dual algorithms, Karmarkar's algorithm. Network flow problems: max-flow/min-cut theorem, Ford-Fulkerson algorithm, shortest path algorithms. Complexity and NP-completeness theory: the classes of P and NP, reductions between NP-complete problems, pseudopolynomial and approximation algorithms.

### 271B. Numerical Optimization Methods

(4) STAFF

Prerequisite: ECE 210A. Lecture, 4 hours.

Unconstrained nonlinear problems: basic properties of solutions and algorithms, global convergence, convergence rate, and complexity considerations. Constrained nonlinear problems: basic properties of solutions and algorithms. Primal, penalty and barrier, cutting plane, and dual methods. Computer implementations.

### 271C. Optimal Control of Dynamic Systems

(4) BAMIEH

Prerequisite: ECE 230A or ME 243A or equivalent

Calculus of variations and Gateaux and Frechet derivatives. Optimization in dynamic systems and Pontryagin's principle. Invariant Imbedding and deterministic and stochastic Dynamic Programming. Numerical solutions of optimal control problems. Min-max problems and differential games. Extensive treatment of Linear Quadratic Problems.

### 277B. Pattern Recognition

(4) ROSE

Prerequisites: ECE 130C and 140. Lecture, 4 hours.

Principles and design of pattern recognition systems. Statistical classifiers: discriminant functions; Bayes, minimum-risk, k-nearest neighbors, perceptrons. Clustering and estimation; criteria; k-means, fuzzy, hierarchical, graph-theoretic, simulated and deterministic annealing; maximum likelihood and Bayesian methods; nonparametric methods. Overview of applications.

### 278A. Digital Image Processing

(4) MANJUNATH

Prerequisite: ECE 158 or ECE 178. Lecture, 3 hours; laboratory, 3 hours.

Two-dimensional signals and systems. Two-dimensional Fourier and z-transforms. Discrete Fourier transform, two-dimensional digital filters. Image processing basics, image enhancement and restoration. Special image processing software available for laboratory experimentation.

### 278C. Imaging Systems

(4) LEE

Prerequisites: ECE 158 and 178. Lecture, 4 hours.

Generalized holography, backward techniques, resolution limit, X-ray tomography, diffraction tomography, NMR imaging, synthetic-aperture radar, active sonar imaging, acoustic microscopy, imaging algorithms, motion estimation and tracking.

### 279. Computer System Performance Evaluation

(4) STAFF

Prerequisite: ECE 140, ECE 154, and Computer Science 170.

Overview of the evaluation of computer system performance. Measurement, simulation, and analytic techniques for performance analysis. System work load characterization. Examples of performance evaluation for system selection, tuning, and design. Evaluation of program performance.

### 281B. Advanced Topics in Computer Vision

(4) MANJUNATH

Prerequisite: ECE 181B. Lecture, 3 hours.

Same course as Computer Science 281B.

Advanced topics in computer vision: image sequence analysis, spatiotemporal filtering, camera calibration and hand-eye coordination, robot navigation, shape representation, physically-based

modeling, multi-sensory fusion, biological models, expert vision systems, and other topics selected from recent research papers.

### 282. Error Correcting Codes

(4) ROSE

Prerequisite: ECE 130C or 140. Lecture, 3 hours.

Principles and techniques for combating channel errors in data transmission or storage. Introduction to Galois fields. Linear block codes (particularly Hamming, BCH, Reed-Solomon). Convolution codes. Encoding and decoding algorithms (including spectral methods, maximum likelihood and Viterbi decoding.)

### 290. Ethics in Academic and Industrial Research

(2) SMITH

Prerequisite: consent of instructor. Lecture, 2 hours.

Case study/analysis format addressing ethical issues in research conduct: moral reasoning, authorship, scholarship, copyright, misconduct, fraud, falsification, mentor/protege relationships, confidentiality, patents, consulting, conflicts of interest, funding and control of research, reviewing and editing, sexual relationships in the workplace.

### 293. Internship in Industry

(1-6) STAFF

Prerequisite: consent of department.

May be repeated to a maximum of 6 units.  
Variable hours.

Special projects for selected students. Offered in conjunction with engineering practice in selected industrial and research firms, under direct faculty supervision.

### 295. Group Studies: Controls, Dynamical Systems, and Computation

(1) STAFF

Same course as Chemical Engineering 295, Computer Science 592, and ME 295. Seminar, 1 hour.

A series of weekly lectures given by university staff and outside experts in the fields of control systems, dynamical systems, and computation.

### 493. Internship in Industry

(1-12) STAFF

Prerequisite: Graduate student standing; open to EE and computer engineering majors only.

Special projects for selected students. Offered in conjunction with engineering practice in selected industrial and research firms, under direct faculty supervision.

### 502. Teaching of Electrical and Computer Engineering

(1-4) STAFF

Open to electrical and computer engineering teaching assistants only. No unit credit allowed toward advanced degree. Variable hours.

Procedures and techniques for teaching electrical engineering or computer engineering gained through actual teaching of lecture courses, leading discussion sections, and/or teaching engineering laboratories. Meetings will be held as needed to discuss problems, methods, and procedures.

### 594AA-ZZ. Special Topics in Electrical and Computer Engineering

(1-5) STAFF

Prerequisites: consent of instructor and graduate status.

May be repeated for credit if there is no duplication of course content. Seminar, 1-5 hours.

Instruction in these courses may be carried out by lecture, or by laboratory, or by a combination of these. These courses provide a study of topics of current interest in various areas of electrical and computer engineering. Special topics are coded as follows (check with department for quarters offered):

- A. Circuits
- AA. Micro-Electro-Mechanical Systems
- B. Systems Theory
- BB. Computer Engineering
- C. Communication Systems
- D. Control Systems
- E. Signal Processing
- F. Solid State
- G. Fields and Waves
- H. Quantum Electronics
- I. Microwave Electronics
- J. Switching Theory

- K. Digital Systems Design
- L. Computer Architecture
- M. Computer Graphics
- N. Pattern Recognition
- O. Microprocessors and Microprocessor-based Systems
- P. Simulation
- Q. Imaging Systems and Image Processing
- R. General
- S. Speech
- T. Robot Control
- U. Optoelectronics
- V. Scientific Computation
- W. Computer Network
- X. Distributed Computation
- Y. Numerical Differential Equations
- Z. Nanotechnology

### 595AA-ZZ. Group Studies in Electrical and Computer Engineering

(1) STAFF

Prerequisite: consent of instructor.

No unit credit allowed toward degree. May be repeated for enrollment credit if there is no duplication of course content. Seminar, 1 hour.

Instruction in research group meetings carried out by lecture, by laboratory, or by a combination of the two. Courses provide a critical review of research in various areas of electrical and computer engineering.

### 596. Directed Research

(2-12) STAFF

Research, either experimental or theoretical, may be undertaken by properly qualified graduate students under the direction of a faculty member.

### 597. Individual Studies for M.S. Comprehensive Examinations and Ph.D. Examinations

(1-12) STAFF

No unit credit allowed toward advanced degree. Enrollment limited to 24 units per exam.

Individual studies for M.S. comprehensive examinations and Ph.D. examinations. Maximum of 12 units per quarter. S/U grading. Instructor is normally student's major professor or chair of doctoral committee.

### 598. Master's Thesis Research and Preparation

(1-12) STAFF

Prerequisite: consent of graduate advisor.

For research underlying the thesis and writing of the thesis.

### 599. Ph.D. Dissertation Research and Preparation

(1-12) STAFF

Prerequisite: consent of chair of student's doctoral committee.

Research and preparation of dissertation.

# Engineering Sciences

Engineering Sciences, Office of the Associate Dean for Undergraduate Studies, Harold Frank Hall, Room 1006; Telephone (805) 893-2809  
Web site: [www.engr.ucsb.edu/current\\_undergraduates/engr\\_sci/](http://www.engr.ucsb.edu/current_undergraduates/engr_sci/)

Chair & Associate Dean for Undergraduate Studies: Glenn E. Beltz  
Associate Dean for Technology Management Programs: Gary S. Hansen

## Faculty

\* Kevin C. Almeroth, Ph.D., Georgia Institute of Technology, Professor

Glenn E. Beltz, Ph.D., Harvard, Professor

\* **John E. Bowers**, Ph.D., Stanford University, Professor

\* **Steven P. DenBaars**, Ph.D., University of Southern California, Professor

**Edward N. Dodson**, Ph.D., Stanford University, Lecturer

\* **Gary S. Hansen**, Ph.D., University of Michigan, Associate Professor

\* **Keith T. Kedward**, Ph.D., University of Wales, Professor

\* **David Seibold**, Ph.D., Michigan State University, Professor

\* *Technology Management Program faculty*

The Engineering Sciences program at UCSB serves as a focal point for the cross-disciplinary educational environment that prevails in each of our five degree-granting undergraduate programs (chemical engineering, computer engineering, computer science, electrical engineering, and mechanical engineering). The courses offered in this “department” are designed to cultivate well-educated, innovative engineers and scientists with excellent management and entrepreneurial skills and attitudes oriented to new technologies.

One of the missions of the Engineering Sciences program is to provide coursework commonly needed across other educational programs in the College of Engineering. For example, courses in computer programming, computation, ethics, engineering writing, engineering economics, science communication to the public, and even an aeronautics-inspired art course are offered.

## Engineering Sciences Courses

### LOWER DIVISION

#### 3. Introduction to Matlab and C Programming

(3) STAFF

*Prerequisites:* Open to chemical engineering, electrical engineering, and mechanical engineering majors only.

General philosophy of programming for engineering majors, with introductions to Matlab, the C programming language, and the Linux operating system.

#### 10H. Engineering Honors Seminar

(1) BELTZ, TIRRELL, MISHRA, HANSEN

*Prerequisites:* enrollment in College of Engineering Honors Program; lower-division standing.

An interdisciplinary examination of selected topics, texts, theories, and/or methods in engineering. Particular course focus is determined by the instructor(s) each time the course is offered.

#### 99. Introduction to Research

(1-3) STAFF

*Prerequisite:* Consent of instructor.

May be repeated for credit to a maximum of 6 units. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. Directed study to be arranged with individual faculty members. Course offers exceptional students an opportunity to participate in a research group.

### UPPER DIVISION

#### 100. Engineering Economic Analysis

(3) DODSON

*Prerequisite:* Upper-division standing in Engineering. Integration of economics into the evaluation

of engineering projects; economic considerations in engineering project management and decision-making.

#### 101. Ethics in Engineering

(3) STAFF

*Prerequisite:* senior standing in engineering.

The nature of moral value, normative judgment, and moral reasoning. Theories of moral value. The engineer's role in society. Ethics in professional practice. Safety, risk, responsibility. Morality and career choice. Code of ethics. Case studies will facilitate the comprehension of the concepts introduced. (W,S)

#### 102AA-ZZ. Special Topics in Engineering, Business, and Society

(1) STAFF

*Prerequisites:* Upper-division standing.

May be repeated for credit if there is no duplication of course content.

A series of weekly lectures given by university staff and outside experts in all fields of new technology management.

#### 103. Advanced Engineering Writing

(4) STAFF

*Prerequisites:* Writing 50 or 50E; upper-division standing.

Practice in the forms of communication—contractual reports, proposals, conference papers, oral presentations, business plans—that engineers and entrepreneurial engineers will encounter in professional careers. Focus is on research methods, developing a clear and persuasive writing style, and electronic document preparation.

#### 160. Science for the Public

(1-4) STAFF

*Prerequisite:* consent of instructor.

Same course as Physics 160K. Open to graduate students in science and engineering disciplines and to undergraduate science and engineering majors. May be repeated for credit to a maximum of 12 units, but only 4 units may be applied to the major.

Provides experience in communicating science and technology to nonspecialists. The major components of the course are field work in mentoring, a biweekly seminar, presentations to precollege students and to adult nonscientists, and end-of-term research papers.

#### 177. Art and Science of Aerospace Culture

(4) STAFF

*Prerequisites:* upper-division standing; consent of instructor.

Same course as Art Studio 177.

Interdisciplinary course/seminar/practice for artists, academics, engineers, and designers interested in exploring the technological aesthetic, cultural, and political aspects of the space side of the aerospace complex. Design history, space complex aesthetics, cinema intersections, imaging/telecommunications, human spaceflight history, reduced/alternating gravity experimentation, space systems design/utilization.

#### 182. Introduction to Health Care and Biomedical Technology

(3) KOHL

*Prerequisite:* upper-division standing.

Same course as MCDB 182.

Course offered in conjunction with Sansum-Santa Barbara Clinic and Cottage Hospitals and involves a series of lecture/discussions dealing with various aspects of health delivery and modern biotechnology. Students spend time working with a physician or medical research scholar.

#### 185A. The Art of the CEO: Business Skills for Future Leaders

(4) HANSEN

*Prerequisite:* Writing 2 or 2E; and,

Writing 50 or 50E or 109AA-ZZ; senior standing.

An introductory business course in strategic thinking, negotiations, marketing, finance and modeling skills that prepare engineering, science and non-technical students for successful entry into business. Class uses case studies, lectures, and computer simulation.

#### 185B. New Venture Creation: Entrepreneurship

(4) HANSEN

*Prerequisite:* Writing 2 or 2E; and, Writing 50 or 50E

or 109AA-ZZ; senior standing.

Overview of the new venture creation process. Analysis of new business opportunities, development of new business value propositions, team building, venture financing, new venture planning, managing and protecting intellectual property, business formation, and other topics relevant to the entrepreneurial process.

#### 185C. Business Planning for New Technology Ventures

(4) HANSEN

*Prerequisite:* Engineering 185A; and, Engineering 185B or 185D; senior standing.

Analysis and creation of a business plan for a new business venture including demand forecasting, financial modeling, selling of the new business idea, and other issues for current business conditions.

#### 185D. New Product Development

(4) BOWERS

*Prerequisite:* senior standing.

New product development requires technical and non-technical business persons to work across disciplines. Instruction is provided in a wide range of topics concerning customer driven product innovation. Students learn new product development processes, tools, techniques and organizational structures.

#### 185F. Business Skills: Asia: New Opportunities for Technology Businesses

(4) STAFF

*Prerequisite:* Upper-division standing.

Use analytical frameworks for assessing technology business environments and sustainability within Asia. Establish historical context; governmental structures, policy and influence; capability investments and yield by local and foreign companies; operating models in leveraging Asian economies' resources and related experiences.

#### 191AA-ZZ. Professional Seminar in New Technology Management

(2) STAFF

*Prerequisite:* Upper-division standing.

May be repeated for credit if there is no duplication of course content.

Courses provide for the study of topics of current interest in the areas of entrepreneurship, business, engineering management, ethics, social, political, and other issues related to the successful practice of engineering.

#### 192A. Entrepreneurial Opportunities in Healthcare and Life Sciences

(2) STAFF

*Prerequisite:* senior standing.

Not open for credit to students who have completed Engineering 191F.

Expert guest lecturers address current products and services. Students address the identification of market opportunities with an appreciation of the needs and requirements of the healthcare industry.

#### 192B. Designing Solutions for Healthcare and Life Sciences Opportunities

(2) STAFF

*Prerequisite:* senior standing.

Students identify specific solutions for business opportunities in the healthcare industry considering technological and market feasibility. Interaction with healthcare professionals and industry executives.

#### 192C. Critical Issues in Early Stage Healthcare and Life Science Companies

(2) STAFF

*Prerequisite:* senior standing.

Course includes visiting speakers and field visits to facilitate learning about the critical issues in early stage, life science related companies.

#### 193A. Entrepreneurial Opportunities in IT and Telecom

(2) STAFF

*Prerequisite:* Upper-division standing.

This course is intended for students with an interest in the identification of new products and services in the IT and Telecom environment. The course involves interaction with industry professionals and executives.

#### 193B. Designing Solutions for IT and Telecom

(2) STAFF

*Prerequisite: Upper-division standing.*

Students design specific solutions for business opportunities in the IT and Telecom industry considering technological and market feasibility.

### 193C. Critical Issues in Early Stage IT and Telecom Companies

(2) STAFF

*Prerequisite: Upper-division standing.*

Course includes visiting speakers and field visits to facilitate learning about the critical issues in early stage Telecom related companies.

### 199. Independent Studies in Engineering (1-5) STAFF

*Prerequisite: Upper-division standing; consent of instructor.*

Students must have a minimum 3.0 GPA for the preceding three quarters. May be repeated for credit to a maximum of 10 units.

Directed individual study.

## GRADUATE COURSES

### 202AA-ZZ. Special Topics in Engineering, Business and Society

(1) STAFF

*Prerequisite: graduate standing.*

May be repeated for credit if there is no duplication of course content.

A series of weekly lectures given by university staff and outside experts in all fields of new technology management.

### 285A. The Art of the CEO: Business Skills for Future Leaders

(4) HANSEN

An introductory business course in strategic thinking, negotiations, marketing, finance and modeling skills that prepare engineering, science and non-technical students for successful entry into business. Uses case studies, lectures, and computer simulation.

### 285B. New Venture Creation: Entrepreneurship

(4) HANSEN

Overview of the new venture creation process. Analysis of new business opportunities, development of new business value propositions, team building, venture financing, new venture planning, managing and protecting intellectual property, business formation, and other topics relevant to the entrepreneurial process.

### 285C. Business Planning for New Technology Ventures

(4) HANSEN

*Prerequisites: Engineering 285A; and, Engineering 285B or 285D.*

Analysis and creation of a business plan for a new business venture including demand forecasting, financial modeling, selling of the new business idea and other issues for current business conditions.

### 285D. New Product Development

(4) BOWERS

New product development requires technical and non-technical business persons to work across disciplines. Instruction is provided in a wide range of topics concerning customer driven product innovation. Students learn new product development processes, tools, techniques and organizational structures.

### 285E. Managing for Innovation

(4) SEIBOLD

*Prerequisite: graduate standing.*

Examination of communication and key management functions: envisioning and strategic planning; creating high performance teams; establishing appraisal/reward systems; innovation and organizational change. Emphasis on leading innovative technical people; leadership that fosters entrepreneurship and intrapreneurship; new forms of organizing.

### 285F. Business Skills: Asia: New Opportunities for Technology Businesses

(4) STAFF

*Prerequisite: graduate standing.*

Students use analytical frameworks for assessing technology business environments and sustainability within Asia. Establish historical context; governmental

structures, policy and influence; capability investments and yield by local and foreign companies; operating models in leveraging Asian economies' resources and related experiences.

### 291AA-ZZ. Professional Seminar in New Technology Management

(2) STAFF

May be repeated for credit if there is no duplication of course content.

Courses provide for the study of topics of current interest in the areas of entrepreneurship, business, engineering management, ethics, social, political, and other issue related to the successful practice of engineering.

### 292A. Entrepreneurial Opportunities in Health Care and Life Sciences

(2) STAFF

Expert guest lecturers address current products and services. Students address the identification of market opportunities with an appreciation of the needs and requirement of the healthcare industry.

### 292B. Designing Solutions for Healthcare and Life Sciences Opportunities

(2) STAFF

Students identify specific solutions for business opportunities in the healthcare industry considering technological and market feasibility. Interaction with healthcare professionals and industry executives.

### 292C. Critical Issues in Early Stage Healthcare and Life Science Companies

(2) STAFF

Course includes visiting speakers and field visits to facilitate learning about the critical issues in early stage, life-science related companies.

### 293A. Entrepreneurial Opportunities in IT and Telecom

(2) STAFF

*Prerequisite: graduate standing.*

Intended for students with an interest in the identification of new products and services in the IT and Telecom environment. The course involves interaction with industry professionals and executives.

### 293B. Designing Solutions for IT and Telecom

(2) STAFF

*Prerequisite: graduate standing.*

Students design specific solutions for business opportunities in the IT and Telecom industry considering technological and market feasibility.

### 293C. Critical Issues in Early Stage IT and Telecom Companies

(2) STAFF

*Prerequisite: graduate standing.*

Course includes visiting speakers and field visits to facilitate learning about the critical issues in early stage Telecom related companies.

thermal barrier coatings, piezospectroscopy, mechanics of microelectronics) \*2

**Larry A. Coldren**, Ph.D., Stanford University, Kavli Professor in Optoelectronics and Sensors, Director of Optoelectronics Technology Center (semiconductor integrated optics, optoelectronics, molecular beam epitaxy, microfabrication) \*1

**Steven P. DenBaars**, Ph.D., University of Southern California, Professor (metalorganic chemical vapor deposition (MOCVD) of semiconductors, IR to blue lasers and LEDs, high power electronic materials and devices) \*1

**Anthony Evans**, Ph.D., Imperial College, London, Professor, Director of Center for Multifunctional Materials and Structures (thermostructural materials, ultralight structures, multifunctional materials and devices, actuating structures) \*2

**Arthur C. Gossard**, Ph.D., UC Berkeley, Professor (epitaxial growth, artificially synthesized semiconductor microstructures, semiconductor devices) \*1

**Craig Hawker**, Ph.D., University of Cambridge, Professor, Director of Materials Research Laboratory (synthetic polymer chemistry, nanotechnology, materials science) \*5

**Alan J. Heeger**, Ph.D., UC Berkeley, Professor, Director of Institute for Polymers and Organic Solids, 2000 Chemistry Nobel Laureate (condensed-matter physics, conducting polymers) \*4

**Evelyn Hu**, Ph.D., Columbia University, Professor, Director of Institute for Quantum Engineering, Science, and Technology, Scientific Co-Director of California NanoSystems Institute (high-resolution fabrication techniques for semiconductor device structures, process-related materials damage, contact/interface studies, superconductivity) \*1

**Jacob N. Israelachvili**, Ph.D., University of Cambridge, Professor (adhesion, friction surface forces, colloids, biosurface interactions) \*3

**Edward J. Kramer**, Ph.D., Carnegie Mellon University, Professor (fracture and diffusion in polymers; polymer surfaces, interfaces, and thin films) \*3

**Herbert Kroemer**, Dr. Rer. Nat., University of Göttingen, Donald W. Whittier Professor of Electrical Engineering, 2000 Physics Nobel Laureate (device physics, molecular beam epitaxy, heterojunctions, compound semiconductors) \*1

**Frederick F. Lange**, Ph.D., Pennsylvania State University, ALCOA Professor of Materials (processing, ceramics, microstructure, mechanical properties)

**Carlos G. Levi**, Ph.D., University of Illinois at Urbana-Champaign, Professor (materials processing, and microstructure evolution, coatings, composites, functional inorganics) \*2

**Noel C. MacDonald**, Ph.D., UC Berkeley, Kavli Professor in MEMS Technology (microelectromechanical systems, applied physics, nano-fabrication, electron optics, materials, mechanics, surface analysis) \*2

**Robert M. McMeeking**, Ph.D., Brown University, Professor (mechanics of materials, fracture mechanics, plasticity, computational mechanics, process modeling) \*2

**Frederick F. Milstein**, Ph.D., UC Los Angeles,

# Materials

Department of Materials  
Engineering II, Room 1355;  
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Web site: [www.materials.ucsb.edu](http://www.materials.ucsb.edu)

*Chair: James S. Speck*

*Associate Chair: Francis W. Zok*

## Faculty

**Guillermo C. Bazan**, Ph.D., Massachusetts Institute of Technology, Professor (polymer synthesis, photophysics) \*5

**Michael Chabinyk**, Ph.D., Stanford University, Professor (organic semiconductors, thin film electronics, energy conversion using photovoltaics, characterization of thin films of polymers, x-ray scattering from polymers)

**David R. Clarke**, Ph.D., University of Cambridge, Professor (electrical ceramics,



Professor (crystal mechanics, bonding, defects, mechanical properties) \*2

**Shuji Nakamura**, Ph.D., University of Tokushima, Cree Professor of Solid State Lighting and Displays (gallium nitride, blue lasers, white LEDs, solid state illumination, bulk GaN substrates)

**G. Robert Odette**, Ph.D., Massachusetts Institute of Technology, Professor (fundamental deformation and fracture, materials in extreme environments, structural reliability, and high-performance composites) \*2

**Chris Palmstrom**, Ph.D., University of Leeds, Professor (atomic level control of interfacial phenomena, in-situ STM, surface and thin film analysis, metallization of semiconductors, dissimilar materials epitaxial growth, molecular beam and chemical beam epitaxial growth of metallic compounds) \*1

**Pierre M. Petroff**, Ph.D., UC Berkeley, Professor (semiconductor interfaces, defects physics, epitaxy of self assembled quantum structures, quantum dots and nanomagnets, spectroscopy of semiconductor nanostructures) \*1

**Philip A. Pincus**, Ph.D., UC Berkeley, Professor (theoretical aspects of self-assembled biomolecular structures, membranes, polymers, and colloids) \*4

**Cyrus R. Safinya**, Ph.D., Massachusetts Institute of Technology, Professor (biophysics, supramolecular assemblies of biological molecules, non-viral gene delivery systems)

**Omar A. Saleh**, Ph.D., Princeton University, Assistant Professor (single-molecule biophysics, motor proteins, DNA-protein interactions)

**Ram Seshadri**, Ph.D., Indian Institute of Science, Associate Professor (inorganic materials, preparation and magnetism of bulk solids and nanoparticles, patterned materials)

**Hyongsuk (Tom) Soh**, Ph.D., Stanford, Assistant Professor (directed evolution of biological molecules, supramolecular assemblies, integrated biosensors) \*2

**Nicola A. Spaldin**, Ph.D., UC Berkeley, Professor (computational electronic and magnetic materials)

**James S. Speck**, Sc.D., Massachusetts Institute of Technology, Professor (nitride semiconductors, III-V semiconductors, ferroelectric and high-K films, microstructural evolution, extended defects, transmission electron microscopy, x-ray diffraction)

**Susanne Stemmer**, Ph.D., University of Stuttgart, Associate Professor (functional oxide thin films, structure-property relationships, scanning transmission electron microscopy and spectroscopy)

**Galen Stucky**, Ph.D., Iowa State University, Professor (biomaterials, composites, materials synthesis, electro-optical materials catalysis) \*5

**Matthew V. Tirrell**, Ph.D., University of Massachusetts, Auhl Professor (bioengineering, polymer science and engineering) \*3

**Chris Van de Walle**, Ph.D., Stanford University, Professor (novel electronic materials, wide-band-gap semiconductors, oxides)

**Claude Weisbuch**, Ph.D., Université Paris VII, Ecole Polytechnique-Palaiseau, Professor (semiconductor physics: fundamental and applied optical studies of quantized electronic

structures and photonic-controlled structures; electron spin resonance in semiconductors, optical semiconductor microcavities, photonic bandgap materials)

**Fred Wudl**, Ph.D., UC Los Angeles, Professor (optical and electro-optical properties of conjugated polymers, organic chemistry of fullerenes, and design and preparation of self-mending polymers)

**Francis W. Zok**, Ph.D., McMaster University, Professor (mechanical and thermal properties of materials and structures)

### Emeriti Faculty

**Anthony K. Cheetham**, Ph.D., Oxford University, Professor, (catalysis, optical materials, X-ray, neutron diffraction) \*5

**James L. Merz**, Ph.D., Harvard University, Professor Emeritus \*1

\*1 Joint appointment with the Department of Electrical and Computer Engineering.

\*2 Joint appointment with the Department of Mechanical Engineering.

\*3 Joint appointment with the Department of Chemical Engineering.

\*4 Joint appointment with the Department of Physics.

\*5 Joint appointment with the Department of Chemistry and Biochemistry.

### Affiliated Faculty

**Glenn H. Fredrickson**, Ph.D. (Chemical Engineering)

**James S. Langer**, Ph.D. (Physics)

**L. Gary Leal**, Ph.D. (Chemical Engineering)

**Glenn E. Lucas**, Ph.D. (Chemical Engineering, Mechanical Engineering)

**John McTague**, Ph.D.

**Joseph A. N. Zasadzinski**, Ph.D. (Chemical Engineering)

The Department of Materials was conceptualized and built under two basic guidelines: to educate graduate students in advanced materials and to introduce them to novel ways of doing research in a collaborative, multidisciplinary environment. Advancing materials technology today—either by creating new materials or improving the properties of existing ones—requires a synthesis of expertise from the classic materials fields of metallurgy, ceramics, and polymer science, and such fundamental disciplines as applied mechanics, chemistry, biology, and solid-state physics. Since no individual has the necessary breadth and depth of knowledge in all these areas, solving advanced materials problems demands the integrated efforts of scientists and engineers with different backgrounds and skills in a research team. The department has effectively transferred the research team concept, which is the operating mode of the high technology industry, into an academic environment.

The department has major research groups working on a wide range of advanced inorganic and organic materials, including advanced structural alloys, ceramics and polymers; high performance composites; thermal barrier coatings and engineered surfaces; organic, inorganic and hybrid semiconductor and photonic material systems; catalysts and porous materials, magnetic, ferroelectric and multiferroic materials; biomaterials and biosurfaces, including biomedically relevant systems; colloids, gels

and other complex fluids; lasers, LEDs and optoelectronic devices; packaging systems; microscale engineered systems, including MEMS. The groups are typically multidisciplinary involving faculty, postdoctoral researchers and graduate students working on the synthesis and processing, structural characterization, property evaluation, microstructure-property relationships and mathematical models relating micro-mechanisms to macroscopic behavior. The department has close collaborations with, and a number of faculty have joint appointments in, the Departments of Mechanical Engineering (mechanics and design), Chemical Engineering (fluids and environmental effects), Electrical and Computer Engineering (electronic devices), Physics, Chemistry and Biochemistry, and the BMSE Program.

### Five-Year Bachelor of Science Engineering/Master of Science Materials Program

A program combining a bachelor of science in chemical, electrical, or mechanical engineering with a master of science degree in materials provides an opportunity for outstanding undergraduates to earn both degrees in five years. Additional information about this program is available from the College of Engineering. Interested students should inform the Office of Undergraduate Studies in the College of Engineering of their intention to pursue this program in the beginning of the spring quarter of their sophomore year. Transfer students interested in the combined degree program should contact the undergraduate advising office at the earliest opportunity. In addition to fulfilling undergraduate degree requirements, B.S./M.S. degree candidates must meet Graduate Division degree requirements, including university requirements for residence and units of coursework as described in the chapter "Graduate Education at UCSB."

### Graduate Program

In addition to departmental requirements, program applicants and candidates for graduate degrees must fulfill University requirements described in the chapter "Graduate Education at UCSB."

#### Admission

Undergraduate preparation for the materials M.S./Ph.D. includes a degree in engineering, physical sciences, or mathematics. However, the breadth of the materials field requires that flexibility be built into the undergraduate educational requirements. Upper-division courses in several of the following topics are expected:

1. mathematics—24 units in advanced calculus, ordinary differential equations, special functions and complex variable theory,
2. engineering thermodynamics—9 units,
3. solid state physics—9 units,
4. physical chemistry—12 units,
5. materials science—12 units in mechanical properties, electronic properties, structure, processing,
6. electronics—12 units,
7. mechanics—9 units in advanced strength of materials, elasticity, and structures.

Incoming students are not expected to meet all

upper-division requirements, but must satisfy the requirements in mathematics and at least two other areas representing about one full year of undergraduate study. The areas that should be covered will depend on the student's chosen graduate field of study within materials. Some deficiencies can be satisfied during the first year of graduate study by taking upper-division undergraduate courses in the new area of specialization.

Students with a B.S. degree (having a 3.2 minimum grade-point average) are eligible to be admitted to M.S./Ph.D. status and those with an M.S. degree (having a 3.5 minimum grade-point average) are eligible to be admitted to Ph.D. status. The department gives priority for admission to students who are interested in academics and high quality research. Admission is available for all quarters, with no departmental deadlines beyond those of the Graduate Division. Satisfactory performance in the Graduate Record Examination is required. Applicants whose native language is not English must receive a score of at least 100 on the internet based Test of English as a Foreign Language (TOEFL), 600 on the paper based test, or complete the International English Language Testing System (IELTS) prior to admission to UCSB. Requests for exceptions to this requirement will be considered for those students who have completed an undergraduate or graduate education at an institution whose primary language of instruction is English.

### Master of Science—Materials

Students wishing to terminate their studies with an M.S. must do so under Plan 1. Students in the B.S./M.S. program follow Plan 2. The M.S. degree program introduces students to the knowledge needed to proceed to candidacy as well as to the nature of research and the discipline of independent work. Students wishing to continue on for the Ph.D. must achieve a 3.5 grade-point average in their coursework and pass the preliminary examination discussed below in the "Doctor of Philosophy" section.

**Plan 1.** Students in this plan are required to complete 42 units including 27 units of formal coursework, of which a minimum of 21 units must be approved 200 level courses (200-289) and the other 6 units may be approved advanced undergraduate courses not already used for credit toward a previous degree; 3 units of seminars (Materials 290); and 12 units of thesis research (Materials 598).

**Plan 2.** Students in this plan are required to complete 42 units of coursework including a minimum of 27 units from approved 200 level courses (200-289), at most 6 units of approved advanced undergraduate courses not already used for credit toward a previous degree, no fewer than 3 and no more than 6 units of independent studies or research (Materials 596), and 3 units of seminars (Materials 290).

### Doctor of Philosophy—Materials

The Department of Materials offers a program leading to a Ph.D. degree with specializations in the following major areas: electronic materials (semiconductors, superconductors, quantum structures and optoelectronic materials); inorganic materials (ferroelectrics, photonic and magnetic materials, and zeolite

molecular sieves); macro/biomolecular materials (self-assembling polymers, biopolymers, biomembranes, and conducting polymers); and structural materials (metals, ceramics, composites, and coatings, including mechanics of materials). The curriculum in each area has the flexibility needed to provide multidisciplinary educational opportunities in the field of advanced materials. Incoming students are expected to design a tentative program of study suitable to their interests and research field with the assistance of their advisor and submit it for approval to the Graduate Affairs Committee within the first two quarters of residence. Each study program consists of a specified course sequence with emphasis on lectures, laboratory experience, and seminars.

### Degree Requirements

In developing an appropriate, interdisciplinary course of study, doctoral students are expected to take all the available courses in their major area of interest as well as courses designed to broaden their knowledge of other materials. It is expected that individual students will develop their study plans in conjunction with their faculty advisors, and that the courses will be selected from the main sequence of courses (offered every year) from the four principal areas of emphasis in the department plus general courses as well as more specialized courses offered on a less frequent basis. The study plan must be approved by the faculty advisor and the department Graduate Affairs Committee. It may be modified during the course of the student's program.

Students admitted with a bachelor's degree are required to complete a minimum of 72 units of academic work distributed as follows: 42 units of 200-level courses, 15 units of seminars and/or independent studies, and 15 units of thesis research. All Ph.D. students are required to complete a series of core courses (MATRL 200A-B-C). In preparation for more advanced and specialized courses within their area of specialization, students are strongly encouraged to complete these courses during their first year of study.

Students are required to serve as teaching assistants for at least one quarter while in residence at UCSB, in either materials courses offered to undergraduate students or those departments providing courses consistent with the student's undergraduate background.

Students entering with an M.S. degree may petition to receive subject credit for certain unit requirements for the Ph.D. (up to 15 units of 200-level courses) deemed to have been fulfilled by Master's studies elsewhere. There is no foreign language requirement in either the M.S. or Ph.D. program. Doctoral students, however, are encouraged to become proficient in one or more foreign languages relevant to the technical literature in their fields. Students have the opportunity to take upper-division undergraduate courses, for which they have the necessary prerequisite qualifications, as preparation for the graduate program. Up to 8 units of such courses can be taken for credit toward the 200-level course requirements.

A preliminary examination is required for continuation in the Ph.D. program. The examination is administered one year after

the student's entrance into the program. The examination committee consists of three faculty members from the student's major field, including the student's advisor. At least two of the members must be ladder faculty with a non-zero percent appointment in Materials.

Students must pass an oral qualifying examination covering a dissertation proposal based on original research. The examination is administered two years after the student's entrance into the program. Prerequisites for the examination include successful completion of the preliminary examination, completion of the core courses (200A-B-C) with a minimum of B in each one of them, and a minimum 3.5 GPA in the graduate program. The examination committee consists of at least four faculty: at least three ladder faculty having more than a zero percent appointment in the Materials Department and at least one with no more than a zero percent appointment in the Materials Department. One member of the committee, other than the advisor, serves as the committee chair. Upon passing this examination, students advance to candidacy for the Ph.D. The examination committee typically becomes the dissertation committee. Subsequent to advancement to candidacy, students are required to report their progress to their dissertation committee at least once a year.

Students conduct original research under the supervision of their research advisor(s) and prepare a dissertation. Students submit their final draft to the dissertation committee and to the department chair. The committee ascertains the suitability of the draft. Candidates are then responsible for amendments to the dissertation based on the committee recommendations. When the dissertation is approved by the committee, the candidate presents a formal defense of the dissertation in a public seminar. Students are expected to complete a Ph.D. within five years after entry at the B.S. level and three years after M.S. level entry.

## Materials Courses

### LOWER DIVISION

#### 10. Materials in Society, the Stuff of Dreams

(4) GOSSARD

*Not open to engineering, pre-computer science, or computer science majors. Lecture, 3 hours; discussion 1 hour.*

A survey of new technological substances and materials, the scientific methods used in their development, and their relation to society and the economy. Emphasis on uses of new materials in the human body, electronics, optics, sports, transportation, and infrastructure.

### UPPER DIVISION

#### 100A. Structure and Properties I

(3) STAFF

*Prerequisites: Chemistry 1A-B; Physics 4; and, Mathematics 5A-B-C. Lecture, 3 hours.*

An introduction to materials in modern technology. The internal structure of materials and its underlying principles: bonding, spatial organization of atoms and molecules, structural defects. Electrical, magnetic and optical properties of materials, and their relationship with structure.

#### 100B. Structure and Properties II

(3) STAFF

*Prerequisite: Materials 100A.*

*Not open for credit to students who have*

completed *Materials 101*. Lecture, 3 hours.

Mechanical properties of engineering materials and their relationship to bonding and structure. Elastic, flow, and fracture behavior; time dependent deformation and failure. Stiffening, strengthening, and toughening mechanisms. Piezoelectricity, magnetostriction and thermo-mechanical interactions in materials.

### 100C. Fundamentals of Structural Evolution

(3) STAFF

*Prerequisites: Materials 100A or ECE 132; and, Materials 100B or Chemical Engineering 185 or ME 180. Lecture, 3 hours.*

An introduction to the thermodynamic and kinetic principles governing structural evolution in materials. Phase equilibria, diffusion and structural transformations. Metastable structures in materials. Self-assembling systems. Structural control through processing and/or imposed fields. Environmental effects on structure and properties.

### 101. Introduction to the Structure and Properties of Materials

(3) STAFF

*Prerequisite: upper-division standing.*

*Not open for credit to students who have completed Materials 100B.*

Introduction to the structure of engineering materials and its relationship with their mechanical properties. Structure of solids and defects. Concepts of microstructure and origins. Elastic, plastic flow and fracture properties. Mechanisms of deformation and failure. Stiffening, strengthening, and toughening mechanisms.

### 135. Biophysics and Biomolecular Materials

(3) STAFF

*Prerequisites: Physics 5 or 6C or 25.*

*Same course as Physics 135.*

Structure and function of cellular molecules (lipids, nucleic acids, proteins, and carbohydrates). Genetic engineering techniques of molecular biology. Biomolecular materials and biomedical applications (e.g., bio-sensors, drug delivery systems, gene carrier systems).

### 160. Introduction to Polymer Science

(3) KRAMER

*Prerequisite: Chemistry 109A-B.*

*Same course as Chemical Engineering 160.*

Introductory course covering synthesis, characterization, structure, and mechanical properties of polymers. The course is taught from a materials perspective and includes polymer thermodynamics, chain architecture, measurement and control of molecular weight as well as crystallization and glass transitions.

### 162A. The Quantum Description of Electronic Materials

(4) HU

*Prerequisites: ECE 130A-B and 134 with a minimum grade of C- in all; open to EE and materials majors only.*

*Same course as ECE 162A.*

Electrons as particles and waves, Schrodinger's equation and illustrative solutions. Tunneling. Atomic structure, the Exclusion Principle and the periodic table. Bonds. Free electrons in metals. Periodic potentials and energy bands. (F)

### 162B. Fundamentals of the Solid State

(4) COLDREN

*Prerequisites: ECE 162A with a minimum grade of C-; open to EE and materials majors only.*

*Same course as ECE 162B.*

Crystal lattices and the structure of solids, with emphasis on semiconductors. Lattice vibrations, electronic states and energy bands. Electrical and thermal conduction. Dielectric and optical properties. Semiconductor devices: Diffusion, P-N junctions and diode behavior.

### 185. Materials in Engineering

(3) LEVI, ODETT

*Prerequisite: Materials 100B or 101.*

*Same course as ME 185. Lecture, 3 hours.*

Introduces the student to the main families of

materials and the principles behind their development, selection, and behavior. Discusses the generic properties of metals, ceramics, polymers, and composites more relevant to structural applications. The relationship of properties to structure and processing is emphasized in every case.

### 186. Manufacturing and Materials

(3) LEVI

*Prerequisites: ME 15 and 151C; and, Materials 100B or 101.*

*Same course as ME 186. Lecture, 3 hours.*

Introduction to the fundamentals of common manufacturing processes and their interplay with the structure and properties of materials as they are transformed into products. Emphasis on process understanding and the key physical concepts and basic mathematical relationships involved in each of the processes discussed.

## GRADUATE COURSES

### 200A. Thermodynamic Foundation of Materials

(4) KRAMER

*Lecture, 4 hours.*

The microscopic statistical mechanical foundations of the macroscopic thermodynamics of materials, with applications to ideal and non-ideal gases, electrons and photons in solids, multicomponent solutions, phase equilibria in single and multicomponent systems, and capillarity.

### 200B. Electronic and Atomic Structure of Materials

(4) VAN DE WALLE

*Lecture, 4 hours.*

The free electron model; electron levels in periodic potentials. Classification of solids. Role electronic structure in atomic bonding and atomic packing, cohesion. Surfaces, interfaces, and junction effects. Semiconductors. Transition-metal compounds. Amorphous solids. Liquid crystals. Colloids and soft materials.

### 200C. Structure Evolution

(4) LEVI

*Lecture, 4 hours.*

Structure evolution. Study of phenomena underlying the evolution of structure across the relevant length and time scales in materials. Structural defects. Driving forces, mechanism and kinetics of structural change. Diffusional transport. Fundamentals of phase transformation. Crystallization. Evolution of microstructural features and patterns.

### 201. Thermodynamics and Phase Equilibria

(3) STAFF

*Prerequisite: consent of instructor.*

*Same course as ME 262. Lecture, 3 hours.*

Advanced thermodynamics with emphasis on phase equilibria, properties of solutions, and multicomponent systems.

### 203. Transition Metal Oxides

(3) CHEETHAM

*Same course as Chemistry 267. Lecture, 3 hours.*

Introduction to transition metal oxides. Ligand field theory. Structural basis of magnetism.

### 204. Introduction to Magnetism and Magnetic Materials

(3) SPALDIN

Review of elementary magnetism magnetostatics. Discussion of atomic origins of magnetism. Properties of ferro-, ferri-, para-, dia-, and antiferro-magnetics, and the theories that describe them. Magnetic phenomena, and magnetic materials in technological applications.

### 205. Wide-Band Gap Materials and Devices

(3) NAKAMURA

*Lecture, 3 hours.*

Optical and electrical properties of GaN, ZnSe, SiC, and diamond-based semiconductor materials. Theory and practical application of wide-band gap materials in devices. Materials growth techniques of MOCVD, CVD, and MBE are discussed. Applications of these materials in blue lasers, LEDs (UV, blue, green, and white) are emphasized.

### 206A. Fundamentals of Electronic Solids I

(4) KROEMER, PETROFF

*Prerequisite: ECE 162A-B.*

*Same course as ECE 215A.*

Introduction into the physics of semiconductors for beginning engineering graduate students. Crystal structure. Reciprocal lattice and crystal diffraction. Electrons in periodic structures. Energy and bands. Semiconductor electrons and probes, Fermi statistics.

### 206B. Fundamentals of Electronic Solids II

(4) GOSSARD

*Prerequisite: ECE 162A-B.*

*Same course as ECE 215B.*

Phonons, electron scattering, electronic transport, selected optical properties, heterostructures, effective mass, quantum wells, two-dimensional electron gas, quantum wires, deep levels, and crystal binding.

### 207. Mechanics of Materials

(3) STAFF

*Same course as Mechanical Engineering 219.*

*Lecture, 3 hours.*

Matrices and tensors, stress deformation and flow, compatibility conditions, constitutive equations, field equations and boundary conditions in fluids and solids, applications in solid and fluid mechanics.

### 208. Crystallography and Structure Determination

(3) STAFF

*Prerequisite: consent of instructor.*

*Not open for credit to students who have completed Materials 209B. Lecture, 3 hours.*

Topics in structure determination: structure factors, integrated intensities, data collection, the phase problem, Patterson synthesis, direct methods, structure refinement, Debye-Waller factors, thermal diffuse scattering and extinction. Rietveld analysis of powder diffraction data. Synchrotron x-rays, neutron diffraction, electron diffraction, non-crystalline materials.

### 209A. Crystallography and Diffraction Fundamentals

(3) SPECK

Diffraction theory: Fourier transformation, Schrodinger equation, Maxwell equations, kinematical theory, Fresnel diffraction, Fraunhofer diffraction, scattering of x-rays, electrons and neutrons by isolated atoms and assemblies of atoms, pair correlation and radial distribution functions. Basic symmetry operations, point groups, space groups.

### 209B. X-Ray Diffraction II: Advanced Methods

(3) SPECK

*Prerequisite: consent of instructor. Lecture, 3 hours.*

Focuses on modern diffraction techniques from crystalline materials. High resolution x-ray diffraction. Analysis of epitaxial layers. X-ray scattering theory. Simulation of x-ray rocking curves. Analysis of thin films and multiple layers. Triple-axis x-ray diffractometry. Topography. Synchrotron techniques.

### 209BL. X-Ray Diffraction I: Principles and Practice

(3) SESHADRI

*Laboratory, 3 hours.*

Exposes students to practical aspects of powder and single crystal x-ray diffraction, including the determination and refinement of crystal structures.

### 209C. Electron Microscopy II: Crystalline Materials

(3) STAFF

*Prerequisite: consent of instructor. Lecture, 3 hours.*

Electron microscopy to study defect structures, elastic and inelastic scattering, kinematic theory of image contrast, bright and dark field imaging, two-beam conditions, contrast from imperfections, dynamical theory of diffraction and image contrast. Howie Whellan equations, dispersion surface.

### 209CL. Electron Microscopy I: Principles and Practice

(4) STEMMER

*Recommended preparation: students should show a need for TEM in their research. Part of the course involves analysis of student's own samples. Student*

encouraged to enroll in MATRL 209C before or after MATRL 209CL. Lecture, 2.5 hours; laboratory, 3 hours.

Laboratory course with lecture component. Topics include: TEM alignment, basic functions, electron diffraction and reciprocal space, basic imaging, bright field and dark field, diffraction contrast, quantitative analysis of defects, HRTEM imaging and simulation. Course also involves TEM sample preparation.

#### **211A. Engineering Quantum Mechanics I** (4) STAFF

*Prerequisites:* ECE 162A-B. Students must have some knowledge of linear algebra.

Same course as ECE 211A. Lecture, 4 hours.

Wave-particle duality; bound states; uncertainty relations; expectation values and operators; variational principle; eigenfunction expansions; perturbation theory I. Treatment matches needs and background of ECE and materials students emphasizing solid state or quantum electronics.

#### **211B. Engineering Quantum Mechanics II** (4) STAFF

*Prerequisites:* ECE 211A or Materials 211A, or ECE 215A or Materials 206A.

Same course as ECE 211B. Lecture, 4 hours.

Continuation of Materials 211A; symmetry and degeneracy; electrons in crystals, angular momentum; perturbation theory II; transition probabilities; quantized fields and radiative transitions; magnetic fields; electron spin; indistinguishable particles.

#### **214. Advanced Topics in Equilibrium Statistical Mechanics**

(3) STAFF

Same course as Chemical Engineering 210B. Not open for credit to students who have completed Chemical Engineering 214.

*Recommended preparation:* a course in physical chemistry. Lecture, 3 hours.

Application of the principles of statistical mechanics and thermodynamics to treat classical fluid systems at equilibrium. Topics include liquid state theory, computer simulation methods, critical phenomena and scaling principles, interfacial statistical mechanics, and electrolyte theory.

#### **215A. Semiconductor Device Processing**

(4) STAFF

*Prerequisites:* ECE 132 or equivalent.

Same course as ECE 220A. Lecture, 3 hours; discussion, 1 hour.

Intensive theoretical and laboratory instruction in solid-state device and integrated circuit fabrication. Topics include 1) semiconductor material properties and characterization; 2) phase diagrams; 3) diffusion; 4) thermal oxidation; 5) vacuum processes; 6) thin-film deposition; 7) scanning electron microscopy. Both gallium arsenide and silicon technologies are presented.

#### **215B-C. Semiconductor Device Processing**

(4-4) GOSSARD, HU

*Prerequisite:* Materials 215A.

Same course as ECE 220B-C. Lecture, 3 hours; discussion, 1 hour.

Continued theoretical and laboratory instruction in the fundamentals, the design, the fabrication, and the characterization of junction and field-effect devices. Topics will include bipolar characterization, design, fabrication, and testing. The laboratory effort initiated in Materials 215A will be continued in these two quarters.

#### **216. Defects in Semiconductors**

(3) STAFF

*Prerequisites:* ECE 162A-B.

Same course as ECE 216B. Lecture, 3 hours

Structural and electronic properties of elementary defects in semiconductors. Point defects and impurity complexes. Deep levels. Dislocations and grain boundary electronic properties. Measurement techniques for radiative and nonradiative defect centers.

#### **217. Molecular Beam Epitaxy and Band Gap Engineering**

(3) GOSSARD

*Prerequisites:* ECE 162A-B, and 213.

Same course as ECE 217. Lecture, 3 hours.

Fundamentals and recent research developments in the growth and properties of thin crystalline films

of electronic and optical materials by the process of molecular beam epitaxy. Artificially structured materials with quantized electron confinement and artificially engineered electronic band structure properties. (normally offered alternate years)

#### **218. Introduction to Inorganic Materials**

(3) CHEETHAM

*Prerequisite:* Chemistry 274.

Same course as Chemistry 277.

Structures of inorganic materials: close-packing, linking of simple polyhedra. Factors that control structure: ionic radii, covalency, ligand field effects, metal-metal bonding, electron/atom ratios. Structure-property relationships in e.g. spinels, garnets, perovskites, rutiles, fluorites, zeolites,  $\beta$ -aluminas, graphites, common inorganic glasses.

#### **219. Phase Transformations**

(3) STAFF

*Prerequisite:* consent of instructor. Lecture, 3 hours.

Introduction to the unifying concepts underlying phase transformations in metals, ceramics, polymers, and electronic materials. Includes the thermodynamics, kinetics, crystallography and microstructural characteristics of displacive and diffusional transformations. Role of elastics, compositional, configurational, electrical, magnetic and gradient energy contributions.

#### **220. Mechanical Behavior of Materials**

(3) ZOK, ODETTE

*Prerequisites:* Materials 207; consent of instructor.

Concepts of stress and strain. Deformation of metals, polymers, and ceramics. Elasticity, viscoelasticity, plastic flow, and creep. Linear elastic fracture mechanics. Mechanisms of ductile and brittle fracture.

#### **221. Introduction to Structural Materials**

(3) ZOK

Not open for credit to students who have completed Materials 220. Lecture, 3 hours.

Introduction to structure-property relations in engineering materials, including polymers, metals, and ceramics. Elastic, plastic, and creep deformation. Fracture processes. Strengthening and toughening mechanisms.

#### **222A. Colloids and Interfaces I**

(3) ISRAELACHVILI

*Prerequisite:* consent of instructor.

Same course as Chemical Engineering 222A and BMSE 222A. Lecture, 3 hours.

Introduction to the various intermolecular interactions in solutions and colloidal systems: Van der Waals, electrostatic, hydrophobic, solvation, H-bonding. Introduction to colloidal systems: particles, micelles, polymers, etc. Surfaces: wetting, contact angles, surface tension, etc.

#### **222B. Colloids and Interface II**

(3) STAFF

*Prerequisite:* consent of instructor. Lecture, 3 hours.

Continuation of 222A. Interparticle interactions, coagulation, flocculation, DLVO theory, steric interactions, polymer-coated surfaces, polymers in solution, viscosity in thin liquid films. Surfactant self-assembly: micelles, micro-emulsions, lamellar phases, etc. Surfactant on surfaces: Langmuir-Blodgett films, adsorption, adhesion.

#### **224. Optical and Luminescent Materials**

(3) CLARKE

Lecture, 2 hours.

Description of the principles underlying the optical and luminescent behavior of materials illustrated with applications drawn from phosphors, optical fibers, optical memories, and electro-optical components and immuno-assay techniques. Fundamental concepts of absorption and emission, and their relation to electronic structure and crystal properties.

#### **225. Introduction to Electronic Materials**

(3) SPALDIN

*Prerequisite:* Materials 100A and 100C or equivalent.

Not open for credit to students who have completed Materials 162B or ECE 162B. Lecture, 3 hours.

Basic quantum mechanics: wave functions and expectation values, free electrons, quantum wells, scattering and tunneling. Basic solid state physics:

energy bands in solids, electronic and optical properties of metals and semiconductors. Devices: p-n junctions, transistors, light emitting diodes and lasers.

#### **226. Electrical and Functional Crystals and Ceramics**

(3) CLARKE

Lecture, 3 hours.

Description of the principles underlying the behavior of functional crystals and ceramics, ranging from dielectrics, piezoelectrics, ferroelectrics to linear and nonlinear materials. Fundamental concepts, tensorial and mathematical description of functional behavior, point defects, and applications.

#### **227. Metal-Organic Chemical Vapor Deposition**

(3) DENBAARS

Lecture, 3 hours.

Electronic and optical properties of thin films grown by vapor phase transport techniques. Growth mechanisms, kinetics and thermodynamics of vapor phase epitaxy. Special emphasis on the process of metalorganic vapor phase epitaxy for optoelectronic materials and devices. (normally offered alternate years)

#### **228. Computational Materials**

(3) CLARKE

Lecture, 3 hours.

Basic computational techniques and their application to simulating the behavior of materials. Techniques include: finite difference methods, Monte Carlo, molecular dynamics, cellular automata, and simulated annealing. (normally offered alternate years)

#### **230. Elasticity and Plasticity**

(3) MCMEEKING

*Prerequisite:* Materials 207 or ME 219

Same course as ME 230.

Review field equations of elasticity and plasticity. Energy principles and uniqueness theorems. Elementary problems in one and two dimensions, stress functions, and complex variable methods. Plastic stress-strain laws; flow potentials. Torsion and bending of plastic flow, slip line theory.

#### **234. Fracture Mechanics**

(3) STAFF

*Prerequisites:* Materials 207.

Same course as ME 275. Lecture, 3 hours.

Analytic solutions of a stationary crack under static loading. Elastic and elastoplastic analysis. The J integral. Energy balance and crack growth. Criteria for crack initiation and growth. Dynamic crack propagation. Fatigue. The micromechanics of fracture.

#### **238A. Rheology of Polymeric Liquids**

(3) STAFF

Same course as Chemical Engineering 238A.

An introduction to molecular and microscale theories for the viscoelastic behavior of complex fluids: suspensions, colloidal dispersions, liquid crystals, dilute polymer solutions.

#### **238B. Rheology of Polymeric Liquids**

(3) STAFF

Same course as Chemical Engineering 238B.

Continuation of Materials 238A: Emphasis of the second term is on concentrated systems and polymeric liquids, reptation theory and extensions of reptation theories to complex architectures in the linear viscoelastic regime. Nonlinear Rheology for polymers.

#### **240. Finite Element Structural Analysis**

(3) STAFF

*Prerequisites:* Materials 207 or equivalent.

Same course as ME 271. Lecture, 3 hours.

Definitions and basic element operations. Displacement approach in linear elasticity. Element formulation: direct methods and variational methods. Global analysis procedures: assemblage and solution. Plane stress and plane strain. Solids of revolution and general solids. Isoparametric representation and numerical integration. Computer implementation.

#### **251A. Processing of Inorganic Materials**

(3) LANGE

*Prerequisite:* consent of instructor.

Same course as Chemical Engineering 219A. Not open for credit to students who have completed Nuclear Engineering 219A. Lecture, 3 hours.

Fundamental concepts are presented for the synthesis of inorganic materials (zeolites, mesoporous materials, and epitaxial films) via chemical routes, and the processing of powders to form engineering shapes. The latter stresses fundamentals for manipulating the forces between particles that control rheological properties, particle packing and the plastic/elastic transition.

### 251B. Densification and Microstructural Control

(3) LANGE  
Prerequisite: consent of instructor.

Same course as Chemical Engineering 219B. Lecture, 3 hours.

Mass transport and kinetic sintering theories. Thermodynamics of pore phase disappearance. Grain growth during densification. Effects of a liquid phase (liquid phase sintering). Effects of inert phases on densification. Effects of applied pressure. Control of grain growth after densification.

### 253. Liquid Crystal Materials

(4) SAFINYA  
Prerequisite: consent of instructor. Lecture, 3 hours; laboratory, 2 hours.

Thermotropic and lyotropic liquid crystals (LC's). Classification and phase transitions. LC's in display technology. Laboratory experimentation using X-ray diffraction and polarized optical microscopy to characterize LC phases.

### 261. Composite Materials

(3) ZOK  
Prerequisite: consent of instructor.

Same course as ME 265. Lecture, 3 hours. Stress/strain relations in composites. Residual stresses. Fracture resistance of organic and inorganic matrix composites. Statistical aspects of fiber failure. Composite laminates and delamination cracks. Cumulative damage concepts. Interface properties. Design criteria. (normally offered alternate years)

### 262. Structural Ceramics

(3) STAFF  
Prerequisite: consent of instructor.

Same course as Chemical Engineering 262. Lecture, 3 hours.

Ceramic processing methods. Flaws in ceramics. Fracture resistance and microstructure. Probabilistic design concepts. Non-destructive evaluation approaches. Reinforced ceramics. High temperature properties. Impact damage.

### 263. Thin Films and Multilayers

(3) EVANS  
Lecture, 3 hours.

The development of stresses in thin films and its relaxation. Edge effects and discontinuities. Cracks in films and at interfaces. Delamination of residually stressed films. Buckling and buckle propagation of compressed films. Cyclic behavior and ratcheting effects.

### 265. Nanophase and Nanoparticle Materials

(3) SESHADRI  
Prerequisite: Materials 218 or equivalent. Lecture, 2.5 hours.

Course introduces graduate student to nanophase and nanoparticle inorganic materials and their applications. Emphasis on how the properties of materials change when their size is diminished. The manner in which nanomaterials (particularly nanoparticle materials) bridge the world of molecules with the world of solids is shown. Preparation, characterization and applications of nanomaterials is an integral part of the course.

### 267. Confined Electrons and Photons in Semiconductor Structures

(3) PETROFF  
Prerequisites: Materials 162A-B or ECE 162A-B.

Same course as ECE 267. Lecture, 3 hours. The properties of 1D, 2D and 3D confined electrons in semiconductors are reviewed. Properties of photons in microcavities and photonic crystals are introduced. Applications of photonic crystals to light extraction and modifications of the emitter properties are developed.

### 271A. Synthesis and Properties of Macromolecules

(3) STAFF  
Prerequisite: consent of instructor.

Not open for credit to students who have completed Materials 273B. Lecture, 3 hours.

Basics of preparation of polymers and macromolecular assemblies, and characterization of large molecules and assemblies. Discussion of chemical structure, bonding, and reactivity.

### 271B. Structure and Characterization of Complex Fluids

(3) SAFINYA  
Not open for credit to students who have completed Materials 280. Lecture, 3 hours.

Structure, phase behavior, and phase transitions in complex fluids. Characterization techniques including x-ray and neutron scattering, and light and microscopy methods. Systems include colloidal and surfactant dispersions (e.g., polyballs, microemulsions, and micelles), polymeric solutions and biomolecular materials (e.g., lyotropic liquid crystals).

### 271C. Properties of Macromolecules

(3) KRAMER  
Not open for credit to students who have completed Materials 210. Lecture, 3 hours.

Fundamentals of the properties of macromolecular solutions, melts, and solids. Viscosity, diffusion and light scattering from dilute solutions. Elements of macromolecular solid state structure. Thermal properties and processes. Mechanical and transport properties. Introduction to electrical and optical properties of macromolecules.

### 273. Experiments in Macromolecular Materials

(3) STAFF  
Not open for credit to students who have completed Materials 273C. Lecture, 3 hours; laboratory, 4 hours.

Experiments using X-ray and light scattering, optical and electron microscopy. Crystalline, quasi-crystalline, and amorphous materials. Solid, solution, and colloidal samples.

### 274. Solid State Inorganic Materials

(3) STAFF  
Prerequisites: Chemistry 173A-B or equivalent. Same course as Chemistry 274. Lecture, 3 hours.

An introductory course describing the synthesis, physical characterization, structure, electronic properties and uses of solid state materials.

### 276A. Biomolecular Materials I: Structure and Function

(3) SAFINYA  
Prerequisite: consent of instructor. Lecture, 3 hours.

Survey of classes of biomolecules (lipids, carbohydrates, proteins, nucleic acids). Structure and function of molecular machines (enzymes for biosynthesis, motors, pumps).

### 276B. Biomolecular Materials II: Applications

(3) SAFINYA  
Prerequisite: Physics 135 or Materials 276A. Lecture, 3 hours.

Interactions and self assembly in biomolecular materials. Chemical and drug delivery systems. Tissue engineering. Protein synthesis using recombinant nucleic acid methods: advanced materials development. Nonviral gene therapy. (normally offered alternate years)

### 277. Synthesis of Biomolecular Materials

(3) STAFF  
Prerequisite: consent of instructor. Lecture, 3 hours. Methods of preparation of biopolymers and biomolecular assemblies. Uses of biological techniques to engineer biomaterials. Uses of chemical techniques to prepare biological molecules as well as artificial biomimetic materials. Comparison of biological, chemical, and mixed synthesis for different applications. (normally offered alternate years)

### 278. Interactions in Biomolecular Complexes

(3) SAFINYA  
Prerequisite: consent of instructor. Lecture, 3 hours.

Focuses on the interactions, structures, and functional properties of complexes comprised of

supramolecular assemblies of biological molecules. Systems addressed include lipid membranes, lipid-DNA complexes, and assemblies of proteins of the cell cytoskeleton.

### 280. Defects in Semiconductors

(3) BAZAN  
Introduction to the science and engineering of organic semiconductors. A connection is made between the two main classes of related materials: small molecules and conjugated polymers. Electronic structure is presented together with techniques for energy level measurements and the theory of charge carrier transport. Optical properties, including emission, energy transfer and electron transfer, are discussed within the context of optically amplified biosensors. Applications in field effect transistors, light emitting diodes and solar cells are reviewed. (F)

### 284. Synthetic Chemistry of Macromolecules

(3) STAFF  
Prerequisite: consent of instructor. Same course as Chemistry 285. Lecture, 3 hours.

Molecular architecture and classification of macromolecules. Different methods for the preparation of polymers: free radical polymerization, ionic polymerization, condensation polymerization and coordination polymerization. Bulk, solution, and emulsion polymerization. Principles of copolymerization, blockcopolymerization, grafting, network formation, chemical reactions on polymers.

### 286AA-ZZ. Special Topics in Inorganic Materials

(3) STAFF  
Prerequisite: consent of instructor. Lecture, 3 hours. This course will be offered on an irregular basis and will concern in-depth discussions of advanced topics in inorganic materials.

### 287AA-ZZ. Special Topics in Macromolecular Materials

(3) STAFF  
Prerequisite: consent of instructor. Lecture, 3 hours. This course will be offered on an irregular basis and will concern in-depth discussions of advanced topics in macromolecular materials.

### 288AA-ZZ. Special Topics in Electronic Materials

(3) STAFF  
Prerequisite: consent of instructor. Lecture, 3 hours. This course will be offered on an irregular basis and will concern in-depth discussions of advanced topics in electronic materials.

### 289AA-ZZ. Special Topics in Structural Materials

(3) STAFF  
Prerequisite: consent of instructor. Lecture, 3 hours. This course will be offered on an irregular basis and will concern in-depth discussions of advanced topics in structural materials.

### 290. Research Group Studies

(1-3) STAFF  
Prerequisite: consent of instructor. Seminar, 1-3 hours. In this course students or instructors present recently published papers and/or results relevant to their own research.

### 501. Teaching Assistant Practicum

(1-4) STAFF  
Prerequisite: consent of graduate advisor. This course is required for new teaching assistants. No unit credit allowed toward advanced degree. Preparation, 1 hour; other, 2 hours.

Practical experience in the various activities associated with teaching including: lecturing, supervision of laboratories and discussion sections, preparation, and grading of homework and exams.

### 596. Directed Reading and Research

(2-4) STAFF  
Tutorial, 1-3 hours. Individual tutorial. Instructor usually student's major professor. A written proposal for each tutorial must be approved by the department chair.

**598. Master's Thesis Research and Preparation****(1-12) STAFF***Prerequisite: consent of graduate advisor.**S/U grading only. Preparation, variable hours; tutorial, 1-3 hours.*

For research underlying the thesis and writing of the thesis.

**599. Ph.D. Dissertation Research and Preparation****(1-12) STAFF***Prerequisite: consent of chair of student's doctoral committee.**S/U grading only. Preparation, variable hours; tutorial, 1-3 hours.*

Research and preparation of the dissertation.

# Mechanical Engineering

**Department of Mechanical Engineering,  
Engineering II, Room 2355;  
Telephone (805) 893-2430****Web site: [www.me.ucsb.edu](http://www.me.ucsb.edu)****Chair: Kimberly Turner****Vice Chairs: Francesco Bullo and  
Jeffrey M. Moehlis**

## Faculty

**Karl J. Astrom**, Ph.D., Royal Institute of Technology, Sweden, Professor (control engineering and education)**Bassam Bamieh**, Ph.D., Rice University, Professor (control systems design with applications to fluid flow problems)**Glenn E. Beltz**, Ph.D., Harvard, Professor (solid mechanics, materials, aeronautics, engineering education)**Ted D. Bennett**, Ph.D., UC Berkeley, Associate Professor (thermal science, laser processing)**David Bothman**, B.S., UC San Diego, Lecturer**Francesco Bullo**, Ph.D., California Institute of Technology, Professor (motion planning and coordination, control systems, distributed and adaptive algorithms)**David R. Clarke**, Ph.D., University of Cambridge, Professor (electrical ceramics, thermal barrier coatings, piezospectroscopy, mechanics of microelectronics) \*3**Anthony G. Evans**, Ph.D., Imperial College, London, Professor, Director of Center for Multifunctional Materials and Structures (thermostructural materials, ultralight structures, multifunctional materials and devices, actuating structures) \*3**Frederic Gibou**, Ph.D., University of California, Los Angeles, Associate Professor (computational science and engineering) \*2**Gary S. Hansen**, Ph.D., University of Michigan, Associate Professor (technology management program)**George Homsy**, Ph.D., University of Illinois, Professor (hydrodynamic stability, thermal convection, thin film hydrodynamics, flow in microgeometries and in porous media, polymer fluid mechanics)**Keith T. Kedward**, Ph.D., University of Wales, Professor (design of composite systems)**Mustafa Khammash**, Ph.D., Rice University, Professor (robust analysis and synthesis of control systems and controls in biological systems)**Rouslan Ktrechnikov**, Ph.D., Moscow Institute of Physics & Technology, Assistant Professor (fluid mechanics, complex fluid interfaces, analytical mechanics, dynamical systems, stability theory, applied mathematics)**Stephen Laguette**, M.S., University of California, Los Angeles, Lecturer (biomedical engineering design)**Carlos Levi**, Ph.D., University of Illinois at Urbana-Champaign, Professor (conceptual design, synthesis and evolution in service of structural and inorganic materials, especially for high temperature applications) \*3**Glenn E. Lucas**, Ph.D., Massachusetts Institute of Technology, Professor (mechanical properties of structural materials, environmental effects, structural reliability) \*1**Eric F. Matthys**, Ph.D., California Institute of Technology, Professor (heat transfer, fluid mechanics, rheology)**Stephen R. McLean**, Ph.D., University of Washington, Professor (fluid mechanics, physical oceanography, sediment transport)**Robert M. McMeeking**, Ph.D., Brown University, Professor (mechanics of materials, fracture mechanics, plasticity, computational mechanics) \*3**Eckart Meiburg**, Ph.D., University of Karlsruhe, Professor (computational fluid dynamics, fluid mechanics)**Carl D. Meinhart**, Ph.D., University of Illinois at Urbana-Champaign, Professor (wall turbulence, microfluidics, flows in complex geometries)**Igor Mezic**, Ph.D., California Institute of Technology, Professor (applied mechanics, non-linear dynamics, fluid mechanics, applied mathematics)**Frederick Milstein**, Ph.D., UC Los Angeles, Professor (mechanical properties of materials) \*3**Jeffrey M. Moehlis**, Ph.D., University of California, Berkeley, Associate Professor (nonlinear dynamics, fluid mechanics, biological dynamics, applied mathematics)**G. Robert Odette**, Ph.D., Massachusetts Institute of Technology, Professor (deformation and fracture, high performance materials for use in severe environments) \*3**Bradley E. Paden**, Ph.D., UC Berkeley, Professor (control theory, kinematics, robotics)**Sumita Pennathur**, Ph.D., Stanford University, Assistant Professor (application of microfabrication techniques and micro/nanoscale flow phenomena)**Linda R. Petzold**, Ph.D., University of Illinois at Urbana-Champaign, Professor, Director of Computational Science and Engineering Graduate Emphasis (computational science and engineering; systems biology) \*2**Hongsok Tom Soh**, Ph.D., Stanford University, Associate Professor (microelectromechanical systems, integrated biosensors, multi-functional biomaterials)**Theofanis G. Theofanous**, Ph.D., University of Minnesota, Professor, Director of Center for Risk Studies and Safety (nuclear and chemical plant

safety, multiphase flow, thermal hydraulics) \*1

**Kimberly L. Turner**, Ph.D., Cornell University, Professor (microelectromechanical systems, dynamics, solid mechanics, measurement and characterization of microsystems motion and device parameters)**Megan Valentine**, Ph.D., Harvard University, Assistant Professor (single-molecule biophysics, cell mechanics, motor proteins, biomaterials)**Henry T. Yang**, Ph.D., Cornell University, Professor (aerospace structures, structural dynamics and stability, transonic flutter and aeroelasticity, intelligent manufacturing systems)**Walter W. Yuen**, Ph.D., UC Berkeley, Professor (thermal science, radiation heat transfer, heat transfer with phase change, combustion)

## Emeriti Faculty

**John C. Bruch, Jr.**, Ph.D., Stanford University, Professor Emeritus (applied mathematics, numerical solutions and analysis)**Roy S. Hickman**, Ph.D., UC Berkeley, Professor Emeritus (fluid mechanics, physical gas dynamics, computer-aided design)**Frederick A. Leckie**, Ph.D., Stanford University, Professor Emeritus (mechanics of materials, engineering design)**Wilbert J. Lick**, Ph.D., Rensselaer Polytechnic Institute, Professor (oceanography and limnology, applied mathematics)**Noel C. MacDonald**, Ph.D., UC Berkeley, Kavli Professor in MEMS Technology (microelectromechanical systems, applied physics, materials, mechanics, nanofabrication) \*3**Ekkehard P. Marschall**, Dr. Ing., Technische Hochschule Hannover, Professor Emeritus (thermodynamics, heat and mass transfer, desalination, energy conversion, experimental techniques)**Thomas P. Mitchell**, Ph.D., California Institute of Technology, Professor Emeritus (theoretical and applied mechanics)**Marshall Tulin**, M.S., Massachusetts Institute of Technology, Professor Emeritus, Ocean Engineering Laboratory Director (hydrodynamics, aerodynamics, turbulence, cavitation phenomena, drag reduction in turbulent flows)**James P. Vanyo**, Ph.D., UC Los Angeles, Professor Emeritus (rotating nonrigid bodies, fluid dynamics)

\*1 Joint appointment with the Department of Chemical Engineering.

\*2 Joint appointment with the Department of Computer Science.

\*3 Joint appointment with the Department of Materials.

## Affiliated Faculty

**Hector Cenicerros** (Mathematics)**Patricia Holden** (Bren School of Environmental Science and Management)**Arturo Keller** (Bren School of Environmental Science and Management)**Gary Leal** (Chemical Engineering)**Sally MacIntyre** (Ecology, Evolution & Marine Biology)**T**he undergraduate program in mechanical engineering is accredited by the Engineering Ac-

creditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD, 21202-4012 – telephone: (410) 347-7700. We offer a balanced curriculum of theory and application, involving: preparation in basic science, math, computing and writing; a comprehensive set of engineering science and laboratory courses; and a series of engineering design courses starting in the freshman year and concluding with a three course sequence in the senior year. Our students gain hands-on expertise with state-of-the-art tools of computational design, analysis, and manufacturing that are increasingly used in industry, government, and academic institutions. In addition, the Department has a 15-unit elective program that allows students to gain depth in specific areas of interest, while maintaining appropriate breadth in the basic stem areas of the discipline. All students participate in a widely recognized design project program which includes projects sponsored by industry, UCSB researchers, as well as intercollegiate design competitions. The project program has been expanded to emphasize entrepreneurial product-oriented projects.

### Mission Statement

We offer an education that prepares our students to become leaders of the engineering profession and one which empowers them to engage in a lifetime of learning and achievement.

### Educational Objectives for the Undergraduate Program

It is the objective of the Mechanical Engineering Program to produce graduates who:

- Successfully practice in either the traditional or the emerging technologies comprising mechanical engineering;
- Are successful in a range of engineering graduate programs including those in mechanical, environmental and materials engineering;
- Have a solid background in the fundamentals of engineering allowing them to pass the Fundamentals of Engineering examination;
- Are active in professional societies.

In order to achieve these objectives, the Department of Mechanical Engineering is engaged in a very ambitious effort to lead the discipline in new directions that will be critical to the success of 21st century technologies. While maintaining strong ties to stem areas of the discipline, we are developing completely new cross-cutting fields of science and engineering related to topics such as: microscale engineering and microelectrical-micromechanical systems; dynamics and controls and related areas of sensors, actuators and instrumentation; advanced composite materials and smart structures; computation, simulation and information science; advanced energy and transportation systems; and environmental monitoring, modeling and remediation.

Qualified students who wish to pursue advanced engineering education may enroll in the M.S. or Ph.D. programs. The department offers programs leading to the degrees of master of science and doctor of philosophy, with a specialization in any of the following major areas: dynamical systems and controls; computational science and engineering; solid mechanics and structures, thermo-fluid sciences and materials; micro/nanoscale science (includ-

ing MEMS). The curricula for all of the major areas emphasize education in broad principles and fundamentals. At the same time, programs of study and research are flexible and tailored to accommodate the individual needs and interests of the students. Interdisciplinary approaches are stressed, and students are encouraged to cross over traditional boundaries into other departments.

The M.S. program is intended to extend and broaden the undergraduate background and equip practicing engineers with state-of-the-art knowledge in their field. The degree may be terminal or obtained on the way to the Ph.D. The Ph.D. program is designed to prepare students for careers in research and/or teaching in their area of specialization.

Mechanical engineering graduates at all levels are highly sought after by the automotive, aircraft, marine, defense, electronics, and materials manufacturing industries. Under the direction of the Associate Dean for Undergraduate Studies, academic advising services are jointly provided by advisors in the College of Engineering, as well as advisors in the department. In addition, departmental advisors are assigned to all students in the freshman year. A faculty advisor assists the students in the selection of departmental elective courses and provides counseling to students on a variety of issues related to their academic experience. Individual faculty are also available for help in program planning and professional development. A faculty supervisor and the graduate advisor, in conjunction with a graduate studies committee, direct the program of studies for M.S. and Ph.D. candidates. Undergraduate students enrolled in other majors at UCSB who plan to change to a major in the Department of Mechanical Engineering should obtain counseling from the departmental academic advisor.

### Laboratory Facilities

Well-equipped teaching and research laboratories can be used to conduct experimental and computational research in many areas.

### Teaching Laboratories

The laboratories listed below are a combination of facilities available permanently and those that are set up as necessary for the work of specific classes.

**1. Basic Circuits.** This laboratory focuses on basic electrical and electronic circuit design. Experiments give the students practical experience with Kirchhoff's Laws, phasor analysis, operational amplifiers, and transistor circuits in the context of how these might be used in mechanical systems.

**2. Sensors and Actuators.** This laboratory introduces students to the basics of interfacing mechanical and electrical systems and mechatronics, including computer control of sensors and actuators. Experiments use transducers and measurements devices, actuators, A/D and D/A conversion, signal conditioning, and filtering.

**3. General Mechanical Engineering Laboratory.** This intermediate laboratory builds skills centered on the practice, design, and reporting of experimental work. The use of a broad range of sensors for thermosensing, fluid mechanics, solid mechanics, materials science and environ-

mental engineering is explored in the design and implementation of laboratory measurements. Reporting of experiments is practiced in formal technical writing.

**4. Controls and Dynamics Laboratory.** This laboratory emphasizes physical modeling from first principles in the context of experiments. Students learn to implement, commission, and test control systems for real dynamic problems using an integrated approach that includes dynamic analysis and simulation as well as design and implementation of the control strategy.

**5. Computer Aided Design Laboratory.** The laboratory makes modern computers and engineering software available to students. The lab contains 20 Pentium workstations and 12 UNIX workstations. All computers are networked to the lab's printers, plotters, and other peripherals. Engineering packages available include ProEngineer, ANSYS, Mechanica, MatLab, Mathematica, Abaqus/CAE and Solidworks engineering packages along with several other design and analysis packages. Several analysis and educational packages are also provided. The lab is used in conjunction with the department's CAD/CAM curriculum, and computers are available to the students for other class work.

**6. Computer Aided Manufacturing Laboratory.** This laboratory gives students practical experience with modern manufacturing techniques. The major equipment in the lab consists of computer controlled milling machines and a CNC lathe. Students learn to program and operate the tools, and to automatically translate CAD drawings on the PC into finished parts on the machines. Drawing files can be transferred directly from computers in the CAD laboratory to the machine in the shop. Equipment is available for the design and construction of simple controlled tools by the students.

**7. Machine Shop.** The student machine shop has eight milling machines, six lathes, welding, and sheet metal equipment for student use. The shop is supervised, and instruction on the use of the tools is available. Students are encouraged to use the shop for their own design projects.

### Research Laboratories

**8. Microscale Thermal Processing Laboratory (Bennett).** Research conducted in the Microscale Thermal Processing Lab involves the thermal management of small-scale systems in both fabrication and device operation. The lab research is conducted at the apex where technology and science meet. The goal of the lab is to advance both fundamental understanding and processing technology in thermal science. Some current topics of research include: non-classical behavior of vaporization kinetics in pulsed laser deposition of thin film; developing laser based techniques for fabricating surface nanotexture for tribological enhancement of disk-drive storage media; and studying thermal asperities, which are disturbances in the computer-head readback signal arising from thermal fluctuations in the magnetoresistive element.

**9. Materials Reliability and Performance Laboratory (Odette).** The theme of the research supported by the MRPL is to assess and improve the ability of materials to sustain long-term, high-performance operation in hostile

environments, often associated with advanced aerospace and energy systems. Complemented by other on- and off-campus facilities and an extensive network of national and international collaborating institutions, the MRPL provides the capability to expose materials to conditions involving various combinations of high stress and temperature, chemically reactive gases and fluids and high-energy radiation fields. The durability of the materials under these challenging conditions, as well as routes to achieving better performance, are assessed by combining microstructural characterization down to the atomic scale, with specialized tools that relate the substructure to materials failure processes. Characterization tools accessible through the MRPL include radiation scattering (neutrons, electrons and x-rays) electron microscopy; positron annihilation and tomographic atom probe techniques. The MRPL also provides unique capabilities for *in situ* observation of deformation and fracture of damaged materials, including tomographic image reconstruction methods. The MRPL has pioneered automated testing as well as advanced methods for extracting mechanical property information from small to microscale volumes of material, including biopsies from operating structures.

**10. Computational Fluid Dynamics Laboratory (Meiburg).** Research in the CFD Laboratory focuses on large-scale simulations of complex flow-fields and related nonlinear dynamical systems, as well as on computationally intensive hydrodynamic stability problems. A 20-processor SGI Origin computer represents the main computational resource. In addition, a range of UNIX and LINUX workstations are available for pre- and post-processing purposes.

**11. Microfluidics Laboratory (Meinhart).** In the Microfluidics Laboratory research is conducted in two primary areas: development of BioMEMS and the investigation of fluid mechanics at the microscale. In the BioMEMS area, the research group is teaming with groups in ECE and ThauMDx (a local biotechnology company) to develop a fully integrated laser-based immunoassay and molecular diagnostic sensor. In the microfluidics lab, fluid flow in devices with length scales of order one to one hundred microns is studied. Interests include developing micron resolution particle image velocimetry (micro-PIV), micro-mixing devices and protocols, particle manipulation using dielectrophoresis (DEP) and optical tweezers, and analysis of boundary conditions at the microscale.

**12. Thermal-Fluid Sciences and Rheology Laboratory (Matthys).** The work conducted in this laboratory focuses on fluid mechanics, heat transfer, and materials issues. Excellent experimental facilities are available. Non-Newtonian fluids such as polymer and surfactant solutions are investigated. Studies range from fundamental rheological investigations of molecular assembly dynamics to the practical development of new energy conservation technologies based on friction-reducing additives. Other areas of work include fluid mechanics and materials issues in biology applications; and transport phenomena in materials processing involving melting and solidification.

**13. Mechanical Testing Laboratory (Odette).** The MTL is a state-of-the-art facility for characterization of the properties of advanced materials and structures, including composites, ceramics and alloys for aerospace and energy applications, biomaterials, smart materials systems, electronic packaging and microscale structures. An array of computer controlled mechanical testing devices and associated instrumentation and data acquisition systems forms the core of the facility. The focus of the MTL is on studies of deformation, fracture and fatigue, with the capability to simulate complex loading conditions in controlled environments over a wide range of temperatures, from cryogenic to 2000C. Unique capabilities for *in situ* observations of deformation and fracture have also been developed, as well as some specialized facilities for materials processing and fabrication and studies of high loading rate fracture. Research in the MTL is supported by a large number of other experimental and computational laboratories housed in other College departments and centers. The MTL is used by a large number of researchers from a number of UCSB departments.

**14. Structural Materials Processing Laboratory (Levi).** This multi-user laboratory features an array of state-of-the-art equipment for producing alloys, ceramics, intermetallics and composites in bulk, coating or thin film forms, and for studying the influence of process variables on materials structure and performance. Specialized facilities include a dedicated unit for the synthesis of thermal barrier coatings by electron beam physical vapor deposition, a multi-source e-beam evaporator for deposition of alloys and multi-layer coatings and thin films; equipment for manufacturing advanced, porous-matrix continuous-fiber ceramic composites; squeeze casting; tape casting of ceramics and rapid solidification processing. In addition, the laboratory has facilities for alloy preparation under controlled environments, for powder processing and densification under high temperature/high pressure, furnaces for heat treatments and cyclic oxidation testing, and equipment for characterization of microstructure and properties.

**15. Ocean Engineering Laboratory (McLean).** The focus of research in the OEL is hydrodynamics and sediment transport. The laboratory is located near the campus in the Engineering Research Centers building. It features a large wind/wave tank, 55 m long, 4.5 m wide and 2.5 m deep. Wind speeds up to 13 m/s can be achieved with a height of approximately 1.5 m above the water surface. In addition to wind waves, two- or three-dimensional waves can also be generated mechanically with a plunging type wavemaker. Sediment transport experiments are conducted in a large tilting, recirculating flume, 22 m long, 0.9 m wide and 0.9 m deep. This facility is equipped with acoustic Doppler and backscatter equipment to monitor fluid velocity, sediment concentration and bed elevation.

**16. Microsystems Characterization Laboratory (Turner).** The Microsystems Characterization Laboratory consists of cutting edge tools necessary for the fields of MEMS and Nanosystems. The primary function is to accurately measure the quasi-static and dynamic motion of MEMS

and nano-systems. It consists of a laser Doppler vibrometer (LDV) based measurement system, capable of measuring the motion of MEMS devices from 0-1.5 MHz, with a displacement resolution of <10nm. Devices can be tested either using electrical probes or in packages. The suite is controlled by LabView. Additionally, there is a wafer probe station and an Olympus Provis optical microscope for research use. Windows NT workstations are available for doing MEMS modeling and fabrication as well.

**17. Center for Risk Studies and Safety (Theofanous).** Research in this lab focuses on turbulence and transport phenomena in multiphase systems, with particular reference to processes that are significant to environmental concerns, such as chemical and nuclear plant safety and waste management technologies. These experiments typically involve intense multiphase interactions under highly transient and rarely experienced settings. The primary experiments include: two hydrodynamic shock tubes for steam explosion research, apparatus for mixing hot particle clouds with coolants, an experiment to study natural convection at high Raleigh numbers, apparatus to study the critical heat flux in large-scale inverted geometry systems, and an experiment for the study of low gravity boiling and the effect of surfactants on critical heat flux. Instrumentation in the lab includes an infrared high-speed camera, a flash x-ray for quantitative radiography, high speed video and film cameras and high temperature melt-handling facilities. This work also involves large-scale numerical simulations, which are integrated toward achieving a significant practical contribution. Multi-scale numerical modeling is undertaken from the lattice Boltzman methods, to direct numerical simulations, to large-scale multifield models.

**18. Fluid Mechanics and Stability Laboratory (Homsy).** Research in this laboratory is devoted to the combined computational, analytical, and experimental study of fluid mechanics and thermal convection, with particular emphasis on hydrodynamic instabilities. Our computational resources include several high-end PC, Apple and DECAlpha workstations, with a full complement of software for scientific computing. Experimental facilities include laser-based flow visualization for LIF, PIV, and other velocimetry, digital imaging and analysis, and a wide variety of general laboratory equipment for study of fluid flows under various circumstances.

**19. MEMS/NEMS Processing Laboratory (MacDonald, Turner, Soh).** The MicroElectro-Mechanical Systems/NanoElectroMechanical Systems Processing Laboratory (MEMS/NEMS processing laboratory) is a semiconductor-processing laboratory for making MEMS/NEMS sensors, actuators, micro-instruments and 'biochips'. The emphasis is single crystal, silicon processing on 8" diameter silicon wafers, and materials integration of compound semiconductors, ceramics, metals and polymers on silicon. The laboratory processing equipment includes an Applied Materials Centura Platform with three independent reactive-ion-etch (RIE) chambers with a common 8" wafer-handler. One chamber is dedicated to RIE etching of silicon; the second chamber is a RIE silicon



dioxide etcher; and the third RIE etcher is for high-aspect-ratio etching of nm-scale features in silicon. The wafers are loaded and sequenced by computer-controlled wafer handlers. Additional 8" silicon processing tools include Optical Lithography (130 nm, MFS) and a three tube oxidation furnace: one standard oxidation tube (~1 Micrometer SiO<sub>2</sub> thickness) and one tube for growing thick, ~15 micrometers thick silicon dioxide layers and the third tube for CVD processing. Support processes include optical lithography processing, wafer bonding and wet processing of 8" silicon wafers. A suite of characterization tools include time-resolved field emission electron microscopy, a computer-controlled laser vibrometer and optical microscope on a robotic arm for measuring real time MEMS/NEMS velocity and nm-scale displacements, an Atomic Force Microscope, and capacitance and conductance/voltage instruments. Additional tools to store and process Bio samples will be added for Bio-related MEMS/NEMS research. The new MEMS/NEMS laboratory complements and extends the tools and processes available at the UCSB NSF/NUNN laboratory that is located in the same building.

**20. Computational Materials Facilities (Beltz, Gibou, McMeeking, Milstein).** A network of workstations within the Department and College as well as high-speed access to major national computing facilities supports the rapidly growing area of computational materials. Computational Materials research in Mechanical Engineering employs a variety of advanced simulation techniques such as finite element methods, molecular dynamics, Monte Carlo and large scale differential equation solvers. The College-wide Computational Science and Engineering Program also supports these activities.

**21. Computational Science and Engineering Laboratory (Gibou, Petzold).** Research in this lab focuses on the development and application of innovative computational methods and software for simulation and analysis of a wide range of engineering and scientific problems. Current research addresses efficient methods for discrete stochastic and multiscale simulation, sensitivity analysis, model reduction, single and multiphase flows, viscoelastic flows and complex fluids, image processing and effective use of high performance computer architectures. The research features multidisciplinary collaboration in areas including fluids, materials, biology, computer science, psychology, and medicine.

## Undergraduate Program

### Bachelor of Science— Mechanical Engineering

**Note:** Schedules should be planned to meet both General Education and major requirements. Detailed descriptions of these requirements are presented in the College of Engineering Announcement and General Education booklet.

#### Preparation for the major

All undergraduate majors in the department are required to meet a set of minimum unit and grade-point requirements and a set of General Education requirements which are common to all undergraduate majors in the College of Engineering. In addition, required preparation for

the major consists of the following lower-division courses (or their equivalents if taken elsewhere): Engineering 3; Mechanical Engineering 6, 10, 14, 15, 16, 17; Chemistry 1A-B or 2A-B, 1AL-BL or 2AC-BC; Mathematics 3A-B-C, 5A-B-C; Physics 1, 2, 3, 4, and 3L, 4L.

Students who are not Mechanical Engineering majors may be permitted to take lower division mechanical engineering courses, subject to meeting prerequisites and grade-point average requirements, availability of space, and consent of the instructor.

#### Upper-division major

The following 66 units are required: Materials 101; Mechanical Engineering 104, 105, 140A, 151A-B-C, 152A-B, 153, 154, 155A, 156A-B, 163, 189A-B-C, and 15 units of departmental electives. All requirements total 185 units.

The mechanical engineering elective courses allow students to acquire more in-depth knowledge in one of several areas of specialization, such as those related to: the environment; design and manufacturing; thermal and fluid sciences; structures, mechanics, and materials; and dynamics and controls. A student's specific elective course selection is subject to the approval of the department advisor.

Courses required for the pre-major or major, inside or outside of the Department of Mechanical Engineering, cannot be taken for the passed/not passed grading option. They must be taken for letter grades.

#### Research Opportunities

Upper-division undergraduates have opportunities to work in a research environment with faculty members who are conducting current research in the various fields of mechanical engineering. Students interested in pursuing undergraduate research projects should contact individual faculty members in the department.

## Graduate Program

In addition to departmental requirements, program applicants and candidates for graduate degrees must fulfill University requirements described in the chapter "Graduate Education at UCSB."

Specific details about departmental degree requirements are found in the departmental graduate guide which students receive upon admission. Departmental requirements stated in the guide are in addition to the minimum requirements stated in the chapter "Graduate Education at UCSB" in this catalog.

### Master of Science—Mechanical Engineering

#### Admission

In addition to Graduate Division requirements for admission to graduate status, the department requires a bachelor's degree or its equivalent from an accredited institution. Applicants with undergraduate preparation that is deemed inadequate may be required to take additional courses.

#### Degree Requirements

Students must choose a major field from among five stem areas presently offered by the department:

- Computational science and engineering

- Dynamic systems, controls, and robotics
- Microscale/nanoscale science (including MEMS)
- Solid mechanics, structures and materials
- Thermofluid sciences

Significant flexibility exists in the requirements for each of these stem areas, and students are encouraged to gain expertise in modern cross cutting fields such as: manufacturing; reliability engineering; microscale systems; design; aerostructures; composite technology; energy and transportation; environmental and ocean engineering; environmental sensing; integrated sensors, actuators and control systems; computational simulation and others.

Two plans of study are offered, each requiring successful completion of 42 quarter-units of credit with an average GPA of 3.0. Plan 1 is a combination of coursework and research, culminating in the preparation of a thesis; Plan 2 involves coursework and the completion of a written project.

**Plan 1 (thesis).** The department requires 42 units with thesis: 18 units of approved coursework for letter grade in the major field, 9 units of approved elective courses for letter grade in science and engineering, 3 units of graduate seminar, 12 units of ME 598, and completion of a thesis. No more than 9 units may be at the 100 level.

**Plan 2 (research project).** The department requires 42 units without thesis: 18 units of approved coursework for letter grade in the major field, 18 units of approved elective courses for letter grade in science and engineering, 3 units of graduate seminar, and 3 units of coursework dedicated to the completion of a project dealing with a topic in the major field. No more than 12 units may be at the 100 level.

### Doctor of Philosophy—Mechanical Engineering

#### Admission

Applicants to the Ph.D. program must meet Graduate Division requirements for admission.

#### Degree Requirements

During the first year of study students are required to develop a formal study plan which must be approved by the student's faculty advisor and the department graduate advisor. In this plan, students select a major area of study from among the five fields offered by the department (see Master's Requirements for a listing of these areas). Significant flexibility exists in the requirements for each of these stem areas, and students are encouraged to gain expertise in modern cross cutting fields such as: manufacturing; reliability engineering; microscale systems; design; aerostructures; composite technology; energy and transportation; environmental sensing; systems biology; bioengineering; integrated sensors, actuators and control systems; computational simulation and others. All students in the Ph.D. program are required to pass a departmental oral screening exam. Students must take this examination within 15 months of being admitted to the Ph.D. program or within 9 months of entering with a Master's degree. In the oral screening examination, students will be tested in two of the five major areas.

After passing the oral screening exam, students select a Ph.D. dissertation committee with the approval of their advisor. As part of the Ph.D. qualifying examination, each student must present a dissertation proposal to the Ph.D. committee for approval. Upon successful completion of this examination, students advance to candidacy.

Candidates must complete a dissertation and pass a thesis defense consisting of presenting a seminar talk and answering questions posed by the dissertation committee.

In addition to these requirements, Ph.D. students must complete a minimum of 39 quarter units of coursework: 18 units in key courses in the major field; 9 units in approved Mechanical Engineering courses; 9 units for letter grade in approved science and engineering, 3 units of graduate seminar. Students who enter the program with a Master's degree from a comparable department or program at another institution may receive subject credit, as approved by the graduate advisor. The department requires that students maintain a minimum grade-point-average of 3.5.

### Optional Graduate Degree Emphasis in Computational Science and Engineering

The Departments of Chemical Engineering; Computer Science; Earth Science; Ecology, Evolution and Marine Biology; Electrical and Computer Engineering; Mathematics; and Mechanical Engineering offer an interdisciplinary master's and Ph.D. degree emphasis in computational science and engineering (CSE).

CSE is a rapidly growing multidisciplinary area with connections to the sciences, engineering, mathematics, and computer science. Computer models and simulations have become an important part of the research repertoire, supplementing (and in some cases replacing) experimentation. Going from application area to computational results requires domain expertise, mathematical modeling, numerical analysis, algorithm development, software implementation, program execution, analysis, validation, and visualization of results. CSE addresses these issues.

Although CSE includes elements from computer science, applied mathematics, engineering and science, it focuses on the integration of knowledge and methodologies from all of these disciplines and, as such, is a subject distinct from any of them. All students pursuing an emphasis in CSE must complete the following:

- Numerical Methods: Mechanical Engineering 210A-B-C-D (students must take at least three).
- Parallel Computing: Computer Science 240A-B (students must take at least one).
- Applied Mathematics: Students must take either the Math 214A-B or Math 215A-B sequence (run concurrently with Math119A-B and Math124A-B respectively), or the Mechanical Engineering 244A-B sequence.
- Credit will not be given for more than one of these sequences. Advanced courses may be substituted, with approval, as follows: Math 243 instead of Math 214, and Math 246 instead of Math 215.

The specific requirements for the M.S. in Mechanical Engineering (thesis option only) with

the CSE emphasis are as follows:

- The completion of the above requirements for an M.S. in mechanical engineering.
- A masters' thesis in CSE.

The thesis must be written under the supervision of a CSE ladder faculty member. The thesis committee must include a minimum of three permanent ladder faculty members, at least two from Mechanical Engineering and one from CSE (may be CSE faculty member from another department).

Students pursuing a Ph.D. with an emphasis in CSE must:

- Complete the above requirements for a Ph.D. in mechanical engineering.
- Write and defend a dissertation in CSE.
- The student's dissertation must be written under the supervision of a Mechanical Engineering CSE ladder faculty member. The doctoral examination committee must include at least one CSE ladder faculty member and at least one ladder faculty member from another department.

## Mechanical Engineering Courses

### LOWER DIVISION

#### 6. Basic Electrical and Electronic Circuits

(4) KHAMMASH, SOH

Prerequisite: Physics 3-3L; Mathematics 3C; open to ME majors only.

Not open for credit to students who have completed ECE 2A or 2B, or ECE 6A or 6B.

Introduction to basic electrical circuits and electronics. Includes Kirchhoff's laws, phasor analysis, circuit elements, operational amplifiers, and transistor circuits.

#### 10. Engineering Graphics: Sketching, CAD, and Conceptual Design

(4) LAGUETTE

Prerequisite: ME majors only.

Introduction to engineering graphics, CAD, and freehand sketching. Develop CAD proficiency using advanced 3-D software. Graphical presentation of design: views, sections, dimensioning, and tolerancing.

#### 11. Introductory Concepts in Mechanical Engineering

(1) BOTHMAN, FIELDS, EVANS, BRUCH, BELTZ

Prerequisite: lower-division standing.

The theme question of this course is "What do mechanical engineers do?" Survey of mechanical and environmental engineering applications. Lectures by mechanical engineering faculty and practicing engineers.

#### 12. Manufacturing Processes

(1) STAFF

Prerequisite: ME majors only.

Processes used to convert raw material into finished objects. Overview of manufacturing processes including: casting, forging, machining, presswork, plastic and composite processing. Videos, demonstrations, and tours illustrate modern industrial practice. Selection of appropriate processes.

#### 12S. Introduction to Machine Shop

(1) BOTHMAN

Prerequisite: ME majors only.

Basic machine shop skills course. Students learn to work safely in a machine shop. Students are introduced to the use of hand tools, the lathe, the milling machine, drill press, saws, and precision measuring tools. Students apply these skills by completing a project.

#### 14. Statics

(4) BELTZ, MILSTEIN, TURNER

Prerequisite: Physics 1 and Mathematics 3B; open to

ME majors only.

Introduction to applied mechanics. Forces, moments, couples, and resultants; vector algebra; construction of free body diagrams; equilibrium in 2- and 3- dimensions; analysis of frames, machines, trusses and beams; distributed forces; friction.

### 15. Strength of Materials

(4) BELTZ, MILSTEIN, KEDWARD, LAGUETTE

Prerequisites: ME 14; open to mechanical engineering majors only.

Hooke's law and properties of structural materials. Methods of sections and virtual work and energy methods. Design applications to engineering structures, problems of tension, torsion, flexure and combined loading. Design beyond the elastic limit.

### 16. Engineering Mechanics: Dynamics

(4) TURNER, MCLEAN, BAMIEH

Prerequisites: Physics 2; ME 14; and, Mathematics 5C; (may be taken concurrently); open to ME majors only.

Not open for credit to students who have completed ME 163A.

Vectorial kinematics of particles in space, orthogonal coordination systems. Relative and constrained motions of particles. Dynamics of particles and systems of particles, equations of motion, energy and momentum methods. Collisions. Planar kinematics and kinetics of rigid bodies. Energy and momentum methods for analyzing rigid body systems. Moving frames and relative motion.

### 17. Mathematics of Engineering

(3) MOEHLIS, MCLEAN, HOMSY, GIBOU

Prerequisite: Engineering 3; Mathematics 5B (may be taken concurrently); open to ME majors only.

Introduction to basic numerical and analytical methods, with implementation using MATLAB. Topics include root finding, linear algebraic equations, introduction to matrix algebra, determinants, inverses and eigenvalues, curve fitting and interpolation, and numerical differentiation and integration. (S, M)

### 95. Introduction to Mechanical Engineering

(1-4) STAFF

Prerequisite: consent of instructor.

May be repeated for credit to a maximum of 6 units.

Participation in projects in the laboratory or machine shop. Projects may be student- or faculty-originated depending upon student interest and consent of faculty member.

### 97. Mechanical Engineering Design Projects

(1-4) STAFF

Prerequisite: consent of instructor.

May be repeated for maximum of 12 units, variable hours.

Course offers students opportunity to work on established departmental design projects. P/ NP grading, does not satisfy technical elective requirement.

### 99. Introduction to Research

(1-3) STAFF

Prerequisite: consent of instructor.

May be repeated for maximum of 6 units, variable hours.

Directed study to be arranged with individual faculty members. Course offers exceptional students an opportunity to participate in a research group.

### UPPER DIVISION

#### 100. Professional Seminar

(1) STAFF

Prerequisite: undergraduate standing.

May be repeated for up to 3 units. May not be used as a departmental elective.

A series of weekly lectures given by university staff and outside experts in all fields of mechanical and environmental engineering.

### 104. Sensors, Actuators and Computer Interfacing

(3) BAMIEH, PADEN

Prerequisites: ME 6; open to ME majors only.

Interfacing of mechanical and electrical systems and mechatronics. Basic introduction to sensors, actuators and computer interfacing and control.

Transducers and measurement devices, actuators, A/D and D/A conversion, signal conditioning and filtering. Practical skills developed in weekly lab exercises.

### 105. Mechanical Engineering Laboratory

(4) BENNETT, MATTHYS

Prerequisite: ME 151B, 152B, 163; and, Materials 101 or 100B.

Introduction to fundamental engineering laboratory measurement techniques and report writing skills. Experiments from thermosciences, fluid mechanics, mechanics, materials science and environmental engineering. Introduction to modern data acquisition and analysis techniques. (S)

### 106A. Advanced Mechanical Engineering Laboratory

(3) KHAMMASH, BAMIEH

Prerequisite: ME 155A.

An advanced lab course with experiments in dynamical systems and feedback control design. Students design, troubleshoot, and perform detailed, multi-session experiments.

### 106B. Mechanics, Materials and Structures Laboratory

(3) ZOK, EVANS

Prerequisites: ME 15; ME 154; ME 156A; and Materials 100B or 101.

Experiments on mechanical behavior of materials and structures. Assessment of analytical and finite element methods for mechanical design, with applications to optimization of lightweight structures.

### 106C. Advanced Thermo/Fluids Laboratory

(3) BENNETT, MCLEAN

Prerequisite: ME 105 and 151A-B, ME 151C (may be concurrent) and ME 152A-B

Perform thermo/fluid experiments that emphasize elements of thermodynamics, heat transfer, and fluid mechanics. This laboratory course stresses critical thinking skills required to construct and perform experiments independently, and to investigate physical phenomena experimentally.

### 110. Aerodynamics and Aeronautical Engineering

(3) BELTZ, MEINHART

Prerequisites: ME 14 and 152A.

Concepts from aerodynamics, including lift and drag analysis for airfoils as well as aircraft sizing/scaling issues. Structural mechanics concepts are applied to practical aircraft design. Intended for students considering a career in aeronautical engineering.

### 112. Energy Conversion

(3) MARSHALL, MATTHYS

Prerequisite: ME 151C and 152; or, Chemical Engineering 110B and 120A.

Overview of energy usage and production from prehistory to present times (technical, environmental, and societal issues). Technical analysis of the modern means of energy production (fossil, nuclear, hydro, wind, solar, geothermal, biomass, etc.): operating principles, hardware, engineering issues, environmental impact, etc.

### 114. Water Supply and Pollution Control

(3) MCLEAN

Prerequisite: ME 152A or Chemical Engineering 120A.

Water supply and quality requirements for domestic, industrial, agricultural, and recreational uses. Properties of natural surface and groundwaters. Pollutants in surface and groundwaters. Transport and fates of waterborne pollutants. Water and sewage treatment processes. Waste water reclamation. Water quality management in ground and surface water environments.

### 119. Introduction to Coastal Engineering

(3) MCLEAN

Prerequisite: ME 152A.

Quantitative description of waves and tides: refraction, shoaling. Nearshore circulation. Sediment characteristics and transport; equilibrium beach profile; shoreline protection.

### 124. Advanced Topics in Transport Phenomena/Safety

(3) BANERJEE

Prerequisites: Chemical Engineering 120A-B-C, or ME 151A-B and ME 152A.

Same course as Chemical Engineering 124.

Hazard identification and assessments, runaway reactions, emergency relief. Plant accidents and safety issues. Dispersion and consequences of releases.

### 125AA-ZZ. Special Topics in Mechanical Engineering

(3) STAFF

Prerequisite: Consent of instructor.

May be repeated for credit to a maximum of 12 units provided letter designations are different. Students are advised to consult their faculty advisor before making their course selection.

Individual courses each concentrating on one area in the following subjects: applied mechanics, cad/cam, controls, design, environmental engineering, fluid mechanics, materials science, mechanics of solids and structures, ocean and coastal engineering, robotics, theoretical mechanics, thermal sciences, and recent developments in mechanical engineering.

### 128. Design of Biomedical Devices

(3) LAGUETTE

Prerequisite: Mechanical Engineering 10, 14, 15, 16, and 153; open to ME majors only.

Introductory course addresses the challenges of biomedical device design, prototyping and testing, material considerations, regulatory requirements, design control, human factors and ethics.

### 134. Advanced Thermal Science

(3) MATTHYS, YUEN, HOMS Y

Prerequisite: ME 151C.

This class will address advanced topics in fluid mechanics, heat transfer, and thermodynamics. Topics of interest may include combustion, phase change, experimental techniques, materials processing, manufacturing, engines, HVAC, non-Newtonian fluids, etc.

### 136. Introduction to Multiphase Flows

(3) THEOFANOUS

Prerequisites: Chemical Engineering 120A-B-C; or, ME 151C and 152A.

Same course as Chemical Engineering 136.

Development from basic concepts and techniques of fluid mechanics and heat transfer, to local behavior in multiphase flows. Key multiphase phenomena, related physics. Extension of local conservation principles to usable formulations in multiphase flows. Modelling approaches. Practical examples.

### 138. Risk Assessment and Management

(3) THEOFANOUS

Prerequisites: ME 151B and 152A, or Chemical Engineering 120A-B-C.

Same course as Chemical Engineering 138.

Conceptual foundations of risk and its utility for decision making. Determinism, statistical inference, and uncertainty. Formulation of safety goals and approaches to risk management. Generalized methodology and tools for assessing risks in the industrial, ecological, and public health context.

### 140A. Numerical Analysis in Engineering

(3) HOMS Y, MOEHLIS, GIBOU, MEIBURG

Prerequisites: ME 17 or Chemical Engineering 132A; open to ME and Chemical Engineering majors only.

Numerical analysis and analytical solutions of problems described by linear and nonlinear differential equations with an emphasis on MATLAB. First and second order differential equations; systems of differential equations; linear algebraic equations, matrices and eigenvalues; boundary value problems; finite differences. (F)

### 140B. Theoretical Analysis in Mechanical Engineering

(3) BRUCH, MOEHLIS, GIBOU, MEIBURG

Prerequisites: ME 140A; open to ME and Chemical Engineering majors only.

Analysis of engineering problems formulated in terms of partial differential equations. Solutions of these mathematical models by means of analytical and numerical methods. Physical interpretation of the results.

### 141A. Introduction to MicroElectroMechanical Systems (MEMS)

(3) TURNER, PENNATHUR

Prerequisites: ME 104 and 163; or, ECE 130A and 137A; with a minimum grade of C- in both.

Same course as ECE 141A.

Analysis of MEMS actuators and displacement sensors with emphasis on the analysis of capacitor-based sensing and actuation. Analysis and design of operational-amplifier models and circuits for capacitor sensors including feedback concepts. Vibration analysis of MEMS structures including wave equations for 'string' and bar structures. MEMS scaling concepts.

### 141B. MEMS: Semiconductor Processing and Device Characterization with Laboratory

(4) TURNER, PENNATHUR

Prerequisites: ME 141A or ECE 141A; and, Chemistry 1B-BL.

Same course as ECE 141B.

Lectures and laboratory on semiconductor processing for MEMS. Description and analysis of key semiconductor and equipment used for MEMS. Design and fabrication of MEMS capacitor-actuator and accelerometers, includes a description of MEMS characterization tools.

### 141C. Introduction to Microfluidics and BioMEMS

(3) MEINHART

Prerequisite: ME 141A or ECE 141A; open to ME and EE majors only.

Same course as ECE 141C.

Introduces physical phenomena associated with microscale/nanoscale fluid mechanics, microfluids, and bioMEMS. Analytical methods and numerical simulation tools are used for analysis of microfluids.

### 151A. Thermosciences 1

(4) STAFF

Prerequisite: Physics 2; ME 14; and, Mathematics 5C.

Basic concepts in thermodynamics, system analysis, energy, thermodynamic laws, and cycles. (F)

### 151B. Thermosciences 2

(4) STAFF

Prerequisite: ME 151A and 152A.

Introduction to heat transfer processes, steady and unsteady state conduction, multidimensional analysis. Introduction to convective heat transfer. (W)

### 151C. Thermosciences 3

(3) HOMS Y, BENNETT

Prerequisites: ME 151B and 152B; open to ME majors only.

Convective heat transfer, external and internal flow, forced and free convection, phase change, heat exchangers. Introduction to radiative heat transfer.

### 152A. Fluid Mechanics

(4) HOMS Y, MATTHYS, MEINHART

Prerequisite: Mathematics 5C and ME 16.

Introduction to the fundamental concepts in fluid mechanics and basic fluid properties. Basic equations of fluid flow. Dimensional analysis and similitude. Hydrodynamics. (F)

### 152B. Fluid Mechanics

(3) MEINHART, PENNATHUR

Prerequisite: ME 152A; open to ME majors only.

Incompressible viscous flow. Boundary-layer theory. Introductory considerations for one-dimensional compressible flow.

### 153. Introduction to Mechanical Engineering Design

(3) BELTZ, TURNER, KEDWARD, LAGUETTE

Prerequisites: ME 10 and 16; open to ME majors only.

Design methods. Creative thinking. Introduction to manufacturing processes, design for manufacturing. Project planning and teamwork. Applications of engineering software. Application of engineering principles to practical problem solving. Codes and standards. Engineering ethics.

### 154. Design and Analysis of Structures

(3) MCMEEKING, KEDWARD, SHUGAR

Prerequisites: ME 15 and 16; open to ME majors only.

Introductory course in structural analysis and design. The theories of matrix structural analysis and finite element analysis for the solution of analytical and design problems in structures are emphasized. Lecture material includes structural theory compatibility method, slope deflection method, displacement method and virtual work. Topics include applications to bars, beams, trusses, frames, and solids.

**155A. Control System Design****(3) BAMIEH, ASTROM, BULLO***Prerequisite: ME 17; ME 140A (may be taken concurrently); and ME 163.*

The discipline of control and its application. Dynamics and feedback. The mathematical models: transfer functions and state space descriptions. Simple control design (PID). Assessment of a control problem, specification, fundamental limitations, codesign of system and control.

**155B. Control System Design****(3) PADEN***Prerequisite: ME 155A.*

Dynamic system modeling using state-space methods, controllability and observability, state-space methods for control design including pole placement, and linear quadratic regulator methods. Observers and observer-based feedback controllers. Sampled-data and digital control. Laboratory exercises using MATLAB for simulation and control design.

**156A. Mechanical Engineering Design - I****(3) TURNER, LUCAS, EVANS***Prerequisite: ME 151C (may be concurrent), 152B, 153 and 154; and MATRL 101 or 100B; open to ME majors only*

The rational selection of engineering materials, and the utilization of Ashby- charts, stress, strain, strength, and fatigue failure consideration as applied to the design of machine elements. Lectures also support the development of system design concepts using assigned projects and involves the preparation of engineering reports and drawings.

**156B. Mechanical Engineering Design II****(3) KEDWARD***Prerequisites: ME 156A; open to ME majors only.*

Machine elements including gears, bearings, and shafts. Joint design and analysis: bolts, rivets, adhesive bonding and welding. Machine dynamics and fatigue. Design for reliability and safety. Codes and standards. Topics covered are applied in practical design projects.

**158. Computer Aided Design and Manufacturing****(3) BOTHMAN***Prerequisites: ME 10 and 156A; open to ME majors only.*

Engineering applications using advanced 3-D CAD software for plastic part designs and tooling. Topics include an overview of the design for injection molded plastic parts, material selections and electronic tooling design via CAD and CNC system software. Emphasis is put into final design projects that are designed to be functional, manufacturable, and esthetically pleasing.

**162. Introduction to Elasticity****(3) MCMEEKING, BELTZ***Prerequisites: ME 15 and 140A.*

Equations of equilibrium, compatibility, and boundary conditions. Solutions of two-dimensional problems in rectangular and polar coordinates. Eigen-solutions for the Wedge and Williams' solution for cracks. Stress intensity factors. Extension, torsion, and bending. Energy theorems. Introduction to wave propagation in elastic solids.

**163. Engineering Mechanics: Vibrations****(3) MCMEEKING***Prerequisites: ME 16; open to ME majors only.**Not open for credit to students who have completed ME 163B.*

Topics relating to vibration in mechanical systems; exact and approximate methods of analysis, matrix methods, generalized coordinates and Lagrange's equations, applications to systems. Basic feedback systems and controlled dynamic behavior.

**166. Advanced Strength of Materials****(3) TURNER***Prerequisite: ME 15.*

Analysis of statically determinate and indeterminate systems using integration, area moment, and energy methods. Beams on elastic foundations, curved beams, stress concentrations, fatigue, and theories of failure for ductile and brittle materials. Photoelasticity and other experimental techniques are covered, as well as methods of interpreting in-service failures.

**167. Structural Analysis****(3) YANG***Prerequisites: ME 15 or 165; and ME 140A.*

Presents introductory matrix methods for analysis of structures. Topics include review of matrix algebra and linear equations, basic structural theorems including the principle of superposition and energy theorems, truss bar, beam and plane frame elements, and programming techniques to realize these concepts.

**169. Nonlinear Phenomena****(4) MEZIC, KHAMMASH***Prerequisites: Physics 105A or ME 163; or upper-division standing in ECE.**Same course as ECE 183 and Physics 106. Not open for credit to students who have completed ME 163C.*

An introduction to nonlinear phenomena. Flows and bifurcation in one and two dimensions, chaos, fractals, strange attractors. Applications to physics, engineering, chemistry, and biology.

**170A. Introduction to Robotics: Robot Mechanics****(4) PADEN, BULLO***Same course as ECE 181A.**Recommended preparation: ME 16.*

Overview of robot kinematics and dynamics.

Structure and operation of industrial robots. Robot performance: workspace, velocity, precision, payload. Comparative discussion of robot mechanical designs. Actuators. Robot coordinate systems. Kinematics of position. Dynamics of manipulators.

**170C. Introduction to Robotics: Robot Control****(4) PADEN***Prerequisites: ECE 2A-B-C with a minimum grade of C-; or ME 104.**Same course as ECE 181C.*

Overview of robot control technology from open-loop manipulators and sensing systems, to single-joint servovalves and servomotors, to integrated adaptive force and position control using feedback from machine vision and touch sensing systems. Design emphasis on accurate tracking accomplished with minimal algorithm complexity.

**173. Control Systems Synthesis****(3) BAMIEH***Prerequisite: ME 155A.**Not open for credit to students who have completed ECE 147A.*

Pole-placement, observer design, observer-based compensation, frequency and time-domain techniques, internal model principle, linear quadratic regulators, modeling uncertainty in signals and systems, robust stability and performance, synthesis for robustness.

**185. Materials in Engineering****(3) LEVI, ODETTE***Prerequisite: Materials 100B or 101.**Same course as Materials 185.*

Introduces the student to the main families of materials and the principles behind their development, selection, and behavior. Discusses the generic properties of metals, ceramics, polymers, and composites more relevant to structural applications. The relationship of properties to structure and processing is emphasized in every case.

**186. Manufacturing and Materials****(3) LEVI, ODETTE***Prerequisites: ME 15 and 151C; and, Materials 100B or 101.**Same course as Materials 186.*

Introduction to the fundamentals of common manufacturing processes and their interplay with the structure and properties of materials as they are transformed into products. Emphasis on process understanding and the key physical concepts and basic mathematical relationships involved in each of the processes discussed.

**189A-B-C. Capstone Mechanical Engineering Design Project****(2-2-2) LAGUETTE***Prerequisites: ME 153; and ME 156A (may be taken concurrently).*

*A three-quarter sequence with grades issued for each quarter. Students may not concurrently enroll in ME 197 and ME 189A-B-C with the same design project.*

Students work in teams under the direction of a faculty advisor to tackle an engineering design project. Engineering communication, such as reports and oral presentations are covered. Course emphasizes practical, hands-on experience, and integrates analytical and design skills acquired in the companion ME 156 courses.

**193. Internship in Industry****(1) STAFF***Prerequisite: consent of instructor and prior departmental approval needed.**Cannot be used as a departmental elective. May be repeated to a maximum of 2 units.*

Students obtain credit for a mechanical engineering related internship and/or industrial experience under faculty supervision. A 6-10 page written report is required for credit.

**197. Independent Projects in Mechanical Engineering Design****(1-4) STAFF***Prerequisites: ME 16; consent of instructor.**May be repeated for a maximum of 12 units, variable hours. No more than 4 units may be used as departmental electives.*

Special projects in design engineering. Course offers motivated students opportunity to synthesize academic skills by designing and building new machines.

**199. Independent Studies in Mechanical Engineering****(1-5) STAFF***Prerequisites: consent of instructor; upper-division standing; completion of two upper-division courses in Mechanical Engineering.*

*Students must have a minimum of 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199DC/199RA courses combined. No more than 4 units may be used as departmental electives. May be repeated to 12 units.*

*Directed individual study.***GRADUATE COURSES****200. Professional Seminar****(1) MCMEEKING, MILSTEIN, ODETTE***Prerequisite: graduate standing.*

A series of weekly lectures given by university staff and outside experts in all fields of mechanical and environmental engineering.

**200P. Master of Science Project****(3) STAFF***Prerequisite: graduate standing.*

A ten-week research project on an advanced topic in Mechanical Engineering.

**201. Advanced Dynamics****(3) MEZIC**

Newton's laws and symmetries, Newton, Laplace and principle of determinism, qualitative analysis of Newton's equations of motion, Hamiltonian mechanics, one degree of freedom (DOF) systems, two DOF systems, motion in central fields, application to molecular dynamics, control of classical dynamical systems, Lagrangian mechanics, chaos and ergodic theory, rigid body motion.

**202. Advanced Dynamics****(3) MEZIC***Prerequisite: ME 201; graduate standing.*

Differentiable manifolds in dynamical systems theory, differential forms, Hamiltonian phase flow, Lie algebras of vector fields, canonical formalism, integrable systems, introduction to perturbation theory, averaging, chaos in Hamiltonian systems, theory of invariant measures in dynamical systems, ergodic partition, dissipative dynamical systems, limit cycles, Lyapunov exponents, strange attractors.

**203. Special Topics in Dynamical Systems****(3) MEZIC***Prerequisite: ME 201.*

Geometric mechanics, volume-preserving dynamical systems, molecular dynamics; Infinite dimensional dynamics and finite dimensional approximations including incompressible Euler equations and point vortex theory, transport and

fluid mixing, control of measure-preserving systems, equilibrium and non-equilibrium statistical mechanics methods for vortex gases.

### 207. Faculty Research Seminar

(1) BULLO

A series of bi-weekly presentations given by ladder faculty members to familiarize graduate students with current department research projects. This course is required to be taken by all graduate students within the first year of arrival.

### 210A. Matrix Analysis and Computation

(4) STAFF

*Prerequisite:* consent of instructor.

*Same course as Computer Science 211A, ECE 210A, Mathematics 206A, Chemical Engineering 211A, and Geology 251A. Students should be proficient in basic numerical methods, linear algebra, mathematically rigorous proofs, and some programming language.*

Graduate level-matrix theory with introduction to matrix computations. SVD's, pseudoinverses, variational characterization of eigenvalues, perturbation theory, direct and iterative methods for matrix computations.

### 210B. Numerical Simulation

(4) PETZOLD

*Prerequisite:* consent of instructor.

*Same course as Computer Science 211B, ECE 210B, Mathematics 206B, and Chemical Engineering 211B and Geology 251B. Students should be proficient in basic numerical methods, linear algebra, mathematically rigorous proofs, and some programming language.*

Linear multistep methods and Runge-Kutta methods for ordinary differential equations: stability, order and convergence. Stiffness. Differential algebraic equations. Numerical solution of boundary value problems.

### 210C. Numerical Solution of Partial Differential Equations—Finite Difference Methods

(4) STAFF

*Prerequisite:* consent of instructor.

*Same course as Computer Science 211C, ECE 210C, Mathematics 206C, Chemical Engineering 211C, and Geology 251C. Students should be proficient in basic numerical methods, linear algebra, mathematically rigorous proofs, and some programming language.*

Finite difference methods for hyperbolic, parabolic and elliptic PDEs, with application to problems in science and engineering. Convergence, consistency, order and stability of finite difference methods. Dissipation and dispersion. Finite volume methods. Software design and adaptivity.

### 210D. Numerical Solution of Partial Differential Equations—Finite Element Methods

(4) STAFF

*Prerequisite:* consent of instructor.

*Same course as Computer Science 211D, ECE 210D, Mathematics 206D, Chemical Engineering 211D, and Geology 251D. Students should be proficient in basic numerical methods, linear algebra, mathematically rigorous proofs, and some programming language.*

Weighted residual and finite element methods for the solution of hyperbolic, parabolic and elliptical partial differential equations, with application to problems in science and engineering. Error estimates. Standard and discontinuous Galerkin methods.

### 212. Risk Assessment and Management

(3) THEOFANOUS

*Prerequisites:* consent of instructor.

*Same course as Chemical Engineering 212*

Conceptual foundations of risk and its utility for decision making. Determinism, statistical inference, and uncertainty. Formulation of safety goals and approaches to risk management. Generalized methodology and tools for assessing risks in the industrial, ecological, and public health context.

### 215A. Applied Dynamical Systems I

(3) MOEHLIS

*Prerequisite:* graduate standing.

Phase-plane methods, non-linear oscillators,

stability of fixed points and periodic orbits, invariant manifolds, structural stability, normal form theory, local bifurcations for vector fields and maps, applications from engineering, physics, chemistry, and biology.

### 215B. Applied Dynamical Systems II

(3) MOEHLIS

*Prerequisites:* ME 215A; graduate standing.

Local codimension two bifurcations, global bifurcations, chaos for vector fields and maps, Smale horseshoe, symbolic dynamics, strange attractors, universality, bifurcation with symmetry, perturbation theory and averaging, Melnikov's methods, canards, applications from engineering, physics, chemistry, and biology.

### 216. Level Set Methods

(4) GIBOU

*Prerequisite:* Computer Science 211C, or Chemical Engineering 211C, or ECE 210C, or ME 210C.

*Same course as Chemical Engineering 226, ECE 226, and Computer Science 216.*

Mathematical description of the level set method and design of the numerical methods used in its implementations (ENO-WENO, Godunov, Lax-Friedrich, etc.). Introduction to the Ghost Fluid Method. Applications in CFD, Materials Sciences, Computer Vision and Computer Graphics.

### 218. Introduction to Multiphase Flows

(3) THEOFANOUS

*Prerequisite:* consent of instructor.

*Same course as Chemical Engineering 218.*

Development from basic concepts and techniques of fluid mechanics and heat transfer, to local behavior in multiphase flows. Key multiphase phenomena, related physics. Extension of local conservation principles to usable formulations in multiphase flows. Modelling approaches. Practical examples. Computer simulations.

### 219. Mechanics of Materials

(3) MCMEEKING

*Same course as Materials 207.*

Matrices and tensors, stress deformation and flow, compatibility conditions, constitutive equations, field equations and boundary conditions in fluids and solids, applications in solid and fluid mechanics.

### 220A-B. Fundamentals of Fluid Mechanics

(3-3) BENNETT, HOMS, MEINHART

*Prerequisites:* ME 151A-B and 152A-B.

Introductory course in fluid mechanics. Basic equations of motion (continuity, momentum, energy, vorticity), coordinate transformations, "potential" flow, thin airfoil theory, conformal mapping, vortex dynamics, boundary layers, stability theory, laminar/turbulent transition, turbulence. Inviscid/viscid, irrotational/rotational, incompressible/compressible flow examples.

### 221. Advanced Viscous Flow

(3) HOMS

*Prerequisite:* ME 220A.

Review the Navier-Stokes equations in velocity, pressure, and vorticity variables. Analyze details of important low and moderate Reynolds number flow applications and then high Reynolds number flows with boundary layer phenomena. Compare exact, approximate, numerical, and experimental solution methods.

### 223. Turbulent Flow

(3) STAFF

*Prerequisites:* ME 220A-B or Chemical Engineering 220A-B.

*Same course as Chemical Engineering 221.*

Nature and origin of turbulence, boundary layer mechanics law of the wall, wakes, and jets, transport of properties, statistical description of turbulence, measurement problems, stratification effects. Application of principles to practical problems is stressed.

### 225AA-ZZ. Special Topics in Mechanical Engineering

(3) STAFF

*Prerequisite:* consent of instructor.

Specialized courses dealing with advanced topics and recent developments in one or more of the following areas: dynamic systems, control and robotics, fluid mechanics, materials science and

engineering, ocean engineering, solid mechanics and structures, thermal sciences.

### 230. Elasticity and Plasticity

(3) MCMEEKING

*Prerequisite:* ME 219 or MATRL 207

*Same course as Materials 230.*

Review field equations of elasticity and plasticity.

Energy principles and uniqueness theorems.

Elementary problems in one and two dimensions, stress functions, and complex variable methods. Plastic stress-strain laws; flow potentials. Torsion and bending of plastic flow, slip line theory.

### 233A. Design of Composite Structures

(3) KEDWARD

*Prerequisite:* ME 230 or 275A.

Emphasis is placed on the differences of design with composites vis-à-vis the design of conventional metallic structures. The content is directed at the class of polymer-matrix composites.

### 234A. Structural Dynamics

(3) BRUCH

Formulation of the equations of motion for free and forced response of single and multi-degree of freedom systems and for distributed-parameter systems. Modal analysis. Approximate solution techniques. Numerical algorithms. Damping.

### 236. Nonlinear Control Systems

(4) KOKOTOVIC, TEEL

*Same course as ECE 236.*

*Recommended preparation:* ECE 230A.

Analysis and design of nonlinear control systems. Focus on Lyapunov stability theory, with sufficient time devoted to contrasts between linear and nonlinear systems, input-output stability and the describing function method.

### 237. Nonlinear Control Design

(4) KOKOTOVIC

*Prerequisite:* ECE 236 or ME 236.

*Same course as ECE 237.*

Stabilizability by linearization and by geometric methods. State feedback design and input/output linearization. Observability and output feedback control. Singular perturbations and composite control. Backstepping design of robust controllers for systems with uncertain nonlinearities. Adaptive nonlinear control.

### 239. Conduction Heat Transfer

(3) STAFF

*Prerequisite:* undergraduate course in heat transfer.

Development of mathematical representation of conduction heat transfer and techniques available for analytical, analog, and numerical solutions.

### 240. Convective Heat Transfer

(3) STAFF

*Prerequisite:* undergraduate course in heat transfer.

Solutions to the momentum, continuity, and energy equations will be considered for both natural and forced convection. Applications to industrial problems, convective transfer in high-speed flows, heat transfer in rarefied flows, and the effects of chemical reactions on convective rates will be included.

### 241. Radiative Energy Transfer

(3) STAFF

*Prerequisite:* undergraduate course in heat transfer.

The physical nature of radiation and of its interaction with matter, conservation principles in radiative transfer and their relation to molecular and convective processes, and thermodynamic equilibrium with consideration of nondimensional parameters is considered. Applications to astrophysics, combustion, and plasma technology are discussed.

### 243A-B. Linear Systems I, II

(4-4) KOKOTOVIC, BAMIEH

*Prerequisites:* ME 210A (for 243A); ECE 140; and, ECE 230A or ME 243A; and ME 210A.

*Same courses as ECE 230A-B.*

Internal and external descriptions. Solution of state equations. Controllability and observability realizations. Pole assignment, observers; modern compensator design. Disturbance localization and decoupling. Least-squares control. Least-squares estimation; Kalman filters; smoothing. The separation theorem; LQG compensator design. Computational considerations. Selected additional topics.

**244A. Advanced Theoretical Methods in Engineering****(4) FREDRICKSON, CHMELKA, LEAL***Prerequisite: consent of instructor.*Same course as *Chemical Engineering 230A*.

Methods of solution of partial differential equations and boundary value problems. Linear vector and function spaces, generalized Fourier analysis, Sturm-Liouville theory, calculus of variations, and conformal mapping techniques.

**244B. Advanced Theoretical Methods in Engineering****(3) FREDRICKSON***Prerequisites: ME 244A and consent of instructor.*Same course as *Chemical Engineering 230B*.

Advanced mathematical methods for engineers and scientists. Complex analysis, integral equations and Green's functions. Asymptotic analysis of integrals and sums. Boundary layer methods and WKB theory.

**250. Advanced Thermodynamics****(3) MILSTEIN***Prerequisites: ME 151A-B.*

An extended treatment of the fundamentals of classical thermodynamics, including availability and reversibility, the chemical potential, properties of matter, thermochemistry, chemical equilibrium of real gases and gas mixtures.

**251. Statistical Thermodynamics****(3) MILSTEIN***Prerequisites: ME 151A-B.*

An extended treatment of the fundamentals of statistical thermodynamics, equilibrium distributions, properties of gases, liquids, and solids.

**252A. Computational Fluid Dynamics****(3) MEIBURG***Prerequisites: ME 210C or Computer Science 211C or ECE 210C or Mathematics 206C or Chemical Engineering 211C.*

Numerical simulation of fluid flows. Basic discretization techniques for parabolic, elliptical, and hyperbolic conservation laws. Stability and accuracy. Diffusion equation, linear convection equation.

**252B. Computational Fluid Dynamics****(3) MEIBURG***Prerequisites: ME 210C or Computer Science 211C or ECE 210C or Mathematics 206C or Chemical Engineering 211C.*

Discussion of appropriate boundary conditions. Nonlinear convection dominated problems, curvilinear coordinates, basics of grid generation. Inviscid flow, boundary layer flow, incompressible Navier-Stokes flows.

**252C. Computational Fluid Dynamics****(3) MEIBURG***Prerequisites: ME 210C or Computer Science 211C or ECE 210C or Mathematics 206C or Chemical Engineering 211C.*

Compressible inviscid flows. Compressible viscous flows. Boundary element methods. Lagrangian and vortex methods.

**254. Optimal Control of Dynamic Systems****(3) BAMIEH***Prerequisite: ME 243A or ECE 230A or equivalent.*

Introduction to the classical calculus of variations. Optimization problems for dynamic systems with terminal and path constraints. Necessary and sufficient conditions. Neighboring extremal paths and the second variation. Singular solutions. Numerical solutions of optimal control problems. Applications to engineering systems.

**256. Introductory Robust Control with Applications****(4) SMITH, KHAMMASH***Prerequisites: ECE 230A or ME 255A; and ECE 230B or ME 243B (may be taken concurrently).*Same course as *ECE 232*.

Robust Control theory; uncertainty modeling; stability of systems in the presence of norm-bounded perturbations; induced norm performance problems; structured singular value analysis; H-infinity control theory; model reduction; computer simulation based design project involving practical problems.

**260A. Materials Structures and Bonding****(3) MILSTEIN***Prerequisite: consent of instructor.*

Crystal structures (Miller indices, Bravais lattices, symmetry operations). Modeling of atomic bonding, determination and applications of interatomic potentials, atomic basis for elastic moduli. Crystal anisotropy. Lattice statics and molecular dynamics computations.

**262. Thermodynamics and Phase Equilibria****(3) ODETTE, CLARKE, ZOK***Prerequisite: consent of instructor.*Same course as *Materials 201*.

Advanced thermodynamics with emphasis on phase equilibria, properties of solutions, and multicomponent systems.

**264. Mechanical Behavior of Materials****(3) STAFF***Prerequisite: consent of instructor.*Same course as *Materials 220*.

Concepts of stress and strain. Deformation of metals, polymers, and ceramics. Elasticity, viscoelasticity, plastic flow, and creep. Linear elastic fracture mechanics. Mechanisms of ductile and brittle fracture.

**265. Composite Materials****(3) ODETTE, CLARKE, ZOK***Prerequisite: consent of instructor.*Same course as *Materials 261*.

Stress and strain relations in composites. Residual stresses. The fracture resistance of organic and inorganic matrix composites. Statistical aspects of fiber failure. Composite laminates and delamination cracks. Cumulative damage concepts. Interface properties. Design criteria.

**271. Finite Element Structural Analysis****(3) MCMEEKING***Prerequisite: ME 219.*Same course as *Materials 240*.

Definitions and basic element operations. Displacement approach in linear elasticity. Element formulation: direct methods and variational methods. Global analysis procedures: assemblage and solution. Plane stress and plane strain. Solids of revolution and general solids. Isoparametric representation and numerical integration. Computer implementation.

**275. Fracture Mechanics****(3) ODETTE, MCMEEKING***Prerequisite: ME 219.*Same course as *Materials 234*.

Analytic solutions of a stationary crack under static loading. Elastic and elastoplastic analysis. The J integral. Energy balance and crack growth. Criteria for crack initiation and growth. Dynamic crack propagation. Fatigue. The micromechanics of fracture.

**285. Geophysical Fluid Dynamics****(3) MCLEAN***Prerequisite: ME 152A.*

The ocean-atmosphere system. Air-sea interaction. Governing equations for rotating system: conservation of mass, momentum and energy. Ocean surface waves: generation, spectral characteristics. Internal waves. Geostrophic motion. Rotating boundary layers: Ekman dynamics. Tides. Kelvin waves.

**291A. Physics of Transducers****(3) SOH***Prerequisite: graduate standing.**Recommended preparation: ECE 220A (may be taken concurrently).*

The use of concepts in electromagnetic theory and solid state physics to describe capacitive, piezoresistive, piezoelectric and tunneling transduction mechanisms and analyze their applications in microsystems technology.

**292. Design of Transducers****(3) TURNER, PENNATHUR***Prerequisites: ME 291A and ECE 220A; graduate standing.*

Design issues associated with microscale transduction. Electrodynamics, linear and nonlinear mechanical behavior, sensing methods, MEMS-specific fabrication design rules, and layout are all covered.

Modeling techniques for electromechanical systems are also discussed.

**295. Group Studies: Controls, Dynamical Systems, and Computation****(1) STAFF**Same course as *ECE 295, Computer Science 592, and Chemical Engineering 295*.

A series of weekly lectures given by university staff and outside experts in the fields of control systems, dynamical systems, and computation.

**501. Teaching Assistant Practicum****(1-4) STAFF**

Normally required of students serving as teaching assistants. No unit credit allowed towards advanced degree.

Practical experience in the various activities associated with teaching, including lecturing, supervision of laboratories and discussion sections, preparation and grading of homework and exams.

**503. Research Assistant Practicum****(1-4) STAFF**

Will not count as unit credit towards M.S. or Ph.D. degree in mechanical engineering.

Practical experience in the various activities associated with research, including experimental work, theoretical work and analyses, and assisting department faculty and other professional researchers in their duties.

**596. Directed Research****(1-12) STAFF***Prerequisite: consent of instructor.*

Not applicable to course requirement for M.S. and Ph.D. degree. SIU grading.

Experimental or theoretical research undertaken under the direction of a faculty member for graduate students who have not yet advanced to candidacy.

**597. Individual Study for Ph.D. Qualifying Examination****(1-12) STAFF***Prerequisite: graduate standing.*

No unit credit allowed toward advanced degree. Maximum of 12 units per quarter; enrollment limited to 24 units per examination. Instructor is normally student's major advisor. SIU grading.

Individual studies for Ph.D. qualifying examination.

**598. Master's Thesis Research and Preparation****(1-12) STAFF***Prerequisite: consent of thesis advisor.*

No unit credit allowed toward advanced degree.

For research underlying the thesis and writing of the thesis.

**599. Ph.D. Dissertation Research and Preparation****(1-12) STAFF***Prerequisite: consent of dissertation advisor.*

No unit credit allowed toward advanced degree.

For research and preparation of the dissertation.

# Media Arts & Technology

For Media Arts & Technology faculty, program information, and courses, see page 318 in the Letters and Science section of this catalog.

# College of Letters and Science

College of Letters and Science, Cheadle Hall  
Faculty and Administrative Affairs, Cheadle Hall 2217; Telephone: (805) 893-2145; [www.ltsc.ucsb.edu](http://www.ltsc.ucsb.edu)  
Undergraduate Education, Cheadle Hall 1117; Telephone: (805) 893-2038; [www.advising.ltsc.ucsb.edu](http://www.advising.ltsc.ucsb.edu)

*Executive Dean: David Marshall*  
*Dean, Division of Humanities and Fine Arts: David Marshall*  
*Dean, Division of Mathematical, Life, and Physical Sciences: Martin Moskovits*  
*Dean, Division of Social Sciences: Melvin Oliver*  
*Acting Dean, Undergraduate Education: Mary Nisbet*

The College of Letters and Science is an innovative and diverse academic unit that offers some 80 majors and 38 minors to more than 17,000 undergraduates. Building on the great strength of its traditional disciplines, the college's departments and programs provide exciting opportunities for faculty and students at the cutting edge of interdisciplinary inquiry.

As the largest center of teaching, learning, and research on the UCSB campus, the college offers an environment of stimulating intellectual exchanges among senior faculty, graduate students, and undergraduates. The curriculum encourages exploration and intellectual breadth through the completion of the General Education Program, and provides depth through the acquisition of the analytical skills and methods of a specific academic discipline. An honors program provides enrichment opportunities for highly motivated students.

The college's Division of Undergraduate Education, headed by the dean of undergraduate studies, offers academic advising and direction and is the home of the college's honors program. Faculty members from diverse disciplines serve as assistant deans and are available for consultation on a variety of academic matters. Peer and college advisors assist students in individual consultations and in small group meetings and workshops. Academic departments and programs form the core of the College of Letters and Science and are grouped into three divisions: Division of Humanities and Fine Arts; Division of Mathematical, Life, and Physical Sciences; and Division of Social Sciences. These divisions foster intimate communities of scholars within the larger campus setting.

## Division of Humanities and Fine Arts

The programs in the Division of Humanities and Fine Arts range from traditional areas that have been at the heart of a liberal arts education for thousands of years (represented by departments such as Classics, History, and Philosophy) to programs that are redefining the university in the 21st century (such as Media Arts and Technology). They include a broad spectrum of languages and literatures and all of the performing and visual arts. The division's departments and interdisciplinary programs focus on the intellectual, historical, and artistic traditions of cultures throughout the world and the modes of expressions and representation that have given them voice and form.

On the undergraduate level, the Division of Humanities and Fine Arts prepares students for a wide variety of careers while providing them with the knowledge and the skills of critical thinking, communication, and expression that will allow them to participate in society as informed and engaged citizens. Graduate students receive rigorous professional training that prepares them for careers in academia, the arts, public and cultural institutions, and related fields. Internationally recognized scholars and artists teach undergraduate and graduate students and advance their fields with innovative research, publications, and creative activity that both preserve our traditions and map new fields of study. A wide variety of collaborative research projects, departmental centers, and interdepartmental programs and consortia promote interdisciplinary teaching and scholarship that bring together students and faculty across the Division of Humanities and Fine Arts, the College of Letters and Science, and the university.

A wide variety of degrees at the undergraduate and graduate level are available in the departments and programs in the humanities and fine arts. These include art, art history, classics, comparative literature, dance, theatre, music, Asian studies, Chinese, Japanese, French, Italian, Russian, Spanish, Portuguese, German, Slavic languages and literatures, Latin American and Iberian Studies, linguistics, English, history, philosophy, religious studies, renaissance studies, medieval studies, film and media studies, and visual and spatial studies. The division's Interdisciplinary Humanities Center seeks to broaden the traditional definition of the humanities by sponsoring activities in the

performing and visual arts and by encouraging dialogues between the humanities and the social sciences. Departments work closely with UCSB Arts and Lectures, sponsoring residencies and/or classes with well-known performers and artists, and the University Art Museum, which has a collection of over 7,000 works of art and an architecture and design collection that is one of the largest repositories of architectural records in the United States. The University Library has over two million volumes.

## Division of Mathematical, Life, and Physical Sciences

The Division of Mathematical, Life, and Physical Sciences (MLPS) is committed to the transmission of accumulated formal knowledge and structure in mathematics and the natural sciences. It promotes the quantitative and scientific literacy so essential to intelligent participation in an increasingly technological society. The division offers courses and degrees in mathematics and statistics, in the life sciences of biology and psychology, and in the physical sciences of chemistry, geography (which also includes a social-scientific focus in areas of "human geography"), geology, and physics. In addition, the division is home to a unique, interdisciplinary, problem-oriented program (and popular major) in environmental studies. Allied departments in the division with particular strengths and interest in areas of ecology and the environment include Ecology, Evolution, and Marine Biology; Geography; and Earth Science. The division's undergraduate majors offer excellent preparation for graduate and professional schools, including medical schools, where our graduates have exceptionally high acceptance rates.

Because interdisciplinary study is strongly promoted at UCSB, MLPS is able to offer a unique experience to its students that comes from the removal of barriers between fields of science and other disciplines such as engineering, social sciences, and education. This "science without silos" mentality is a unique strength for UCSB and continues to be a major attraction for many students. As a result, our graduate programs and research are strong throughout the division, and a number of special interdisciplinary programs, including those in biomolecular science and engineering, environmental studies, and marine science, have been formally

established. Unusual opportunities for strong interdisciplinary ties, and for interactions with distinguished visiting scientists from around the world, are fostered by a remarkable group of centers and institutes on campus. These include the Kavli Institute for Theoretical Physics, the Marine Science Institute, the National Center for Geographic Information and Analysis (one of the few world centers for exploration and utilization of remote sensing techniques), the National Center for Ecological Analysis and Synthesis, the Vernon and Mary Cheadle Center for Biodiversity and Ecological Restoration, the Center for the Study of the Biochemistry and Molecular Biology of Aging, the Institute for Quantum and Complex Dynamics, the Institute for Computational Earth Systems Science, the Institute for Crustal Studies, the Center for Polymers and Organic Solids, the Sage Center for the Study of the Mind, and the affiliated Brain Imaging Center, the Neuroscience Research Institute, the California NanoSystems Institute, and the Materials Research Laboratory.

## Division of Social Sciences

The Division of Social Sciences offers students a rich, interdisciplinary understanding of society, culture, economy, politics, ethnicity, and gender. Students in the division participate actively in seeking solutions to pressing national and global problems. They have an opportunity to study vital issues such as globalization; the link between science, technology, and human affairs; modes of conflict and communication within and between societies; and how the economy is affected by governmental decisions.

In addition to the traditional social science disciplines—anthropology, communication, economics, political science, and sociology—the division hosts a number of interdisciplinary programs, including Asian American Studies, Black Studies, Chicana and Chicano Studies, Global and International Studies, Law and Society, and Feminist Studies. The division is also home to the Exercise and Sport Studies Program and the Department of Military Science.

The division encourages cross-disciplinary explorations that link the social sciences to the humanities and fine arts, the physical and natural sciences, and engineering. For example, students and faculty have engaged in archaeological research and study combining anthropology, geology, biology, and history. Students in many departments are involved in projects involving digital media technology. Both faculty and students work intensely to understand problems relating to environmental policy.

Research and academic courses in the division reflect the full range of modern social science methodologies and approaches. These extend from highly mathematical approaches and intensive analysis of quantitative data, to the use of narrative techniques and detailed observation of everyday life. Both graduate and undergraduate students collaborate with faculty on research and teaching teams to create and convey new knowledge in areas such as social and environmental policy, race and ethnic studies, global and international issues, and social policy.

These innovative efforts have resulted in the development of new social science publications and research centers, including the Center for Advanced Studies of Individual Differences; the Center for Black Studies; the Center for Chicano Studies; the Center for Evolutionary Psychology; the Center for Film, Television and New Media; the Center for Global Studies; the Center for Information, Technology, and Society; the Center for Middle East Studies; the Center for Nanotechnology in Society; the Center on Police Practices and Community; the Center for the Study of Sexual Minorities in the Military; the Center for Spatially Integrated Social Science; the East Asia Center; the Health Data Research Facility; the Meso American Research Center; the Orfalea Center for Global and International Studies; and the Social Science Survey Center/Benton Survey Research Laboratory.

The skills and knowledge that the Social Sciences Division's undergraduates receive will prepare them for a variety of careers and enable them to become engaged community members and active citizens upon graduation. Many students choose to pursue graduate programs at leading universities across the country.

The division offers several diverse graduate programs where students receive extensive educational, research, and professional training that prepares them for a variety of careers, including academia. Departments offering Ph.D. degrees are Anthropology, Economics, Chicana and Chicano Studies, Communication, Political Science, and Sociology. In addition, students may pursue one of several interdisciplinary Ph.D. emphases offered in the social sciences, which include those in Global and International Studies, Technology and Society, and Women's Studies.

## Degree Requirements

The College of Letters and Science offers four bachelor's degrees: the bachelor of arts, the bachelor of science, the bachelor of fine arts, and the bachelor of music. See the chart under "Academic Units," page 17 for a full list of available degrees and majors.

The bachelor's degree requirements for students in the College of Letters and Science are as follows:

### General University Requirements

- University of California Entry Level Writing Requirement
- American History and Institutions
- Academic Residence
- Grade-Point Average
- General university requirements are described in the chapter of this catalog called "Undergraduate Education at UCSB."

### General Education Requirements (appropriate to degree chosen)

#### Major Requirements

(appropriate to degree chosen)

Major requirements are described under each department and program.

#### Unit Requirements

In order to be eligible for graduation, students must complete at least the following: 180 total units (184 if General Education Area B is met

by completing foreign language level 3 at UCSB or its equivalent at another college or university). At least 60 of these units must be upper division.

Students must earn a specified number of these units while in residence at UCSB. See the chapter titled "Undergraduate Education at UCSB" for details. There is no limit on the number of courses that may be taken passed/not passed during a single quarter. However, at the time of graduation, students must have earned at least 120, or two-thirds, of their units at UCSB on a letter-grade basis.

Certain courses designated by the college as remedial are offered for work-load credit only, and do not figure in the calculation of the total number of units needed for a degree. In addition, professional courses, numbered 300-499, are not acceptable for credit toward the bachelor's degree.

### 200-Unit Enrollment Limit

The college expects students to graduate with no more than 200 units. College policy requires students to secure specific approval to continue enrollment beyond 200 units. The College of Letters and Science will not accept students from the College of Creative Studies or the College of Engineering after they have completed 180 units. College credit earned before high school graduation does not count toward the 200-unit maximum. This includes credit for Advanced Placement and International Baccalaureate examinations, and also college or university credit earned while still in high school. In addition, students who are admitted as freshmen and remain continuously enrolled will be allowed 12 regular quarters at UCSB, and students admitted as juniors will be allowed 6 regular quarters, even if they earn more than 200 units during that period. Students are also free to attend summer session. Summer session does not count as a regular quarter in this calculation, but units earned in summer session apply toward the 200-unit maximum. Note: If students discontinue enrollment at UCSB and earn a large number of units at one or more other academic institutions while they are away, the number of quarters allowed at UCSB will be reduced in proportion to the number of terms completed elsewhere. Students who think they may exceed both the quarter limitations noted and 200 units may submit a Proposed Schedule for Graduation for consideration by the Dean of Undergraduate Education, but they should understand that approval is granted only in very limited circumstances. More detail about unit limits is given at [www.advising.ltsc.ucsb.edu/maxunits](http://www.advising.ltsc.ucsb.edu/maxunits).

### Upper-Division Courses

Sixty upper-division units are required. UCSB courses are considered upper-division if they are numbered 100-199.

Transfer students from community colleges should take particular note of the upper-division unit requirement because community colleges do not offer upper-division courses.

### Exercise and Sport Studies Credit Limit

No more than 6 units of one-half-unit exercise and sport studies (formerly physical activities)



courses, or equivalent transfer courses, will be accepted toward the 180 (or 184) total units required for graduation.

## The General Education Program

The General Education Program is the common intellectual experience of all UCSB students, whatever their majors. Through the General Education Program, students receive orientation to a broad range of intellectual disciplines: the kinds of questions that are addressed, the methods for solving problems, and the strategies for communicating findings and conclusions.

The General Education Program is multidisciplinary. It requires study in science and mathematics, human history and thought, social science, arts, and literatures. It also requires at least one course in both European traditions and world cultures, and at least one course that focuses on the history and cultural, intellectual, and social experience of designated U.S. ethnic groups.

The General Education Program also provides opportunities to acquire university-level skills in writing, critical thinking, quantitative analysis, and foreign languages, in courses specifically devoted to these topics and also in courses in which practice and instruction in these topics are embedded in the study of other subjects.

## General Education Requirements

Students in the College of Letters and Science must complete the General Education requirements appropriate to their degree (B.A., B.S., B.F.A., or B.M.) in order to qualify for graduation.

Requirements may be satisfied with courses completed on the UCSB campus. Except for the writing requirement, they may also be satisfied with equivalent courses completed at another accredited institution, or by means of College Entrance Examination Board Advanced Placement credit. A list of courses that satisfy the various area requirements in the General Education Program appears on the next page.

Students entering UC Santa Barbara as transfers from California community colleges may have their General Education requirements considered satisfied by virtue of completion of the Intersegmental General Education Transfer Curriculum (IGETC). This is a program of at least 34 semester-units of articulated coursework spread across six liberal arts subject areas. If fully completed prior to matriculation at UCSB and certified by the community college, IGETC will be accepted in satisfaction of the General Education Program. Normally, unless transfer students have fully completed the IGETC program at the time of transfer, they must satisfy all requirements within the General Education Program. However, students admitted fall 2000 or later who have partially satisfied IGETC are entitled to substitute IGETC for General Education Program requirements if they meet the following criteria: (1) they have fully completed IGETC areas 1 and 2 prior to transfer; (2) they lack no more than two courses in IGETC areas 3 through 6 at the time of ma-

trication; (3) the community college certifies that a hardship prevented full satisfaction of IGETC and provides partial certification; (4) they complete the missing course(s) within one academic year of matriculation. Because of the time limit for completion of IGETC omissions, eligible students should consult the College of Letters and Science without delay to determine how they may fulfill these requirements.

## General Provisions Governing All Degree Candidates

1. Courses in the student's major can also be used to fulfill General Education requirements.
2. Courses taken to satisfy the General Education requirements may also be applied simultaneously to the American History and Institutions requirement.
3. A course listed in more than one general subject area (A through G) can be applied to only one of these areas. (Example: Art History 6A cannot be applied to both E and F.)

## Bachelor of Arts Degree

### Special Subject Area Requirements

In the process of fulfilling the General Education General Subject Areas C through G, students must also complete the following special subject area requirements. Courses applicable to these requirements are listed following the description of General Subject Area Requirements A-G, below:

1. **Writing Requirement.** At least six designated General Education courses that meet the following criteria: (1) the courses require one to three papers totaling at least 1,800 words, exclusive of elements like footnotes, equations, tables of contents, or references; (2) the required papers are independent of or in addition to written examinations; and (3) the paper(s) are a significant consideration in the assessment of student performance in the course. Students may, by petition, request that up to two other UCSB courses be considered as applicable toward this requirement. Special instructions for such petitions are available from the college office. Once a student has matriculated at UCSB, the writing requirement may be met only with designated UCSB courses. A list of courses that meet the writing requirement may be found on page 115.
2. **European Traditions Requirement (only for B.A. degree).** At least one course that focuses on European cultures or cultures in the European tradition. Courses applicable to this requirement are listed below.
3. **World Cultures Requirement.** At least one course that focuses on a world culture outside of the European tradition. Courses applicable to this requirement are listed below.
4. **Quantitative Relationships Requirement.** At least one course from Area C emphasizing quantitative relationships. Courses applicable to this requirement are listed below.
5. **Ethnicity Requirement.** At least one course which concentrates on the intellectual, social and cultural experience, and the history of one of the following: Native Americans, African

Americans, Chicanos/Latinos, Asian Americans, or a course that provides a comparative and integrative context for understanding the experiences of oppressed and excluded racial minorities in the United States.

### General Subject Area Requirements

*Note:* Additional courses may have been approved to fulfill various General Education Area Requirements after the cut-off date for publication in this catalog. Please refer to the *Letters and Science Academic Requirements (LASAR)* brochure (available in the UCSB Bookstore) for up-to-date information.

## AREA A

### English Reading and Composition

*Objective:* To help students develop a facility in English composition.

Two courses are required. Writing 2, 2E, or 2LK, and one of the following: Writing 50, 50E, 50LK, 109AA-ZZ, or English 10, 10EM, 10LC.

Students must complete Writing 2, 2E, or 2LK by the end of their sixth quarter at UCSB. Further registration will be blocked for students who do not comply. The following courses cannot be dropped after the fifth day of instruction: Writing 2, 2LK, 50, 50LK. In addition, students cannot receive credit for these courses (or their equivalents taken at another institution) until they have fulfilled the Entry Level Writing Requirement.

## AREA B

### Foreign Language

*Objective:* To help students gain a familiarity with a foreign language.

The foreign language requirement may be satisfied in one of the following four ways:

1. By completing foreign language level 3 (third quarter) at UCSB or its equivalent at another college or university. Students fulfilling Area B with this method will require 184 overall units to fulfill degree requirements.
2. By achieving a score of 3 or higher on the College Board Advanced Placement Examination in a foreign language, or by earning a score of 5 or higher on a higher level International Baccalaureate Exam in a foreign language, or by earning one of the following minimum scores on the Foreign Language SAT II: Chinese with Listening—570; French/French with Listening—590; German/German with Listening—570; Modern Hebrew—500; Italian—570; Japanese with Listening—570; Korean with Listening—550; Latin—580; Spanish/Spanish with Listening—570.
3. By completing the third year of one language in high school with a grade-point average for third-year language of at least C.
4. By passing a UCSB foreign language placement examination at the appropriate level.

## AREA C

### Science, Mathematics, and Technology

*Objective:* To provide an understanding of the methods and applications of science and mathematics, and the fundamental laws that govern the biological and physical worlds.

Three courses are required. The disciplinary subsections listed below are for students' infor-

# College Board Advanced Placement Credit/General Education Program

| <b>Advanced Placement Exam with score of 3, 4, or 5</b>           | <b>Units awarded</b> | <b>General Education course credit</b> | <b>UCSB course equivalent</b><br><i>(You may not enroll in these courses for credit at UCSB.)</i> |
|---|----------------------|--|---|
| Art History   | 8                    | F: 1 course                            | Art History 1   |
| *Art Studio 2D Design Portfolio                                   | 8                    | none                                   | Art Studio 18   |
| *Art Studio 3D Design Portfolio                                   | 8                    | none                                   |   |
| *Art Studio Drawing Portfolio                                     | 8                    | none                                   |   |
| Biology   | 8                    | C: 1 course                            | EEMB 20, MCDB 20, Natural Science 1C  |
| Chemistry   | 8                    | C: 1 course#                           | Natural Science 1B  |
| Chinese Language & Culture  |                      |  |   |
| <i>With score of 3</i>  | 8                    | B                                      |   |
| <i>With score of 4</i>  | 8                    | B                                      |   |
| <i>With score of 5</i>  | 8                    | B                                      |   |
| Comparative Government and Politics                               | 4                    | D: 1 course                            |   |
| +Computer Science A   | 2                    | none                                   |   |
| +Computer Science AB  | 4                    | C: 1 course#                           | Computer Science 5NM  |
| Economics – Macroeconomics  | 4                    | D: 1 course                            |   |
| Economics – Microeconomics  | 4                    | D: 1 course                            |   |
| *English – Composition and Literature or Language and Composition |                      |  |   |
| <i>With score of 3</i>  | 8                    | Entry Level Writing Requirement        | Writing 1, 1E, 1LK  |
| <i>With score of 4</i>  | 8                    | Writing 2                              | Writing 1, 1E, 1LK, 2, 2E, 2LK  |
| <i>With score of 5</i>  | 8                    | Writing 2, 50                          | Writing 1, 1E, 1LK, 2, 2E, 2LK, 50, 50E, 50LK   |
| Environmental Science   | 4                    | C: 1 course                            | Environmental Studies 2   |
| European History  | 8                    | E: 1 course                            | no equivalent   |
| French Language   |                      |  |   |
| <i>With score of 3</i>  | 8                    | B                                      | French 1-3  |
| <i>With score of 4</i>  | 8                    | B                                      | French 1-4  |
| <i>With score of 5</i>  | 8                    | B                                      | French 1-5  |
| French Literature   |                      |  |   |
| <i>With score of 3</i>  | 8                    | B                                      | French 1-5  |
| <i>With score of 4 or 5</i>                                       | 8                    | B                                      | French 1-6  |
| German Language   |                      |  |   |
| <i>With score of 3</i>  | 8                    | B                                      | German 1-3  |
| <i>With score of 4 or 5</i>                                       | 8                    | B                                      | German 1-4  |
| Human Geography   | 4                    | none                                   | no equivalent   |
| Italian Language & Culture  |                      |  |   |
| <i>With score of 3</i>  | 8                    | B                                      | Italian 1-3   |
| <i>With score of 4</i>  | 8                    | B                                      | Italian 1-5   |
| <i>With score of 5</i>  | 8                    | B                                      | Italian 1-6   |
| Japanese Language & Culture                                       |                      |  |   |
| <i>With score of 3</i>  | 8                    | B                                      |   |
| <i>With score of 4</i>  | 8                    | B                                      |   |
| <i>With score of 5</i>  | 8                    | B                                      |   |
| Latin: Vergil   | 4                    | B                                      | Latin 1-3   |
| Latin: Literature   | 4                    | B                                      | Latin 1-3   |
| *•Mathematics – Calculus AB (or AB subscore of BC exam)           | 4                    | C: 1 course#                           | Mathematics 3A, 15, 34A, or equivalent  |
| *†Mathematics – Calculus BC                                       | 8                    | C: 2 courses                           | Mathematics 3A, 3B, 15, 34A, 34B, or equivalent   |
| Music – Theory  | 8                    | F: 1 course                            | Music 11  |
| *Physics – B  | 8                    | C: 1 course#                           | Physics 10, Natural Science 1A  |
| *Physics – C (Mechanics)  | 4                    | C: 1 course#                           | Physics 6A  |
| *Physics – C (Electricity & Magnetism)                            | 4                    | C: 1 course#                           | Physics 6B  |
| Psychology  | 4                    | D: 1 course                            | Psychology 1  |
| Spanish Language  |                      |  |   |
| <i>With score of 3</i>  | 8                    | B                                      | Spanish 1-3   |
| <i>With score of 4</i>  | 8                    | B                                      | Spanish 1-4   |
| <i>With score of 5</i>  | 8                    | B                                      | Spanish 1-5   |
| Spanish Literature  |                      |  |   |
| <i>With score of 3</i>  | 8                    | B                                      | Spanish 1-5   |
| <i>With score of 4 or 5</i>                                       | 8                    | B                                      | Spanish 1-6   |
| Statistics  | 4                    | C: 1 course#                           | Communication 87, EEMB 30, Geography 17<br>PSTAT 5AA-ZZ, Psychology 5, Sociology 3                |
| U.S. Government and Politics                                      | 4                    | D: 1 course                            | Political Science 12  |
| U.S. History  | 8                    | D: 1 course                            | no equivalent   |
| World History   | 8                    | none                                   | no equivalent   |

\* A maximum of 8 units EACH in art studio, English, mathematics, and physics is allowed.

# Also satisfies the quantitative relationship requirement in Area C.

+ Maximum credit for computer science exams is 4 units.

† Consult the mathematics department about optional higher placement in calculus.

• If you received a score of 5 on Mathematics-Calculus AB, see [www.math.ucsb.edu/ugrad/placement.php](http://www.math.ucsb.edu/ugrad/placement.php)

mation only; courses may be selected from any one subsection or combination of subsections.

### The Biological Sciences

EEMB 3, 21, 22, 23, 40, 136  
Geology 7, 30, 30H, 111  
MCDB 1A, 20, 21, 22, 23, 24, 27

### The Physical Sciences:

Astronomy 1, 2  
Chemistry 1A+1AL, 2A+2AC  
Geography 3A-B, 8  
Geology 1, 2, 4, 4S, 4W, 6, 10, 20, 123, 130  
Materials 10  
Natural Science 1A, 1B  
Physics 1, 6A+AL, 6B+BL, 6C+CL, 10, 21

### Other Scientific Disciplines:

Anthropology 5  
Communication 87  
Comparative Literature 27  
Computer Science 5JA  
EEMB 30  
Environmental Studies 2, 115  
French 40X  
Geography 12  
Linguistics 106, 182, 185  
Mathematics 3A-B, 34A-B  
MCDB 26  
Philosophy 183  
PSTAT 5A, 5E, 5LS  
Psychology 5  
Speech and Hearing Sciences 121

## AREA D

### Social Science

*Objective:* To provide an understanding of what determines or influences the behavior and beliefs of individuals and groups.

Three courses are required:

Anthropology 2, 3, 3SS, 109, 110, 122, 130A-B, 131, 134, 135, 136, 137, 141, 142, 156  
Asian American Studies 1, 2, 3, 6, 8, 100AA-BB-FF, 107, 119, 131, 136, 137  
Black Studies 1, 4, 6, 15, 20, 100, 102, 103, 121, 122, 124, 125, 160, 169AR-BR-CR, 171  
Chicana/o Studies 1A-B-C, 114, 137, 140, 144, 151, 168A-B, 172, 173, 174, 175, 176, 178A, 189B  
Communication 1  
Comparative Literature 119  
East Asian Cultural Studies 189A  
Economics 1, 2, 109  
Environmental Studies 1, 130A-B, 132  
Feminist Studies 20, 20H, 30, 30H, 60, 60H, 117C, 159B-C  
Geography 2, 5, 20, 108, 108E, 150  
Global Studies 1, 2  
History 7, 11A, 17A-B-C, 17AH-BH-CH, 82, 105A, 117A, 117C, 131F, 138B, 159B-C, 161A-B, 167CA-CB-CP, 168A-B, 169AR-BR-CR, 172A-B, 175A-B, 189A  
Italian 161AX  
Japanese 25  
Korean 82  
Law and Society 1  
Linguistics 20A-B, 70, 130, 132, 170, 180  
Military Science 27  
Music 175E-F-G  
Political Science 1, 12, 115, 121, 136, 150A, 151, 155, 171, 174  
Psychology 1, 102, 103, 105, 107, 108

Religious Studies 7, 14, 15, 40, 115A, 131H, 136, 141A-B, 147, 151A-B, 152  
Slavic 152A-B-C  
Sociology 1, 131, 134, 144, 152A, 153  
Spanish 178  
Theater 65

## AREA E

### Culture and Thought

*Objective:* To provide a perspective on world cultures through the study of human history and thought. Three courses are required:

Anthropology 138TS, 176TS  
Art History 6A-B-C, 45MC, 109G, 130E, 136I, 144D, 145MC  
Asian American Studies 138, 161  
Black Studies 3, 5, 7, 49A-B, 50, 60A-B, 130A-B  
Chinese 148, 158  
Classics 50, 80A-B, 101, 106, 108, 115, 150, 160, 162S, 171  
Comparative Literature 27, 30A-B-C, 35, 113, 119, 122A, 171, 183, 186RR  
East Asian Cultural Studies 3, 4A-B, 5, 21, 80, 164B  
Environmental Studies 3, 107C-E, 108A  
French 40X, 50AX-BX-CX, 70AX, 154F-G, 155D  
German 43A-C, 116A, 164I  
Global Studies 1  
History 2A-B-C, 2AH-BH-CH, 4A-B-C, 4AH-BH-CH, 8, 33D, 46, 49A-B, 80, 84, 87, 106A-B-C, 107A-B-C-E, 113B, 114B-C-D, 133A-B-C-D, 143, 144, 182A-B, 185A-B, 187A-B-C, 188T, 189E  
Italian 20X, 138AA-ZZ, 144AX  
Japanese 63, 164  
Korean 182A-B  
Latin American and Iberian Studies 101  
Linguistics 30, 50  
Mathematics 13  
Middle East Studies 45  
Philosophy 1, 3, 4, 20A-B-C, 100A-B-C-D-E, 112  
Physics 43  
Political Science 187, 188, 189  
Portuguese 125A-B  
Religious Studies 1, 3, 4, 5, 6, 12, 19, 20, 21, 43, 61A-B, 70, 80A-B-C, 116A, 123, 126, 130, 136, 138B, 150, 162C-E, 164A-B, 180B, 183  
Slavic 33  
Spanish 153, 177

## AREA F

### Arts

*Objective:* To develop an appreciation of the arts through historical study, analysis of master works, and aesthetically creative activity.

Two courses are required:

Art History 1, 5A, 6A-B-C-D-DS-DW-E-F-G-H-K, 101A-B-C-D, 103A-B-C, 105B-C-E-F-G-H-J-L-M-N, 107A-B, 109A-B-C-D-E-F-G-H, 111A-B-C-E-F, 113A-D-F, 115B-C-D, 117A-B-C-D-F, 119A-B-C-D-E-F-G, 121A-B-C-D-E-F, 123A-C, 125A, 127A-B, 130A-B-C-D, 132A-B-C-D-E-I, 134A-B-C-D-E-F-G-H, 136A-B-E-H-I-J-M-O, 138B-C-D, 140A-B-E, 141D, 143B-C, 144A-C-D-M-O, 184B-C  
Art Studio 1A-B, 7A, 125  
Asian American Studies 4, 118, 120, 127, 140, 146

Black Studies 14, 142, 161, 162, 170, 171, 172  
Chicana/o Studies 119, 125B, 138, 148, 188C  
Chinese 40, 141, 170  
Classics 102, 165, 170  
Dance 35, 36, 45, 145A-B-M-W, 146  
Film Studies 46, 120, 121, 124, 125B, 126, 127, 127M, 134, 136, 144, 163, 169, 175, 178Z  
French 156A-B-C-D  
German 55A-B, 183  
Italian 124X, 178B, 179X, 180Z  
Japanese 149, 159  
Music 11, 15, 17, 114, 115, 116, 118A, 119A  
Philosophy 136  
Slavic 130A-C-E  
Spanish 126  
Theater 3, 5, 7, 8, 9, 90, 166, 180A-B-C, 181S, 182A-M-MC-N-RM, 184CA, 185TH, 188S

## AREA G

### Literature

*Objective:* To develop an appreciation of literature through historical study, analysis of master works, and aesthetically creative activity.

Two courses are required:

Asian American Studies 5  
Black Studies 33, 38A-B, 127, 130A-B  
Chicana/o Studies 152, 180, 181, 184A  
Chinese 110A, 112A, 115A, 132, 139, 142, 148  
Classics 36, 37, 38, 39, 40, 102, 109, 110, 120, 130, 175  
Comparative Literature 30A-B-C, 31, 32, 33, 34, 100, 107, 113, 115, 117A-B, 122A-B, 128, 128A-B, 138, 153, 154, 161, 171, 179, 186EE, 191  
English 15, 21, 25, 35, 50, 101, 102, 103A-B, 104A-B, 105A-B, 113AA-ZZ, 114AA-ZZ, 115, 116A-B, 119, 119X, 120, 121, 122AA-ZZ, 124, 126B-C, 128AA-ZZ, 131AA-ZZ, 133AA-ZZ, 134AA-ZZ, 137A-B, 138C, 140, 150, 152A, 156, 157, 162, 165AA-ZZ, 172, 179, 180, 181, 184, 185, 187AA-ZZ, 189, 190AA-ZZ, 191, 192, 193  
Environmental Studies 122NE, 160  
Feminist Studies 40, 40H  
French 101C, 153A-B-C-D-E-F, 154A-D-E-F-G, 155D  
German 43B, 116A, 138, 143, 151C, 164E-F-G-I, 166, 179B-C, 182, 187  
Global Studies 101  
Italian 101, 102, 111, 114X, 126AA-ZZ, 138AX, 142X, 144AX, 163X, 179X  
Japanese 110A-B-C, 112, 115  
Korean 113  
Latin American and Iberian Studies 102  
Medieval Studies 100B  
Music 187  
Portuguese 115AA-ZZ, 120A-B  
Religious Studies 129  
Slavic 117F-H, 123A-B-C-D, 151C, 164A-B-C  
Spanish 115B, 120A-B, 135, 142A-B, 179  
*Literature courses taught in their original languages:*  
Chinese 124A-B, 132A-B  
French 101C, 141, 147A-B, 148C-E, 149E, 180A-B  
German 115A-B-C  
Greek 100, 101  
Hebrew 114A-B-C  
Italian 101, 102, 111, 126AA-ZZ, 138AA-ZZ  
Latin 100, 101

# General Education Credit for Higher Level IB Exams

| <b>IB Higher Level Exam<br/>With a score of 5 or higher</b> | <b>Units<br/>awarded</b> | <b>GE Credit</b>    | <b>UCSB course equivalent</b><br><i>(You may not enroll in these<br/>courses for credit at UCSB.)</i> |
|---|--------------------------|---------------------|---|
| Biology   | 8.0                      | C: 1 course         | MCDB 20/EEMB 20   |
| Business and Management                                     | 8.0                      | None                | None  |
| Chemistry   | 8.0                      | C: 1 course#        | Natural Science 1B  |
| Computer Science  | 8.0                      | C: 1 course#        | Computer Science 5NM  |
| Design Technology   | 8.0                      | None                | None  |
| Economics   | 8.0                      | Pending             | Pending   |
| English (A1 level)<br>Score of 5                            | 8.0                      | Entry Level Writing | Writing 1, 1E, 1LK  |
| Requirement<br>Score of 6                                   | 8.0                      | Writing 2           | Writing 1, 1E, 1LK, 2,<br>2E, 2LK   |
| Score of 7  | 8.0                      | Writing 2, 50       | Writing 1, 1E, 1LK, 2,<br>2E, 2LK, 50, 50E, 50LK  |
| Foreign Languages   | 8.0                      | B                   | Levels 1-6  |
| Geography   | 8.0                      | D: 1 course         | None  |
| History of Africa   | 8.0                      | E: 1 course+        | None  |
| History of the Americas                                     | 8.0                      | E: 1 course         | None  |
| History of East/South Asia and Oceania                      | 8.0                      | E: 1 course+        | None  |
| History of Europe   | 8.0                      | E: 1 course^        | History 4C  |
| History of South Asia and the Middle East                   | 8.0                      | E: 1 course+        | None  |
| Islamic History   | 8.0                      | E: 1 course+        | None  |
| Math  | 8.0                      | C: 1 course#        | None  |
| Music   | 8.0                      | F: 1 course         | None  |
| Philosophy  | 8.0                      | E: 1 course         | None  |
| Physics   | 8.0                      | C: 1 course#        | Natural Science 1A,<br>Physics 10   |
| Psychology  | 8.0                      | D: 1 course         | None  |
| Social and Cultural Anthropology                            | 8.0                      | D: 1 course         | Anthropology 2  |
| Theater   | 8.0                      | F: 1 course         | None  |
| Visual Arts   | 8.0                      | F: 1 course         | None  |

# course also satisfies the Quantitative Relationships Requirement + course also satisfies the World Cultures Requirement  
^ course also satisfies the European Traditions Requirement

Portuguese 105A-B-C, 106A-B-C  
Religious Studies 129, 142A-B-C  
Spanish 30, 102L, 131, 137A-B, 138, 140A-B, 174

## Courses that Apply to the Writing Requirement

At least six of the following courses. Details on criteria for these courses may be found on page 112. Courses on the list below may also apply to their respective areas of the General Education Program.

Anthropology 3, 104, 116, 116B, 122, 135, 138TS, 141, 142B, 143, 170, 172  
Art History 5A, 6A-B-C-D-DS-DW-F-G-H-K, 130A-B-D, 186AA-ZZ  
Art Studio 1A-B  
Asian American Studies 4, 5, 8, 100BB-FF, 121, 122, 128, 131, 134, 136, 137, 161  
Black Studies 1, 5, 6, 7, 14, 20, 33, 38A-B, 45, 49A-B, 50, 60A-B, 102, 103, 124, 125, 127, 130A, 160, 162, 169AR-BR-CR, 170, 171, 172  
Chicana/o Studies 1A-B-C, 132, 144, 152, 154E, 172, 175, 179, 180, 181, 184A  
Chinese 40, 112A, 124A-B, 132A-B, 139, 150, 166A-B-C-E, 170

Classics 38, 39, 102, 106, 109, 110, 171, 175  
Communication 1, 130, 137, 150, 153  
Comparative Literature 30A-B-C, 31, 32, 33, 34, 35, 36, 107, 113, 115, 119, 122A-B, 124, 128A-B, 146, 153, 154, 161, 170, 179B-C, 183, 186RR  
Dance 36, 145A-B-M-W  
East Asian Cultural Studies 3, 4A-B, 5, 21, 80, 161B, 178  
Education 165  
EEMB 124, 127, 134, 135, 138, 142BL-CL, 147, 149, 179  
English, all courses in Area G (except 190GL)  
Environmental Studies 1, 2, 3, 107E, 108A, 110, 122NE, 143, 160, 161, 189  
Feminist Studies 20, 20H, 30, 30H, 40, 40H, 60, 60H, 80, 80H, 117C, 142, 150, 153, 154A, 159B-C  
Film Studies 46, 101A-B-C, 120, 124, 125B, 126, 127, 127M, 134, 136, 144, 146, 163, 178Z, 191  
French 50AX-BX-CX, 148C-E, 149E, 153A-B-C-E-F, 154E, 155D  
Geography 8, 148, 180  
Geology 4S-W, 6, 10, 104A-B, 117, 123, 130  
German 43A-B-C, 55A-B, 115A-B-C, 116A, 138, 143, 151C, 164E-F-G-I, 179B-C, 182, 183, 187

Global Studies 1, 2  
Hebrew 114A-B-C  
History 2A-B-C, 2AH-BH-CH, 4A-B-C, 4AH-BH-CH, 6, 7, 8, 17A-B-C, 17AH-BH-CH, 33D, 46, 49A-B, 56, 80, 84, 87, 106A-B-C, 107E, 113A-B, 114B-C-D, 117A-C, 123A-B-C-E, 131F, 133A-B-C-D, 143, 144, 153, 155A-B-E, 156A-I, 157A-B, 159B-C, 164IA-IB, 167B, 167CA-CB-CP, 168M-N, 169AR-BR-CR, 172A-B, 179A, 182A-B, 185A-B, 187A-B-C, 189E  
Interdisciplinary 20  
Italian 114X, 138AX, 142X, 144AX, 161AX, 163X, 180Z  
Japanese, 110A-B-C, 112, 119, 159, 167A-B-D  
Korean 182A-B  
Latin American and Iberian Studies 10, 100, 101, 102, 194RR  
Law and Society 120, 124  
Linguistics 30, 70, 113, 132, 137, 138, 170, 180  
Materials 10  
MCDB 138, 149  
Military Science 27  
Music 12, 15, 112AB-C-D-E-F, 114, 115, 116, 118A-G-I-J-K-Q-S-Z, 119A, 175E-F-G, 187

Philosophy 1, 4, 7, 20A-B-C, 100A-B-C-D-E, 112, 136  
 Physics 13AH, 43, 128AL-BL  
 Political Science 1, 6, 7, 12, 115, 121, 127, 136, 155  
 Portuguese 120AA-ZZ, 125A-B  
 Psychology 90A-B-C, 91A-B-C, 110L, 111L, 112L, 116L, 117L, 118L, 120L, 140, 143S  
 Religious Studies 1, 3, 5, 7, 14, 15, 19, 21, 22, 43, 61A-B, 70, 80A-B-C, 106, 114B-D, 116A, 120, 123, 126, 127B, 130, 131J, 136, 138B, 140A-B-C, 141A-B-C, 145, 147, 150, 151A-B, 161B, 162E, 164A, 166A-B-C-E, 167A-B-D, 178, 180B, 183, 189A-B-C, 193  
 Slavic 117G-H, 123A-B, 141, 151B, 152A-B-C, 154, 162, 163, 164A-B-C, 170, 180  
 Sociology 128, 130, 130LA, 134, 134R-RC, 137E, 144, 153, 154A-F, 155M, 170, 176A  
 Spanish 115B, 120A-B, 135, 142A-B, 178, 179  
 Speech and Hearing Sciences 50  
 Theater 3, 7, 8, 9, 106, 167, 180A-B-C-G, 182A-M-MC-MD-N-RM, 184CA, 185TH, 188S  
 Writing 60, 105IN-RW, 110MK

### Courses that Apply to the Requirement in Quantitative Relationships

At least one of the following courses from Area C which emphasizes quantitative relationships is required.

Astronomy 1, 2  
 Chemistry 1A+1AL, 2A+2AC  
 Communication 87  
 Computer Science 5JA  
 EEMB 30  
 Environmental Studies 115  
 Geography 8  
 Geology 1, 2, 4, 4S-W, 7, 10, 20, 123, 130  
 Mathematics 3A-B, 34A-B, 109A  
 Natural Science 1A-B  
 Physics 1, 2, 3+3L, 4+4L, 5+5L, 6A+AL, 6B+BL, 6C+CL, 10, 21  
 PSTAT 5A-E-LS  
 Psychology 5  
 Speech and Hearing Sciences 121

### Courses that Apply to the World Cultures Requirement

At least one of the following courses that focus on a world culture outside the European tradition is required. Courses noted on the list below also may apply to their respective areas of the General Education Program.

Anthropology 2, 3, 3SS, 110, 122, 127B, 130A-B, 131, 134, 135, 136, 137, 138TS, 141, 142, 142B, 156, 176TS  
 Art History 6D-DS-DW-E-H-K, 127A-B, 130A-B-D-E, 132A-B-C-D-E-F-G-H-J, 134A-B-C-D-E-G-H, 136J  
 Black Studies 3, 5, 7, 33, 130A-B, 161, 162, 171  
 Chicana/o Studies 119  
 Chinese 40, 110A, 112A, 115A, 124A-B, 132A-B, 139, 141, 142, 148, 158, 166A-B-C-E, 170, 184B-M  
 Comparative Literature 31, 32, 33, 36, 115, 171, 183  
 Dance 35, 146  
 East Asian Cultural Studies 3, 4A-B, 5, 21, 80, 161B, 164B, 178, 189A  
 Environmental Studies 130A-B

Feminist Studies 30, 30H  
 Film Studies 120, 121, 161  
 French 154G  
 Geography 2  
 Global Studies 1  
 History 46, 49A-B, 56, 80, 82, 84, 85, 87, 143, 144, 146, 146T-W, 156A-B-I, 182A-B, 184B, 185A-B, 187A-B-C, 188T, 189A-E  
 Japanese 25, 63, 110A-B-C, 112, 115, 149, 159, 164, 167D  
 Korean 82, 113, 182A-B  
 Latin American and Iberian Studies 10, 100  
 Middle Eastern Studies 45  
 Music 175E-F-G  
 Political Science 136, 150A  
 Religious Studies 3, 4, 6, 19, 20, 21, 22, 131H, 138B, 140A-C-D-F, 158A, 160A, 161A-B, 162A-C, 163, 164A-B, 166A-B-C-E, 167D, 169, 178, 183, 189A-B-C  
 Sociology 130  
 Spanish 177, 178  
 Theater 2

### Courses that Apply to the European Traditions Requirement

At least one of the following courses that focuses on European cultures is required. Courses listed below may also apply to their respective areas of the General Education Program.

Art History 6A-B-C  
 Classics 36, 37, 38, 39, 40, 50, 80A-B, 101, 102, 106, 108, 109, 110, 120, 130, 150, 162S, 165, 170, 171, 175  
 Comparative Literature 30A-B-C  
 French 50AX-BX-CX  
 Greek 100, 101  
 History 2A-B-C, 2AH-BH-CH, 4A-B-C, 4AH-BH-CH, 33D, 133D  
 Latin 100, 101  
 Philosophy 20A-B-C  
 Religious Studies 80A-B-C  
 Theater 8

### Courses that Apply to the Ethnicity Requirement

The courses listed below will satisfy the ethnicity requirement and may be applied to their respective areas of the General Education Program.

Anthropology 148A  
 Art History 121D, 121F, 125A  
 Asian American Studies 1, 2, 3, 4, 5, 6, 8, 100AA-BB-CC-DD-FF, 107, 118, 119, 120, 121, 122, 124, 127, 128, 131, 136, 137, 138, 140, 146, 148, 149, 161, 170RR  
 Black Studies 1, 4, 6, 14, 15, 20, 38A-B, 50, 60A-B, 102, 103, 121, 122, 127, 142, 160, 169AR-BR-CR, 170, 172  
 Chicana/o Studies 1A-B-C, 125B, 137, 138, 139, 140, 144, 148, 151, 152, 154F, 155W, 168A-B-E-F, 171, 172, 173, 174, 175, 178A, 180, 181, 184A, 188C, 189, 189B  
 Comparative Literature 153  
 English 50, 134AA-ZZ, 191  
 Environmental Studies 189  
 Feminist Studies 60, 60H, 142, 153  
 Film Studies 127  
 History 11A, 131E, 160A-B, 161A-B, 164IA-IB, 167C, 168A-B-E-F-M-N, 169AR-BR-CR, 179A-B

Linguistics 180  
 Military Science 12  
 Political Science 174  
 Religious Studies 14, 61A-B, 114B-D, 123, 124, 131F, 140, 193  
 Sociology 128, 137E, 139A, 144, 153, 154F, 155M, 155W  
 Spanish 109, 135, 179  
 Theater 180F-G

## Bachelor of Science Degree

Candidates for the bachelor of science degree must complete the following general subject area requirements: Area A; Area B; Area C; two courses from Area D; two courses from Area E; one course from Area F; one course from Area G.

Students are also responsible for completing all of the special subject area requirements with the exception of the European traditions requirement, as outlined in the B.A. requirement section.

## Bachelor of Fine Arts; Bachelor of Music Degree

Candidates for the degree of bachelor of fine arts or bachelor of music must complete the following general subject area requirements: Area A; Area B; two courses from Area C; two courses from Area D; two courses from Area E; one course from Area G.

Students are also responsible for completing all of the special subject area requirements with the exception of the European traditions requirement, as outlined in the B.A. requirement section.

## Honors

The College of Letters and Science is committed to academic excellence and offers students with records of superior scholarship a number of special opportunities.

## College of Letters and Science Honors Program

The College Honors Program encourages students to intensify their educational experience and to participate in a small community atmosphere within the larger university setting throughout their four years of undergraduate study. College Honors Program participants benefit from increased contact with both faculty and peers in small classes and special programs.

Participants in the honors program enjoy graduate library privileges, preferential class enrollment, participation in the peer mentorship program, and special advising services. Housing is available to eligible first-year students in Scholars floors located in several university-owned residence halls.

Honors program students may enroll in special honors sections of large introductory courses that provide preparation for the major or fulfill general education area requirements. With faculty approval, upper-division College Honors Program students may design their own honors contracts in upper-division courses, and have special research opportunities available to them. Special upper-division honors courses

that enhance the honors program curriculum may also be available. These opportunities give students the chance to find mentors among some of UCSB's most dedicated faculty. In addition, students may participate in the departmental senior honors programs described later in this section.

Undergraduate research opportunities combine two of UCSB's greatest resources, the distinction of its research faculty and the excellence of its undergraduate programs. Honors students may engage in independent and team research under the supervision of a faculty researcher. Special access to advising and research funding is available to honors program participants. Contact the Office of Undergraduate Research and Creative Activities for additional information.

Entering freshmen students are invited into the College Honors Program based on high school grade-point average and SAT I (or ACT score) and SAT II scores. In the typical entering freshman class, 10 percent of the students are in the College Honors Program. Transfer students with a 3.6 grade-point average when they enter UCSB are eligible and are encouraged to apply. The College Honors Program is also open to any UCSB students with an overall grade-point average of 3.5 on a minimum of 12 graded baccalaureate units. *Please note: Eligibility criteria are subject to change at any time.*

Students may continue as program members as long as they maintain the required grade-point average and complete at least 6 units of honors coursework each year. A minimum grade of B is required for the honors designation to be assigned to a course. An annual review is conducted during the summer.

To complete the program and receive the Academic Excellence Award, a student must earn 36 units of honors-designated courses with at least a B grade, earn a minimum overall grade-point average of 3.5, and complete volunteer service. At least 20 of the 36 honors-designated units must be upper division. Completion of 20 units of upper-division honors-designated courses qualifies junior transfer students (who are eligible for the honors program at the time of admission) for the Academic Excellence Award. The total number of honors-designated units is reduced to 28 (including 12 upper-division) for students who participate in the University of California's year-long Education Abroad Program.

A Certificate of Academic Excellence will be awarded by the dean of undergraduate studies to all graduating seniors who complete the College Honors Program.

### **Departmental Senior Honors Programs**

Most departments in the college sponsor honors programs that provide opportunities for research and independent study in the major field. Students are normally selected for the departmental honors program at the end of their junior year. They devote much of their senior year to the design and completion of an original research project or senior thesis. Members of departmental honors programs who complete their project or thesis with distinction are eligible for nomination by their departments for the award of Distinction in the Major. Departmental

honors program participants are granted special UCSB Davidson Library privileges normally available only to graduate students. In addition, they are eligible to apply for grants for undergraduate research and creative projects, including the UCSB Office of Research, and the College of Letters and Science.

### **Dean's Honors**

The award of Dean's Honors is granted at the end of each quarter to those students who earn a grade-point average of 3.75 or higher for the quarter, on a program of 12 or more letter-graded units, with no NP grades. Students with approved permanent deficit petitions may qualify for Dean's Honors if they earn the necessary grade-point average on 12 letter-graded units during a period of two or more consecutive quarters. The receipt of Dean's Honors is recorded permanently on the transcript. Grades of I normally disqualify students from eligibility for Dean's Honors for that term.

### **Honors at Graduation**

Students with outstanding academic achievement are honored at the time of graduation. College Honors are awarded to those Letters and Science undergraduates who have completed 135 or more letter-graded units in the University of California with a grade-point average of at least 3.85. General honors at graduation are awarded to the top 20 percent of students who complete at least 76 letter-graded units in the University of California, as follows: The top 2.5 percent receive Highest Honors, the next 6 percent receive High Honors, and the next 11.5 percent receive Honors. Members of departmental honors programs who complete their project or thesis with distinction are eligible for nomination by their departments for the award of Distinction in the Major.

### **Phi Beta Kappa**

Phi Beta Kappa, established in 1776, is the nation's oldest and most respected scholastic honorary society, its purpose being to honor high achievement in the liberal arts and sciences. According to the society's handbook, the objectives of humane learning encouraged by Phi Beta Kappa include intellectual honesty and tolerance, range of intellectual interests, and understanding—not merely knowledge. The UCSB chapter, California Lambda, was established in 1967 and has maintained a high standard of admission. Election is by invitation only, and is offered to no more than one percent of graduating seniors each year. Election in the junior year is extremely rare.

To be eligible for consideration, a student must have a grade-point average of at least 3.75 for juniors and 3.4 for seniors, have completed four quarters of a single foreign language, and have taken plane geometry and algebra through quadratics. Each senior candidate must have completed 60 units of work at UCSB (junior candidates must have completed 120 units), excluding professional, vocational, technical, recreational, and remedial courses, and all courses taken on the P/NP basis. A record which shows more than 15 P/NP units is normally disqualified, although exceptions are made for candidates in the College of Creative Studies and occasionally for others of extraordinary achieve-

ment. Election to Phi Beta Kappa takes place in the spring quarter, and normally requires that the candidate have demonstrated evidence of genuine intellectual curiosity and achievement beyond the minimum outlined above. Most departments at UCSB have members of Phi Beta Kappa on their faculty. Students are urged to contact faculty members, departmental undergraduate advisors, or the UCSB Phi Beta Kappa website for further information ([www.oiss.ucsb.edu/pbk](http://www.oiss.ucsb.edu/pbk)).

## **Academic Programs and Options**

### **Options for Accelerated and Independent Study**

Qualified students may accelerate their progress through portions of the undergraduate curriculum by presenting excellent scores on the College Board Advanced Placement and International Baccalaureate Examinations, by performing well in various departmental placement examinations in fields such as foreign languages, fine arts, and mathematics, and by earning credit for university courses by examination. These options are described in the "Undergraduate Education at UCSB" chapter of this catalog.

Qualified students may enroll in advanced, upper-division courses, provided they have fulfilled the course prerequisites or have obtained the instructor's permission. Upper-division students with excellent academic records may enroll in independent reading or studies courses 198, 199, and 199AA-ZZ. Exceptionally qualified seniors are sometimes encouraged to enroll in graduate courses.

### **Advanced Placement Credit**

Students who complete special advanced placement courses in high school and who earn scores of 3, 4, or 5 on the College Board Advanced Placement and International Baccalaureate Examination taken before high school graduation will receive 2, 4, or 8 units of credit toward graduation at UCSB for each such test completed with the required scores, provided scores are reported to the Office of Admissions. The specific unit values assigned to each test, course equivalents, and the applicability of this credit to the General Education requirements, are presented in the chart on page 113.

*Note: Advanced Placement credit earned prior to entering the university will not be counted toward maximum unit limitations either for selection of a major or for graduation.*

### **International Baccalaureate Credit**

Students completing the International Baccalaureate (IB) diploma with a score of 30 or above will receive 30 quarter units total toward their UC undergraduate degree. The university grants 8 quarter units for certified IB Higher Level examinations on which a student scores 5, 6, or 7. The university does not grant credit for standard level exams. The application of this credit to the General Education requirements and course equivalents for these exams are listed on page 115.

*Note: International Baccalaureate Examination credit earned prior to entering the university will*

not be counted toward maximum unit limitation either for selection of a major or for graduation.

### Undergraduate Research and Creative Activities

In keeping with the university's commitment to promote the scholarly work of undergraduates, the College of Letters and Science at UC Santa Barbara offers a variety of programs to support research and creative activities under faculty supervision. Undergraduates from all majors may apply for awards that are supported by various funding sources. A competition for these awards is held in October. Students involved in research and creative projects have an opportunity to present their work at the annual Colloquium on Undergraduate Research in the spring.

During the academic year, students may earn course credit by actively working on projects under the Faculty Research Assistance Program (FRAP). Participating faculty and descriptions of their projects may be found in the FRAP Directory.

Other scholarly experiences may be found in Opportunity Alert, an online listing updated on a continual basis. For more information about undergraduate research opportunities, visit the college's Undergraduate Research and Creative Activities (URCA) website: [www.ltsc.ucsb.edu/urca](http://www.ltsc.ucsb.edu/urca).

### Scholarship Opportunities

The Undergraduate Research and Creative Activities (URCA) Office coordinates the campus application process for a number of prestigious national and international scholarships funding undergraduate or graduate studies. Such scholarships include but are not limited to the Rhodes, Marshall, Mitchell, Goldwater, Truman, and Udall Scholarships. Details on the scholarships coordinated by this office may be found on the URCA website: [www.ltsc.ucsb.edu/urca](http://www.ltsc.ucsb.edu/urca). Students interested in applying for these scholarships should contact the URCA Office at least six months prior to the application due date. A listing of scholarships not requiring campus endorsement may be found in *Scholarship Alert*, an online publication also located on the URCA website.

### UCSB Washington Center Program

The UCSB Washington Center Program (UCDC) provides a unique opportunity in experiential learning. The program combines courses, internships and a wide variety of cultural experiences and offers students a chance to observe public policy processes first hand. Admission to the Washington Center Program is open to upper-division undergraduates from all majors. Students maintain full-time enrollment at UCSB while undertaking their internship in Washington, D.C. and may participate during any quarter of the academic year or in the summer. For more information visit the Program's website: [www.ucdc.ucsb.edu](http://www.ucdc.ucsb.edu), or contact the campus office by e-mail at [ucdc@ltsc.ucsb.edu](mailto:ucdc@ltsc.ucsb.edu).

### University of California Center in Sacramento Program

The University of California Center in Sacramento (UCCS) Program is a residential program that combines an internship with research and coursework. In addition, students have the

opportunity to observe public policy processes firsthand in our state's capital. Admission to the UCCS Program is open to upper-division undergraduates from all majors. Students maintain full-time enrollment at UCSB while working in a structured internship with an agency or organization of their choice in Sacramento. The program is offered during academic terms and summer. For more information visit the program's website: [uccs.universityofcalifornia.edu](http://uccs.universityofcalifornia.edu). Application materials may be obtained from staff in the Undergraduate Research and Creative Activities (URCA) Office, 2105 North Hall or from the URCA website: [www.ltsc.ucsb.edu/urca](http://www.ltsc.ucsb.edu/urca).

### Accelerated Study Access Program

The Accelerated Study Access Program (ASAP) in the College of Letters and Science allows highly qualified students from junior and senior high schools in the Santa Barbara area to enroll simultaneously in their home schools and at UCSB. ASAP participants are admitted to the University of California in freshman standing, and they have access to nearly the entire range of academic resources of the campus. They may enroll in any UCSB course for which they are qualified, and they will receive full university credit for each course satisfactorily completed. When they have graduated from high school, ASAP members may continue their education at UCSB, or they may be eligible for admission to another campus of the University of California or to any other institution of higher education for which they are qualified. Brochures describing the program, eligibility requirements, and application procedures are available from the college office, 1117 Cheadle Hall.

### The Letters and Science Program

Freshman and sophomore students who have not yet selected a major will be part of the Letters and Science Program. While they are in this program, they are encouraged to take courses in a variety of departments to help them to develop their interests and to learn about the range of academic opportunities available at UCSB. The College of Letters and Science, and many individual academic departments, offer special advising services to undeclared students to help them make sound academic decisions. To ensure their timely progress toward the degree, students are expected to declare a major by the time they have reached junior standing (completion of 84 quarter-units). Those who do not meet this expectation will have their future registration blocked.

### Individual Major

Highly motivated students with excellent academic records who find that no single major accommodates their specific interest in a given subject may propose an individual major, provided that the college offers sufficient courses to support the proposed study. Proposals for individual majors are prepared with the guidance of a faculty member, and they are examined for cogency and academic merit by the dean of undergraduate studies and the Executive Committee of the College of Letters and Science, which has final approval authority.

Minimum qualifications for proposing an individual major include a grade-point average

of at least 3.0 and residence in the college for at least three quarters. Final proposals for individual majors must be submitted no later than the end of the junior year. However, students are urged to discuss their ideas with a college advisor well before then, to allow sufficient time for preparation, review, and approval of the proposal. Normally, this process takes at least three months. Information sheets describing the individual major option are available in the college office.

### Double Majors

Students with interest and talent in two separate major fields may propose completion of a double major. In their proposal, they must estimate the number of units they will need to complete in satisfying degree requirements and the term in which they will become eligible to graduate. In general, double majors are approved for students who demonstrate that they can meet all degree requirements without exceeding 200 units of credit from all institutions attended. Students who receive approval for a double major will be allowed to continue their studies at UCSB only through the final quarter listed on their proposal. No more than 8 units may be applied simultaneously to the upper-division requirements of the two majors.

### Academic Minors

Students may pursue an academic minor in addition to their major under a formal minors program offered by an individual department or program, or a multidisciplinary group of departments and/or programs. Completing a minor offers students a cohesive supplement to their major, reflecting well-rounded interests and course of study. In addition, a minor program often helps students to structure their choice of elective units as they fulfill the college's unit requirements. To ensure appropriate advising and planning, students who are considering a minor should consult the sponsoring department as soon as possible. They must request that the department confirm completion of the minor no later than the second week of the quarter in which they announce candidacy to graduate.

Upon completion of the degree, the minor will be listed on the diploma and posted on the official transcript, provided the following conditions also are met:

- The sponsoring department reports the student's completion of the minor prior to the posting of the degree.
- The student has completed at least 18 upper-division quarter units pertinent to the minor. Most minors require more than 18 upper-division units. (Waivers cannot reduce the requirement below 18 units.)
- Courses for the minor are all completed for a letter grade. (At its discretion, the sponsoring department may accept up to 5 units graded P.)
- The UC grade-point average in all applicable upper-division courses is 2.0 or higher.
- No more than 5 upper-division units overlap between this minor and the upper-division portion of each of the student's major(s) or other minor(s). If overlap is greater with the student's major(s), the completion of the minor will not be formally recognized; if overlap with other minor(s) is greater, only the first

minor reported will be recognized.

- The student has completed at least 12 of the upper-division units for the minor while in residence at UCSB. (EAP courses do not apply to residence.) Courses applied to the major residence requirement may not also be applied to the minor residence requirement.

No reference will be made to the minor on any progress checks or degree clearance forms.

### Freshman Seminars

The freshman seminar program was created to help freshmen make the transition to campus life. Taught by active research faculty, these seminars help students explore different fields and disciplines in a small group discussion setting. Topics have included Behind Lab Doors: Research in Marine Biology; Nutrition: You Are What You Eat; So You Want to be a Leader?. Seminars are offered quarterly. They can be found in the *Schedule of Classes*, listed as Interdisciplinary 94AA-ZZ. Visit [www.freshsem.ucsb.edu](http://www.freshsem.ucsb.edu) for complete details and a listing of current topics.

## Academic Policies and Procedures

### Change of Major

Upon completion of prerequisites for admission to the major, students may petition to change their major. The petition should be filed not later than the end of the junior year, and requires the approval of the chair of the prospective department and the dean of undergraduate studies. Students who contemplate a change of major relatively late in their academic careers should note that the change may not be approved if it becomes clear that they will need to complete more than 200 units in order to fulfill all degree requirements. The College of Letters and Science will not accept students from the College of Engineering or the College of Creative Studies after they have completed 180 units.

### Community College Credit Limit

The university accepts a maximum of 105 quarter-units or 70 semester-units of credit for college courses completed at a two-year community college. Only subject credit for specific lower-division requirement is assigned subsequently.

### Concurrent Enrollment

Students who wish to enroll simultaneously in undergraduate courses at UCSB and at another college-level institution must obtain prior written approval from the dean of undergraduate studies. Normally, such enrollment is approved only for courses that are not available in the curriculum at UCSB.

### Minimum Academic Progress

The recommended study load for a full-time undergraduate student in the College of Letters and Science is 12 to 16 units per quarter. An average load of 15 units must be maintained if the student expects to complete degree requirements in four years.

Furthermore, undergraduate students in the College of Letters and Science are required to make at least minimum progress toward the de-

gree at a rate determined by the faculty. Student progress will be monitored every other regular term. Students who, at the point of review, fall short of the minimum cumulative progress measure will be placed on Minimum Cumulative Progress Probation. Students who have not returned to Minimum Cumulative Progress standards two regular terms later will be subject to disqualification, at the discretion of the dean of the college. Students may monitor their progress in relation to the expectations of the faculty by using the campus' GOLD system.

A term by term chart that outlines the required minimum academic progress and offers more detailed information about other important aspects of the Minimum Cumulative Regulation should be viewed at the college's academic advising website ([www.advising.ltsc.ucsb.edu](http://www.advising.ltsc.ucsb.edu)). Students may also consult the college advising office (Cheadle 1117) for assistance.

All study lists of fewer than 12 units must be approved by the dean of undergraduate studies. Students who, for health reasons, or regular outside employment, or personal and/or family responsibilities, are unable to maintain the 12-unit quarterly minimum may request an exception by submitting the appropriate petition to the college office.

## Preparing for Careers and for Graduate and Professional Schools

While enrolled in the College of Letters and Science, students have access to career-planning advice, and they can prepare for admission to a variety of graduate and professional programs offered by the University of California and other colleges and universities. To assist them in the process, the college provides pre-professional advising in a number of fields. Students are invited to discuss their plans with the college pre-professional advisor and to use the resources of the college office and of Career Services, Building 599.

### Career Planning

Career Services, Building 599, is of particular assistance to students who are searching for a rewarding career. The center offers individual counseling, workshops, career literature and a computer access to job listings, corporate profiles, and graduate school information. The Campus Interview program provides opportunities for students to meet with employers here at UCSB, especially during fall and winter quarters of each year. Internship opportunities (local, national and international) are available through the Applied Learning Program. For immediate access to employer listings, internship opportunities and workshop schedules as well as links to other resources, visit the website at [career.ucsb.edu](http://career.ucsb.edu).

### Graduate Programs

Departments at UCSB have specially appointed faculty members who are prepared to discuss their own graduate programs, specializations available, and admission requirements, including courses and majors required. They are often able to provide general information about other

graduate schools in their areas of specialization.

All college advisors have a general knowledge of graduate school matters and can assist students in reviewing the options available to them. Two publications are very helpful to students searching for appropriate graduate programs: *Graduate School Admissions Manual*, a four-volume set published by the Educational Testing Service which identifies all graduate schools in the U.S. offering programs in each specific field of study, and *Peterson's Guides*, which are helpful in deciding which school is most suitable. Both the manual and *Peterson's Guides* are available in the Career Resources Room in Counseling and Career Services, Building 599. The Graduate Division, located in Cheadle Hall 3117, can provide information and assistance to students who are interested in applying to graduate school at UCSB, including financial aid information.

## Professional School Preparation

UC Santa Barbara has an excellent reputation for preparing its students for various professional school programs. Each year, many UCSB graduates continue their education in medical, law, business, and a variety of other professional schools. Most of these graduate professional programs do not require completion of a specific undergraduate major. Instead, students may complete the major of their choice while fulfilling any specific course prerequisites required for admission to the programs of interest to them. Advisors for each of these professional programs are available either in the Office of Student Academic Affairs in the College of Letters and Science or in departmental offices. Counseling and Career Services also maintains a wealth of information relevant to these career fields.

### Medicine

Students who are preparing for careers in medicine have traditionally found UCSB an excellent institution in which to complete their requirements. Advising for premedical students is available in the Health Professions Resource Room, 2105 North Hall, and in the College office, Cheadle 1117. There students can find information about required courses, recommended schedules, preparing for the Medical College Admissions Test, preparing for interviews, and health profession programs; peer advisors are available to assist students seeking information regarding health professions. Student groups, including the Health Professions Association, help to develop programs supporting the career aspirations of premedical students, and each year the campus sponsors a Health Professions Conference, where UCSB alumni discuss their medical careers and where representatives of medical schools provide information.

Many premedical students take advantage of the campus's wide range of opportunities to involve themselves in faculty-sponsored undergraduate research projects in the biomedical field, and many participate in the extensive internship programs available at local hospitals and medical clinics. The Department of Ecology, Evolution, and Marine Biology and the Department of Molecular, Cellular, and



Developmental Biology sponsor both lower- and upper-division courses which are relevant to gaining experience in the medical field. The health professions advisor is available to help students develop academic programs to meet medical school requirements. The advisor also coordinates a series of workshops to help students prepare for the rigorous application process.

Although many students select majors within the biological sciences, medical schools do not require applicants to complete a specific major. Schools, in fact, encourage applicants to develop a broad academic program with coursework in a variety of fields in the sciences, social sciences, and humanities. Each school, however, does require certain prerequisite courses, which frequently includes the following:

- General Chemistry. Chemistry 1A-B-C and labs.
- Organic Chemistry. Chemistry 6A-B and 109A-B-C.
- Introductory Biology. MCDB 1A-AL-B, EEMB 2-3-3L, and either MCDB 1BL or EEMB 2L.
- General Physics. Physics 6A-B-C and labs or 1-2-3-3L-4-4L.
- Mathematics. Mathematics 34A-B or Mathematics 3A-B and either Mathematics 3C or PSTAT 5A or another statistics course.
- English. Writing 2 or 2LK, one course from 50 or 50LK or 109AA-ZZ (109HP suggested), and one English literature course.

In addition, some schools require one year of upper-division coursework in the biological sciences. Students take courses in fields such as cell biology (MCDB 103), neurobiology (MCDB 114, 115), pharmacology (MCDB 126A-B-C), genetics (MCDB 101A, 101B, EEMB 129), developmental biology (MCDB 112), biochemistry (MCDB 108A, 108B, 108C, 110, Chemistry 142A, 142B, 142C), and physiology (MCDB 111, EEMB 154) to fulfill this requirement.

Medical schools prefer applicants with broad academic experience. Science majors, therefore, should take as many non-science courses as possible.

The overall grade-point average, particularly the grades earned in the prerequisites described above, will be a primary factor in determining the student's prospects for admission. Generally, at least a 3.3 grade-point average in the sciences and in all college work will be needed, although in recent years the average for accepted students nationally has been greater than 3.5. Scores on the Medical College Admission Test (MCAT) are also an important factor. Because competition is intense, interested students are encouraged to consult with the health professions advisor early in their academic careers, in order to plan their program carefully. Students also work with their advisor in preparing their applications and considering alternative careers, should they be unsuccessful in gaining admission. For further information, visit [www.ltsc.ucsb.edu/health](http://www.ltsc.ucsb.edu/health).

### Other Doctoral-Level Health Professions

UCSB offers the advising and coursework necessary to complete the requirements for a variety of professional fields in health sciences. Although medicine is by far the most popular health field, many students pursue careers in

other fields which require a doctoral degree. These professions include dentistry, podiatric medicine, optometry, physical therapy, veterinary medicine, and pharmacy. Although many of these professional school programs do not absolutely require a bachelor's degree, a large proportion of successful applicants will have completed this degree. Each of these fields (and the individual schools within the field) has specific course requirements which must be met before matriculating. Most require the same spectrum of courses which are outlined above for medical schools. The health professions advisor in the College of Letters and Science maintains a Health Professions Library within the Health Professions Resource Room, 2110 North Hall, which has additional information on other doctoral-level professions. For further information, visit [www.ltsc.ucsb.edu/health](http://www.ltsc.ucsb.edu/health).

### Allied Health Professions

Many students at UCSB are working to prepare to be allied health professionals such as physical therapists, occupational therapists, nurses, or physician assistants. Many of these programs require that specific courses be completed before matriculation. Most of these courses are offered at UCSB. If the specific course is not part of the general UCSB curriculum, this campus has a general agreement with the Santa Barbara Community College allowing students to complete appropriate courses at SBCC while attending UCSB. In addition to course requirements, most of these fields also require that students obtain significant work or volunteer experience before entering professional school. The Santa Barbara community offers students many opportunities to gain that experience, often while gaining academic credit. For further information, visit [www.ltsc.ucsb.edu/health](http://www.ltsc.ucsb.edu/health).

### Counseling and Human Services

Students planning careers in one of the helping professions such as counseling psychology, health psychology, marriage and family counseling, educational psychology, social work, and industrial psychology may complete their undergraduate education at UCSB. No specific undergraduate major is required for most programs, but substantial coursework in the behavioral and social sciences is strongly recommended, and a course in statistics is often required. Some programs require applicants to take the Graduate Record Examination (GRE). Graduate professional programs in the counseling and human services area normally require one to two years of study.

Previous experience (volunteer or paid) in a human services setting is a requirement for most professional degree programs. Applicants to such programs are often asked to provide letters of recommendation from their supervisors. Additional information can be obtained from the Departments of Sociology and Psychology, from UCSB's Counseling Services, from the Graduate School of Education, and from the pre-professional advisor in the College of Letters and Science.

### Law

Undergraduates at UC Santa Barbara who are interested in preparing for a career in law will find numerous opportunities to build the strong

record of academic achievement and personal accomplishment which is so important in the very competitive world of law-school admissions.

Each year, more than 450 UC Santa Barbara students apply to the nation's law schools. The rate at which applicants are admitted to law schools consistently exceeds national averages. Many students attend law schools in California, and a smaller number choose to attend eastern law schools. UC Santa Barbara graduates with superior academic records and scores on the Law School Admissions Test (LSAT) can expect to be admitted to the nation's very best law schools.

The combination of a strong and diverse liberal arts curriculum and an established network of advising and internship opportunities creates an intellectually engaging and supportive environment in which dedicated prelaw students pursue ambitious professional goals.

Students preparing for law school may select the major which holds the greatest degree of interest for them. Law schools seek to admit students with a broad academic background, demonstrated skills in analytical thinking and communication, and an academic record and score on the Law School Admissions Test which would predict success in law school. Competition for admission to the nation's most prestigious law schools is very keen.

The prelaw advisor in the College of Letters and Science assists students with major selection, program planning, selection of law schools, and applying for admission. The UCSB Association of Prewlaw Students provides information and mutual support; it organizes law school tours for members and hosts the visits of law school representatives and local attorneys. In addition, the association publishes one of just a handful of undergraduate law reviews produced in the United States.

### Management

Careers in management and business usually require postbaccalaureate training in professional or graduate schools, where admissions officers seek out students with a solid grounding in a wide variety of fields, particularly the social and behavioral sciences. Many UCSB students pursuing graduate education in management choose majors in economics or business economics. Graduate schools, however, do not require specific major programs, and students in majors across the curriculum build the foundation they will need for advanced training in specialties like international business, personnel management, hospital administration, arts management, banking and finance, marketing, operations research, accounting, labor and industrial relations, transportation and public utilities, and insurance.

Many schools have specific course prerequisites. These often include courses in accounting, micro- and macroeconomics, statistics, and calculus. Students are advised to review the admission requirements of the programs of interest to them so that they can plan their undergraduate programs accordingly.

Most graduate schools of business require applicants to submit scores earned on the Graduate Management Admissions Test (GMAT). The UCSB Campus Learning Assistance Services

(CLAS) offers preparation sessions for this examination. In addition, graduate schools of business generally seek applicants who have supplemented their academic pursuits with activities that have enabled them to develop and exercise their leadership potential and organizational skills. Many such activities are available at UCSB, including participation in student organizations and government and in one of the various internship programs sponsored by an academic department or by the UCSB Applied Learning Program. Full-time work experience is becoming increasingly important for admission to many schools of business; some of the most prestigious programs have initiated a process of deferred admission to ensure that students have the necessary work experience before they undertake graduate study. Interested students are invited to consult the college pre-professional advisor and the advisors in the Department of Economics. *The Official Guide to M.B.A. Programs, Admissions, and Careers*, available in many university and commercial bookstores, contains descriptions of more than 400 M.B.A. programs.

### Teaching and Related Fields

The two first-level teaching credentials available in California are the Multiple Subject (elementary) and the Single Subject (secondary) credentials. Both require the prior completion of a bachelor's degree plus one academic year of graduate professional teacher education coursework and student teaching. The Gevirtz Graduate School of Education at UCSB offers these and several additional credential and graduate education programs.

Certain specific prerequisite courses are required for admission to these credential programs. Pre-credential students are encouraged to discuss their plans as soon as possible with the credential advisor in the Gevirtz Graduate School of Education, Teacher Education Program, Phelps Hall, Room 2517.

# Anthropology

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Division of Social Sciences  
Humanities and Social Sciences 2001

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## Faculty

**Shankar Aswani**, Ph.D., University of Hawaii, Associate Professor (maritime anthropology, behavioral ecology, indigenous ecological knowledge, common property resources, exchange, social stratification, ethnohistory; Solomon Islands, Melanesia, Tonga, Hawaii)

**Steven J. C. Gaulin**, Ph.D., Harvard University, Professor (evolutionary psychology, cognitive adaptations, sexual selection, evolution of sex differences, North America)

**Michael D. Gurven**, Ph.D., University of New Mexico, Associate Professor (cooperation and food sharing, foraging, hunter-gather ecology, altruism and reciprocity, the dynamics of social networks, evolution of human life history

patterns, South American Indians Bolivia, Paraguay)

**Mary E. Hancock**, Ph.D., University of Pennsylvania, Professor (ideology and cultural practice, South Asia, social theory, nationalism, cultural studies, feminist theory, public memory)

**Michael Jochim**, Ph.D., University of Michigan, Professor (archaeology, hunters-gatherers, European prehistory, archaeological method and theory)

**Juan Vicente Palerm**, Ph.D., Universidad Iberoamericana, Professor (peasant studies, development)

**Katharina Schreiber**, Ph.D., Binghamton University, Professor (archaeology of Andean South America and the southwestern United States, origin and development of complex societies, empire expansion, settlement patterns)

**Stuart T. Smith**, Ph.D., UC Los Angeles, Professor (archaeology of Egypt and Nubia [the Sudan], ethnicity, culture contact and imperialism, ideology and legitimization, funerary practice, ceramics and residue analysis)

**Susan Stonich**, Ph.D., University of Kentucky, Professor (political ecology, ecological anthropology, Appalachia, Latin America, Asia)

**John Tooby**, Ph.D., Harvard University, Professor (evolutionary psychology, hominid-behavioral evolution, behavioral ecology, evolutionary genetics)

**Amber VanDerwarker**, Ph.D., University of North Carolina-Chapel Hill, Assistant Professor (archaeology, paleoethnobotany, zooarchaeology, Mesoamerica, southeastern United States)

**Casey Walsh**, Ph.D., New School for Social Research, Assistant Professor (political economy, Mexico-U.S. borderlands, water, commodities, history)

**Gregory D. Wilson**, Ph.D., University of North Carolina-Chapel Hill, Assistant Professor (archaeology, origins of social inequality, warfare, Eastern North America, particularly the Mississippi valley and interior southeastern United States)

### Emeriti Faculty

**Francesca Bray**, Ph.D., Cambridge University, Professor Emerita (history and culture of medicine, technology and science, development, gender; East and Southeast Asia)

**David W. Brokensha**, D. Phil., Oxford University, Professor Emeritus (modernization, ecology, plural societies, Africa)

**Donald E. Brown**, Ph.D., Cornell University, Professor Emeritus (sociocultural anthropology, political anthropology, anthropology of history, Southeast Asia)

**Manuel L. Carlos**, Ph.D., UC Santa Barbara, Professor Emeritus (political anthropology, Latin America)

**Napoleon Chagnon**, Ph.D., University of Michigan, Professor Emeritus (social behavior, evolutionary theory, social structure, South American Indians)

**Charles J. Erasmus**, Ph.D., UC Berkeley, Professor Emeritus (development, explanation, collective good, Latin America)

**Brian M. Fagan**, Ph.D., Cambridge University, Professor Emeritus (Old World archaeology, general prehistory, multimedia teaching)

**Michael A. Glassow**, Ph.D., UC Los Angeles, Professor Emeritus (archaeology, cultural ecology, western North America)

**Thomas G. Harding**, Ph.D., University of Michigan, Professor Emeritus (economic anthropology, the Pacific)

**Elvin Hatch**, Ph.D., UC Los Angeles, Professor Emeritus (history of anthropology, social history of rural America and New Zealand)

**Mattison Mines**, Ph.D., Cornell University, Professor Emeritus (social anthropology, South Asia, South Asian Muslims)

**Alexander F. Robertson**, Ph.D., University of Edinburgh, Sc.D., University of Cambridge, Professor Emeritus (social change and development, economic and political processes; Africa, Europe)

**Donald Symons**, Ph.D., UC Berkeley, Professor Emeritus (physical anthropology, primate social behavior, the evolution of human behavior)

**Barbara Voorhies**, Ph.D., Yale University, Professor Emerita (archaeology, cultural ecology, Mesoamerica)

### Affiliated Faculty

**David A. Cleveland**, Ph.D. (Environmental Studies)

**Leda Cosmides**, Ph.D. (Psychology)

**Sabine Frühstück**, Ph.D. (East Asian Languages and Cultural Studies)

**Barbara Herr Harthorn**, Ph.D. (Feminist Studies)

**Laury Oaks**, Ph.D. (Feminist Studies)

**Thomas Scheff**, Ph.D. (Sociology)

**Mayfair Yang**, Ph.D., (Religious Studies and East Asian Languages and Cultural Studies)

**A**nthropology is the study of humans in the broadest sense: biological, sociocultural, and historical. Most undergraduates in anthropology at UCSB select this major because of the opportunity it affords them to acquire a sound liberal education, even if they do not intend to become anthropologists. However, the professionally oriented student will also find the curriculum fully suitable.

The aim of the anthropology major is three-fold: (1) to prepare for graduate school those students who wish to work professionally in anthropology; (2) to prepare students for careers in secondary education or in social work; and (3) to provide a background in behavioral studies for students who desire a broad education in either the biological or the social sciences.

Students interested in cultural anthropology focus on ethnology and archaeology. Students interested in the study of human evolution and biological adaptation to the environment take physical anthropology. The course of study includes the sciences of biology and zoology.

Students may declare the major after completing two anthropology courses. An overall 2.0 grade-point average is required. All major courses must be completed on a letter-graded basis.

After completing specific prerequisites, students with a B.A. in anthropology are eligible to pursue a California Teaching Credential. The department recommends that students discuss this with the Gevirtz Graduate School of Education.

The Department of Anthropology's staff undergraduate advisor assists students regarding major requirements as well as other curriculum matters. The department also has a faculty advisor available for academic and career counseling.

Students pursuing advanced degrees in anthropology should consult with the departmental graduate program assistant. A full discussion of the graduate program appears in the graduate program description, below.

### Senior Honors Program

The senior honors program is designed to facilitate independent research on topics chosen by the student and pursued in particular depth. Qualified majors will be invited to participate in the honors program. Minimum qualifications are junior standing (completion of at least 105 units), completion of at least 20 upper-division units in anthropology and a grade-point average of at least 3.4.

Students may enter the program any quarter. Each candidate for honors enrolls in Anthropology 195A-B, taken in consecutive quarters, under the instruction of a thesis advisor chosen by the student. In Anthropology 195A, the student will concentrate on reading and gathering material for the thesis; in 195B, the student will write the thesis. The senior honors thesis will be retained permanently in the department office for faculty and students to read.

Anthropology students who complete the honors program, maintain grades of B or better in Anthropology 195A-B, and graduate with a minimum 3.4 grade-point average in the major will be awarded Distinction in the Major on university records and on the diploma.

### College of Letters and Science Honors Program

Students enrolled in the College of Letters and Science Honors Program will be eligible to enroll in special honors discussion sections in most lower-division anthropology courses. See the departmental staff undergraduate advisor for more information.

## Undergraduate Program

### Bachelor of Arts— Anthropology— Cultural Emphasis

**Preparation for the major.** Anthropology 2, 3 or 3SS, and 5.

**Upper-division major.** Forty upper-division anthropology units are required. Students select 28 units from course offerings in areas I through V as indicated below. The twelve remaining upper-division units may be completed by taking any upper-division anthropology courses. By petition, up to 8 units may come from other disciplines. See department for a list of acceptable courses. Upper-division courses are 4 units. The yearly schedule of course offerings varies.

#### I. Method and Theory (one course required)

##### A. Ethnology

- 102. Anthropology of Media
- 104. Workshop: Reading, Writing, and Thinking
- 106. History of Anthropological Theory

- 109. Human Universals
- 123MG. Anthropological Data Analysis
- 143. Introduction to Contemporary Social Theory
- 154. Special Topics in Social Anthropology
- 185. Human Environmental Rights
- 190. Cultural Anthropology Internship (No more than 4 units of Anthropology 178, 183, and 190 combined may be applied to the major.)

##### B. Archaeology

- \*100. Basic Archaeological Concepts
  - \*112Z. Theoretical Approaches in Contemporary Archaeology
  - 132TS. Ceramic Analysis in Archaeology
  - 165. History of Archaeology
  - 174. Spatial Analysis in Archaeology
  - \*178. Internship in Archaeological Record-Keeping and Collections (No more than 4 units of Anthropology 190, 178, and 183 combined may be applied to the major.)
  - \*181. Methods and Techniques of Field Archaeology
  - \*182. Quantitative Data Analysis in Archaeology
  - 182M. Introduction to Lithic Analysis Management
  - \*183. Internship in Archaeological Resource Management (No more than 4 units of Anthropology 178, 183, and 190 combined may be applied to the major.)
  - 184. Settlement Pattern Analysis in Archaeology
  - 186. Lab Course in Paleoethnobotany
  - 191A. Prehistoric and Early Historic Artifacts: Technology of their Manufacture and Use
  - 191B. Analysis of Archaeological Materials
  - 194. Field Training in Archaeology
  - 194P. Practicum in Field and Laboratory Analysis
- \* These courses are strongly recommended for majors with an archaeology concentration.

#### II. Ethnology and Archaeology (two courses required)

##### A. Ethnology

- 107. Psychological Anthropology
- 108. Educating the Native
- 114. Social Organization
- 115. Law and Warfare in Non-Western Societies
- 116. Myth, Ritual, and Symbol
- 116B. Anthropological Approaches to Religion
- 117. Borders and Borderlands
- 120. The Family
- 121MS. Historical World Systems
- 125. Anthropology of Gender
- 127. Hunters and Gatherers
- 148A. Comparative Ethnicity
- 148MH. Aesthetic Anthropology
- 168. Ethnology in Rural California: Transformations in Agriculture, Farm Labor, and Rural Communities

##### B. Archaeology

- 119. Household Archaeology
- 128. The Archaeology of Gender
- 143F. Ethics in Archaeology
- 187. The Clash of Cultures
- 188. The Seacoast in Prehistory
- 196. Archaeology of Religion

#### III. Development, Ecology, and Social Change (one course required)

##### A. Ethnology

- 102A-B. Women, Culture, and Development

- 103. Human Population and the Environment
- 104H. People, Poverty, and Environment in Central America
- 110. Technology and Culture
- 111. Anthropology of Food
- 118. Modernity and the State
- 122. Anthropology of World Systems
- 130A. Coupled Human and Natural Systems: Risk, Vulnerability, Resilience, and Disasters
- 130B. Global Tourism and Environmental Conservation
- 130C. Global Food Systems and Human Food Security
- 141. Agriculture and Society in Mexico: Past and Present
- 145. Anthropological Demography and Life History
- 146. Development Anthropology
- 148. Ecological Anthropology
- 149. World Agriculture, Food, and Population
- 158. Cultural and Biological Diversity of Food Plants
- 160. Cultural Ecology
- 166BT. Biotechnology, Food, and Agriculture
- 166FP. Small-Scale Food Production
- 172. Colonialism and Culture
- 173. Nationalisms and the Nation State
- 185. Human Environmental Rights

##### B. Archaeology

- 162. Prehistoric Food Production
- 164. The Origins of Complex Societies
- 166. Climate Change in Prehistory
- 167. People of the Ice Age

#### IV. Ethnography and Culture History (two courses required)

##### A. Ethnology

- 131. North American Indians
- 131CA. California Indians
- 134. Modern Cultures of Latin America
- 135. Modern Mexican Culture
- 136. Peoples and Cultures of the Pacific
- 139. Indigenous People
- 139MG. Indigenous Peoples of the Amazon
- 140. Popular Culture in South East Asia
- 142. Peoples and Cultures of India
- 142B. Contemporary Issues in South Asia
- 156. Understanding Africa

##### B. Archaeology

- 118TS. Archaeology of Ancient Near East
- 133. Cultural Development in Mesoamerica
- 137. The Ancient Maya
- 138TS. Archaeology of Egypt
- 150A. The Archaeology of the Andean Pre-ceramic
- 150B. Archaeology of Andean Civilizations
- 150C. The Inca Empire
- 155. Prehistory of California and the Great Basin
- 163. Archaeology of North America
- 175. Southwestern Archaeology
- 176TS. Ancient Egyptian Religion
- 189. Problems in European Prehistory

#### V. Physical Anthropology (one course required)

- 105. Human Variation
- 112. Bioarchaeology
- 121. Human Evolution
- 121T. Genetics, Natural Selection, and Human Evolution
- 129MG. Behavioral Ecology of Hunter Gatherers

151T. Evolutionary Psychology  
 153. Primate Behavior  
 153S. The Evolution of Human Sexuality  
 153T. Primate Behavior  
 169. Evolution of Cooperation  
 180A-B. Osteology

### **Bachelor of Arts— Anthropology— Physical Emphasis**

**Preparation for the major.** Anthropology 2, 3 or 3SS, 5, 7, and ESS 47. Recommended: MCDB 1A-AL, MCDB 1B, EEMB 2, either MCDB 1BL or EEMB 2L, and EEMB 3-3L.

**Upper-division major.** Forty units of upper-division anthropology courses. Students must complete Anthropology 105 and 12 additional units in physical anthropology courses from 112, 121, 121T, 129MG, 151T, 153, 153S, 153T, 169, 180A-B; and 24 units of upper-division courses. By petition up to twelve of these units may be completed in subjects related to physical anthropology.

### **Minor—Anthropology**

Up to 5 upper-division anthropology units may be taken on a P/NP basis. All other courses to be applied to the minor must be completed on a letter-grade basis, including both courses offered in the Department of Anthropology and those offered by other departments and applied to the minor.

**Preparation for the minor.** Anthropology 2, 3 or 3SS, and 5.

**Upper-division minor.** Eighteen units of upper-division anthropology coursework. Students are strongly encouraged to discuss course selection with the undergraduate faculty advisor. For anthropology independent courses such as 178, 183, 190, 198, 199 and 199RA, only a maximum of four units may be applied to the minor.

*Note: Substitutions and waivers are subject to approval by the chair of the department. Please see page 118 for special conditions governing minors in the College of Letters and Science.*

## **Graduate Program**

Three specializations are offered in the combined M.A./Ph.D. program in anthropology: archaeology, sociocultural anthropology, and integrative anthropological science. Further specialization is possible within each of these fields. The department offers a terminal M.A. program in anthropology with a specialization in archaeology for students whose career objectives require only a master's degree. A complete statement of degree requirements and policies is available on the department website at [www.anth.ucsb.edu](http://www.anth.ucsb.edu).

In addition to fulfilling the departmental admission requirements, applicants must also meet the university requirements for admission described in the chapter "Graduate Education at UCSB." Applicants must hold a bachelor's degree in anthropology or a related field. Except for the terminal M.A. degree program (archaeology specialization only), the department normally admits only those applicants whose ultimate degree objective is the Ph.D. The ultimate degree objective as well as the desired specialization must be indicated on the

application.

Applicants will be admitted for the fall quarter only; the application deadline is December 1.

Applicants to the Ph.D. in anthropology must hold an M.A. in anthropology or its equivalent. Students who have received the UCSB M.A. (leading to the Ph.D.) must have approval of the faculty in their specialization to continue to the Ph.D. Students who have successfully completed the terminal UCSB M.A. program (archaeology specialization only) must apply to the Ph.D. program and compete for admission with all other applicants for that year.

**Interdepartmental Graduate Program in Marine Science.** The Department of Anthropology participates in the program for students with biology backgrounds and interests in marine coastal and environmental policy.

### **Master of Arts—Anthropology Degree Requirements**

All M.A. students are required to complete a course of study as defined in a contract determined by the student in consultation with a three-member master's committee. The contract is specially tailored to each student's needs. It should be finalized and approved by the winter quarter, but no later than the end of spring quarter of the first year. Satisfactory progress toward the degree is required. Students complete three courses per quarter and all general requirements according to the published deadlines. Students who are appointed as teaching assistants will normally be enrolled in a teaching practicum course and two academic courses.

The M.A. degree leading to the Ph.D. is awarded upon satisfactory completion of a minimum of 36 units of coursework and the fulfillment of the following requirements: students in archaeology and biosocial anthropology take a comprehensive exam in the spring quarter of the second year; students in sociocultural anthropology take a first-year assessment examination just before the beginning of their second fall quarter, and at the end of the second year must submit an M.A. dossier that includes a draft research proposal. The terminal M.A., archaeology specialization, is awarded upon satisfactory completion of a minimum of 32 units of coursework, a comprehensive examination and a thesis.

### **Master of Arts—Anthropology, Archaeology Specialization**

Subspecializations offered for the M.A. leading to the Ph.D. include North American, South American, and European archaeology. The terminal M.A. program has a subspecialization of North American archaeology only. Students opting for the North American archaeology subspecialization in either M.A. program may further specialize in human osteology and faunal analysis through a link with the department's bioarchaeology subspecialization.

A series of core courses must be taken during the first two years. The comprehensive examination, offered in the spring quarter of the second year, covers general anthropology and method and theory in archaeology.

Students in the terminal M.A. program form a thesis committee toward the end of the winter quarter of first year of study, and, in

consultation with the committee, formulate a thesis topic during the second year of study. The thesis, based on original research in North American archaeology, must be completed and approved no later than the end of the third year after entering the program.

### **Master of Arts— Anthropology, Biosocial Anthropology Specialization**

During the first year, students take a series of core courses and relevant additional courses in anthropology and other departments, as determined in consultation with biosocial faculty and an assigned faculty advisor. By early winter quarter of the first year, each student selects a master's committee of three faculty who will assist with determining a specific course of study for his or her contract. The contract shall be submitted by the end of spring quarter of the first year. During the second year, the student begins work on an article-length research paper on a topic chosen in consultation with the M.A. committee. The paper is submitted and approved in the fall quarter of the third year.

The comprehensive examination taken spring quarter of the second year covers the general field of anthropology, biological anthropology, and the student's chosen areas of specialization.

### **Master of Arts— Anthropology, Sociocultural Anthropology Specialization**

By the end of winter quarter of the first year, each student selects a master's committee of three faculty who will assist the student with determining a specific course of study for his or her contract. Students are expected to make up deficiencies in preparation during the first year.

There are four compulsory core courses for the M.A. The first-year assessment examination covers the contents of three first-year core courses on anthropological theory; second-year students take two core courses in research design and methods that prepare them for writing the draft research proposal for their M.A. dossier.

### **Doctor of Philosophy— Anthropology**

#### **Degree Requirements**

Students who have received their M.A. degree from another institution must demonstrate that they also meet the UCSB M.A. requirements, and may be asked to complete courses and/or pass the appropriate comprehensive or assessment examination before admission to the Ph.D. program.

The department offers the specializations of archaeology, biosocial anthropology, and sociocultural anthropology toward the Ph.D. in anthropology. Further specialization within these fields is possible.

Students complete a course of study as determined in consultation with their committees. To advance to candidacy for the doctorate, students must: (1) satisfy all requirements in their fields; (2) form a dissertation committee; (3) gain approval of their dissertation proposal; and (4) pass an oral qualifying examination. (5) Students in the archaeology and biosocial specializations must complete a research paper in

fall quarter of their second year. Students in the sociocultural specialization must complete two literature review papers in their third year. One literature review paper addresses the theoretical issues of the student's research specialization. The second reviews literature on the region, culture and history of the people to be studied. Upon completion of all relevant requirements students may petition for advancement to candidacy.

Students who have received their M.A. from another institution generally submit the dissertation proposal during their second year at UCSB. Students in the UCSB combined M.A./Ph.D. program submit their dissertation proposals by the end of their third year of study. Dissertation proposals are normally submitted to a funding agency such as the National Science Foundation.

Three quarters of dissertation research are required of all students for the degree. The dissertation must be approved by all members of the dissertation committee.

### **Optional Ph.D. Emphasis in Global Studies**

Students pursuing a Ph.D. in certain departments may petition to add an emphasis in global studies. The departments for which the emphasis is available include anthropology, English, history, political science, religious studies, and sociology. To be eligible for admission to the Ph.D. emphasis, students must be admitted to the Ph.D. program in one of the departments choosing to offer this emphasis with their existing Ph.D. program and petition successfully to add the optional emphasis.

The student's dissertation committee must have one member from a participating department other than the student's own department. The student may also elect a global emphasis for his or her department field/area/specialization exam, if such an emphasis is offered within the department. The chair of the Coordinating Committee will determine when the student has successfully completed all of the requirements for the emphasis.

By "global" we refer to transnational economic, political, environmental, social, and cultural interactions and flows that operate at a global (i.e., trans-continental) scale. "Global studies" views the world as comprised of increasingly interdependent processes, rather than as shaped exclusively or even primarily by the interplay of discrete nation-states.

Petitions for adding the emphasis can be made at any time in a student's graduate career, but typically will be made after at least one successful year of study in the home department. Work completed prior to admission in the emphasis that meets emphasis requirements (as determined by the Ph.D. Emphasis Coordinating Committee) may be counted towards completion.

To satisfy the Ph.D. emphasis in global studies, students are required to take four one-quarter graduate-level courses. One course is Global 201, the introductory gateway seminar, offered by the Global and International Studies Program. Three additional courses must be chosen from among qualifying global theory and global issues courses offered by participat-

ing departments. These courses will be selected from an approved list of global theory and global issues graduate courses prepared by the Ph.D. Emphasis Coordinating Committee each spring, for the following academic year. At least one of these three courses must be a global theory course, and at least one must be a global issues course. Courses will typically be taken for a letter grade.

At least one of these three courses will be taken from the student's home department, and at least two must be taken from the six other participating departments or the Global and International Studies Program. No more than one of the three seminars (excluding Global 201) can be taken from a single instructor.

For additional information, please contact the graduate advisor in one of the participating departments or global studies.

### **Optional Ph.D. Emphasis in Human Development (IHD)**

The interdisciplinary program in human development (IHD) involves faculty from the Ph.D. programs in communications, counseling/clinical/school psychology, education, linguistics, psychology, and sociology. The program focuses on developmental theory and research across the lifespan, and may be particularly relevant to the dissertation research of some students. The program features a structured set of courses which are taught individually and collaboratively by faculty from a variety of disciplines.

Students who petition to add the emphasis in human development must fulfill the following requirements in addition to the requirements for the Ph.D. in anthropology: (1) six quarters of proseminar Interdisciplinary 592; (2) four courses in addition to the proseminar, two of which must be outside the student's home department; (3) a minimum of one member of the student's doctoral committee must be a ladder faculty member officially affiliated with the interdisciplinary program in human development.

### **Optional Ph.D. Emphasis in Quantitative Methods in the Social Sciences (QMSS)**

Students pursuing a Ph.D. in this department may petition to add an interdisciplinary emphasis in quantitative methods in the social sciences (QMSS). This new interdisciplinary emphasis involves faculty from the Ph.D. programs in communication, economics, education, geography, political science, psychology, sociology, and statistics and applied probability. The areas of specialization of the participating faculty include advanced regression modeling techniques, multivariate statistics, bootstrap estimation methods, demography, econometrics, psychometrics, social network theory, mathematical psychology, spatial statistics, survey research, and educational and psychological assessment. The QMSS emphasis helps students to attain the competencies needed to conduct quantitative social science research through core design and analysis classes, courses in advanced and specialized methodologies, and participation in interdisciplinary colloquia and research projects.

Each admitted student will develop, with his or her advisor, an individual contract listing the QMSS requirements to be completed. The

contract must include the following:

- Two quarters of calculus, one quarter in linear algebra, and a one-year statistics sequence (these requirements can be waived if equivalent courses have already been completed).
- Attendance for at least three quarters at the ongoing QMSS seminar series, including presentation of at least one paper.
- Completion of at least three quantitative methods courses (excluding those listed above) or at least two of which are outside the student's home department.
- A Ph.D. dissertation that is centrally focused on an issue that is appropriate to the QMSS emphasis. The dissertation may make a contribution to methodological theory or may involve an advanced or innovative application.
- A dissertation committee that includes at least one QMSS faculty member from outside the student's home department.

Consult the department for additional information.

### **Optional Ph.D. Emphasis in Technology and Society**

Students pursuing a Ph.D. in this department may petition to add an emphasis in technology and society. The emphasis brings together doctoral students in engineering, social sciences, and the humanities to engage in multidisciplinary coursework and research into the cultural and societal changes resulting from the use of new information technologies. The emphasis features a structured set of courses that may be taught individually and collaboratively by faculty across disciplines: Anthropology, Communication, Computer Science, English, History, Media Arts and Technology, Political Science, and Sociology.

To be eligible for admission to the emphasis, students must be enrolled in good standing in the department. Petitions for adding the emphasis can be made at any time in a student's graduate career, but typically will be made after at least one successful year of study in the home department. Work completed prior to admission that meets emphasis requirements (as determined by the Ph.D. Emphasis Faculty Executive Steering Committee) may be counted towards its completion.

Requirements for completing the optional emphasis in technology and society include:

1. **Gateway Technology and Society Colloquium.** Students must complete a 1-unit colloquium that brings together students and faculty from multiple disciplines to explore various approaches to studying technology and society. In addition to helping students understand similarities and differences in conceptualization and knowledge production across disciplines, the seminar promotes interaction among students from different departments.
2. **Graduate Coursework.** Students must complete four 4-unit courses with a grade of B or better, two each from Area 1 (Culture and History) and Area 2 (Society and Behavior). Area 1 courses explore the humanistic study of cultures, histories and meanings as they intersect with technology. Area 2 investigates the social scientific study of technology in relationship to human behavior, organizations, and social structures.

One course from the student's home department can be applied toward meeting this requirement. Students can petition to substitute a non-listed course, subject to approval by the Technology and Society Faculty Executive Committee.

3. **Dissertation.** A student's dissertation must have relevance to at least one of the two Emphasis areas. In addition, the student's dissertation committee must include a member from another department participating in the emphasis. Exceptions are subject to approval by the Technology and Society Faculty Executive Committee.

For additional information and a current list of courses, please contact the graduate advisor or visit [www.technology-society.ucsb.edu](http://www.technology-society.ucsb.edu)

### Optional Ph.D. Emphasis in Women's Studies

The Department of Feminist Studies, with almost fifty core and affiliated faculty members in over nineteen disciplines, serves as a model of interdisciplinary work and scholarly collaboration at UCSB. Women's Studies doctoral emphasis students are required to successfully complete four seminars that will enhance their understanding of feminist pedagogy, feminist theory, and topics relevant to the study of women, gender and/or sexuality. Women's Studies as an inter-departmental set of conversations and intellectual questions supports a multifaceted undergraduate curriculum at UCSB. Doctoral emphasis students are encouraged to apply to teach Feminist Studies courses as teaching assistants and associates as part of their Feminist Studies training.

Applicants must first be admitted to, or currently enrolled in, a UCSB Ph.D. program participating in the Women's Studies graduate emphasis. Anthropology; Comparative Literature; Counseling, Clinical, and School Psychology; English; French and Italian; Germanic, Slavic and Semitic Studies; History; History of Art and Architecture; Linguistics; Political Science; Religious Studies; Sociology; Spanish and Portuguese; or Theater and Dance. Candidates complete four graduate courses and select a member of the Feminist Studies faculty or affiliated faculty to serve on their dissertation committees. Applications to the Women's Studies Doctoral Emphasis may be submitted at any stage of Ph.D. work, and applications will be considered throughout the year.

### Doctoral Emphasis Coursework

Students pursuing the emphasis in Women's Studies will successfully complete four graduate courses that have been approved by the Doctoral Emphasis advisor.

1. **Feminist Theories.** A one quarter graduate seminar in interdisciplinary feminist theory offered by any department, including Feminist Studies 250 AA-ZZ.
2. **Issues in Feminist Epistemology and Pedagogy** (Feminist Studies 270). A one quarter seminar that considers Feminist Studies as a distinct field. It offers an interdisciplinary exploration of feminist theories of knowledge production and teaching practices. Readings cover past and present critical debates and provide theoretical approaches through which to analyze interdisciplinary epistemological and pedagogical issues.

3. **Graduate Seminar in Feminist Studies** (Feminist Studies 200-290 or 594 AA-ZZ). A one quarter seminar offered by a Feminist Studies faculty member on topics of central concern to the field.  
Or,  
**Research Practicum** (Feminist Studies 280). A cross-disciplinary seminar in which fundamental questions in contemporary feminist research practice are considered in light of students' own graduate projects.
4. **Topical Seminar.** A one quarter graduate seminar that addresses topics relevant to the study of women, gender, and/or sexuality. This seminar must be taken outside the student's home department; it may be fulfilled either by another graduate seminar in Feminist Studies or a seminar in another department.

## Anthropology Courses

### LOWER DIVISION

Note: Freshman seminars are offered on an irregular basis.

#### 2. Introductory Cultural Anthropology (4) STAFF

The nature of culture: survey of the range of cultural phenomena, including material culture, social organization, religion, and other topics.

#### 3. Introduction to Archaeology (5) SMITH

An introduction to archaeology and the prehistory of humankind from the earliest times up to the advent of literate civilization and cities, also processes of cultural change. Partly self-paced learning.

#### 3SS. Introduction to Archeology (4) STAFF

Introduction to archeology and the prehistory of humankind from the earliest times up to the advent of civilization and cities, also processes of cultural change.

#### 5. Introductory Physical Anthropology (4) GAULIN

Human evolution: evolutionary theory, basic genetical concepts, primate evolution and behavior, fossil man, evolution of human behavior and mind.

#### 7. Introductory Biosocial Anthropology (4) TOOPY

An introduction to our evolved, universal human nature, the evolution of the human mind, and how they shape behavior, social life, and culture. Topics include friendship, mate choice, incest avoidance, cooperation, revenge, status, jealousy, emotions, group formation, and intergroup aggression.

#### 99. Independent Studies (1-4) STAFF

Prerequisite: consent of instructor.

Must have an overall grade point average of 3.0. May be taken for a maximum of four units of Anthropology 99 per quarter, and can be repeated for a maximum of eight units. Students are limited to five units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.

Introduction to research in Anthropology. Independent research under the guidance of a faculty member in the department. Course offers exceptional students the opportunity to undertake independent research or work in a research group.

### UPPER DIVISION

#### 100. Basic Archaeological Concepts (4) JOCHIM

Prerequisite: Anthropology 3 or 3SS.

A survey of important archaeological methods of excavation, analysis, and interpretation. Focus will be on the problems and promise of various approaches to

the explanation of past human behavior.

#### 101. African Archaeology (4) STAFF

Prerequisite: Anthropology 3 or 3SS.

An analysis of the archaeology of Africa from 10,000 years ago to AD 1500, with special reference to the emergence of food production, indigenous states, and the development of long-distance trade. Major emphasis on the self-paced learning.

#### 102. Anthropology of Media (4) STAFF

Anthropological approaches to the study of modern media with emphasis on non-Western societies. Topics: media reception; media as text; political economy of media; national and transnational media; gender and sexuality; consumer culture. Focus on television, film, and new information technology.

#### 102A. Introduction to Women, Culture and Development (4) HANCOCK

Prerequisite: upper-division standing.

Same course as Sociology 156A and Global Studies 180A.

Critical examination of relations among women, culture, and development. Topics include colonialism, violence, globalization and the state, health and reproduction, biotechnology, representation and resistance movements.

#### 104. Workshop: Reading, Writing, and Thinking (4) STAFF

Prerequisite: sophomore or junior standing; consent of instructor.

This workshop for sophomores and juniors intending to major in Anthropology develops an understanding of anthropological texts, and the skills necessary to undertake such projects as the undergraduate honors dissertation.

#### 104H. People, Poverty, and Environment in Central America (4) STONICH

Prerequisite: Anthropology 2 or Environmental Studies 1 or 3.

Same course as Environmental Studies 104.

Analysis of the interrelated social, demographic, economic, political, and environmental crises occurring in Central America from an anthropological perspective. Emphasis on the evolution of contemporary problems, current conditions, and future prospects for the region.

#### 105. Human Variation (4) WALKER

Prerequisite: Anthropology 5.

An examination of traditional race concepts contrasted with an approach to human variation through the analysis of biologically adaptive traits.

#### 106. History of Anthropological Theory (4) STAFF

Prerequisite: Anthropology 2.

An account of the intellectual traditions of anthropology, the main figures who shaped these traditions, and the issues that both divided and united anthropologists at different periods of time.

#### 106A. From Ape to Cyborg: New Debates on Human Nature (4) WEINBERGER-THOMAS

Prerequisite: a prior course in Religious Studies or Anthropology.

Same course as Religious Studies 100A.

Drawing from recent publications from the fields of ethnology, primatology, palaeoanthropology, neurobiology, cognitive science, evolutionary psychology, Neo-Darwinian studies, and robotics, artificial intelligence, genetic engineering and artificial life, this seminar examines the fundamental question of what makes us human.

#### 106B. Ritual and Violence (4) WEINBERGER-THOMAS

Prerequisite: a prior course in Religious Studies or Anthropology.

Same course as Religious Studies 100B.

Focuses on the link between ritual and violence in archaic and/or traditional societies. Attention is also given to the persistence of this link in the contemporary context.

**107. Psychological Anthropology****(4) TOOBY**

Field from Freud and Mead to present; how human nature (universal psychological mechanisms) and culture interact to form individual psychologies, identities, genders, social attitudes, worldviews, and traditions; how cognitive development shapes belief systems, reasoning and symbolism; emotions, preferences, thinking, and pathologies in a cross-cultural perspective.

**108. Educating the Native****(4) PALERM, SALDIVAR**

We look at different educational projects, such as Indian boarding Schools, English-only laws, the "indirect rule" of the British colonies. We address the not-always-clear line between education as a form of social control or as a form of liberation.

**109. Human Universals****(4) GAULIN, TOOBY**

A critical overview of those characteristics of human psyche, behavior, society, and culture that are allegedly found among all peoples: the constants of human nature.

**110. Technology and Culture****(4) STAFF**

*Prerequisite: Anthropology 2.*

Theories of technological evolution and innovation. Meanings of technology. The social and cultural impact of technology on our everyday lives, including automobile culture, industrial farming, the telephone, and technologies of the body.

**111. The Anthropology of Food****(4) STAFF**

*Prerequisite: upper-division standing.*

Critical survey of different anthropological approaches of food production and consumption: biological implications of diet; relations between agricultural forms and political systems; the meanings of feasting; cooking, class and gender; food and national identity.

**112. Bioarchaeology****(4) WALKER**

*Prerequisite: Anthropology 180A.*

A survey of research in the field of bioarchaeology including studies of paleodemography, paleopathology and their relevance to testing about the biological and cultural adaptations of earlier human populations and interpreting behavior from the human skeleton.

**112Z. Theoretical Approaches in Contemporary Archaeology****(4) STAFF**

*Prerequisite: Anthropology 3 or 3SS or 100.*

Students will be introduced to the major theoretical approaches in contemporary archaeology, including neo-evolutionist, Marxist, symbolic/structuralist, critical, and neo-Darwinian thinking. The goal of the course is to show how theory serves as a guide to research.

**113. Indigenous People and the Nation State in the Americas****(4) PALERM**

*Prerequisite: ANTH 2 or CH ST 1A, 1B, or 1C.*

The changing relationship between indigenous people and the state. Compare the differences and similarities between indigenous peoples' mobilizations in the cases of Canada, USA, Ecuador, Chile, Guatemala, Bolivia and Mexico.

**114. Social Organization****(4) STAFF**

Emphasis on various theories of social structure and social organization in cross-cultural perspective; kinship, social stratification, and ethnicity.

**115. Law and Warfare in Nonwestern Societies****(4) STAFF**

The nature of law and warfare in nonwestern societies. Analysis of the strategy and tactics of conflict resolution in relation to ecological, economic, and political aspects of life in nonwestern societies.

**116. Myth, Ritual, and Symbol****(4) HANCOCK**

*Prerequisite: Anthropology 2.*

Uses ethnographic case studies, films and performance videos to explore myth, ritual, and

symbolism cross-culturally. Compares and contrasts the symbolic dimensions of gender and ethnic identity, world view, social and political organization in different societies.

**116B. Anthropological Approaches to Religion****(4) HANCOCK**

*Prerequisites: Anthropology 2; upper-division standing; consent of instructor.*

Exploration of anthropology's distinctive approaches to religion using theoretical works, historical and ethnographic case studies, film, and performance video. Topics include sociopolitical dimensions of religion; ritual structure, and experience; cognitive, aesthetic, and semiotic approaches to religion.

**117. Borders and Borderlands****(4) WALSH**

*Prerequisite: Anthropology 2.*

The theoretical concept of "borderlands" examined through a discussion of the societies, economics and cultures that form on geopolitical borders. The Mexico-U.S. border will be discussed in detail.

**118. Modernity and the State****(4) STAFF**

Modernity produced an expansion of the modern state. This course explores state and counter-state processes in non-Western societies. Topics: ancient states; nationalism; non-Western traditions of civil society (popular religion, kinship, voluntary association); gender and the state; transnational media and migration.

**118TS. Archaeology of the Ancient Near East****(4) SMITH**

*Prerequisite: Anthropology 3 or 3SS or INEST 45.*

This course combines archaeology and history to trace the development of the cultures of the ancient Near East from the origins of civilization through the rise of empires, ending with the conquest of Alexander the Great in c. 300 BCE.

**119. Household Archeology****(4) WILSON**

*Prerequisite: Anthropology 3 or Anthropology 3SS.*

*Designed for majors.*

Household Archeology plays a central role in the analysis of a wide range of anthropological issues, such as wealth, status, economic risk, gender, political networks, and ethnicity. Focuses on how to integrate household data into abstract general theories of social process.

**120. The Family****(4) STAFF**

*Prerequisite: Anthropology 2.*

Exploration of the relationship between family processes and changing economic structure in tribal, peasant, and industrial societies. How the production of people depends on the reproduction of economic relationships, and how economic production is influenced by human reproduction.

**121. Human Evolution****(4) WALKER**

*Prerequisite: Anthropology 5.*

The nature and results of the evolutionary processes responsible for the formation and differentiation of human populations.

**121MS. Historical World Systems****(4) STAFF**

*Prerequisite: upper-division standing.*

Eurasian systems of trade pre-1825: the major trade systems, modes of production, cultures of banking, credit and trust, early expressions of identity, ethnicity and knowledge of others, trade's impact in the pre-industrial world: distribution of wealth, knowledge, and power.

**121T. Genetics, Natural Selection, and Human Evolution****(4) TOOBY**

*Prerequisite: upper-division standing.*

An introduction to the nature and role of genes in evolution, in natural selection, in sexual reproduction, in cellular regulation, in human development, in structuring universal human adaptive design, and in creating individual and intergroup similarities and differences.

**122. Anthropology of World Systems****(4) STAFF**

Focuses on the penetration and impact of global capitalist economy (national and multinational) upon local level third world societies, communities, and groups. A world system perspective is taken and anthropological case studies are presented from Asia, Africa, and Latin America.

**123MG. Anthropological Data Analysis****(4) GURVEN**

*Prerequisites: Anthropology 5 or 7; upper-division standing.*

Hands-on course explores the scientific process as used in bio- and bio-cultural anthropological research. Emphasizes hypothesis testing, data collection and data analysis. Students examine and analyze new anthropological data from ongoing socio-ecological research.

**125. Anthropology of Gender****(4) STAFF**

*Prerequisite: not open to freshmen.*

The cross-cultural study of gender from a feminist perspective. Topics may include gender and nature, gender and the division of labor, gender and kinship, gender and subjectivity, gender and sexuality, gender and the state, gender and knowledge/discourse.

**127. Hunters and Gatherers****(4) JOCHIM**

*Prerequisite: Anthropology 2.*

What do Pygmies, Aborigines, and Eskimos have in common? What is the relationship between nature and culture in these simple societies? These questions and other will be examined through case studies and cross-cultural comparisons.

**128. The Archeology of Gender****(4) VANDERWARKER**

*Prerequisite: Anth 3.*

*Designed for majors.*

The development of gender as a research focus in archeology over the past several decades. Examine case studies that consider the identification and understanding of past gender relations, specifically how gender relations are materialized in the archaeological record. (W, S)

**129MG. Behavioral Ecology of Hunter Gatherers****(4) GURVEN**

*Prerequisite: Anthropology 5 or 7.*

A thorough introduction using a behavioral ecology approach to the diversity of behaviors found among foragers in Africa, South America, Southeast Asia, and Australia. Topics include: diet and subsistence, mating, demography, social behavior, mobility and settlement patterns, gender, indigenous rights, and conservation.

**130A. Third World Environments: Problems and Prospects****(4) STONICH**

*Prerequisite: Anthropology 2 or Environmental Studies 1 or 3.*

*Same course as Environmental Studies 130A.*

Examination of the human dimensions of globalization/global environmental change from the Third World. Emphasis on the sociocultural context of environmental destruction, environmental justice and interdisciplinary approaches.

**130B. Third World Environments: Conservation and Sustainable Development****(4) STONICH**

*Prerequisite: Environmental Studies 1 or 3 or Anthropology 2.*

*Recommended Preparation: Environmental Studies 130A or Anthropology 130A. Same course as Environmental Studies 130B.*

Focus on conservation and sustainable development. Includes examination of contending views of sustainable development. Special emphasis on tourism, agricultural, fisheries, and aquacultural development in the Third World.

**130C. Third World Environments: Response and Resistance****(4) STONICH**

*Prerequisites: Environmental Studies 1 or 3 or Anthropology 2.*

*Same course as Environmental Studies 130C.*

Concerned with response and resistance to economic globalization, impoverishment, and environmental degradation: household economic strategies; migration, urbanization; social conflict; environmental movements of the poor; the information revolution; and alternative development strategies.

### 131. North American Indians

(4) GLASSOW

The origins, development, and attainments of New World aboriginal cultures north of Mexico. Some emphasis is given to California groups such as the Chumash.

### 131CA. California Indians

(4) GLASSOW

Investigation of the diversity of California Indian societies at the beginning of European colonization, including social organization, economy, material culture, and ideology. Also considered are origins and historic changes. Emphasis is placed on central and southern California.

### 132TS. Ceramic Analysis in Archaeology

(4) SMITH

*Prerequisite: Anthropology 3 or 35S.*

An overview of how ceramics are used in archaeology. Topics include pottery manufacture, classification, stylistic and functional analysis, scientific analysis, chronology, production and exchange, ceramic consumption and socio-political organization.

### 133. Cultural Development in Mesoamerica

(4) VANDERWARKER

The rise and fall of various ancient civilizations such as those of the Maya, Aztecs, Toltecs, Teotihuacanos, and Olmec as well as their cultural antecedents. This course uses self-paced audiovisual modules as well as traditional lecture format. (Offered periodically)

### 134. Modern Cultures of Latin America

(4) STAFF

Continuities and changes in the contemporary cultures of peasant and urban societies in Mexico, Central, and South America. Examination of cultural institutions and values, social stratification, village and urban life, elites, urbanization.

### 135. Modern Mexican Culture

(4) STAFF

The impact of dependency, industrialization, urbanization, technology, and modern communications on Mexican society in the twentieth century. Examination of recent sociocultural contemporary urban and rural communities, class structure, value orientations, ethnic minorities, and national integration.

### 136. Peoples and Cultures of the Pacific

(4) ASWANI

The aboriginal and modern cultures of Polynesia, Melanesia, and Micronesia.

### 137. The Ancient Maya

(4) STAFF

The splendiferous Maya civilization as it waxed and waned during ancient times.

### 138TS. Archaeology of Egypt

(4) SMITH

*Prerequisite: upper-division standing.*

Selected topics on the archaeology of ancient Egypt, placing the monuments of this great civilization in the context of its rise and development. Emphasis on ancient Egyptian material culture as a source for understanding Egyptian political, social, and economic dynamics.

### 139. Indigenous Peoples

(4) ASWANI

Survey of indigenous societies, including: resistance response and adaptations to colonial incursions; colonial and postcolonial politics; ethnic and cultural assimilation; indigenous ethnic resistance; indigenous political movements. Other topics explored include ethnocide and ecocide; indigenous property rights; effects of globalization.

### 139MG. Indigenous Peoples of the Amazon

(4) GURVEN

This advanced undergraduate course examines the cultural landscape of lowland South America

and its native inhabitants of the past and of today. Representations of the Amazonian "green hell" and focus on relevant topics such as ecological adaptations, indigenous rights, and conservation are discussed.

### 140. Popular Culture in South East Asia

(4) HANCOCK

Course on contemporary social and cultural issues in South Asia. Readings on popular religion, communalism, mass media, commercial culture, and the middle class.

### 141. Agriculture and Society in Mexico: Past and Present

(4) PALERM

The evolution of rural Mexico: from origins of Mesoamerican agriculture to the rise of high civilization; from the establishment of the colonial system to the demise of colonial agricultural institutions; from the revolution of 1910 to the enactment of land reform and development programs. Emphasis will be made on the role of peasantry in the making of the modern state.

### 142. Peoples and Cultures of India

(4) STAFF

Rise of Indian civilization from prehistoric times to the present; regional divisions of India; family, kin, caste groups, and village life; social organization above village level; effects of urbanization, British rule, and independence.

### 142B. Contemporary Issues in South Asia

(4) HANCOCK

Uses film, novels, ethnographies and popular journalism to explore a variety of issues in post-independence South Asia. Topics such as environmental, feminist, and human rights movements; communalism; mass media; and South Asian diaspora, youth culture, and development may be covered.

### 143. Introduction to Contemporary Social Theory

(4) STAFF

*Prerequisite: upper-division standing.*

Introduction to the main themes and concerns that preoccupy contemporary social theorists. The underlying purpose is to stress the importance of social theory in providing insights and posing questions critical for informed and innovative research in the social sciences.

### 143F. Ethics in Archaeology

(4) STAFF

*Prerequisite: Anthropology 3 or 35S.*

An analysis of ethics in contemporary archaeology. Topics include reburial and repatriation, interpretation of the archaeological record in the context of historically oppressed groups, ethnic minorities, and non-western societies. The course also includes the ethics of collecting and managing cultural property.

### 144. The Archeology of Warfare

(4) WILSON

*Designed for majors*

Tacks between cross-cultural ethnographic research and archaeological case studies of violence to provide a historically contextualized and data-rich exploration of violence in the ancient world.

### 145. Anthropological Demography and Life History

(4) GURVEN

*Prerequisite: Anthropology 5 or 7 or upper-division standing; or Environmental Studies 2 or 3.*

Introduces students to anthropological applications of demography and life history theory. Focuses on ecological approaches to population dynamics, birth and death processes, and policy implications in light of population "problems" among traditional and modern societies.

### 146. Development Anthropology

(4) STAFF

*Prerequisite: upper-division standing.*

An introduction to the planning of economic development in the "Third World" and its social consequences from the perspective of anthropology.

### 148. Ecological Anthropology

(4) ASWANI

*Prerequisites: Anthropology 2; upper-division standing.*

Focuses on the complex and dynamic interactions between human beings and their physical environment. Examines ecological thinking in anthropology and the various theoretical approaches within the discipline that have developed from the coalescence of natural and social sciences.

### 148A. Comparative Ethnicity

(4) STAFF

*Prerequisite: Anthropology 2 or 5.*

A cross-cultural examination of the part that ethnicity and race play in human affairs.

### 148MH. Aesthetic Anthropology

(4) HANCOCK

*Prerequisite: Anthropology 2 or 116.*

Contrasts different forms of artistic production and criticism in a range of societies. Considers how art and aesthetics are defined in cultural context; investigates political, economic and socio-cultural dimensions of aesthetic practice, including visual arts, music performance, body art.

### 149. World Agriculture, Food, and Population

(4) CLEVELAND

*Prerequisite: upper-division standing.*

*Same course as Environmental Studies 149 and Geography 161.*

Evolution, current status, and alternative futures of agriculture, food, and population worldwide. Achieving environmentally, socially and economically sustainable food systems; soil, water, crops, energy and labor; diversity, stability and ecosystems management; farmer and scientist knowledge and collaboration; common property management.

### 150B. Archaeology of Andean Civilizations

(4) SCHREIBER

*Prerequisites: Anthropology 3; not open to freshmen.*

A survey of the prehistory of Andean South America beginning with the complex cultures of the Initial Period and ending with an overview of the Inca Empire. Major cultures include Chavin, Nasca, Moche, Wari and Tiwanaku.

### 150C. The Inca Empire

(4) SCHREIBER

*Prerequisite: Anthropology 3 or 35S.*

An in-depth study of the fabled Inca Empire of South America, including archaeological and historic sources. Topics include Inca origins, political organization, economy, and social structure.

### 151T. Evolutionary Psychology

(4) TOOBY, GAULIN

*Prerequisite: Anthropology 2 or 3 or 35S or 5 or Psychology 1.*

A critical survey of the emerging field of evolutionary psychology, covering specific cognitive adaptations involved in mate choice, incest avoidance, cooperation, love, revenge, jealousy and individual and intergroup aggression, and also analyzing how such evolved species-typical mechanisms generate human culture.

### 153S. The Evolution of Human Sexuality

(4) STAFF

*Recommended preparation: Anthropology 5 or 7.*

Exploration of the psychological mechanisms—adaptations—that underpin human sexual feeling, thought, and action. Emphasis on male-female differences, "engineering" analyses, and the comparative method as sources of information about adaptive design. Includes the study of sexual arousal, attractiveness, jealousy, and competition.

### 153T. Primate Behavior

(4) GAULIN

*Prerequisites: Anthropology 5 or 7; upper-division standing.*

An introduction to primatology and the principles of behavioral ecology, using langur, vervet, macaque, baboon, gorilla, and chimpanzee field studies to illustrate theories of foraging, parenting, kinship, sexual selection, incest avoidance, aggression, and dominance. Concludes with applications to human evolution.

### 154. Special Topics in Social Anthropology

(4) STAFF

*Designed for students who intend to do graduate work in social or behavioral sciences. May be repeated*



for credit to a maximum of 8 units.

A critical review of selected theoretical and methodological contributions of social anthropology to the description, analysis, and comparison of human societies. (Normally taught every other year.)

### 155. Prehistory of California and the Great Basin

(4) GLASSOW

*Prerequisite:* upper-division standing.

A survey of the prehistory of California and the Great Basin, which includes principally the states of Nevada and Utah. Consideration is also given to how archaeologists construct regional cultural developments and attempt to explain prehistoric cultural change.

### 156. Understanding Africa

(4) STAFF

*Prerequisite:* upper-division standing.

A general introduction to the peoples of Africa: their histories, economies, political systems, and cultures. How should we, as outsiders, understand the diversity of this great continent, its human problems, and its significance in the modern world?

### 158. Cultural and Biological Diversity of Food Plants

(4) CLEVELAND

*Prerequisite:* upper-division standing.

*Same course as Environmental Studies 158 and Geography 169.*

*Recommended preparation:* Anthropology 149 or Environmental Studies 149 or Geography 161.

The evolution of food plants from domestication to genetic engineering. Patterns of diversity around the world in small-scale, traditionally-based and industrial communities. Class participation in project on local olive diversity includes field work.

### 160. Cultural Ecology

(4) JOCHIM

*Prerequisite:* Anthropology 2.

Ranging from moose hunters to rice farmers, cultures seem tremendously diverse, yet cultural forms do show clear patterns. The relationship of these patterns to the natural and social environment will be examined.

### 162. Prehistoric Food Production

(4) VANDERWARKER

*Prerequisite:* Anthropology 3 or 3SS.

A history of the process of plant and animal domestication in the Americas, the Near East, Asia, and Africa. Course focuses on the specific biological changes in the major domesticates as well as associated social changes in human life.

### 163. Archeology of North America

(4) WILSON

A survey of North American archeology exclusive of Mesoamerica. Changes in prehistoric lifeways from simple hunting and gathering to complex agriculturally based chiefdoms will be explored through the study of the development of regional traditions over long periods of time.

### 164. The Origins of Complex Societies

(4) SCHREIBER

*Prerequisite:* Anthropology 3 or 3SS.

Why and how complex societies developed from simple, egalitarian societies in some areas of the world. Course surveys major theories and evidence surrounding the origins of states and urban societies in New and Old World.

### 165. History of Archaeology

(4) STAFF

*Prerequisite:* Anthropology 3 or 3SS.

A survey of the history of archaeology from Medieval times to 1960, with special reference to the changing intellectual contexts of the field. Emphasis on emerging major theoretical approaches and the impact of important discoveries.

### 166. Climate Change in Prehistory

(4) STAFF

*Prerequisite:* Anthropology 3.

Survey of the impact of short- and long-term climate change on human prehistory from the late Ice Age to the Medieval Warm Period (c.A.D. 1000). Course surveys the relationships between climate and changing human societies.

### 166BT. Biotechnology, Food, and Agriculture

(4) CLEVELAND

*Prerequisite:* upper-division standing.

*Recommended preparation:* Anthropology 149 or Environmental Studies 149 or Geography 161.

*Same course as Environmental Studies 166BT and Geography 171BT.*

Social, cultural, ethical, biological, and environmental issues surrounding biotechnology (BT) and the food system. Includes theory and method of BT; scientific, social, and political control of BT; effect of BT on genetic diversity, small-scale farmers, the environment, food supply, and consumer health.

### 166FP. Small-Scale Food Production

(5) CLEVELAND

*Prerequisites:* Anthropology 149 or Environmental Studies 149 or Geography 161.

*Same course as Environmental Studies 166FP and Geography 171FP.*

Biological, ecological, social, and economic principles of small food production and their practical applications. Includes each student cultivating a garden plot; lab exercises, field trips to local farms and gardens.

### 167. People of the Ice Age

(4) JOCHIM

*Prerequisite:* Anthropology 3 or 3SS.

Human adaptations and population dispersals during the Ice Age (Pleistocene epoch). Course focuses on the nature of Stone Age cultures and the evidence for early human occupation of the Americas and the Old World between three million and 10,000 years ago.

### 168. Ethnology in Rural California: Transformations in Agriculture, Farm Labor, and Rural Communities

(4) PALERM

*Prerequisite:* Anthropology 2; upper-division standing.

Provides a systematic review of research completed by anthropologists and other social scientists on the development of agriculture and its effects over rural society. Special emphasis is given to the settlement of immigrant farmworkers and the formation of new human communities.

### 169. Evolution of Cooperation

(4) GURVEN

*Prerequisite:* Anthropology 5 or 7.

Interdisciplinary focus on the emergence and maintenance of cooperation in human populations. Are we unique in our abilities to reap gains from cooperative endeavors? Why are some people generous, other stingy? How do propensities, personalities, ecology, and cultural institutions affect success in cooperation?

### 172. Colonialism and Culture

(4) HANCOCK

*Prerequisite:* upper-division standing.

Historical and sociocultural processes of colonialism and postcolonialism in selected societies. Topics include: relations between colonialism and capitalism; rise of nationalism; race and sexuality; cultural dimensions of and resistance to colonialism; modernization and development regimes; postcolonial critique.

### 173. Nationalisms and the Nation-State

(4) STAFF

*Prerequisite:* upper-division standing.

Critical introduction to theories about nationalism and state formation from an anthropological perspective. Topics include nationalism and gender, nationalism and racism, and nationalism and law. These are related to contemporary contradictions of the nation-state posed by transnational processes.

### 175. Southwestern Archaeology

(4) SCHREIBER

*Prerequisite:* Anthropology 3 or 3SS.

Understanding the sequence of cultural developments in the southwest United States. Reconstructing prehistoric economy and society through study of material remains, such as the cliff dwellings of Mesa Verde, Chaco Canyon's great pueblos, and the ball-courts, platform mounds, and irrigation systems of desert Hohokam.

### 176TS. Ancient Egyptian Religion

(4) SMITH

*Prerequisite:* upper-division standing.

Examination of ancient Egyptian religion from massive temples and pyramids to modest offerings and simple burials. The interaction of sacred and secular is considered through examination of the individual, society, and the state in shaping religious beliefs.

### 178. Internship in Archaeological Record-Keeping and Collections

(1-4) GLASSOW

*Prerequisite:* consent of instructor.

*May be repeated for credit to a maximum of 4 units.*

Interns serve as assistants in the department's Central Coast Information Center or Repository for Archaeological Collection or both.

### 180A. Osteology

(4) WALKER

*Prerequisite:* consent of instructor.

Class is designed to teach students in archaeology and physical anthropology the basic skills necessary to identify and analyze the remains of animals recovered from archaeological excavations. Emphasis is placed on laboratory work with actual archaeological collections and testing hypotheses about prehistoric human behavior.

### 180B. Osteology

(4) WALKER

*Prerequisites:* Anthropology 180A and consent of instructor.

Continuation of Anthropology 180A with the development of a research project.

### 181. Methods and Techniques of Field Archaeology

(6) GLASSOW

*Prerequisite:* Anthropology 3 or 3SS.

Introduction to archaeological research designs and field techniques of data collection, including survey, excavation, and site data recording. Course entails two lectures during the week and fieldwork all day Saturday.

### 183. Internship in Archaeological Resource Management

(1-4) GLASSOW

*Prerequisite:* consent of instructor.

*May be repeated for credit to a maximum of 4 units. Recommended preparation:* Anthropology 181 or 191, depending on the nature of the internship.

Interns serve as assistants or trainees in the archaeological programs of a governmental agency, a museum, or a private firm in the local area. In collaboration with the instructor and an extramural archaeologist, the student conceives a set of activities for the internship.

### 184. Settlement Pattern Analysis in Archaeology

(4) SCHREIBER

*Prerequisites:* Anthropology 3; not open to freshmen.

*Recommended preparation:* upper-division courses in archaeology.

How the arrangement of archaeological sites across the landscape indicates aspects of human culture, including subsistence strategies and socio-political complexity. Methods of obtaining and interpreting settlement data.

### 185. Human Environmental Rights

(4) STAFF

*Prerequisite:* Anthropology 2 or Environmental Studies 1 or 3.

*Same course as Environmental Studies 185.*

Introduction to human environmental rights. Examines the expansion of human rights to include human environmental rights, abuses of human environmental rights, associated social conflicts, and emergent social movements including environmental justice and transnational advocacy networks.

### 186. Lab Course in Paleoethnobotany

(4) VANDERWARKER

*Prerequisite:* Anth 3

Study of archaeological plant remains, including field/lab methodology, the reconstruction of ancient environment and the subsistence, spatial and temporal analysis, quantitative methods, and taxonomy. Divided

between lecture, discussion, and labwork, involving microscopic identification of paleoethnobotanical remains. (W, S)

### 187. The Clash of Cultures

(4) STAFF

Prerequisites: Anthropology 2; and, Anthropology 3 or 35S.

A historical and anthropological survey of contact between western civilization and nonwestern societies from medieval times up to the early twentieth century. Peoples covered include Khoi, Aztecs, Tahitians, Fuegians, Maori, and Northwest Indians.

### 188. The Seacoast in Prehistory

(4) STAFF

Prerequisite: Anthropology 3 or 35S.

An examination of maritime adaptations in world prehistory, emphasizing the integration of marine resources into economies of varying degrees of complexity. Course will cover New and Old World culture areas and the Santa Barbara region.

### 189. Problems in European Prehistory

(4) JOCHIM

Prerequisite: Anthropology 3 or 35S.

Seminar in selected problems in the archaeology of Europe.

### 190. Cultural Anthropology Internship

(1-4) STAFF

Prerequisite: consent of instructor.

May be repeated for credit to a maximum of 8 units but only 4 units may be applied to the major.

Students serve as interns in various settings such as museums, governmental agencies, and health organizations to gain exposure to different cultures. In collaboration with the instructor and an extramural anthropologist, the student conceives a set of activities for the internship.

### 191A. Prehistoric and Early Historic Artifacts: Technology of Their Manufacture and Use

(4) GLASSOW

Prerequisite: Anthropology 3.

Anthropology 191B may be taken concurrently.

Not open for credit to students who have completed Anthropology 191.

Consideration of how prehistoric and early historic peoples manufactured and used all major classes of artifacts found in North American archaeological sites, and how archaeologists manage artifact collections and reconstruct technology through artifact analysis.

### 191B. Analysis of Archaeological Materials

(2) GLASSOW

Prerequisite: Anthropology 3 or 35S.

Not open for credit to students who have completed Anthropology 163N.

An advanced applied course on the analysis and interpretation of prehistoric artifacts from archaeological sites in California. Research design, data recording, simple statistical analysis and interpretation are covered as the site analysis progresses through the quarter.

### 194. Field Training in Archaeology

(1-8) STAFF

Prerequisites: Anthropology 3 or 35S; and, Anthropology 100 and 133.

May be repeated for credit to a maximum of 16 units, but only 8 units may be applied toward the major.

Introduction to design of research projects and techniques of data collection in archaeology. The number of units taken in one course will depend on the amount of training and experience received.

### 194P. Practicum in Field and Laboratory Analysis

(1-4) STAFF

Prerequisites: Anthropology 100; consent of instructor.

May be repeated for credit to a maximum of 8 units, but only 6 units may be applied toward the major.

An applied course emphasizing acquisition of practical skills in archaeological field work and laboratory analysis. Projects will vary depending on the type of archaeological research in progress, but may include artifact processing, cataloging, field excavation, and preparation of research results.

### 195A-B. Senior Honors Program

(4-4) STAFF

Prerequisites: admission to senior honors program; consent of instructor.

This is a two-quarter, in-progress course with letter grade assigned for both quarters upon completion of Anthropology 195B.

Independent research under the supervision of an anthropology faculty member which will result in senior thesis.

A: Will concentrate on reading and gathering of materials for thesis.

B: Writing of thesis will be completed.

### 196. Archaeology of Religion

(4) STAFF

Prerequisite: Anthropology 3.

An analysis and survey of the ways in which archaeologists have approached religious beliefs and other intangibles in ancient societies. Emphasis on multidisciplinary perspectives, ethnographic analogy, and the impact of science on the study of ancient religion.

### 197. Special Courses

(4) STAFF

Prerequisite: upper-division standing.

May be repeated to a maximum of 12 units provided content is different.

Intensive studies or projects focused on special problems related to anthropology which are not covered by other courses.

### 198. Independent Readings in Anthropology

(1-5) STAFF

Prerequisites: upper-division standing; completion of two upper-division courses in anthropology.

Must have a minimum 3.0 grade-point average for preceding 3 quarters. Students limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. May be repeated to a maximum of 12 units in anthropology.

Intended for students who know their own reading needs. Normally requires regular meetings with the instructor.

### 199 Independent Studies in Anthropology

(1-5) STAFF

Prerequisites: upper-division standing; completion of two upper-division courses in anthropology.

Must have a minimum 3.0 grade-point average for preceding 3 quarters. Students limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. May be repeated to a maximum of 12 units in anthropology.

Students must execute a limited research project on their own initiative.

### 199RA. Undergraduate Research Assistance Training in Anthropology

(1-5) STAFF

Prerequisites: upper-division standing; completion of two upper-division courses in anthropology.

Must have a minimum 3.0 grade-point average for preceding 3 quarters. Students limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. May be repeated to a maximum of 12 units in anthropology.

Student gains research experience through assisting faculty member in research project.

## GRADUATE COURSES

### 201A. Classical Archaeological Theory

(4) JOCHIM

Prerequisite: graduate standing in anthropology.

Not open for credit to students who have completed Anthropology 201.

A survey and critique of archaeological theory from the nineteenth century through the 1970's, with emphasis on shifting paradigms and the implications for research.

### 201B. Contemporary Archaeological Theory

(4) SCHREIBER

Prerequisite: graduate standing in anthropology.

Not open for credit to students who have completed Anthropology 201.

A survey and critique of archaeological theory from

the 1980's to the present, emphasizing the diversity of new approaches and their implications for research.

### 204. World Agriculture, Food and Population

(4) CLEVELAND

Prerequisite: graduate standing.

The evolution, current status, and alternative futures of human population and agriculture worldwide. Emphasized environmental, social, and economic susceptibility; carrying capacities; diversity and stability; population growth, fertility, mortality and migration; common pool resources; farmer and scientist knowledge and collaboration.

### 206. Current Problems in Archaeology

(4) STAFF

May be repeated for credit.

Critical examination of a selected aspect of contemporary archaeological research and theory. Topics will vary from year to year.

### 207. Problems in Hunter-Gatherer Archaeology

(4) JOCHIM

Prerequisite: consent of instructor.

A problem-oriented seminar focusing on major issues in the archaeology of hunter-gatherers.

### 210. Basic Issues in Physical Anthropology

(4) WALKER

Prerequisite: consent of instructor.

A review of basic issues in physical anthropology for graduate students in archaeology.

### 217. Biotechnology, Food, and Agriculture

(4) CLEVELAND

Prerequisite: Environmental Studies 149 or Anthropology 149 or Anthropology 204.

Social, cultural, ethical, biological, and environmental issues surrounding biotechnology (BT) and the food system. Includes theory and method of BT; scientific, social, and political control of BT; effect of BT on genetic diversity, small-scale farmers, the environment, food supply, consumer health.

### 218. Problems in Andean Archaeology

(4) SCHREIBER

A problem-oriented approach to major issues in Andean archeology. Focus is on the Middle Horizon of the Andean prehistory, especially the Wari and Tiwanaku cultures. Conducted on a seminar basis.

### 222. Ethnicity and Race in the Americas

(4) SALDIVAR

Identifies different racial projects, of how "ethnicity" and "race" are understood in specific contexts. Special attention is put on the ideas of mestizaje, indigenismo and development, and the role that played in the racial projects of Latin America.

### 223. Feminist Theory and Ethnographic Practice

(4) HANCOCK

Recent debates in feminist theory as they have engaged and reconceived ethnographic fieldwork and writing: feminist interventions in poststructuralist and postcolonial theory; feminist critiques of ethnographic writing; current debates on gender and sexuality.

### 225. Peasants and Industrialization: "Traditional" Rural Societies

(4) PALERM

The interaction between peasant and industrial socioeconomic formations is examined through three intellectual traditions: late nineteenth century Marxian writers, twentieth century development anthropologists, and proponents of the theory of the articulation of modes of production.

### 226. Power and Meaning in Religious Experience

(4) HANCOCK

Prerequisite: graduate standing.

Explores religion in cross-cultural and historical contexts using theoretical sources and ethnographic and historiographical case studies. Topics include structure and agency in ritual; relations among religion, gender, ethnicity and nationalism; new religious movements; religion and mass media.

### 230. History of Cultural Anthropology

(4) STAFF

A history of cultural anthropology as revealed in the writings on major theoretical problems beginning

in the 1850s, the disputes, the solutions, and a final appraisal of where we stand today.

### 232. Graduate Proseminar

(1-4) STAFF

Exposes all first and second year students to examples of current research in the different subfields of anthropology, to provide opportunities to meet with eminent scholars from other institutions, and to provide a forum for collegial interactions among faculty members and graduate students.

### 234. Advanced Theory and Method in Evolutionary Psychology

(4) TOOBY

*Prerequisite: consent of instructor.*

Interdepartmental research practicum in evolutionary psychology, biology, and anthropology for students and faculty planning or working on evolutionary research projects. Focus on experimental design, cross-cultural methods, organism design theory, new adaptationist hypotheses, and the criteria for testing them.

### 235A. Foundations of Modern Social Theory

(4) STAFF

Seminar introduces major post-enlightenment debates on social life and modernity. Selections from Marx, Durkheim, Weber, Freud as well as major responses, revisions and critiques in critical and subaltern theory, cultural studies, structuralism and poststructuralism. Close readings of primary texts emphasized.

### 235B. Issues in Contemporary Anthropology

(4) STAFF

Survey of major theoretical trends since the 1960's. Topics include: political economy and Marxism; evolution, history, and anthropology; symbolic anthropology; development studies; gender studies; colonialism and nationalism; structuralism/post-structuralism; modernity and post-modernity; ecological anthropology. Topics may vary with each professor.

### 239A. Research Design and Writing in Archaeology

(4) STAFF

*Prerequisite: graduate standing in archaeology.*

How to design a fieldwork project and write a dissertation research proposal; the search for funding agencies; how to deal with funding institutions, professional organizations, publishers and employers; issues of a career in anthropology.

### 240A. Research Methods in Cultural Anthropology

(4) STONICH

Designed to give students a solid grounding in basic research methods in cultural anthropology. Focus on the role of fieldwork, preparation for field research (ethics, health, and gender), systematic data collection, qualitative data base management and analysis.

### 240B. Research Design and Writing in Sociocultural Anthropology

(4) STAFF

*Prerequisites: graduate standing in sociocultural anthropology.*

How to design a fieldwork project and write a dissertation research proposal; the search for funding agencies; how to deal with funding institutions, professional organizations, publishers and employers; issues of a career in anthropology.

### 240C. Research Seminar in Cultural Anthropology

(4) STAFF

*Prerequisite: graduate standing.*

Required research and writing seminar during which second-year graduate students write individual MA papers.

### 241. Contemporary Topics in Biological Anthropology

(1) TOOBY, GURVEN, GAULIN

*Prerequisite: Graduate standing in Anthropology or a related field.*

Read and discuss professional literature in biological anthropology and related fields: evolutionary and life history theory, human biology, paleoanthropology, biomedical science and

primatology. Course keeps students abreast of key developments in the field. (F, W, S)

### 245A. Quantitative Data Analysis in Archaeology

(4) STAFF

This course is an introduction to the practical analysis of commonly-encountered archaeological data using simple quantitative and statistical procedures, such as exploratory data analysis, sampling, regression, and spatial analysis. The course is taught in a computer-assisted (multimedia) format.

### 245B. Quantitative Data Analysis in Archaeology

(4) STAFF

*Prerequisite: Anthropology 245A.*

A working knowledge of quantitative methods that aid recognition of patterns in archaeological data; an understanding of the sorts of archaeological problems that can be attacked quantitatively; and experience in research designs which yield data that can be effectively analyzed.

### 250AA-ZZ. Method and Theory in Anthropology

(4) STAFF

A discussion of general problems in anthropology. Consult with department office for faculty designation.

### 251. Methods of Prehistoric Subsistence Analysis

(4) GLASSOW

Assessment of approaches archaeologists use to reconstruct subsistence systems and identify subsistence change among prehistoric hunter-gatherers and farmers.

### 257. Human Behavioral Ecology Theory and Method

(4) GURVEN

*Prerequisite: background in evolutionary theory.*

Focuses on foraging, mate choice, parenting, life history, time use, cooperation, and culture by examining key articles, thereby providing an overview of the major theoretical issues, methods, and data in human evolutionary ecology.

### 266FP. Small-Scale Food Production

(4) CLEVELAND

*Prerequisite: Environmental Studies 149 or Anthropology 149 or Anthropology 204.*

Practical application of biological, ecological, social, and economic principles of small-scale food production. Includes each student cultivating a garden plot; field trips to local farms and gardens.

### 277. Faculty Graduate Proseminar

(2) STAFF

*Prerequisites: graduate standing in anthropology.*

Exposes incoming graduate students to the theoretical interests and current research being conducted by the department ladder and affiliated faculty. First-year students are required to enroll and participate fully in weekly meetings.

### 501. Teaching Assistant Practicum

(4) STAFF

*Prerequisite: appointment as a teaching assistant in anthropology.*

*No unit credit allowed toward degree.*

The course, designed to meet the needs of the graduate student who serves as a teaching assistant, includes analyses of texts and materials, discussion of teaching techniques, conducting discussion sections, formulation of topics and questions for papers and examinations, and grading papers and examinations under the supervision of the instructor assigned to the course.

### 594. Field Research Training

(2-12) STAFF

*Prerequisite: consent of instructor.*

Introduction to the planning and implementation of full-scale research projects. The opportunity will be given to formulate and carry out research designs and to direct crews in data collection.

### 596. Directed Reading and Research

(2-6) STAFF

*No more than half the graduate units necessary for the master's degree may be taken in 596.*

Individual tutorial.

### 597. Individual Study for Master's Comprehensive Examinations

(2-6) STAFF

*No unit credit allowed toward degree.*

Individual tutorial.

### 598. Master's Thesis and Pre-Candidacy Preparation

(2-12) STAFF

*No unit credit allowed toward degree.*

Individual tutorial for graduate students writing the research paper and/or dissertation proposal for advancement to candidacy.

### 599. Dissertation Research and Preparation

(2-12) STAFF

*No unit credit allowed toward degree.*

Individual tutorial.

# Art History

*For art history faculty, program information, and courses, see History of Art and Architecture.*

# Art

Department of Art  
Division of Humanities and Fine Arts  
Building 434, Room 0123  
Telephone: (805) 893-3138  
Website: [www.arts.ucsb.edu](http://www.arts.ucsb.edu)

*Department Chair: Colin Gardner*

## Faculty

**Phil Argent**, M.F.A., University of Nevada, Lecturer (painting and drawing)

**Laurel Beckman**, M.F.A., California Institute of the Arts, Associate Professor (2D integrated digital media, core foundation studies)

**Graham Budgett**, M.F.A., Stanford University, Lecturer (digital media, photography)

**Jane Callister**, M.F.A., University of Nevada, Las Vegas, Professor (painting and drawing, inter-media)

**Kip Fulbeck**, M.F.A., UC San Diego, Professor (performance studies, video)

**Colin Gardner**, Ph.D., UC Los Angeles, Professor (integrative studies, critical theory)

**Dick Hebdige**, M.A., Center for Contemporary Cultural Studies, University of Birmingham, U.K., Professor (interdisciplinary and experimental studies), Director of the UCSB Interdisciplinary Humanities Center

**Lisa Jevbratt**, M.F.A., California State University, San Jose, Associate Professor (net art, interactive media)

**George Legrady**, M.F.A., San Francisco Art Institute, Professor (interactive media)

**Jane Mulfinger**, M.F.A., Royal College of Art, London, Associate Professor (3D and spatial studies)

**Marcos Novak**, M.S.Arch, Ohio State University, Professor (interactive media, transarchitecture)

**Marko Peljhan**, Diploma, University of Ljubljana, AGRFT Academy, Slovenia, Associate Professor (interdisciplinary studies)

**Harry Reese**, M.F.A., Brown University, Professor (print, book arts)

**Richard Ross**, M.F.A., University of Florida, Gainesville, Professor (photography)

**Kim Yasuda**, M.F.A., University of Southern California, Professor (3D spatial studies)

### Emeriti Faculty

**Michael A. Arntz**, M.A., California State University, Long Beach, Professor Emeritus (ceramic sculpture)

**Gary H. Brown**, M.F.A., University of Wisconsin, Madison, Professor Emeritus (drawing and painting, journaling)

**William A. Rohrbach**, M.A., UC Berkeley, Professor Emeritus (painting)

### Affiliated Faculty

**Alan Liu**, Ph.D. (English)

**Lisa Parks**, Ph.D. (Film Studies)

**Constance Penley**, Ph.D. (Film Studies)

**Laurence A. Rickels**, Ph.D. (Germanic, Slavic, and Semitic Studies)

**Abigail Solomon-Godeau**, Ph.D. (History of Art and Architecture)

**Sven Spieker**, Ph.D. (Germanic, Slavic, and Semitic Studies)

The Department of Art offers programs leading to the degrees of bachelor of arts (B.A.) and the master of fine arts (M.F.A.). The department is committed to creative research that investigates the relationship between inquiry and practice and how this dynamic manifests itself in contemporary and historical approaches to cultural production in a continually changing world. Students are exposed to a broad range of aesthetic perspectives through the department's interdisciplinary curriculum and extensive range of faculty research.

Through a comprehensive core foundation program, students are first introduced to the diverse and hybrid practices of contemporary art, including study in the history, theory, and production of art. At the advanced level, students are given the opportunity to focus and individualize their aesthetic development while still maintaining an open attitude towards art and its ever-evolving contextual relationship with contemporary culture. Students are encouraged to pursue interdisciplinary course opportunities campus-wide in other departments and divisions such as film studies and the history of art and architecture.

Art majors are first introduced to contemporary thinking and practice through core survey and studio courses. Upon completion of this fundamental series, students are encouraged to enhance their research through exploration of a range of studio and special topic courses (see current faculty research areas and catalog undergraduate course listing).

The department encourages conceptual problem-solving skills as well as the practical and experimental exploration of the creative process. In so doing, the program fosters independence and innovation on the part of each student in the development of alternative projects and venues for the production and presentation of visual works. In the course of their undergraduate studies, students are expected to generate a significant body of work and should learn to document their process effectively,

utilizing current methods of both analog and digital representation. Students are also required to develop their written and verbal skills in tandem with their visual practice to ensure their successful integration into the professional environment.

Further information on the major and on student advising is available in the department through the staff and faculty undergraduate advisors and faculty program mentors.

Students with a bachelor's degree in art who are interested in pursuing a California Teaching Credential should contact the credential advisor in the Gevirtz Graduate School of Education as soon as possible. Students who plan to teach in the public schools are advised to choose a wide range of courses in art. Undergraduate art majors wishing to be teachers must pass the National Teacher Examination (N.T.E.) competency standard in art. Evidence of a passing score on CBEST is also required. (See details in the Gevirtz Graduate School of Education *Announcement*.)

### Honors Program

One of the most important and successful components of our undergraduate program, the departmental honors program, is a one-year course of study designed to bring a select group of seniors to a level of professional practice. Students apply by portfolio in the spring of their junior year, and must have at least a B overall grade-point average. Selection is by faculty consensus after a review of portfolio materials (slides, digital data, video), with the top 9-12 students chosen for their extant production, as well as potential for development as professional artists. Selected students participate in a rigorous, focused curriculum consisting of seminar, critique, and independent study classes. They receive advanced course reading, and are responsible for sharing their own research through additional readings for the group. They are expected, with the guidance of the Honors Advisor and other faculty, to assume a heightened and perhaps unfamiliar level of initiative for their own education as well as their role as artists within our culture. When possible, visiting artists are invited to speak and the Honors students are granted parallel rights and responsibilities in line with the graduate students, such as access to lab facilities as well as spring exhibition of their senior projects. Graduating students have been successfully admitted to M.F.A. programs across the country including Yale University, Art Center College of Design, the School of the Art Institute of Chicago, and California Institute of the Arts. Honors students have gone on to pursue professional careers in gallery and museum exhibition and installation, filmmaking, web design, commercial design production, fashion and photography.

## Undergraduate Program

### Bachelor of Arts—Art

**Preparation for the major.** Forty-three units in lower-division courses including Art Studio 1A and 1C (7 units); Art Studio 7A-B-C-D (20 units); Art Studio 10, 12, 14, 16, 19, 22 (3 courses, 12 units); Art Studio 18 (4 units).

**Upper-division major.** Forty units in upper-division

courses (including 28 units selected from upper-division art courses), 8 units of art history, and Art Studio 125, Art Studio 126, or Art Studio 130. Up to 8 units of College of Creative Studies courses or Art Studio 192 may be taken on a passed/not passed basis. College of Creative Studies art courses may be applied only to the 28 upper-division art electives.

## Graduate Program

The Department of Art offers a master of fine arts degree. The two-year program provides graduate students with the opportunity to explore studio production and theoretical work in a flexible structure that encourages individual development within an interdisciplinary context. The department stresses the importance of a rigorous understanding of the conditions in which art is produced. Students are exposed to methodologies of inquiry that foster innovative and problem-solving skills necessary for artistic development and creative production.

The program's internationally accomplished faculty are actively engaged in a range of disciplines and areas that include art and cultural theory, art history, film, video, sound, architecture, digital media, print media, photography, performative studies, painting, spatial arts, and related courses in the humanities, sciences, and engineering. A significant number of the permanent faculty hold joint or affiliate appointments with other departments and programs such as the Media Arts and Technology graduate program, the Department of the History of Art and Architecture, the Department of Asian American Studies, the Comparative Literature Program, and the Department of Film Studies. The department also maintains affiliate appointments with current faculty in the history of art and architecture, English, and German and Slavic studies.

Students are given the opportunity to work one-on-one with faculty who are involved in a wide range of research practices. In conjunction with an intensive curriculum which includes theory, studio critique seminars, professionalism, a range of directed media research courses, and the department's visiting artist lecture symposia, the study program provides graduate students with direct exposure to professional artists who visit individual graduate students' studios.

The department wishes to attract motivated students who will benefit from interaction with a diverse and challenging faculty. The UCSB environment offers focused research within a compelling natural setting along with exposure to opportunities in the urban centers of Los Angeles and San Francisco.

### Master of Fine Arts—Art Admission

In addition to meeting university requirements for graduate admission status (found in the chapter "Graduate Education at UCSB"), each applicant to the graduate program in art must have earned an undergraduate bachelor degree with an overall 3.0 grade-point average or better. A research emphasis in visual art is recommended; however, applicants with degrees outside the visual arts or non-traditional backgrounds may be eligible, if their application

shows promise and relevance to the current research environment. In all cases, the applicants must demonstrate outstanding accomplishment by submitting a slide portfolio of their work. Documentation of work in other forms (analog / digital data) may also be submitted through prior arrangement with the graduate staff assistant.

Applicants to this program are not required to take the Graduate Record Examination (GRE).

Applicants whose native language is not English, are required to take either the Test of English as Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exam. Exemptions to this requirement will be considered for those students who have completed an undergraduate or graduate education at an institution whose primary language of instruction is English. The minimum TOEFL score for consideration is 550 when taking the paper-based test (PBT) and 80 when taking the internet-based test (IBT). The minimum IELTS score for consideration is an Overall Band Score of 7 or higher. TOEFL or IELTS scores must not be more than two years old at the time of application to UCSB.

Applications are reviewed by the faculty; admission is contingent upon approval of a majority of the tenured faculty. Applicants will be ranked, and offered admittance into the program depending on space availability. Admission is limited to fall quarter only. The application deadline is the second week of January. Applications are available at [www.graddiv.ucsb.edu](http://www.graddiv.ucsb.edu). Department brochures, describing the program and its requirements, are available from the graduate staff assistant.

### Degree Requirements

The Department of Art promotes a cross-disciplinary approach to art production, and therefore, a specialization in a particular medium or curriculum area is not required. Individual students design a specific study program within the prescribed course offerings and degree requirements.

Seventy-two units in graduate-level coursework are required of all admitted M.F.A. students as follows: 36 units of graduate studio courses (Art 244, 261, 591), 12 units of theory and criticism (Art 245, 594, and 595); 12 units of M.F.A. thesis preparation (Art 593); and 12 units of electives (any approved graduate-level coursework). Students must be registered and work on the degree full time for the two-year duration of the program.

Areas of graduate study include theory and criticism, digital and interactive media, digital video, contemporary 2D-studies (painting, photography, print), 3D-studies (spatial studies, new forms), and performance.

At the end of a student's third quarter of study, a first-year review of both studio and academic work is conducted by the faculty in order to assess the accomplishments of the student during the first year. Upon passing this first-year review, a student is approved by the faculty to advance to the second-year status.

At the beginning of the second year in the program, a student, in consultation with the faculty, nominates a chair and members of the faculty for the M.F.A. thesis committee; thesis committee nominations are reviewed and ap-

proved by the faculty. Students are expected to meet with their thesis committee chair and members before the end of the fourth quarter to determine the nature of the M.F.A. thesis project, which includes both an exhibition and thesis document.

The Master of Fine Arts degree is awarded only after successful completion of all requirements. More detailed information on the program and the M.F.A. degree requirements are available from the graduate staff assistant in the department office or the department's website: [www.arts.ucsb.edu](http://www.arts.ucsb.edu).

## Art Studio Courses

### LOWER DIVISION

*The department recommends Art Studio 1A, 1C and the 7A-7B-7C-7D series be taken at the freshman level. Art Studio courses 10, 12, 14, 16, 18, 19, 21, and 22 may be repeated for credit up to 8 units, but may not be repeated for credit towards the major.*

#### 1A. Visual Literacy

(5) STAFF

*Open to non-majors. Letter grade only for majors.*  
An introductory survey of visual culture, encompassing art and film theory and practice, digital technologies, television, advertising and print media, with a special focus on current interdisciplinary methodologies.

#### 1C. Introduction to Contemporary Art

(2) STAFF

*May not be taken concurrently with Art CS 106. Open to non-majors.*

Symposium format course presents contemporary artists' creative projects in relation to recent developments in art and cross-disciplinary practices. Lectures by UCSB's Art Department faculty and also distinguished guests invited to expand on art, theory and cultural production. (F, S)

#### 7A. The Intersections of Art and Life

(5) STAFF

*Open to non-majors. Letter grade only for majors. Not open for credit to students who have completed Art Studio 4D.*

Explores art in relation to time-based activity and integration with everyday life. Conceptual introduction to authorship, authenticity, and narrative through exercises and examples of performance, video, film, book, arts, sound, digital media, and interactive/chance derived work. (S, M)

#### 7B. Introduction to Contemporary Practice I: Image Studies

(5) STAFF

*Open to non-majors. Letter grade only for majors. Not open for credit to students who have completed Art Studio 2D.*

The study of visual perception and image-making across visual art disciplines, both material and digital. Studio assignments are combined with related critical theory, historical practice, current strategies, and new evolutions. (F, M)

#### 7C. Introduction to Contemporary Practice II: Spatial Studies

(5) STAFF

*Open to non-majors. Letter grade only for majors. Not open for credit to students who have completed Art Studio 3D.*

The study of spatial art in all forms, including material, interactive and dynamic digital. Studio assignments are combined with related critical theory, historical practice, current strategies and new evolutions. (W, M)

#### 7D. Introduction to Contemporary Practice III: Art, Science and Technologies

(5) JEVBRATT, PELJHAN

*Open to non-majors. Letter grade required for majors.*

The study of the foundations of digital and technological arts in all forms, including the history, theory and practice of optical, kinetic, interactive, interdisciplinary and systems-oriented art. Lectures and assignments introduce concepts, methods, movements and practitioners that have shaped the fields.

#### 10. Introduction to Contemporary Painting Practice

(4) STAFF

*Prerequisite: Art Studio 1A.*

*May be repeated for credit to a maximum of 8 units, but only 4 units can be applied to the major. Open to non-majors. Letter-grade required for majors.*

*Recommended preparation: Art Studio 7B or equivalent.*

Lectures, demonstrations, and projects designed to provide a strong foundation in fundamental 2D image making. Various media to include acrylic, oil, and experimental processes.

#### 12. Beginning Spatial Practices

(4) STAFF

*Prerequisite: Art Studio 1A.*

*May be repeated for credit to a maximum of 8 units, but only 4 units can be applied to the major. Open to non-majors. Letter-grade required for majors.*

*Recommended preparation: Art Studio 7B or equivalent.*

Introduction to the challenges, strategies, and techniques of 3D artmaking within the expanding fields of traditional and contemporary sculpture.

#### 14. Lower-Division Print

(4) STAFF

*Prerequisite: Art Studio 1A.*

*May be repeated for credit to a maximum of 8 units, but only 4 units can be applied to the major. Open to non-majors. Letter-grade required for majors.*

*Recommended prep: Art Studio 7B or equivalent.*

Introduction to making prints. Emphasis on technical fundamentals and conceptual aspects of graphic arts. "Print" incorporates hand produced, mechanically or photographically reproduced, and electronically replicated media.

#### 18. Lower-Division Drawing

(4) STAFF

*May be repeated for credit to a maximum of 8 units, but only 4 units can be applied to the major. Open to non-majors. Letter-grade required for majors.*

Introductory to two-dimensional representation with various drawing media, including structural and symbolic implications of human form. Emphasis on organization of vision and thought.

#### 19. Lower-Division Photography

(4) STAFF

*Prerequisite: Art Studio 1A.*

*May be repeated for credit to a maximum of 8 units, but only 4 units can be applied to the major. Letter-grade required for majors.*

*Recommended preparation: Art Studio 7A, 7B or equivalent.*

Examines photography as a means of artistic expression. Conceptually-based projects explore how we view, interpret, and manipulate visual information. Lectures cover major historical and contemporary artists. Lab work in digital, chemical, or a combination of both at instructor's discretion.

#### 22. Digital Media Arts Toolbox

(4) STAFF

*Prerequisite: Art Studio 1A.*

*May be repeated for credit to a maximum of 8 units, but only 4 units may be applied to the major.*

Focuses on digital media approaches specific to fine arts practice; exploring conceptual, technical and artistic methods of digital media arts. Techniques covered include digital graphics, video, sound and HTML.

### UPPER DIVISION

*The specific concepts, techniques, and philosophy of teaching in art courses 100 through 120 will vary according to the individual instructor. A syllabus of each instructor's courses will be available in the department office.*

**100. Intermediate Contemporary Painting Issues****(4) STAFF**

*Prerequisites:* Art studio 1A, 7B, 7C, 7A, 10, and 18; or equivalents.

*May be repeated for credit to a maximum of 16 units with instructor approval. Letter grade required for majors.*

Various projects designed to assist the understanding and development of intermediate painting practices. Supplemented with slide lectures, library research, and class critique. Additional self-directed projects, sketch books, experimentation, independent research, and self-motivation are encouraged. 101. Advanced Contemporary Painting Issues

**(4) STAFF**

*Prerequisites:* Art Studio 100; consent of instructor.

*May be repeated for credit to a maximum of 16 units. Letter grade required for majors.*

Special studies in painting utilizing particular faculty interests and/or special departmental facilities. Exact nature of course is specified in the Department of Art syllabus. Integration of non-painting media (i.e., installation pertaining to current painting issues, digital media, and photography).

**102. Digital Media Tool Box: Concepts and Skills****(4) STAFF**

*Prerequisite:* Art Studio 1A, and 22.

*May be repeated for credit to a maximum of 16 units.*

A project based course with an emphasis on technical skills within the digital media arts context. Topics may include telecommunications, wireless, database aesthetics, networks, interactivity, digital 3D, virtual reality, immersive environments, algorithmic aesthetics, visualization, media theory and others. Topic to be determined by instructor.

**105. Intermediate Spatial Practices****(4) STAFF**

*Prerequisites:* Art Studio 1A, 7A, 7B, 7C and 12; or equivalent.

*May be repeated for credit to a maximum of 16 units with instructor approval. Letter-grade required for majors.*

Develops student knowledge and proficiency of material and method, cultivating both manual and conceptual skill levels in three-dimensional practices. Course focus varies by quarter, but may include mold-making, casting, metal fabrication, foundry, and related kiln practices.

**106. Advanced Spatial Practices****(4) STAFF**

*Prerequisite:* Art Studio 105.

*May be repeated for credit to a maximum of 16 units. Letter grade required for majors.*

Advanced study of new forms and spatial practices. Individual projects may encompass formal sculptural practices as well as investigations that engage new and alternative technologies such as data-driven forms, alternative architectures, interactive media, cyber/nano/nuero/bio forms and virtual environments. Course content detailed in syllabus each quarter.

**106W. Introduction to 2D/3D Visualizations in Architecture****(4) STAFF**

*Prerequisite:* upper-division standing; open to majors only.

*Same course as Art History 136W.*

Develops skills in reading, interpreting, and visualizing in 3D objects and spaces by offering exercises in sketching, perspective, orthographic projections, isometric drawings, and manual rendering practices. Relevant for those interested in history of architecture, architecture, sculpture, and such spatial practices as installations and public art.

**110. Intermediate Print****(4) STAFF**

*Prerequisites:* Art Studio 1A, 7A, 7B, 7C, 14, 18, and 19 or equivalent.

*May be repeated for credit to a maximum of 16 units with instructor approval. Letter grade required for majors.*

Continued refinement of skills in service of ink and

digital print production. Emphasis on the intermedia aspects of image and text and the sequential use of pictorial information. Areas of specific focus to include electronic multiples, relief printing, and artists' books.

**112. Artists' Books****(4) STAFF**

*Prerequisites:* Art Studio 1A, 7B, 14, and 22; upper-division standing.

*Designed for majors. May be repeated for credit to a maximum of 16 units.*

An investigation of the book as an art form. Based on conventional media, artists' books encompass a variety of methods, techniques, and ideas. Assigned and self-directed projects using traditional and innovative practices, combining reading with pictorial and tactile experience.

**113. Advanced Integrated 2D Digital Media****(4) STAFF**

*Prerequisites:* Art Studio 22 and Art Studio 110; consent of instructor.

*Repeat Comments:* May be repeated for credit to a maximum of 16 units.

The development of independent, innovative projects that utilize digital or digital-traditional hybrid means to make images on surfaces. Projects may employ any imaging strategies in concept, production, and distribution; including installation, projection, printing, and publishing.

**117. Intermediate Drawing****(4) STAFF**

*Prerequisite:* Art Studio 1A, 7A, 7B, 7C, and 18 or equivalent.

*May be repeated for credit to a maximum of 16 units with instructor approval.*

Continuing investigation into the challenges of two-dimensional representation. Course focus to depend on instructor, but may include structural and symbolic implications of the human form, historical and contemporary strategies of visual analysis, and exploration into experimental media.

**118. Advanced Drawing****(4) STAFF**

*Prerequisite:* Art Studio 117.

*May be repeated for credit to a maximum of 16 units. Designed for majors. Letter-grade required for majors.*

Special studies in drawing utilizing particular faculty interests and/or departmental facilities.

**120. Intermediate Photography****(4) STAFF**

*Prerequisites:* Art Studio 1A, 7A-C, 7D, which may be taken concurrently, 14, 19 and 22; or equivalent.

*May be repeated for credit to a maximum of 16 units with instructor approval. Letter grade required for majors.*

Continued refinement of traditional photographic technique, and development of photography as an artmaking tool. Course to range by instructor, but may include photo narrative, journalism, fashion, artists' books, desktop publishing, web design, time-based work, and intermedia collaborations.

**121. Advanced Photography****(4) STAFF**

*Prerequisite:* Art Studio 120.

*May be repeated for credit to a maximum of 16 units. Letter-grade required for majors.*

Special studies in photography utilizing faculty interests and/or special departmental facilities. Exact nature of course content to be specified in the Department of Art Studio syllabus.

**122. Advanced Topics in Digital Media****(4) STAFF**

*Prerequisite:* Art Studio 1A, 22, 7D, which may be taken concurrently, and 102.

*May be repeated for credit to a maximum of 16 units.*

An advanced project based course in digital media arts. Students are expected to have relevant conceptual, aesthetic, and technological grounding in digital media. Topic to be determined by instructor.

**123. Papermaking****(4) STAFF**

*Prerequisite:* consent of instructor.

*May be repeated for credit to a maximum of 16 units.*

Introduction to historical and contemporary methods of handmade papermaking leading to innovative uses of handmade paper as an integral part of art forms.

**125. Art Since 1950****(4) STAFF**

*Prerequisite:* Art Studio 1A.

*May be repeated for credit to a maximum of 8 units. Letter grade required for majors.*

*Recommended preparation:* upper-division standing.

Developments in American and European art since 1950 with an emphasis on the most recent decades. Focus ranges from the post-war impact of the New York School, Pop Art, Minimalism and Conceptualism to more recent, "postmodern" trends.

**126. Introduction to Contemporary Theory****(4) STAFF**

*Prerequisite:* Art Studio 1A.

A basic beginning survey of contemporary art, film and media theory, focusing specifically on: realism, formalism, semiotics, phenomenology, psychoanalysis, feminism, Marxism, gender/queer studies, poststructuralism, post-colonial theory and broader issues of authorship, narratology, postmodernism, and multiculturalism.

**130. Visual Arts as Culture****(4) STAFF**

*Prerequisite:* Upper-division standing.

*May be repeated for credit to a maximum of 16 units, but only 8 units can be applied to the major.*

Exploration of visual arts and culture, including the evolving social and practical parameters of technologically produced images and the shifting arenas of ideology, analysis, and criticism.

**132. Video****(4) STAFF**

*Prerequisites:* Art Studio 1A and 7A.

*May be repeated for credit to a maximum of 16 units. Letter grade required for majors.*

The use of video as an artmaking tool in relation to its increasing prominence and pervasiveness in American culture. Hands on production and post-production are combined with viewing, discussion, and criticism. Integration with other artistic media is encouraged.

**134. Performance****(4) STAFF**

*Prerequisites:* Art Studio 1A and 7A.

*May be repeated for credit to a maximum of 16 units. Letter grade required for majors.*

A workshop introduction to the forms, styles, and strategies relating to the use of the body as both physical and psychological basis for making art. Method, space, narrative, audience, object, games, chance and rituals are explored.

**136. Personal Narrative****(4) FULBECK**

*Prerequisites:* upper-division standing and consent of instructor.

*Recommended preparation:* Art Studio 1A and 7A or equivalent.

Intensive writing-based workshop designed for formulating and producing artwork based on one's own personal experiences and histories. Experimentation and expansion into other artistic media are encouraged.

**137. Spoken Word****(4) STAFF**

*Prerequisite:* Upper-division standing; consent of instructor.

*Recommended Preparation:* Art Studio 7A or equivalent.

A workshop introduction to the use of voice as an artistic medium, with emphasis on improvisation, personal monologue, and slam poetry.

**177. Art and Science of Aerospace Culture****(4) STAFF**

*Prerequisites:* upper-division standing; consent of instructor.

*Same course as Engineering 177. Letter grade*

required for majors. May be repeated for credit to a maximum of 16 units.

Interdisciplinary course/seminar/practice for artists, academics, engineers, and designers interested in exploring the technological, aesthetic, cultural, and political aspects of the space side of the aerospace complex. Design history, space complex aesthetics, cinema intersections, imaging/telecommunications, human spaceflight history, reduced/alternating gravity experimentation, space systems design/utilization.

### **185AA-ZZ. Special Topics in Art Studio**

**(4) STAFF**

*Prerequisites: upper-division standing; open to art majors only.*

May be repeated for credit to a maximum of 16 units.

Special topics in art.

### **192. Internship in Art Studio**

**(1-4) STAFF**

*Prerequisites: upper-division standing; consent of department.*

Must have a 3.0 overall grade-point average. Units are calculated based on three hours of work per week equaling 1 unit. May be repeated to a maximum of 8 units; 4 units maximum may be applied toward major.

Opportunities in applied learning related to visual art through local museums, art galleries, and other art related organizations or institutions. Students work under the direction of the faculty sponsor who maintains contact with the supervisor for whom the student is interning.

### **194. Special Group Studies**

**(2-4) STAFF**

*Prerequisites: upper-division standing; and consent of instructor and department.*

May be repeated for credit.

A means of making special studies or meeting special curricular problems.

### **196. Honors Seminar**

**(4) STAFF**

*Prerequisites: upper-division standing; art majors only; acceptance into the department's honors program.*

Open to qualified with at least a 3.5 grade-point average in the major and at least a 3.0 grade-point average overall. May be repeated for credit to a maximum of 12 units in combination with Art Studio 196HA, HB, and HC.

Seminar designed to focus on criticism of current studio work. A total of 12 units in this course required to complete honors program. Completion of seminar units followed by public exhibition of work accomplished.

### **199. Independent Studies**

**(1-5) STAFF**

*Prerequisites: upper-division standing; completion of two upper-division courses in art.*

Must have a minimum 3.0 grade-point average for the preceding three quarters. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. Consent of instructor and chair of department required.

Advanced individual problems.

### **199RA. Independent Research Assistance in Art Studio**

**(1-5) STAFF**

*Prerequisites: upper-division standing; instructor and department approval required prior to registration.*

Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.

Coursework shall consist of faculty supervised research assistance.

## **GRADUATE COURSES**

### **213. Advanced Electronic Image**

**(4) BECKMAN**

*Prerequisite: consent of instructor.*

The development of independent, innovative projects that utilize digital or digital-traditional hybrid means to make images on surfaces. Projects may employ any imaging strategies in concept, production and distribution; including installation, projection, printing and publishing.

### **244. Graduate Seminar in Critique**

**(4) STAFF**

*Prerequisites: graduate standing and consent of instructor.*

A seminar focusing on criticism of current studio work.

### **245. Graduate Theory Seminar**

**(4) STAFF**

*Prerequisites: graduate standing and consent of instructor.*

In-depth look at contemporary media and art discourse framed through a wide range of theoretical approaches: formalism, structuralism, phenomenology, psychoanalysis, Marxism, gender and queer studies, poststructuralism, postcolonial theory, deconstruction, issues of authorship, narratology, and multiculturalism. Specific content varies with instructor.

### **246. Professionalism**

**(4) STAFF**

*Prerequisite: second-year graduate student.*

Seminar will address problems of professionalism and survival for graduating M.F.A. students. Portfolios, resumes, commercial galleries, alternate spaces, sales and commission policies, studio spaces, art world politics, taxes, etc., will be discussed by faculty and guest speakers.

### **260. Graduate Seminar in Visual Arts**

**(4) STAFF**

*Prerequisites: graduate standing and consent of instructor.*

A means of making special studies and meeting special curricular problems.

### **261. All Faculty Graduate Seminar**

**(2) STAFF**

*Prerequisites: graduate standing; consent of department.*

Symposium format course presents contemporary artists' creative projects in relation to recent developments in art and cross-disciplinary practices. Lectures by faculty from UCSB's Art Department supplemented by distinguished guests invited to expand on art, theory and cultural production. (F,S)

### **501. Teaching Assistant Practicum**

**(1-4) STAFF**

*Prerequisite: graduate standing.*

Practice of teaching art.

### **591A. Directed Study in Visual Arts Education**

**(2-12) STAFF**

*Prerequisites: graduate standing and consent of instructor.*

Individual tutorial.

### **591DP. Directed Study for the M.F.A. in Drawing/Painting**

**(2-12) STAFF**

*Prerequisites: graduate standing and consent of instructor.*

Individual tutorial.

### **591IM. Directed Study in Intermedia (New Forms)**

**(2-12) STAFF**

*Prerequisites: graduate standing and consent of instructor.*

Individual tutorial.

### **591PH. Directed Study in Photography**

**(2-12) STAFF**

*Prerequisites: graduate standing and consent of instructor.*

Individual tutorial.

### **591PM. Directed Study for the M.F.A. in Printmaking**

**(2-12) STAFF**

*Prerequisites: graduate standing and consent of instructor.*

Individual tutorial.

### **591S. Directed Study for the M.F.A. in Sculpture**

**(2-12) STAFF**

*Prerequisites: graduate standing and consent of instructor.*

Individual tutorial.

### **593MS. M.F.A. Thesis Project**

**(2-12) STAFF**

*Prerequisites: graduate standing and consent of instructor.*

Individual tutorial.

### **594. Special Studies in Studio Art**

**(4) STAFF**

*Prerequisite: graduate standing.*

A means of making special studies and meeting special curricular problems.

### **595. Directed Historical Reading and Research**

**(4) STAFF**

*Prerequisite: graduate standing.*

Independent research involving extensive reading and written essay on a particular period, artist, or body of work with a historical context.

# Asian Studies

For Asian Studies faculty, program information, and courses, see *East Asian Languages and Cultural Studies*.

# Asian American Studies

Department of Asian American Studies  
Division of Social Sciences  
Humanities and Social Sciences 5044  
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Website: [www.asamst.ucsb.edu](http://www.asamst.ucsb.edu)

Department Chair: *Diane C. Fujino*

## Faculty

**Julie Cho**, M.F.A., UC Los Angeles, Lecturer (film, video, and media production and screenwriting)

**Diane C. Fujino**, Ph.D., UC Los Angeles, Associate Professor (Asian-American social movements, Third-world radicalism, Asian-African political connections, Japanese-American history, biography, race, class and gender studies)

**Ambi Harsha**, M.A., UC Santa Barbara, and M.Phil. and M.A., University of Madras, Lecturer (plays, playwriting, and performances)

**James K. Lee**, M.A. and Ph.D., UC Los Angeles, Associate Professor (Asian-American literature, urban studies, modern social movements, U.S. political economy)

**Erin Khuê Ninh**, Ph.D., UC Berkeley, Assistant Professor (Asian American literature, comparative literature, gender and family)

**John S.W. Park**, Ph.D., UC Berkeley, M.P.P., Harvard University, Associate Professor (immigration law and policy, race theory, political theory and public law)

**Celine Parreñas Shimizu**, Ph.D., Stanford University, MFA, UC Los Angeles, Associate Professor (film and performance theory and production, Asian American cultural studies, sexuality, feminist post-colonial theory, and social theories of power, difference and inequality)

**Xiaojian Zhao**, Ph.D., UC Berkeley, Associate Professor (history, women's history, Asian-American families, Chinese-American experience)

### Emeriti Faculty

**Sucheng Chan**, Ph.D., UC Berkeley, Professor Emerita (immigration history, contemporary community issues)

### Affiliated Faculty

**Michael Berry**, Ph.D. (East Asian Languages and Cultural Studies)

**Rudy V. Busto**, Ph.D. (Religious Studies)

**Jesus M. Casas**, Ph.D. (Education)

**Jon D. Cruz**, Ph.D. (Sociology)

**G. Reginald Daniel**, Ph.D. (Sociology)

**Lawrence K. Fulbeck**, M.F.A. (Art)

**Pei-Te Lein**, Ph.D. (Political Science)

**Shirley Lim**, Ph.D. (English and Feminist studies)

**Jin Sook Lee**, Ph.D. (Gevirtz Graduate School of Education)

**Paul Spickard**, Ph.D., UC Berkeley (History)

**John Wiemann**, Ph.D. (Communication)

**Mayfair Yang**, Ph.D. (Religious Studies and East Asian)

The Department of Asian American Studies was one of the very first autonomous academic departments in the United States completely devoted to the study of Asian Americans. The department was founded by Professor Sucheng Chan, a pioneer in our field. Over the years, the department has consistently offered students the opportunity to study and understand the experiences of Asian Americans, particularly their histories, communities, and cultures. Our students learn to evaluate the existing literature on Asian American communities, to analyze a variety of data on Asian Americans, and to conduct original research. Professors in the department offer courses informed by approaches from the traditional disciplines, including sociology, law, education, psychology, and literature, as well as from interdisciplinary scholarship in women's studies, law and society, public policy, global studies, cultural studies, and film and media studies.

Although the department offers a wide range of courses through multiple approaches, we share a common commitment to progressive scholarship of the highest caliber. We also share a commitment to engaging directly issues of inequality, both in United States history and in our own time. To that end, the lower-division courses offer a thorough introduction to Asian American history and culture, primarily to show how migration from Asia has profoundly shaped life in the United States at least since the mid-nineteenth century. The upper-division courses further explore Asian American contributions to literature, art, culture, film, and performance, in addition to Asian American struggles for political equality, opportunity, and fairness. These courses also highlight contemporary issues facing Asian American communities, issues that require leadership and meaningful intervention. As Asian American communities continue to grow and develop, we hope that our students will be better prepared to play an active

role in confronting the many challenges faced by all of us living in a multiracial, multicultural world.

Students with a bachelor's degree in Asian American Studies may pursue a wide range of career choices. As interdisciplinary majors, students will be exposed to several substantive areas of knowledge and multiple approaches to learning. These should provide a substantial basis for success in any number of careers immediately after graduation. In addition, students are encouraged to consider further graduate studies in literature, history, sociology, and other traditional disciplines. Students are also encouraged to consider professional programs, such as in film production, law, public policy, public health, education, business, and social welfare. Please consult with individual faculty members who work in these fields for any additional advice.

### Senior Honors Program

The Department of Asian American Studies Honors Program is designed for seniors who wish to receive Distinction in the Major at the time of graduation. Majors who have a cumulative GPA of at least 3.0 and major GPA of 3.5 may apply during spring quarter of their junior year for the program beginning the next fall. The Honors Program is comprised of two required courses and one optional independent study course. The required courses, Asian American Studies 175 - Theory and Method in Asian American Studies and Asian American Studies 195H - Senior Honors Project, facilitate research and the writing of an honors thesis (including library workshop, weekly seminar and grant proposal writing workshop). The optional course, Asian American Studies 199 - Independent Studies, involves working with a faculty advisor in a specified field (Humanities, Social Science, Cultural Studies or Production). Students have the option to present their research in the departmental spring quarter colloquium and/or the University-wide Undergraduate Research Colloquium.

The format for the thesis may be, 1) scholarly work, 2) expressive art, or 3) community studies fieldwork in conjunction with an internship. During the senior year, each student's work will be evaluated by the Honors Program Director and an Asian American Studies faculty advisor. Honors Program graduates will receive the award of Distinction in the Major upon graduation.

## Undergraduate Program

### Bachelor of Arts— Asian American Studies

**Preparation for the major.** Asian American Studies 1; and Asian American Studies 2, 3, 6, or 71 (RG ST 71); and, Asian American Studies 4 or 5; and Asian American Studies 8.

**Upper-division major.** Forty upper-division units from Asian American Studies and related departments are required, with 8 units from Area A, 8 units from Area B and 24 units from Area C.

**Area A.** Social Science and History Two Asian American Studies courses from: 100AA-ZZ, 107, 110, 112, 113, 114, 115, 116, 118, 119, 130, 131,

132, 134, 135, 136, 137, 138, 139, 154, 155, 156, 157, 161, 163A, 163B, 163C, 171AA-ZZ (max of 8 units), 175, 183AA, 191AA, 192A-B, 193A-B.

**Area B.** Humanities and Arts Two Asian American Studies courses from: 120, 121, 122, 124, 125, 127, 128, 129, 141, 142, 143, 144, 146, 147, 148, 149, 158, 170AA-ZZ (max of 8 units), 175.

**Area C.** Six additional Asian American Studies courses except 195H, 197, 199, 199RA. Students are encouraged to specialize in either Social Science and History or Humanities and Arts. In Area C, up to two courses (8 units) may be taken from upper-division courses outside the department. Courses from the Department of Feminist Studies, Black Studies, or Chicana/o Studies will apply without petition. Courses from other departments may be substituted by petition when course content is relevant. Please consult the department for additional information.

### Minor—Asian American Studies

All courses to be applied to the minor must be completed on a letter-grade basis. This includes both courses offered in Asian American Studies and those offered by other departments and applied to the minor.

**Preparation for the minor.** Two courses (8 units) from the following: Asian American Studies 1, 2, 3, 4, 5, 6, 8, or 71 (RG ST 71).

**Upper-division minor.** Five courses (20 units), distributed as follows, with at least one course from area A and one course from area B.

**Area A.** Social Science and History One Asian American Studies course from: 100AA-ZZ, 107, 110, 112, 113, 114, 115, 116, 118, 119, 130, 131, 132, 134, 135, 136, 137, 138, 139, 154, 155, 156, 157, 161, 163A, 163B, 163C, 171AA-ZZ, 175, 183AA, 191AA, 192A-B, 193A-B.

**Area B.** Humanities and the Arts One Asian American Studies course from: 120, 121, 122, 124, 125, 127, 128, 129, 141, 142, 143, 144, 146, 147, 148, 149, 158, 170AA-ZZ, 175.

**Area C.** Three additional upper-division Asian American courses from Area A or B above.

*Note: Substitutions and waivers are subject to approval by the chair of the department. Please see page 118 for special conditions governing minors in the College of Letters and Science.*

## Asian American Studies Courses

### LOWER DIVISION

#### 1. Introduction to Asian American History, 1850-Present

(4) ZHAO

Historical survey of Asian Americans in the United States from 1850 to the present. Topics include: Immigration patterns, settlement and employment, race and gender relations, community development, and transnational connections.

#### 2. Asian Americans and Contemporary Race Relations

(4) PARK

A comparative analysis of race relations in the United States after 1964, with special emphasis on Asian Americans. Topics include immigration trends, changing socio-economic patterns, and on-



going debates about race, law, and public policy in a multiracial context. (F)

### 3. Asian American Personality and Identity

(4) STAFF

Cultural values and behavioral norms; ethnic identity development; process of acculturation; family patterns of communication; stressors and social support systems; tokenism; symbolic racism; academic achievement; interpersonal effectiveness; and culturally-responsive mental health treatment and service delivery.

### 4. Introduction to Asian American Popular Culture

(4) SHIMIZU

A historical survey of how Asians and Asian Americans have been represented in American popular culture, with an analytical focus on the social contexts and symbolic contents of examples in journalism, literature, theatre, and television.

### 5. Introduction to Asian American Literature

(4) NINH

Selected major themes in literary texts from Asian American communities, including Japanese, Chinese, Korean, Filipino, and Southeast Asian Americans: dislocation/relocation; finding/inventing a usable past; poetics/politics in language; identities/ethnicities.

### 6. Sociology of Asian America

(4) STAFF

Survey of contemporary sociological theories and empirical studies focusing on Asian American experiences in the U.S. and globally; major themes in the sociological imagination including race, class, gender, sexuality, marriage/family, education, consumption, childhoods, aging, demography, and the rise of transmigration.

### 8. Introduction to Asian American Gender and Sexuality

(4) FUJINO

Examination of relations between Asian American women and men from sociological, psychological and historical perspectives. Topics include: social construction of gender and race, effects of racism and sexism, mediarepresentations, gay and lesbian experiences, education, reproductive labor, Anti-Asian and sexualized violence.

### 71. Introduction to Asian American Religions

(4) BUSTO

*Open to non-majors*

Introduction to patterns and themes in religious histories and experiences of Asians in North America. Includes theories of race/ethnicity; immigration; transplantation and transformation of "Asian" traditions to North America; Asian American Christianities; theology; and various ways religion functions in the contemporary representation of Asian Americans. (S)

## UPPER DIVISION

### 100AA-ZZ. Specific Asian Ethnic Groups

(4) STAFF

*May be repeated for credit to a maximum of 12 units provided letter designations are different.*

The historical and contemporary experiences of specific Asian ethnic groups:

- AA. Chinese Americans
- BB. Japanese Americans
- CC. Filipino Americans
- DD. Korean Americans
- EE. Vietnamese Americans
- FF. South Asian Americans
- HH. Southeast Asian Refugees and Immigrants in the United States

### 107. Third World Social Movements

(4) FUJINO

*Prerequisite: consent of instructor.*

*Recommended preparation: a prior course in Asian American studies.*

Comparative analysis of Third World social movements. Examines the protest activities of Asian, Black, Chicano, Indigenous, and Puerto Rican communities, primarily in the United States but also

how these movements connect to global struggles.

### 112. Intimacies in Asian America

(4) STAFF

*Recommended preparation: a prior course in Asian American Studies.*

Considers varieties of "intimacies" in Asian America; deconstructs non-Western formulations of experience and lifestyle. Theories/empirical studies of love, emotions, sexualities, gender, and interracial/interethnic experiences; institutions like the state, marriage, and culture. Sources include ethnography, film, testimony, and memoirs.

### 113. The Asian American Movement

(4) FUJINO

*Recommended preparation: a prior course in Asian American Studies.*

The history of Asian American social movements during the twentieth century. Examination of early immigrant resistance; Japanese American World War II protest; rise of Asian American Movement—student, labor, feminist, anti-war, and yellow power movements—during the 1960s-70s; contemporary social issues.

### 115. Asian American Communities and Contemporary Legal Issues

(4) PARK

*Recommended preparation: a prior course in Asian American Studies.*

Examines several contemporary developments in American law where Asian Americans have played an important role. These include: changes in immigration rules; affirmative action law; emerging criminal defenses based on cultural background; political districting; and rules about race-based violence.

### 116. Asian Americans and the Law

(4) ZHAO, PARK

*Prerequisite: a prior course in Asian American Studies, or history, or law & society.*

Laws impacted the lives of Asian Americans and Asian Americans' contributions of the legal system in the United States. Review of landmark court cases with opportunities for students to analyze legal documents.

### 118. Asian Americans in Popular Culture

(4) SHIMIZU

A historical survey of how Asians and Asian Americans have been represented in American popular culture and an analysis of alternative models of popular culture. Texts include literature, theater, television, film.

### 119. Asian Americans and Race Relations

(4) FUJINO

*Recommended preparation: a prior course in Asian American Studies.*

Examination of the development of racial ideology and racism, theories of race relations, effects of racism and discrimination against Asian Americans, and contemporary race issues.

### 120. Asian American Documentary

(4) CHO

*Open to non-majors. Designed for majors*

Analysis of modes of documentary production to negotiate issues of Asian American history, culture, class, and personal identity. Critical readings and discussion of filmic strategies, combined with introduction to documentary pre-production, culminates in the production of a documentary proposal. (W)

### 121. Asian American Autobiographies and Biographies

(4) STAFF

Asian American autobiographies and biographies, their socio-political reflections and expressions inscribing the subject in and against culture, relations between intention and form. Readings may include Pardee Lowe, Jade Snow Wong, Monica Sone, Jeanne Houston, Carlos Bulosan, and Maxine Hong Kingston.

### 122. Asian American Fiction

(4) LEE

*Recommended preparation: Asian American Studies 5.*

Examination of the ways in which Asian American writers create fiction in order to reflect on pertinent issues concerning Asian Americans, such as race, class,

gender, and sexuality. Texts include short stories and novels.

### 124. Asian American Literature in Comparative Frameworks

(4) LEE, NINH

*Recommended preparation: a prior course in Asian American Studies.*

Focuses on literature by Asian American writers alongside texts from one or more of the other ethnic American literary traditions. Generic and thematic coverage will vary. Emphasis on literary analysis in comparative racial context.

### 125. Asian American Plays

(4) HARSHA

*Recommended preparation: a prior course in Asian American Studies.*

An examination of plays by first-, second-, and third-generation Asian Americans that demonstrate divergent yet expanding vitality in Asian American theater; works by Ping Chong, David Henry Hwang, Frank Chin, Genny Lim, Wakako Yamauchi, Philip Kan Gotanda, and Velina Hasu Houston.

### 127. Asian American, Television, and Digital Media

(4) SHIMIZU

*Recommended preparation: a prior course in Asian American Studies.*

Formal, historical, and cultural issues in the study of Asian American film, television, and digital media practices in independent, Hollywood, and transnational contexts. The role of cinema and visual technology in the understanding of Asian Americans in modern and contemporary culture.

### 128. Writings by Asian American Women

(4) NINH

Asian American women's writings covering a variety of genres and cultural communities; emphasis on literary analysis of works in relation to central themes of race, family and gender.

### 129. Representations of Asia in Asian American Narratives

(4) LEE

Course traces the emergence of an American discourse about Asia by examining literary and non-literary texts. Post 1960's Asian American narratives will also be analyzed in terms of their relationship to the earlier discursive frameworks.

### 130. Colonialism and Migration in the Passage to America

(4) PARK

*Recommended preparation: a prior course in Asian American Studies.*

Examines Asian migration to the United States by looking at the influence of Western nation-states on Asian nations and peoples. It studies theories of colonialism and imperialism as well as Asian nations' contract with the West.

### 131. Asian American Women's History

(4) ZHAO

*Prerequisite: a prior course in Asian American Studies or history or women's studies.*

The lives and changing status of Asian immigrant women, past and present; Japanese and Korean "picture brides;" American-born girls of Asian ancestry; Chinese, Japanese, Korean, and Filipino war brides; adopted Asian girls; and diverse life-styles of Asian American women today.

### 132. Asian/Asian American Women in the Global Economy

(4) FUJINO

*Recommended preparation: a prior course in Asian American Studies.*

Examination of economic and political systems that affect Asian women's labor in the United States and internationally. Topics include: the intersection of race, class, gender, and sexuality; the garment industry; sex industry; and Asian and Asian American women's resistance.

### 134. Asian American Men and Contemporary Men's Issues

(4) J. CHAN

*Recommended preparation: Asian American Studies 8.*

An interdisciplinary study of Asian American male identities, masculinities, and bodies; emphasis

on literary, sociocultural, cinematic, and popular culture representations; Asian American masculinist discourses as complements to Asian American feminist discourses. Texts include literatures, films, photos, comic books, and essays.

### 135. Asian Pacific American Queer Issues

(4) STAFF  
*Recommended preparation: a prior course in Asian American studies.*

An interdisciplinary survey of the histories, experiences, and identities of Asian Pacific American gays, lesbians, and bisexuals; coming out issues, family and community pressures, and socio-political representation in Asian Pacific American communities and in the mainstream gay movement.

### 136. Asian American Families

(4) ZHAO  
*Prerequisite: a prior course in Asian American studies or history or women's studies.*

The importance of the family in the East and Southeast Asian cultural heritage; family formation in the United States; contemporary Asian American family dynamics; interracial families; changing gender roles and relationships; the family and the life cycle.

### 137. Multiethnic Asian Americans

(4) STAFF  
*Recommended preparation: a prior course in Asian American Studies.*

The history, identities, and social relations of multiethnic Asian Americans. Uses fiction, autobiography, sociological and psychological studies of people of mixed racial or ethnic parentage. Considers cognate issues such as interracial marriage.

### 138. Asian American Sexualities

(4) SHIMIZU  
*Recommended preparation: a prior course in Asian American Studies.*

Examines the critical lens of sexuality in studying Asian American culture, history, and politics. Survey of interdisciplinary texts on concepts of sexuality in Asia and America, constructions of sexual difference, denaturalizing heterosexuality and queer theory.

### 139. The "New" Second Generation Asian Americans

(4) STAFF  
*Recommended preparation: a prior course in Asian American Studies.*

Analysis of post-1965 Asian American children of immigrants and/or immigrant children. Examination of diverse childhoods such as "brain drain" children, "refugee" children, and "parachute" and "transnational" children. Emphasis on gender, class, ethnicity, intergenerational relations, education, sexuality, popular culture, and globalization.

### 140. Theory & Production of Social Experience

(4) SHIMIZU  
*Open to non-majors.*  
Theory and video production of social experience course focused on performance studies and ethnography in the context of Asian American studies. Central texts in these fields as well as production of performances and ethnographies in video are covered. (W)

### 141. Asian American Creative Writing

(4) STAFF  
*Prerequisite: Writing 2 or 2E or 2LK; and, English 10 or Writing 50 or 50E or 50LK or 109AA-ZZ.*

A creative writing workshop focusing on Asian American themes. Different genres are emphasized depending on the instructor's preference and expertise.

### 142. Introductory Asian American Performance Workshop

(4) HARSHA  
*Recommended preparation: Asian American Studies 147 or another prior course in Asian American Studies.*

An introductory performance workshop focusing on Asian American themes. Students write original pieces, learn the basic techniques of stage performance, and participate in presenting a public performance at the end of the quarter.

### 143. Television Production

(4) SHIMIZU  
*Recommended preparation: a prior course in Asian American Studies.*

Introduces students to television production and critical studies focused on the melodrama and comedy of race and the racialized experience. Completion of two short video works visualizing and dramatizing Asian American life in a professional three-camera studio.

### 146. Racialized Sexuality on Screen and Scene

(4) SHIMIZU  
*Recommended preparation: a prior course in Asian American Studies.*

Explores race and sexuality in Asian American moving image visual cultures, with particular attention to the production of the hypersexual "Asian Woman" in film and performance. Theories of visibility and perception in the contexts of racial, gendered, and queer representation and visibility.

### 147. Asian American Play Writing

(4) STAFF  
*Open to non-majors.*  
*Recommended preparation: a prior course in Asian American Studies.*

Examination of various dramatic techniques, dialogue construction, and character development used in writing for the theater. Students create an original short play or performance piece. Some pieces may be developed for a staged presentation.

### 148. Introduction to Video Production

(4) CHO  
*Prerequisite: One prior course in Asian American Studies.*  
*Recommended Preparation: Asian American 118, 120, 127, 146, 149. Recommended upper division standing of a junior or senior. Open to majors and non-majors.*

Not open for credit to students who have completed Asian American Studies 170QQ. Open to non-majors. Designed for majors

Introduction to video pre-production, production, post-production and distribution of Asian American independent video. Covers fundamentals of production planning, budget, lighting, sound recording and design, editing, and the film festival and distribution requirements for race and independent media projects. Examples of various practices by Asian American independents are explored. (S)

### 149. Screenwriting

(4) CHO  
*Not open for credit to students who have completed Asian American Studies 170RR.*

Writing intensive course focuses on the craft of screenwriting in the short film, television and feature film format. Attention to development of visual language, story, structure, plot, conflict, and other alternative modes of storytelling deployed by various Asian-American filmmakers. Students complete scripts in various formats.

### 150. Pacific Islander Americans

(4) STAFF  
*Prerequisite: consent of instructor.*  
*Recommended preparation: A prior course in Asian American studies.*

Examination of the histories, migration patterns, ethnic identities, family dynamics, community organizations, cultures, religions, health and mental health, social service needs, political concerns, and intergroup relations of people from Hawaii, Samoa, Tonga, Guam, Fiji, and other Pacific Islands.

### 154. Race and Law in Early American History

(4) PARK  
*Prerequisite: Law and Society majors must take two of the following: Law & Society 111, 112, 113.*

*Recommended Preparation: Recommended for juniors and seniors. Open to majors in Social Sciences or English, Religious Studies or History on a seats available basis.*

Early race relations in the American colonies and in the formation of the United States. The course examines the interrelationship of Native Americans, Africans, Asians, and Europeans in American public law before the Civil War (F)

### 155. Racial Segregation from the Civil War to the Civil Rights Movement

(4) JOHN S W PARK  
*Recommended Preparation: Recommended for juniors and seniors. Designed for majors of Asian American Studies and Law and Society Program.*

This course examines the legal dimensions of white supremacy in American public law after the Civil War. The course reviews commonly recurring rules and principles about segregation and racial subordination in American society before the 1960's. (F)

### 156. Race and Law in Modern America

(4) PARK  
*Prerequisite: Law and Society majors must take two of the following: Law and Society 111, 112, 113.*

*Recommended Preparation: Recommended for juniors and seniors. Designed for majors of Asian American Studies and Law and Society Program.*

This course reviews the Civil Rights Movement and American law in the post World War II era, and it concludes with an overview of contemporary debates about race and law. We examine the end of segregation, and review recurring patterns of race-based inequality. (F)

### 157. Asian Americans and Education

(4) FUJINO  
*Recommended Preparation: A prior course in Asian American studies. Not open for credit to students who have completed Asian American 171II. Open to non-majors. Designed for majors*

A historical and sociological examination of the effects of race and power on Asian American educational experiences. The role of critical pedagogy in the creation of knowledge. The development and impact of ethnic studies and the model minority image. (S)

### 158. Asian American Aesthetics

(4) SHIMIZU  
*Prerequisite: One prior Asian American Studies course and upper division standing.*

*One prior Asian American Studies course and upper division standing. Students must have a cumulative 2.0 for the proceeding 3 quarter(s). Open to non-majors. Designed for majors*

Questions, arguments and ideas regarding Asian American aesthetics. How can we apply traditional western concepts such as beauty, the sublime, and the imagination when considering Asian American cultural production? Explores the employment of realism, modernism and postmodernism across different genres. (S)

### 161. Asian American Religions

(4) BUSTO  
*Same course as Religious Studies 123.*  
*Recommended preparation: a prior course in Asian American studies.*

Historical and interdisciplinary approach to the themes and issues in the religious traditions of Asian Americans. Topics: the civil religious context, the transplantation of "Asian" traditions into the U.S., Asian American Christianity, Asian American theology.

### 163A-B-C. Asian American Community Leadership and Social Change

(4) CHO  
*Prerequisite: One prior Asian American Studies course and upper division standing.*

*Recommended Preparation: Recommended prior courses: 107, Third World Social Movements, or 113, The Asian American Movement*

*A three-quarter in-progress sequence course with grades for all quarters issued upon completion of Asian American Studies 163C. Open to non-majors. Designed for majors*

Examines models of community leadership, in the context of Asian American activism and social movements. Research on contemporary social issues and personal skill-building exercises support groundwork for internship placement with community organization.

### 170AA-ZZ. Special Topics in Asian American Studies - Arts & Humanities

(4) STAFF  
*May be repeated for credit to a maximum of 12 units (provided letter designations are different) but only 8 units may be applied to the major.*

*Recommended preparation: a prior course in Asian American Studies.*

Courses focusing on various arts and humanities topics not offered in other Asian American studies courses.

### **171AA-ZZ. Special Topics in Asian American Studies - Social Science & History**

(4) STAFF

*May be repeated for credit to a maximum of 12 units (provided letter designations are different) but only 8 units may be applied to the major.*

*Recommended preparation: a prior course in Asian American Studies.*

Focuses on various social science and history topics not offered in other Asian American studies courses.

### **175. Theory and Method in Asian American Studies**

(4) LEE

*Open to all majors.*

Exploration of the main theoretical orientations that have shaped Asian American studies: race and ethnicity, diasporas, international labor migration, etc. introduction to several methodologies, including historiography, quantitative social science, literary criticism, and ethnography.

### **183AA. Asian-Americans and the Black Radical Imagination**

(4) FUJINO

*Prerequisites: a prior course in Asian American Studies or Black Studies or upper-division standing.*

*Not open for credit to students who have completed Asian American Studies 171EE.*

*Recommended preparation: Asian American Studies 113; Black Studies 102, 103, 104; Chicano Studies 175, 176; Sociology 118M, 134, 134LA, 134R, 157; Political Science 109.*

An analysis of the political, economic, geographic, biographical, methodological, and/or racial/ethnic comparative contexts in which Asian and African grassroots politics and social movements arose and influenced one another in the United States and globally.

### **192A-B. Research Seminar in Asian American History**

(4-4) ZHAO

*Prerequisite: upper-division standing.*

*A two-quarter in-progress sequence course with grades for both quarters issued upon completion of Asian American Studies 192B.*

Exploration of Asian American history from 1850 to present. Students collect, analyze and evaluate primary sources and work closely with the instructor to write research papers on selected aspects of Asian American history.

### **193A-B. Research Seminar in Asian American Social Movements**

(4-4) FUJINO

*Prerequisites: Asian American Studies 113 or Black Studies 103 or Chicano Studies 168E or Chicano Studies 170A or 177 or Sociology 118M or 134 or 134LA or 134R; upper-division standing (for 193A): Asian American Studies 193A (for 193B).*

*A two-quarter in-progress sequence course with grades for both quarters issued upon completion of Asian American Studies 193B.*

Exploration of the study of Asian American social movements and research methodologies. Students work closely with the instructor to conduct original research and write a research paper on selected aspects of Asian American social movements.

### **195H. Senior Honors Project**

(4) STAFF

*Prerequisites: Open only to Asian American studies majors who have completed at least six upper-division courses in Asian American Studies.*

*Must have a 3.0 overall grade-point average and 3.5 grade-point average in courses in the major.*

Offers an opportunity to students who meet the prerequisites to do independent research and to write an honors thesis or produce an honors film/video or performance.

### **196. Career Development Seminar in Asian American Studies**

(1) STAFF

*May be repeated.*

*Recommended preparation: prior coursework in Asian American Studies.*

Course is for majors and other interested students who wish to explore career options under the supervision of a faculty member. (W)

### **199. Independent Studies**

(1-4) STAFF

*Prerequisites: upper-division standing; one lower-division course and two upper-division courses in Asian American Studies.*

*Must have a minimum 3.0 grade-point average for the preceding three quarters. Maximum of 4 units per quarter or a total of 12 units in Asian American studies. Students are limited to 5 units per quarter, and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

Independent study of topics not covered in the regular curriculum under the guidance of an approved faculty member.

### **199RA. Independent Research Assistance in Asian American Studies**

(1-4) STAFF

*Prerequisites: upper-division standing; two upper-division courses in Asian American studies; consent of instructor and department.*

*Must have a minimum 3.0 grade-point average for the preceding three quarters. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses.*

Students will assist faculty in the latter's research under the personal supervision of the faculty.

## **GRADUATE COURSES**

### **200. Critical Issues in Asian American Studies**

(4) LEE

*Prerequisites: Graduate student standing and instructor consent.*

*Recommended preparation: A prior course in Asian American Studies or graduate level work in a different discipline.*

Graduate Seminar exploring critical themes and major debate in Asian American Studies. Readings cover perspectives that may include history, literature, sociology, anthropology, cultural studies, political science, gender and sexuality studies, psychology, and religious studies. (S)

### **218. Asian American in Popular Culture**

(4) SHIMIZU

Critical and historical approaches to popular culture representation of Asian Americans in the United States in films, theater, performance, print media, sports, and music.

### **227. Asian American Television and Digital Media**

(4) SHIMIZU

Asian-American film, video, and new media produced within Asian-American framework life, culture, and politics or "socioaesthetics." Moving image production, criticism, and theory is reviewed in order to formulate one's analyses of production, authorship and spectatorship of various forms. Peter Feng, E. Franklin Wong, Eve Oishi and others reading are a must.

### **238. Asian American Sexualities**

(4) SHIMIZU

*Prerequisite: graduate standing.*

*Graduate students required to write a research paper, or weekly assignments.*

*Recommended preparation: a prior course in Asian American Studies.*

Examines the critical lens of sexuality in studying Asian American culture, history, and politics. Survey of interdisciplinary texts on concepts of sexuality in Asia and America, constructions of sexual difference, denaturalizing heterosexuality and queer theory. (S)

### **240. Theory and Production of Social Experience**

(4) SHIMIZU

*Prerequisite: Graduate student standing.*

Graduate level course in the theory and video production of social experience. Focuses on performance studies and ethnography in the context of Asian American studies. Central texts in these fields as well as production of performances and ethnographies in video are covered. (W)

### **246. Race, Sex, and Cinema**

(4) SHIMIZU

*Prerequisite: a graduate-level course in theory and production.*

Twentieth-century western film and video representations of Asian/American women through ethnic, film and feminist studies. Examines why the legibility of Asian/American women on screen has consistently depended on hypersexuality, or the production of perverse and non-normative sexuality.

### **500. Laboratory for Teaching Assistants**

(4) STAFF

*Prerequisite: departmental approval; appointment as a teaching assistant in a lower-division Asian American Studies course.*

*No unit credit allowed toward advanced degree.*

Supervised teaching of Asian American studies lower-division courses.

### **594. Special Topics**

(4) SHIMIZU

*Prerequisite: a graduate level seminar in theory and production.*

Graduate-level theory and video production course focussing on performance studies and ethnography in the context of Asian American studies. Central texts in these fields as well as production of performances and ethnographies in video are covered.

### **596. Directed Reading and Research**

(1-4) STAFF

*Prerequisites: graduate standing and consent of instructor.*

Reading and research in special topics in Asian American studies.

# Biological Sciences

*For biological sciences majors see Ecology, Evolution, and Marine Biology (EEMB), and Molecular, Cellular, and Developmental Biology (MCDB).*

## **Interdepartmental Graduate Program in Biomolecular Science and Engineering**

*For details see Biomolecular Science and Engineering.*

# Biomolecular Science and Engineering

**Interdepartmental Graduate Program in Biomolecular Science and Engineering (formerly Biochemistry and Molecular Biology)**

**Division of Mathematical, Life and Physical Sciences**

**Life Sciences Building 3312**

**Telephone: (805) 893-2290**

**E-mail: bmse@lifesci.ucsb.edu**

**Website: www.bmse.ucsb.edu**

**Program Director: Philip A. Pincus**

## Faculty

**Cheryl Briggs**, Ph.D., UC Santa Barbara, Professor (theoretical ecology, disease ecology, population dynamics, systems biology)

**Alison Butler**, Ph.D., UC San Diego, Professor (metallobiochemistry)

**Rolf E. Christoffersen**, Ph.D., UC Los Angeles, Associate Professor (plant molecular biology)

**Dennis O. Clegg**, Ph.D., UC Berkeley, Professor (molecular neurobiology)

**James B. Cooper**, Ph.D., Washington University, Associate Professor (plant molecular biology)

**Peggy Cotter**, Ph.D., UC Los Angeles, Associate Professor (microbial pathogenesis, mechanisms of secretion, localization and function of bacterial virulence factors, virulence gene regulation, mechanisms of signal transduction and transcriptional control)

**Patrick S. Daugherty**, Ph.D., University of Texas at Austin, Associate Professor (protein engineering and design, combinational molecular biology, gene targeting, viral vector engineering)

**Frederick W. Dahlquist**, Ph.D., California Institute of Technology, Professor (biochemistry, protein structure-function relationships; dynamics of bacteriophage T4; chemotaxis in bacteria)

**Francis J. Doyle III**, Ph.D., California Institute of Technology, Mellichamp Professor of Process Control (biomedical control, process control, systems biology, nonlinear dynamics)

**Deborah K. Fygenon**, Ph.D., Princeton University, Associate Professor (biophysics—experimental)

**Christopher Hayes**, Ph.D., University of Connecticut, Assistant Professor (molecular mechanisms of ribosome pausing during protein synthesis and recruitment of SsrA (tmRNA) to stalled ribosomes)

**Jacob Israelachvili**, Ph.D., University of Cambridge, Professor (surface and interfacial phenomena, adhesion, colloidal systems, surface forces, bio-adhesion, friction)

**Luc Jaeger**, Ph.D., University Louis Pasteur of Strasbourg (France), Assistant Professor (biochemistry, biological chemistry, biomolecular nanotechnology)

**Kenneth Kosik**, M.D., Medical College of Pennsylvania, Harriman Professor and Co-Director of Neuroscience Research Institute (neuronal development, neurodegeneration, Alzheimer's disease OR basic mechanisms and disorders of neural plasticity, the role of microRNAs in stem cell differentiation)

**John Lew**, Ph.D., University of Calgary, Alberta, Associate Professor (biochemistry, molecular and cell biology)

**Everett Lipman**, Ph.D., UC Berkeley, Assistant Professor (single molecule optical methods, protein folding, resonance energy transfer, applications of microfluidic devices)

**David Low**, Ph.D., UC Irvine, Professor (biochemical and genetic analysis of transcription, epigenetics, antimicrobials)

**Michael J. Mahan**, Ph.D., University of Utah, Professor (microbial pathogenesis, genetics, vaccine development)

**Samir Mitragotri**, Ph.D., Massachusetts

Institute of Technology, Professor (drug delivery and diagnostics, bio-membrane transport, membrane biophysics, biomedical ultrasound)

**Daniel E. Morse**, Ph.D., Albert Einstein College of Medicine, Professor (molecular genetics, biochemistry, biomolecular nanotechnology, biomimetic materials)

**Stanley M. Parsons**, Ph.D., California Institute of Technology, Professor (neurochemistry, presynaptic pharmacology, rapid assay for drugs of abuse)

**John J. Perona**, Ph.D., Yale University, Professor (x-ray crystallography, physical biochemistry)

**Philip A. Pincus**, Ph.D., UC Berkeley, Professor (polymers, colloids, surfactants, membranes, biomaterials)

**Kevin W. Plaxco**, Ph.D., California Institute of Technology, Professor (molecular biology, biochemistry, bioengineering)

**Norbert O. Reich**, Ph.D., UC San Francisco, Professor (biological chemistry)

**Joel H. Rothman**, Ph.D., University of Oregon, Eugene, Professor (regulation of development, programmed cell death, neurodegeneration, cancer biology, systems biology)

**Cyrus R. Safinya**, Ph.D., Massachusetts Institute of Technology, Professor (biomolecular materials)

**Martin Sagermann**, Ph.D., University of Heidelberg (Germany), Assistant Professor (structural biology, protein engineering, x-ray crystallography)

**Omar A. Saleh**, Ph.D., Princeton University, Assistant Professor (experimental biophysics/biomaterials)

**Charles E. Samuel**, Ph.D., UC Berkeley, C. A. Storke II Professor (virology, molecular biology, biochemistry, biomaterials)

**Duane Sears**, Ph.D., Columbia University, Professor (biochemistry)

**Boris I. Shraiman**, Ph.D., Harvard, Professor (statistical physics, quantitative systems biology)

**Ambuj K. Singh**, Ph.D., University of Texas at Austin, Professor (bioinformatics, databases, parallel and distributed systems)

**William Smith**, Ph.D., UC Santa Cruz, Professor (chordate morphogenesis and developmental biology)

**Hyongsok Tom Soh**, Ph.D., Stanford University, Associate Professor (bioengineering, bioseparations, biomaterials)

**Galen Stucky**, Ph.D., Iowa State University, Professor (biomaterials, surfactants, composites, materials synthesis, porous materials)

**Matthew V. Tirrell**, Ph.D. University of Massachusetts, Richard A. Auhl Professor and Dean, College of Engineering (surface properties of polymers, biomaterials)

**Carol A. Vandenberg**, Ph.D., UC San Diego, Professor (molecular neurobiology)

**J. Herbert Waite**, Ph.D., Duke University, Professor (marine biomolecular materials, adhesion, sclerotization strategies, biocoacervation)

**Leslie Wilson**, Ph.D., Tufts University, Professor (biochemistry, pharmacology, microtubule dynamics)

## Emeriti Faculty

**Thomas C. Bruice**, Ph.D., University of Southern California, Research Professor

**John A. Carbon**, Ph.D., Northwestern University, Professor Emeritus (biochemistry)

**Louise Clarke**, Ph.D., UC Santa Barbara, Professor Emeritus (biochemistry, genetics)

**Ellis Englesberg**, Ph.D., UC Berkeley, Professor Emeritus

**J. Thomas C. Gerig**, Ph.D., Brown University, Professor Emeritus (bio-physical chemistry)

**Nancy L. Lee**, Ph.D., University of Pittsburgh, Professor Emeritus (microbiology)

**Robert L. Sinsheimer**, Ph.D., Massachusetts Institute of Technology, Professor Emeritus (biochemistry)

**George Taborsky**, Ph.D., Yale University, Professor Emeritus

**Edward L. Triplett**, Ph.D., Stanford University, Professor Emeritus

The interdepartmental graduate program in Biomolecular Science and Engineering (BMSE) offers studies leading to the Ph.D. degree. The program is administered by faculty with joint appointments in the following departments: Chemical Engineering, Chemistry & Biochemistry, Computer Science, Ecology, Evolution, & Marine, Biology, Materials, Mechanical & Environmental Engineering, Molecular, Cellular & Developmental Biology (MCDB), and Physics. BMSE provides unique opportunities for intensive research training at the interface between the physical and life sciences and engineering disciplines in highly interactive and collaborative laboratories. The diverse group of program faculty provides students with an exceptionally broad range of challenging opportunities for multidisciplinary research in biomolecular structure, function, and engineering. Research areas currently under active investigation on campus include kinetics and regulation of enzyme catalysis, chromosome structure and cell cycle regulation, the cytoskeleton and extracellular matrix, mechanisms regulating signal transduction and cellular differentiation, protein structure and structure-function relationships, protein-nucleic acid interactions, biomolecular materials (biominerals and adhesives), biosensors and biomolecular electronics, biomimetics, biophysics, molecular neurobiology, plant molecular biology, bacterial pathogenesis, and molecular virology and immunology. A complete listing of research interests of the participating faculty can be obtained by writing to the above address, or from the BMSE website at [www.bmse.ucsb.edu/](http://www.bmse.ucsb.edu/).

The program accommodates students with a diversity of backgrounds and career goals who are interested in multidisciplinary research training. Qualified students with undergraduate degrees in one of the life or physical sciences or engineering disciplines are accepted into the program. In addition to specific program requirements, candidates for graduate degrees must meet all university degree requirements found in the chapter "Graduate Education at UCSB." Highly individualized programs of instruction can be undertaken by a student enrolled in the program after consultation with and approval by the graduate committee and

a research mentor. Approximately 40 faculty members from the affiliated departments are available to direct approved research projects under the auspices of the BMSE program.

## Graduate Program

### Admission

In addition to fulfilling the departmental admission requirements outlined below, applicants must also meet the university requirements for admission described in the chapter "Graduate Education at UCSB." Optimal undergraduate preparation would include one year each of introductory chemistry, biology and physics, one year of calculus (differential equations recommended), one year of organic chemistry, one year of biochemistry, one course in physical chemistry (one year recommended), one course in molecular genetics or molecular biology and additional specialized electives. Applicants with strong undergraduate records who lack some of the preparation indicated above may be admitted with the condition that they complete necessary coursework early in their graduate careers. The target deadline for completed applications is December 15th.

Transcripts and Graduate Record Exam (GRE) general test scores are required of all applicants. One of the following three GRE subject tests is recommended—biology; chemistry or biochemistry, cell, and molecular biology. Applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL). Exceptions to this requirement will be considered for those students who have completed an undergraduate or graduate education at an institution whose primary language of instruction is English. The minimum score for consideration is 630 when taking the paper-based test or 109 when taking the internet based test, taken within two years of the application to UCSB.

### Master of Science—Biochemistry and Molecular Biology

#### Degree Requirements

M.S. students may complete their master's degree under either Plan I (thesis) or Plan II (examination). In addition to fulfilling all university requirements for a master's degree, M.S. students must complete a minimum of 12 units of core course modules, all with grades of B or better, and 3 units of BMSE 263 (Research Seminars in Biochemistry and Molecular Biology). Plan I (thesis) students must also successfully complete 18 units of directed reading and research, and must write and defend a master's thesis in consultation with a master's thesis committee.

Plan II (examination) students must complete a minimum of 12 units of core course modules, all with grades of B or better, 3 units of BMSE 263 (Research Seminars in Biochemistry and Molecular Biology), 12 additional units of graduate coursework chosen (with the approval of the graduate advisor) from the course offerings from any of the home departments of BMSE Program faculty, and 6 units of BMSE 295 (Internship in Biotechnology/Pharmacology) or BMSE 596 (Directed Reading and Research). Plan II students must also submit a

satisfactory written final report whose content is to be determined in consultation with the master's advisor and two additional BMSE faculty, and is filed with the BMSE graduate program office. This final report must demonstrate an integration of the knowledge acquired in the student's graduate coursework and research studies, and shall satisfy the requirements of a comprehensive examination.

#### Core Module Courses

- I. Biophysics and Bioengineering emphasis: 201A, 202, 203, 212, 215, 216A, 216B, 217, 244, 250, 251, 252, 253, and 255.
- II. Biochemistry and Molecular Biology emphasis: BMSE 201B, 201C, 205A, 205A, 205B, 207, 220A, 220B, 220C, 223, 229, 230, 235, and 239.

### Doctor of Philosophy—Biochemistry and Molecular Biology

#### Degree Requirements

Ph.D. students in the program are required to demonstrate competency in fundamental areas of molecular biology, biochemistry, biophysics, and bioengineering, normally by completing 15 units of core module coursework, and by demonstrating a depth of knowledge in at least two advanced topics. Program students will elect an emphasis in either biochemistry/molecular biology, or in biophysics/bioengineering. Core module courses in each of the two emphases are listed above.

Competency in the selected emphasis is normally demonstrated by completion of 10 units of modular coursework from the emphasis, with grades of B or better. Competency in the other area is normally demonstrated by completion of 5 units of coursework with grades of B or better.

In addition to the course requirements, students are required to complete three laboratory rotations during the first year of study (9 units of BMSE 592) and are encouraged to rotate through laboratories in more than a single academic department. All BMSE students are required to serve as teaching assistants for at least two quarters during their entire course of study at UCSB, and are expected to regularly enroll and attend BMSE 262 (Research Progress in Biochemistry and Molecular Biology; also known as Friday Noon Seminar or FNS). Attendance is also strongly encouraged at BMSE's weekly seminars (not a course).

BMSE students are required to complete all course requirements before advancement to candidacy, which normally occurs during the second year. Ph.D. students advance to candidacy by passing one proposition exam on their dissertation research, which involves a written research proposition followed by an oral defense of the proposition. After advancement to candidacy, program students are expected to present a formal seminar annually in the Progress in Biochemistry and Molecular Biology Seminar series (BMSE 262), and are required to meet annually with their Ph.D. dissertation committee until completion and defense of the Ph.D. dissertation. The final requirement for the Ph.D. degree is a written dissertation and its oral defense, which is usually in the form of a scheduled interdepartmental program seminar.

Students are expected to begin research for the dissertation by the end of the first academic year in the program. Research directors may be selected from any of the faculty affiliated with the BMSE program.

## Biomolecular Science and Engineering Courses

### UPPER DIVISION

#### 199. Independent Studies in Biochemistry. (1-5) STAFF

*Prerequisites:* upper-division standing; consent of instructor and department.

*Students must have a 3.0 grade-point average for the preceding three quarters. Up to 8 units may apply toward upper-division major requirements and may be taken in combination with courses numbered 168, 169, 184, 190-199, and BMSE courses numbered 195-199, unless otherwise specified by the major. Students are limited to five units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

Hours and credit by arrangement with any member of the staff. Laboratory.

### GRADUATE COURSES

#### 201A. Protein Structure and Function (2) PLAXCO

*Prerequisite:* graduate standing.

Traces the physical interactions by which sequence-specific polypeptides attain a unique, functional native state. Fold design, fold prediction, and protein folding kinetics are also discussed.

#### 201B. Chemistry and Structure of Nucleic Acid (2) JAEGER

*Prerequisite:* one year of undergraduate biochemistry (e.g., MCDB 108A-B-C), one quarter of undergraduate physical chemistry (e.g., Chemistry 142A-B-C, Chemistry 113A).

Primary, secondary, and higher-order structures of DNA and RNA, thermodynamic stability and folding, protein-nucleic acid interactions, ribozymes, applications to gene regulation, RNA world evolution.

#### 201C. Biomembrane Structure and Function (2) PARSONS

*Prerequisite:* Chemistry 142A-B-C or MCDB 108A-B-C or equivalents.

Lipid diversity, lipid aggregates, dynamics and phase behavior of lipid aggregates, permeabilities of model and cellular bilayers, manipulation and quantitation of ionic and pH gradients, related special topics in physiology such as the mechanisms of anesthesia.

#### 202. Biomaterials and Biosurfaces (3) ISRAELACHVILI

*Prerequisites:* consent of instructor.

*Same course as Chemical Engineering 202.*

*Recommended preparation:* prior biochemistry, physical chemistry, and organic chemistry.

Fundamentals of natural and artificial biomaterials and biosurfaces with emphasis on molecular level structure and function and the interactions of biomaterials and surfaces with the body. Design issues of grafts and biopolymers. Basic biological and biochemical systems reviewed for nonbiologists.

#### 203. Protein Engineering and Design (3) REICH, SAGERMANN

*Prerequisites:* consent of instructor.

Rational design of protein structure, activity, and stability. Current methods and applications of protein engineering including protein evolution, unnatural amino acids, and combinatorial methods.

#### 204. Post-Translational Protein Processing (4) WAITE

*Prerequisite:* MCDB 108A or 218A or the equivalent.

Structure/function relationships in interesting macromolecules isolated from marine organisms.

Focus is on well characterized pathways from horseshoe crabs, abalone, and fish as well as others.

### 205A. Biochemical Kinetics

(1) LEW

*Prerequisite:* one year of undergraduate biochemistry (e.g., MCDB 108A-B-C) or equivalent.

A practical approach to purifying and working with proteins in the laboratory. Emphasis is on techniques (mainly qualitative) with a focus on modern methods used in the research literature. Students will have an intuitive sense of protein purification, manipulations, and analysis, and should be able to critically read the primary literature upon successful completion of the course.

### 205B. Strategies in Protein Characterization

(1) WAITE

*Prerequisite:* a grade of B- or better in MCDB 108A or 208A or the equivalent.

A presentation of traditional and state-of-the-art approaches for characterizing the primary structure of proteins and polysaccharides. Techniques include amino acid analysis, mass spectroscopy, gas-phase sequencing, capillary electrophoresis, and covalent modification chemistry.

### 207. Enzyme Mechanisms

(2) REICH

*Prerequisite:* undergraduate biochemistry course (e.g., MCDB 108).

Chemical mechanisms of enzyme catalysis. Enzyme models and non-classical enzymes. Theory, experimental design, and data analysis.

### 210. Biochemistry & Molecular Biology Techniques for Physical Scientists

(4) FYGENSON, DAHLQUIST

*Prerequisite:* Graduate standing; consent of instructor.

Students must have a cumulative 3.0 for the preceding 3 quarter(s).

An intensive laboratory course for physical science and engineering students providing background knowledge and laboratory experience in standard molecular biology and protein purification techniques, as well as techniques for characterizing purified proteins. (F)

### 215. Biophysical Thermodynamics

(2) PLAXCO

*Prerequisite:* undergraduate course in physical chemistry (e.g., Chemistry 113A-B-C).

An overview of those parts of chemical thermodynamics relevant to the study of biomolecules and biological systems. Topics include fundamental thermodynamics, experimental and theoretical tools and the thermodynamics of biopolymer structure formation.

### 216A. Spectroscopy of Biological Molecules

(2) GERIG

*Prerequisite:* graduate standing.

Introduction to the application of spectroscopic techniques to biological systems, including UV - vis, IR, CD, fluorescence, NMR, and ESR.

### 216B. Diffraction of Biological Molecules

(2) PERONA

*Prerequisite:* one year of undergraduate biochemistry (e.g., MCDB 108A-B-C), one quarter of undergraduate physical chemistry (e.g., Chemistry 142A-B-C, Chemistry 113A).

Single-crystal macromolecular crystallography methods; crystal growth, geometric and physical basis of diffraction, approaches to phasing and refinement. X-ray and neutron solution scattering.

### 217. Electrostatics of Biopolymers

(2) PINCUS

*Prerequisite:* knowledge of elementary ideas and methods of electrostatics and statistical mechanics.

Electrostatics of highly charged surfaces in contact with a polar solvent with application to biopolymers (e.g., DNA, f-actin).

### 220A. Chromosomes and Cell Cycle

(2) THROWER

*Prerequisite:* graduate standing.

Structure and organization of the nucleus, Chromatin and chromosome structure, organization, and function; DNA replication and replication origins; Eukaryotic cell cycle regulation.

### 220B. The Cytoskeleton

(2) WILSON

*Prerequisite:* graduate standing.

Structure and function of the eukaryotic cytoskeleton. Structure assembly and function of microtubules, microfilaments, and intermediate filaments.

### 220C. Membrane Dynamics and Cell-Cell Interactions

(2) CLEGG, ROTHMAN

*Prerequisite:* undergraduate biochemistry (e.g., MCDB 108A-B-C or Chemistry 142A-B-C) and genetics (e.g., MCDB 101A).

Structure and dynamics of biological membranes and membrane proteins, protein translocation and sorting in the endomembrane system of eukaryotic cells, extracellular matrix protein structure/function, cell-matrix and cell-cell interactions, cell adhesion receptors, transmembrane signaling by cell adhesion receptors.

### 222A. Colloids and Interfaces I

(3) ISRAELACHVILI

*Prerequisite:* consent of instructor.

Same course as Materials 222A and Chemical Engineering 222A.

Introduction to the various intermolecular interactions in solution and in colloidal systems: Van der Waals, electrostatic, hydrophobic, solvation, H-bonding. Introduction to colloidal systems: particles, micelles, polymers, etc. Surfaces: wetting, contact angles, surface tension, etc.

### 223. Signal Transduction

(2) MAHAN

*Prerequisite:* graduate standing.

A cell's growth is controlled by positive and negative cues from its surroundings. A discussion of the cell's signaling mechanisms that recognize these cues and initiate an intracellular set of events that generate a response.

### 229. Protein Biochemistry

(2) WAITE

*Prerequisite:* graduate standing.

Same course as MCDB 229.

Discussion of topics relevant to structure-function relationships in proteins, including chemical reactivity of amino acid side chains, post-translational modifications, and covalent and non-covalent interactions of multimeric structures. Case studies involve recent advances in structure-function relationships of mechanoproteins.

### 230. Gene Regulation

(2) LOW, SAMUEL, HAYES

*Prerequisite:* graduate standing.

Mechanisms and regulation of transcription and translation in prokaryotic and eukaryotic organisms and their viruses.

### 232. Bacterial Pathogenesis

(3) MAHAN

Not open for credit to students who have completed Biology 228.

Recommended preparation: MCDB 101A-B.

The mechanisms by which bacterial pathogens cause disease. Investigation of the bacterial gene products produced during infection to understand the metabolic, physiological, and genetic factors that contribute to the virulence of bacterial pathogens.

### 232L. Bacterial Pathogenesis Laboratory

(3) MAHAN

*Prerequisite:* BMSE 232 (may be taken concurrently).

Not open for credit to students who have completed Biology 228L.

The latest molecular, biochemical, and genetic techniques available for the identification of microbial gene products that contribute to infection. Study of the regulatory parameters that govern their expression.

### 235. Experimental Strategies in Molecular Genetics

(1) ROTHMAN

*Prerequisite:* undergraduate biochemistry (e.g., MCDB 108A-B-C) and genetics (e.g., MCDB 101A-B-C).

Discussion of experimental strategies used to purify, analyze, and manipulate nucleic acids, isolate molecular clones from complex genomes, physically

map genomes, analyze gene expression, and perform reverse genetics.

### 239. Cellular Microbiology

(4) COTTER

*Prerequisite:* graduate standing.

Same course as MCDB 239.

Exploration of the mechanisms by which microbes and their eukaryotic hosts interact at the cellular and molecular levels. Focus is on experimental strategies to investigate these interactions and primary literature is discussed.

### 244. Informational Macro- and Supra-Molecules

(2) JAEGER

*Prerequisite:* consent of instructor.

Same course as Chemistry 244.

Selected topics at the interface of chemistry and biology: informational molecular coding, molecular machines, self-assembling and self-replicating molecular systems, evolution and selection of molecules with binding of catalytic properties, biopolymer-based materials, special emphasis on cutting-edge technologies.

### 250. Bionanotechnology

(2) FYGENSON

Recommended preparation: background in biochemistry and molecular biology.

Introduction to macromolecular assemblies and force generation strategies. Topics may also include but are not limited to: conformations and behavior of protein polymers; nucleic acid superstructures and membranes; structure, motility and mechanism of linear and rotary motor proteins; and macromolecular switches.

### 251. Biopharmaceutical Process Engineering

(2) DAUGHERTY

*Prerequisites:* Mathematics 5A or equivalent; background in biochemistry.

An introduction to the design bioprocess for large-scale production of biopharmaceuticals. Emphasis is placed upon biopharmaceutical products, protein expression systems, host cell optimization, and reactor selection and design.

### 252. Principles of Bioengineering

(2) MITRAGOTRI

An overview of various aspects of bioengineering including modeling of physiological functions, biomedical devices, drug delivery, and tissue engineering.

### 253. Analytical Biotechnology

(2) SOH

*Prerequisite:* graduate standing.

Recommended preparation: ME 291A.

Develops fundamental understanding behind modern methods of biotechnology. Topics include theoretical treatment of the double layer, electrophoresis, polymerase chain reaction, modern optics, and fluorescence. In addition, case studies of contemporary emerging trends are discussed.

### 255. Methods in Systems Biology

(3) DOYLE

*Prerequisites:* prior course work in cellular biology and mathematics; consent of instructor

Same course as Chemical Engineering 255.

Fundamentals of dynamic network organization in biology (genes, metabolites). Emphasis on mathematical approaches to model and analyze complex biophysical network systems. Detailed case studies demonstrating successes of systems biology. Basic biological systems reviewed for non-biologists.

### 257. Special Topics in Biophysics

(1-4) STAFF

Same course as Physics 257. May be repeated for credit provided topics vary.

Course varies from year to year according to the currents of the times.

### 259. Selected Topics in Biological Chemistry

(1-4) STAFF

*Prerequisite:* consent of instructor.

Same course as Chemistry 259. May be repeated with a different topic to a maximum of 18 units.

Selected topics from bioorganic, biophysical, or biological chemistry. The content of this course varies.

**260. Research Progress in Biomolecular Science and Engineering****(1) MAHAN***Prerequisite: graduate standing.*

Seminars on research being conducted by the faculty of the BMSE interdisciplinary program.

**262. Research Progress in Biomolecular Science and Engineering****(1) ROTHMAN**

Research presentations by postdoctoral fellows and advanced Ph.D. students of research progress in the department.

**263. Research Seminars in Biomolecular Science and Engineering****(1) MAHAN**

Research seminars presented by invited speakers on current research topics.

**264. Literature in Signal Transduction****(1) LEW***Prerequisite: graduate standing.*

Critical reading and presentation of the literature on signal transduction mechanisms that control cell growth and differentiation.

**290AA-ZZ. Group Studies****(2) STAFF***Prerequisite: consent of instructor.*

Presentation and discussion of current research, to be selected from the following list.

- A. Biomolecular Materials Synthesis: Morse, D.E.
- B. Biomineralization: Stucky, G.D.
- BP. Bacterial Pathogenesis: Mahan, M.J.
- CE. *C. elegans* Development: Rothman, J.H.
- DN. Developmental Neurobiology: Clegg, D.O.
- HW. Marine Structural Proteins: Waite, J.H.
- PM. Molecular Plant-Microbe Interactions: Cooper, J.B.
- PR. Protein-Nucleic Acid Interactions: Perona, J.J.
- S. Molecular Virology and Interferon Action: Samuel, C.E.

**293. Computational Methods in Biochemistry-Molecular Biology****(1) CHRISTOFFERSEN***Prerequisite: graduate standing.*

Survey of computational methods in molecular biology. Topics include analysis and presentation of data, database searching, quantitative image analysis, and protein homology modeling. Emphasis is on utilizing accessible software tools that are designed for non-programmers.

**294B. Bioengineering: Career and Development Opportunities at the Interface between Biotechnology and Engineering****(2) STAFF***Prerequisite: consent of instructor.*

Based on presentations by experts from the bioengineering industry. Presenters describe their companies' technologies and developments, including biosensors, therapeutics, tissue engineering, quantum dots, and advanced instrumentation. Training and educational requirements for different career tracks are discussed.

**592. Laboratory Research Rotation in Biomolecular Science and Engineering****(3) STAFF***Prerequisite: enrollment in the BMSE Ph.D. program.*

Open to first year graduate students only.

*May be repeated up to 4 times.*

Laboratory rotation project in BMSE faculty laboratories.

**595. Biochemistry/Molecular Biology Seminar****(2) STAFF***Prerequisites: graduate standing and consent of instructor.*

A critical review of research in selected areas of biochemistry and molecular biology.

**595BG. Bacterial Genetics****(2) LOW***Prerequisite: consent of instructor.**Same course as MCDB 595BG. May be repeated for credit in combination with Biology 595AA-ZZ and EEMB 595AA-ZZ to a maximum of 8 units. Individual letter designations may be repeated for credit to a maximum of 4 units.*

A critical review of research in selected fields of biology.

**595BM. Literature in Biomolecular Materials****(2) REICH**

Review of literature related to biomolecular materials.

**595EZ. Literature in Enzymes****(2) REICH**

Covers literature in enzymes kinetics and mechanisms.

**595MP. Microbial Pathogenesis****(2) MAHAN***Prerequisite: consent of instructor.**May be repeated for credit in combination with MCDB 595AA-ZZ to a maximum of 4 units.*

A critical review of research in selected fields of biology.

**596. Directed Reading and Research****(2-12) STAFF***Prerequisites: graduate standing and consent of instructor.**Same course as Chemistry 596. May be repeated for credit up to half of the graduate units required for the M.S. degree. Instructor is usually the student's major advisor. Each faculty member has a unique number designation.*

Individual tutorial.

**598. Masters Thesis Research and Preparation****(2-12) STAFF***Prerequisite: graduate standing as an M.S. student in the BMSE program.**No unit credit allowed toward the M.S. degree.**Instructor should be student's major professor or chair of committee.*

Preparation of the thesis and writing the thesis.

**599. Ph.D. Dissertation Preparation****(2-12) STAFF***Prerequisite: graduate standing as a Ph.D. student and advancement to doctoral candidacy.**Instructor should be the chair of the student's doctoral committee.*

Writing the Ph.D. dissertation.

# Black Studies

Department of Black Studies  
Division of Social Sciences  
South Hall 3631

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E-mail: antoinette@blackstudies.

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Department Chair: Jeffrey Stewart

## Faculty

Jude G. Akudinobi, Ph.D., University of Southern California, Lecturer (cinema-television, critical studies)

Ingrid Banks, Ph.D., UC Berkeley, Associate Professor (race, gender, culture, qualitative methods, popular culture)

Stephanie Batiste, Ph.D., George Washington University, Assistant Professor (20th-century African-American literature, culture and performance)

Douglas H. Daniels, Ph.D., UC Berkeley, Professor (American and Afro-American history)

Jane M. Duran, Ph.D., Rutgers University, Lecturer (philosophy and social theory)

Gaye Theresa Johnson, Ph.D., University of Minnesota, Assistant Professor (race and racism, 20th-century U.S. history, popular music, cultural politics)

George Lipsitz, Ph.D., University of Wisconsin, Professor (race, culture and social identities, 20th-century U.S. history, urban history and culture, social movements)

Otis F. Madison, C. Phil., UC Santa Barbara, Lecturer (Afro-American politics)

Christopher McAuley, Ph.D., University of Michigan, Associate Professor (political economy)

Claudine Michel, Ph.D., UC Santa Barbara, Professor (multicultural/comparative education, cross-cultural psychology, religion)

Cedric J. Robinson, Ph.D., Stanford University, Professor (political theory, popular culture and ideology)

Earl L. Stewart, D.M.A., University of Texas, Associate Professor (Afro-American music)

Jeffrey Stewart, Ph.D., Yale University, Professor (African-American history and philosophy, art history, American studies)

Roberto Strongman, Ph.D., UC San Diego, Assistant Professor (comparative Caribbean cultural studies, literature and religion of the Afro-Americas, gender and sexuality studies)

Clyde Woods, Ph.D., UCLA, Assistant Professor (urban and rural development, race and public policy, Southern studies, Los Angeles studies, blues and hip hop culture)

## Emeriti Faculty

Gérard G. Pigeon, Ph.D., UC Santa Barbara, Professor Emeritus (French, Francophone Caribbean and African literatures and cultures, racial representations in colonial societies)

## Affiliated Faculty

Eileen Boris, Ph.D. (Feminist studies)

Jon Cruz, Ph.D. (Sociology)

G. Reginald Daniel, Ph.D. (Sociology)

Anna Everett, Ph.D. (Film Studies)

Diane Fujino, Ph.D. (Asian-American Studies)

Nikki Jones, Ph.D. (Sociology)

Stephan Miescher, Ph.D. (History)

Mireille Miller-Young, Ph.D. (Feminist studies)

Sylvester Ogbechie, Ph.D. (History of Art and Architecture)

Melvin L. Oliver, Ph.D. (Sociology)

Victor Rios, Ph.D. (Sociology)

Darieck Scott, Ph.D. (English)

F. Winddance Twine, Ph.D. (Sociology)

Howard Winant, Ph.D. (Sociology)

The Department of Black Studies is an interdisciplinary undergraduate program that increases the awareness and understanding of the Black experience through an examination of its historical and contemporary manifestations in various African, U.S., Caribbean, and Latin American societies. Black Studies employs multiple theoretical and methodological approaches from a variety of disciplines to introduce students to history, literature, cinema, religion, the arts, and the social sciences while examining the dynamics of race, class, gender, sexuality, culture, politics, and economics.

In both research and teaching, faculty in the Department of Black Studies engage the influences and intersections of Africa and the African Diaspora on the formation and future of

the modern world. Individual and collaborative research projects include critical inquiries into race and racism, the socialization of children, popular culture and media, the representation of Blacks in national, colonial, and postcolonial globalized cultures, the conflicting iconography of Black women, gender and sexuality, African American religious expressions, the intellectual interventions of Black social critics and activists, aesthetics theory and praxis in Black literature and music, the histories and ethno-musical structures of musical forms in Africa and the Western hemisphere, Creoleness, and Black social movements in the Caribbean, Africa, and the Americas.

The department offers a major leading to the B.A. degree. The Black Studies major is the foundation of an excellent liberal arts education, laying the groundwork for careers in education, social sciences, and public policy. Students are also well prepared to do graduate work in law, ethnic studies, or allied areas in the social sciences, humanities, and the arts. The faculty is available to students who are pursuing graduate degrees in other departments on topics in Black Studies.

Students with a bachelor's degree in Black Studies who are interested in pursuing a California Teaching Credential should contact the advisor in the Graduate School of Education.

Students majoring in Black Studies are encouraged to consult with the department's undergraduate advisor.

## Undergraduate Program

### Bachelor of Arts—Black Studies

**Preparation for the major.** Required: Three lower-division courses from Black Studies 1, 3, 4, 7; one lower-division course from Black Studies 5, 6, 14, 15, 33, 36, 38A-B, 45, 49A-B, 50, 55, 58, 60A-B; one course from one of the following departments: Asian American Studies 1, 2, 3, 4, 5, 8; Chicano Studies 1A-B-C; Comparative Literature 34; Environmental Studies 1, 3; History 8, 46, 88; Sociology 1; Feminist studies 20, 30, 40, 50, 60 or 80.

**Upper-division major.** Thirty-six units of upper-division Black Studies courses are required. Four units from (a) Culture and Representation (Black Studies 126, 130A, 130B, 138, 142, 152, 153, 161, 162, 170, 171, 172); 4 units from (b) Politics and Social Policy (Black Studies 100, 102, 103, 104, 118, 122, 124, 128, 129, 131, 137E, 160, 169AR-BR-CR, 174); 4 units from (c) Gender and Sexuality (Black Studies 106, 125, 127, 133, 136); (d) Senior Seminar (Black Studies 190); (e) 20 units from upper-division electives in Black Studies. Up to 12 units of closely related fields outside the major may be applied by petition.

### Minor—Black Studies

All courses to be applied to the minor must be completed on a letter-grade basis, including both courses offered in Black Studies and those offered by other departments and applied to the minor.

**Preparation for the minor.** Black Studies 1 and 3, 4, or 7.

**Upper-division minor.** Twenty units, distributed as follows: Four units from (a) Culture

and Representation (Black Studies 126, 130A, 130B, 138, 142, 152, 153, 161, 162, 170, 171, 172); 4 units from (b) Politics and Social Policy (Black Studies 100, 102, 103, 104, 118, 122, 124, 128, 129, 131, 137E, 160, 169AR-BR-CR, 174); 4 units from (c) Gender and Sexuality (Black Studies 106, 125, 127, 133, 136); (d) one upper-division seminar (193 AA-ZZ); (e) one upper-division elective Black Studies course.

*Note: Substitutions and waivers are subject to approval by the chair of the department. Please see page 118 for special conditions governing minors in the College of Letters and Science.*

## Black Studies Courses

### LOWER DIVISION

#### 1. Introduction to Afro-American Studies

(4) BANKS, JOHNSON, LIPSITZ, WOODS

Historical and current social conditions of Black people in the United States. Topics include slavery, emancipation, reconstruction, and urban Black migration, with particular consideration given to the black church and the black family as bearers and creators of Afro-American culture.

#### 1H. Introduction to Afro-American Studies-Honors

(5) BANKS, JOHNSON, LIPSITZ, WOODS

*Prerequisite: consent of instructor.*

Lecture is concurrent with BL ST 1, including weekly honors seminar with instructor. Additional assignments and rigorous discussion of readings facilitated by the instructor. Intended for highly motivated and well-prepared students actively engaged in critical thought.

#### 3. Introduction to African Studies

(4) DANIELS

A survey of the subject matter, themes, and methods of African studies. While briefly surveying the prehistory and early states of Africa, the course focuses on the culture and society of the colonial and independence eras.

#### 4. Critical Introduction to Race and Racism

(4) BANKS, JOHNSON, MICHEL, J. STEWART

Examines historical and contemporary manifestations of racism and anti-racism, as well as theoretical approaches to understand the social, cultural, political and economic aspects of race.

#### 5. Blacks and Western Civilization

(4) ROBINSON, MCAULEY, J. STEWART

An interdisciplinary analysis of the effects of Africa on Western Civilization, specifically the politics, economics, and cultures of Europe, the Caribbean, and North America.

#### 6. The Civil Rights Movement

(4) BANKS, JOHNSON, LIPSITZ, J. STEWART, WOODS

History of the modern civil rights movement, its organization and ideology from its origins in the post-reconstruction era, to its triumphs with the end of legal racial segregation, and its recognition in the civil rights legislation in the 1960s.

#### 7. Introduction to Caribbean Studies

(4) MCAULEY, STRONGMAN

A survey of the culture and society of the Caribbean. After surveying Amerindian communities and examining the impact of the Atlantic slave trade, focus will be on slavery, emancipation, African and Creole cultures, and the issues accompanying an independent nationhood status.

#### 14. The History of Jazz

(4) DANIELS, JOHNSON, LIPSITZ, WOODS

A survey of the historical origins and development of jazz, beginning with the West African heritage and the Afro-American folk tradition, and examining the social and cultural context of this twentieth-century music.

#### 15. The Psychology of Blacks

(4) MICHEL

Examines manifestations of various psychological characteristics of people of African descent, their cultural and behavioral norms, including the way that issues of race, class, gender and sexuality affect their cognitive, social, and emotional development. Connections between Africa, the Caribbean, and Afro-America are explored.

#### 33. Major Works of African Literatures

(4) STRONGMAN, AKUDINOB

*Same course as Comparative Literature 33.*

An introduction to the diverse literary traditions of Africa through an examination of selected works. Regional focus on North, West, East, Central, and South Africa varies.

#### 36. Afro-American Oral Traditions

(4) MICHEL, DANIELS

The roots and contemporary manifestations of oral traditions of Afro-American and Caribbean cultures are examined as expressed in oral narratives and non-verbal modes of communication.

#### 38A. Introduction to Afro-American Literature (Part I)

(4) STRONGMAN, BATISTE, J. STEWART

Afro-American literature from colonial times through the Harlem renaissance.

#### 38B. Introduction to African-American Literature (Part II)

(4) BATISTE, J. STEWART, STRONGMAN

African-American literature from the 1930s to the present.

#### 38BH. Seminar on African-American Literature (Part 2)

(1) BATISTE

*Prerequisite: Concurrent enrollment in Black Studies 38B; consent of instructor.*

Seminar course for a select group of students enrolled in Black Studies 38B designed to enrich the large lecture experience for the motivated student. Course includes supplementary readings or more intensive study of the Black Studies 38B reading list, and supplemental writing.

#### 45. Black Arts Expressions

(4) LIPSITZ, E. STEWART, J. STEWART, WOODS

A comparative examination of the traditions of African American music, literature, dance, folklore, cinema, the visual arts, and musical theatre. No prior musical background is required, though some musicological concepts and nomenclature are employed.

#### 49A-B. Survey of African History

(4-4) MIESCHER

*Same course as History 49A-B. Not open for credit to students who have completed History 49.*

An Introduction to the history of Africa from the earliest times to the present. Course themes include: organization of production, state formation, Africa and the world economy, colonialism, resistance, power and identities in African societies, current struggles and conflicts. Prehistory to 1800CE.

#### 50. Blacks in the Media

(4) LIPSITZ, MADISON

The development of black stereotypes. Studying literature, comic books, comic strips, cartoons, music, theater, cinema, broadcasting, and television, students will analyze the mythical imageries which have created stereotypes.

#### 55. Race and Space

(4) LIPSITZ

A study of urban spatial relations, housing discrimination, environmental racism, school segregation, urban renewal, and city planning from the nineteenth century to the present.

#### 58. Education and Inequality

(4) LIPSITZ

The role of education in the racialization of opportunities and life chances in U.S. society with special emphasis on the origins, implementation, and legacy of the Supreme Court's decision in Brown vs. Board of Education.



**60A. Survey of Afro-American Religious Traditions****(4) STRONGMAN***Same course as Religious Studies 61A.*

A historical examination, beginning with West African heritage, of Afro-American religious leaders and organizations in the United States during slavery and until the end of the nineteenth century.

**60B. Religion in Black America (Part II)****(4) STRONGMAN***Same course as Religious Studies 61B.*

A historical survey of major black religious figures, organizations, movements, philosophies, and issues. Emphasis on contemporary religious phenomena in the black religious community of the United States during the twentieth century.

**90. Sophomore Seminar****(1-4) STAFF***Prerequisite: sophomore standing.*

A research and/or writing seminar which focuses on major themes in Black Studies.

**UPPER DIVISION****100. Africa and United States Policy****(4) MCAULEY***Prerequisite: upper-division standing.*

Post-World War II Africa and United States foreign policy. Special attention will be devoted to southern Africa and parallels between social movements in that part of the world and the United States civil rights movement.

**102. Black Radicals and the Radical Tradition****(4) DANIELS, JOHNSON, LIPSITZ, J. STEWART, WOODS***Prerequisite: upper-division standing.*

This course examines the tradition of radical thought and the relevance of this thought to the needs and interests of the black community.

**103. The Politics of Black Liberation—The Sixties****(4) DANIELS, JOHNSON, LIPSITZ, WOODS***Prerequisite: upper-division standing.*

The origins of various Black liberation organizations and their ideologies and strategies in the 1960s. Study of grass roots organizations and their struggles sheds light on the developments that occurred when this movement encountered the intransigence of entrenched American racism.

**104. Black Marxism****(4) LIPSITZ, MCAULEY, ROBINSON***Prerequisites: upper-division standing.*

A theoretical explication and critique of the diverse Marxian analyses developed in Africa and the African Diaspora from the early 20th century. The course traces and analyzes the divergences of Black Marxism from Western Marxism.

**106. Women and Politics of the Body****(4) BANKS***Prerequisite: upper-division standing.*

Examines the relationship between race and gender in the construction of bodily politics that include perceptions of beauty and femininity. In understanding how race and gender matter in conceptualizations of beauty, this course centers black women's bodies as important sites of resistance.

**118. Comparative Rebellion****(4) JOHNSON**

Examines key events in Brown/Black resistance and rebellion in the U. S. and the Borderlands. Using primary and secondary sources, the course emphasizes parallel rebellions, transnational revolutionary thought, and cross-racial alliances.

**122. The Education of Black Children****(4) MICHEL***Prerequisite: Upper-division standing.*

Explores the effects of social, political, and economic forces on the history of Black education. Examines ways of challenging the impacts of race, class, gender, and language in the educational achievement of Black children. Focuses on anti-bias/multicultural curricula in urban settings. Fieldwork required.

**124. Housing, Inheritance, and Race****(4) LIPSITZ,***Prerequisite: Upper-division standing.*

Housing discrimination systematically skews opportunities and life chances in the United States across racial lines. This course examines the origins and evolution of fair housing laws, and the role that housing plays in asset accumulation, inheritance, and wealth.

**125. Queer Black Studies****(4) STRONGMAN***Prerequisite: upper-division standing.*

An exploration of the intersection of Black Studies and Queer Studies from various theoretical, literary, historical, and multi-media perspectives. Cultural producers studied include: Audre Lorde, Marlon Riggs, Bayard Rustin, and Bruce Nugent.

**126. Comparative Black Literatures****(4) STRONGMAN***Prerequisite: upper-division standing.**Same course as Comparative Literature 126.*

Using a social constructionist approach to race, this course examines the multiple ways in which racial discourses operate in global literary cultures. It emphasizes that blackness need not be a homogeneous concept in order to continue to be a powerful agent in the postmodern world.

**127. Black Women Writers****(4) STRONGMAN, BATISTE***Prerequisite: upper-division standing.*

Examines the significance of race, class, gender, sexuality, and place as experienced and articulated in the literature of black women of the African diaspora.

**128. The Black Experience in Southern California****(4) JOHNSON, WOODS***Prerequisite: upper-division standing.*

An interdisciplinary examination of the history, culture, economic conditions, policy debates, and social movements of Blacks in Southern California from 1781 to the present. Music, literature, film, autobiography, and social theory are used to analyze the processes of regional and racial transformation.

**129. The Urban Dilemma****(4) WOODS***Prerequisite: Upper-division standing.*

Examines the evolution of African American urban communities. Focuses on theoretical and historiographical debates: social organization; conditions; daily life; culture; social movements; sustainable development; and class, gender, race relations. Analysis of current policy debates and community initiatives.

**130A. Negritude and African Literature****(4) STRONGMAN***Prerequisite: upper-division standing.**Recommended preparation: Black Studies 3 or 7.*

History of Francophone West Indian and African literature from the 1920s through the 1950s. Writers studied include Aime and Suzanne Césaire, Léon Gontran Damas, Léopold Sédar Senghor, and Jane and Paulette Nardal.

**130B. The Black Francophone Novel****(4) STRONGMAN***Prerequisite: upper-division standing.**Recommended preparation: Black Studies 3 or 7.*

A study of theoretical and literary discourses of decolonization that appeared simultaneously in Africa and the West Indies after the second World War. Writers studied include Mongo Beti, Camara Laye, Aime Césaire, Ferdinand Oyono, Miriam Warner-Viegyra, Maryse Conde, and Simone Schwartz-Bart.

**131. Race and Public Policy****(4) WOODS***Prerequisite: upper-division standing.*

Provides a theoretical overview of the role of race and ethnicity in local, national, and international public policy debates. Examines critical case studies of several policies: regional development, social welfare, environment, criminal justice, etc. Student policy projects with fieldwork component.

**133. Gender and Sexuality in Black Studies****(4) STRONGMAN, BANKS***Prerequisite: upper-division standing.*

Examines the intersection of gender, sexuality, race, and class in creating disadvantage and advantage. In examining how racism, sexism, and heterosexism shape black life chances in a 21st century context, this course focuses on systems of oppression that exist within and outside black communities.

**134. African American Language and Culture****(4) BUCHOLTZ***Prerequisite: Linguistics 20.*

The history, structure, and use of varieties of African American English. Topics include debates over the origins of African American vernacular English; the politics of African American English; representations of African American speech in popular culture; language and hip hop culture; the use of African American vernacular English by other ethnic groups.

**136. Black Feminist Thought****(4) BANKS***Prerequisite: upper-division standing.*

Examines past and contemporary scholarship in black feminist thought. By examining the intervention of black feminist thought within mainstream feminist theory and the field of black studies, this course presents a critical examination of the theoretical and practical contributions of black feminist scholars.

**138. African Religions in the Americas****(4) MICHEL, STRONGMAN***Prerequisite: upper-division standing.**Same course as Religious Studies 156.*

A study of Neo-African religions in the Americas, with special emphasis on Haitian Vodou. Beliefs, myths, philosophical perspectives, moral order, rituals and practices as well as social and political dynamics are examined in various contemporary religious communities. Women's roles and sexuality issues are also explored.

**142. Music in Afro-American Cultures: U.S.A.****(4) E. STEWART, WOODS***Prerequisite: upper-division standing.*

Introduction to the music of Afro-Americans in the U.S.A. from the antebellum era to the present, including folk, religious, popular, and classical music forms. The sociology of black music in America forms the basis for lectures and discussions.

**152. Music of the African Diaspora****(4) E. STEWART***Prerequisite: upper-division standing.*

A survey of select African derived musical traditions from the Caribbean, North and South America, and Africa.

**153. Black Popular Music in America****(4) JOHNSON, LIPSITZ, E. STEWART, WOODS***Prerequisite: upper-division standing.*

A critical survey of African American popular styles since 1950. The course is style specific, but also addresses the music's relationship to other aspects of popular culture.

**160. Analyses of Racism and Social Policy in the United States****(4) MADISON***Prerequisites: Black Studies 1 or 4; upper-division standing.*

In-depth analysis of the history, ideological, and scientific origins of racism in the United States from the nineteenth century. The effects of institutional racism on social policy, desegregation, integration, and affirmative action programs are also examined.

**161. "Third World" Cinema****(4) AKUDINOB, ROBINSON***Prerequisite: Upper-division standing.**Same course as Film Studies 161.*

Studies representative films from Africa, Asia, and Latin America from the 1950s to the present. Explores the socio-cultural and aesthetic dimensions of these cinemas (which have emerged as the "other" of Hollywood and European cinema).

**162. African Cinema****(4) AKUDINOBI***Prerequisite: upper-division standing.*

Critical perspectives on African cinema from its inception to the present. Production contexts, aesthetic/narrative strategies, ideological/representational concerns will be examined along with issues of authorship, culture, gender, identity, post-coloniality, etc.

**169AR-BR-CR. Afro-American History****(4) DANIELS, JOHNSON, J. STEWART***Prerequisite: Black Studies 1 or 5 or History 17A or 17B or 17C or upper-division standing.**Same course as History 169AR-BR-CR.*

Influence/experience of Africans/African Americans in United States history.

AR. Origins and development of slavery and racism in British Colonies.

BR. Nineteenth-century expansion of slavery, Anti-slavery, Civil War, Reconstruction and development of segregation.

CR. Twentieth-century New South, urban migration and desegregation.

**170. Afro-Americans in the American Cinema****(4) ROBINSON***Prerequisite: upper-division standing.*

An examination of the representation of Afro-Americans in the Hollywood feature film, from 1915 to the present. The course explores the relationship between screen icons and the racial attitudes held by black and white Americans.

**171. Africa in Film****(4) AKUDINOBI***Prerequisite: upper-division standing.*

The purpose of this course is to provide an understanding of African cultures, traditions, and politics as depicted by African and non-African filmmakers. Students will explore stereotypical as well as positive and romantic images of Africa. Films: semi-documentaries, documentaries, fiction.

**172. Contemporary Black Cinema****(4) ROBINSON***Prerequisite: upper-division standing.*

The course explores the new directions in Afro-American cinema with emphasis on the directors, the aesthetics and the social content of contemporary Black film. The problems of production, distribution and exhibition will be examined.

**174. From Plantations to Prisons****(4) LIPSITZ, WOODS***Prerequisite: upper-division standing.*

An introduction to the historical roots of the U.S. penal industry and current policies. Provides a structural understanding of the contemporary prison crisis and questions contemporary notions of crime, punishment, rehabilitation, restoration and justice. Focuses on the unprecedented prison population explosion in terms of race, gender and class.

**190. Senior Seminar in Black Studies****(4) J. STEWART***Prerequisite: open to upper-division Black Studies majors only.*

Designed to sharpen knowledge of major themes in Black Studies and strengthen skills in research, critical analysis, and effective writing. This course emphasizes primary research.

**191AA-ZZ. Special Topics in Black Studies****(4) STAFF***Prerequisite: upper-division standing.*

May be repeated for credit to a maximum of 16 units provided letter designations are different (only 12 units may be applied toward the major).

Designed to broaden opportunities for students by offering varying topics related to the Black experience.

A. Marcus Garvey and Garveyism in the U.S. and Africa

BB. The Political Uses of Race: McAuley

GJ. Comparative Rebellion

IB. Ethnographies of Black America

W. Afro-American Soldier

X. Racism, Sports and Politics: Madison

**192. Community Studies and Outreach Initiatives****(1-4) STAFF**

Internship and/or studies in contemporary urban problems and decision-making processes as they affect the black community. For internships, students are individually assigned, instructed and supervised in fieldwork involving practical experience in decision-making unit of community liaison agencies.

**193AA-ZZ. Seminars in Black Studies****(4) STAFF***Prerequisites: upper-division standing and consent of instructor.*

May be repeated for credit to a maximum of 12 units provided letter designations are different (only 4 units may be applied toward the major).

Seminars will focus on a specific topic chosen by the professor and will involve in-depth reading of a number of works and the writing of a paper on a subject chosen in consultation with the instructor.

AA. Racism, Law, and the Constitution: Madison

B. Afro-American History

CJ. The Black Detective in Film and Literature

D. C.L.R. James and the World System: Robinson

EE. Seminar on Black Feminism: Banks

GG. Masterpieces in Black Music Literature: E.

Stewart

J. Langston Hughes

U. Harlem Renaissance

VW. Seminar on Katrina: Community/Action

Research

X. The African American Artist: Smith

Y. The Black Worker Since the Civil War: McAuley

Z. Seminar on Edwidge Danticat; Michel

**195A-B-C. Honors Thesis Seminar in Black Studies****(4-4-4) STAFF***Prerequisites: senior standing and consent of department.*

Must have a 3.3 university grade-point average; 3.5 departmental grade-point average; A three-quarter in-progress sequence course with grades for all three quarters issued upon completion of the final quarter.

Each student, under the direction of the department chair, will identify a research topic and map out a research project with the appropriate faculty member(s). Research will begin in fall and continue more intensely during winter. Research papers will be completed in spring with a formal presentation before an audience of faculty, graduate and undergraduate students in Black studies.

**197. Research Seminar****(1-8) STAFF***Prerequisite: consent of department and/or instructor.*

It is recommended a student have a 3.0 Grade Point Average prior to enrolling in this course.

Directed field research on a topic in Black Studies.

**199. Independent Studies in Black Studies****(1-4) STAFF***Prerequisites: upper-division standing; completion of two upper-division courses in Black Studies; consent of department.*

Must have a minimum 3.0 grade-point average for the preceding three quarters. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.

**199RA. Independent Research Assistance in Black Studies****(1-5) STAFF***Prerequisites: upper-division standing; completion of two upper-division courses in Black Studies; consent of instructor and department.*

Must have a minimum 3.0 grade-point average for the preceding three quarters. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.

Coursework shall consist of faculty supervised research assistance.

**GRADUATE COURSES****206. Graduate Proseminar****(4) STAFF***Prerequisite: graduate standing; completion of at least 12 upper-division units related to the subject matter*

of the course.

Critical inquiry based on dissertation-related research addressing several issues in the curricular development of black studies: research writing, formal presentation, postdoctoral programs, revision, and journal publication process.

**501. Teaching Methodology in Black Studies****(1-4) STAFF***Prerequisite: appointment as T.A. in Black studies.*

For graduate students who serve as teaching assistants: analyses of texts and materials; discussion of teaching techniques; conducting discussion sections; formulation of topics and questions for papers and examinations; and grading papers and examinations under supervision of instructor.

**596. Directed Reading and Research****(2-5) STAFF***Prerequisite: graduate standing. May be repeated for credit on approval of chair.*

Individual tutorial. Plan of study must be approved by department chair.

**598. Master's Thesis Research and Preparation****(2-8) STAFF***Prerequisite: consent of instructor.*

To assist graduate students who are doing research or writing their dissertation in African area studies and/or Black studies.

# Chemistry & Biochemistry

**Department of Chemistry and Biochemistry  
Division of Mathematical, Life, and  
Physical Sciences  
Trailer 232**

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## Faculty

**Donald H. Aue**, Ph.D., Cornell University, Associate Professor (organic chemistry)

**Guillermo C. Bazan**, Ph.D., Massachusetts Institute of Technology, Professor (organic, materials, organometallic chemistry)

**Michael T. Bowers**, Ph.D., University of Illinois, Professor (physical chemistry)

**Frank L. Brown**, Ph.D., Massachusetts Institute of Technology, Associate Professor (theoretical/biophysical chemistry)

**Paula Yurkanis Bruice**, Ph.D., University of Virginia, Senior Lecturer (organic chemistry)

**Thomas C. Bruice**, Ph.D., University of Southern California, Research Professor (bio-organic chemistry)

**Steven Buratto**, Ph.D., California Institute of Technology, Professor (physical chemistry)

**Alison Butler**, Ph.D., UC San Diego, Professor (bio-inorganic chemistry)

**Frederick W. Dahlquist**, Ph.D., California Institute of Technology, Professor (biochemistry)

**Mattanah S. de Vries**, Ph.D., University of Amsterdam, Professor (physical chemistry)

**Peter C. Ford**, Ph.D., Yale University, Professor (inorganic chemistry)

**Song-I Han**, Ph.D., Aachen University of Technology, Assistant Professor (physical chemistry)

**Craig Hawker**, Ph.D., University of Cambridge, Professor (polymer chemistry)

**Trevor Hayton**, Ph.D., University of British Columbia, Assistant Professor (inorganic chemistry)

**Alan Heeger**, Ph.D., UC Berkeley, Professor (materials), Nobel Laureate (2000)

**Thomas M. Hooker, Jr.**, Ph.D., Duke University, Professor (biophysical chemistry)

**Luc Jaeger**, Ph.D., University of Louis Pasteur of Strasbourg (France), Associate Professor (biomaterials)

**Bernard Kirtman**, Ph.D., Harvard University, Professor (theoretical physical chemistry)

**Kalju Kahn**, Ph.D., University of Missouri, Lecturer (biochemistry)

**Walter Kohn**, Ph.D., Harvard University, Professor, Nobel Laureate (chemical physics, 1998)

**Leroy Laverman**, Ph.D., UC Santa Barbara, Lecturer (inorganic/analytical chemistry)

**Bruce H. Lipshutz**, Ph.D., Yale University, Professor (organic chemistry)

**R. Daniel Little**, Ph.D., University of Wisconsin, Professor (organic chemistry)

**Horia I. Metiu**, Ph.D., Massachusetts Institute of Technology, Professor (theoretical physical chemistry)

**Martin Moskovits**, Ph.D., University of Toronto, Professor (physical chemistry)

**Thuc-Quyen Nguyen**, Ph.D., UC Los Angeles, Assistant Professor (physical, materials chemistry)

**Stanley M. Parsons**, Ph.D., California Institute of Technology, Professor (biological chemistry)

**John Perona**, Ph.D., Yale University, Professor (biological chemistry)

**Thomas R. R. Pettus**, Ph.D., University of Rochester, Associate Professor (organic and biological chemistry)

**Kevin W. Plaxco**, Ph.D., California Institute of Technology, Professor (biological chemistry)

**Norbert O. Reich**, Ph.D., UC San Francisco, Professor (theoretical biophysical chemistry)

**Martin Sagermann**, Ph.D., University of Heidelberg (Germany), Assistant Professor (biochemistry)

**Susannah Scott**, Ph.D., Iowa State University, Professor (inorganic chemistry, chemical engineering)

**Ram Seshadri**, Ph.D., Indian Institute of Science, Professor (inorganic chemistry, materials chemistry)

**Joan-Emma Shea**, Ph.D., Massachusetts Institute of Technology, Professor (theoretical biophysical chemistry)

**Galen Stucky**, Ph.D., Iowa State University, Professor (inorganic chemistry)

**Petra A. M. Van Koppen**, Ph.D., UC Santa Barbara, Lecturer (physical chemistry)

**J. Herbert Waite**, Ph.D., Duke University, Professor (biological, organic, and materials chemistry)

**Alec M. Wodtke**, Ph.D., UC Berkeley, Professor (physical chemistry)

**Fred Wudl**, Ph.D., UC Los Angeles, Professor (organic chemistry)

**Armen Zakarian**, Ph.D., Florida State University, Assistant Professor (organic chemistry)

### Emeriti Faculty

**Curtis B. Anderson**, Ph.D., UC Los Angeles, Associate Professor Emeritus (organic chemistry)

**Clifford A. Bunton**, Ph.D., University College (London), Professor Emeritus (organic chemistry)

**Anthony Cheetham**, Ph.D., Oxford University, Professor (inorganic chemistry/materials)

**David O. Harris**, Ph.D., UC Berkeley, Professor Emeritus (physical chemistry)

**J. Thomas C. Gerig**, Ph.D., Brown University, Professor Emeritus (bio-physical chemistry)

**William C. Kaska**, Ph.D., University of Michigan, Professor Emeritus (inorganic chemistry)

**John H. Kennedy**, Ph.D., Harvard University, Professor Emeritus (inorganic/analytical chemistry)

**Richard M. Martin**, Ph.D., University of Wisconsin, Professor Emeritus (physical chemistry)

**Roger C. Millikan**, Ph.D., UC Berkeley, Professor Emeritus (physical chemistry)

**Henry W. Offen**, Ph.D., UC Los Angeles, Professor Emeritus (physical chemistry)

**Ralph G. Pearson**, Ph.D., Northwestern University, Professor Emeritus (inorganic chemistry)

**Glyn O. Pritchard**, Ph.D., Manchester University, Professor Emeritus (physical chemistry)

**Bruce Rickborn**, Ph.D., UC Los Angeles, Professor Emeritus (organic chemistry)

**Richard J. Watts**, Ph.D., University of Colorado, Professor (inorganic chemistry)

The department offers programs leading to the B.S. degree in chemistry or biochemistry or the B.A. degree in chemistry. The B.S. degrees are intended for students interested in careers strongly dependent on chemical knowledge. Such careers are found in chemical, biochemical, and materials science research, and quality control in medicine. Graduates may enter the workforce directly or seek the highest levels of career attainment by enrolling in an appropriate graduate or professional school. The requirements of the B.S. degree in chemistry meet American Chemical Society standards for certification with appropriate choices of upper-division electives.

The B.A. degree in chemistry offers flexibility and is intended for students interested in careers having a significant chemical component such as environmental science, law, technical management, K-12 education, and business. Graduates may enter the workforce directly or seek higher levels of career attainment by enrolling in an appropriate professional program.

Entering majors will be assigned an advisor who should be consulted on departmental opportunities and program requirements. Students must submit their programs to the

advisor for approval.

Students seeking a degree from the department and who also are interested in pursuing a California Teaching Credential should consult with the credential advisor in the Graduate School of Education soon after enrolling.

### Prizes and Honors

The Willard L. McRary Prize in Chemistry is given to a graduating senior whose work in chemistry reflects the promise of outstanding scientific achievement, such as that which characterized the career of Professor McRary. The B. R. Baker Memorial Fellowship in Chemistry is awarded to graduate students who have given strong indication, by their graduate or undergraduate record, that they will make continued and substantial contributions to the progress of organic, medicinal, or biological chemistry. The Robert H. DeWolfe Teaching Fellowship is awarded to a graduate student in organic chemistry who has demonstrated excellence in undergraduate instruction. The John H. Tokuyama Memorial Scholarship is awarded annually to an organic chemistry graduate student. The Roche Bio-Science Fellowships recognizes outstanding graduate and undergraduate students in organic chemistry.

### Departmental Honors Program

Students who have achieved a grade-point average of 3.5 or above in their chemistry courses and submit a written report of their original research carried out under the guidance of a faculty member (through completion of chemistry 192) and approved by one additional member of the faculty shall be designated as having achieved a Distinction in the Major. Students contemplating this option should advise the undergraduate staff advisor of their intention at the beginning of their senior year.

## Undergraduate Program

### Bachelor of Science—Biochemistry

**Preparation for the major.** Chemistry 1A or 2A, 1B or 2B, 1C or 2C, and 1AL or 2AC, 1BL or 2BC, 1CL or 2CC; 6AL, 6BL, (or BH); 109A-B-C; Mathematics 3A-B-C and 5A; Physics 6A-AL-B-BL-C-CL; MCDB 1A-AL-B; EEMB 2, and either MCDB 1BL or EEMB 2L.

**Upper-division major.** Forty-six upper-division units, including Chemistry 110L, 112A-B-C-112L, 125L, 142A-B-C, 173A; six units of core electives from Chemistry 141, 143, 145, 146, 147, 151, 154A-B, 161, 162A, 162B, 171, 181; five additional units from the above or from Chemistry 111, 115A-B-C, 117A, 118, 120, 123, 124, 126 (if 145 not completed), 127, 128, 129, 132, 133, 134, 150, 173B, 175, 176, and from the following MCDB courses: 101B, 103, 126B-C, 134, 135.

### Bachelor of Science—Chemistry

**Preparation for the major.** Chemistry 1A or 2A, 1B or 2B, 1C or 2C, and 1AL or 2AC, 1BL or 2BC, 1CL or 2CC; 6AL, 6BL, (or BH), 6CL (or CH); 109A-B-C; Mathematics 3A-B-C, 5A-B; Physics 1-2-3-3L-4-4L. It is recommended but not required that Mathematics 5A be completed before taking Chemistry 113A-B-C.

**Upper-division major.** Forty-five upper-division units, including Chemistry 113A-B-C,

116AL-BL-CL, 142A, 150, 173A-B, are required. Chemistry 101, 193, and 196 will not apply. Courses should be chosen after consultation with the junior or senior advisor.

Note: Transfer students receiving subject credit for Chemistry 150 *must* complete a minimum of 44 upper-division units in the Department of Chemistry and Biochemistry.

### Bachelor of Arts—Chemistry

**Preparation for the major.** Chemistry 1A or 2A, 1B or 2B, 1C or 2C, and 1AL or 2AC, 1BL or 2BC, 1CL or 2CC; 6AL, 6BL, (or BH); Mathematics 3A-B-C. Physics 1, 2, 3, 4, 3L, 4L, or Physics 6A-B-C, 6AL-BL-CL are required. It is recommended but not required that Mathematics 5A be completed before taking Chemistry 113A-B-C.

**Upper-division major.** Thirty-nine upper-division units, including Chemistry 109A-B-C, 113A-B-C, 116AL-BL, 150, 173A. The final three elective units may not include the following: Chemistry 101, 193, 196, and 199.

Note: Transfer students receiving subject credit for Chemistry 109A-B-C and/or 150 *must* complete a minimum of 36 upper-division units in the Department of Chemistry and Biochemistry.

### Minor—Chemistry

All courses to be applied to the minor must be completed on a letter-grade basis. This includes both courses offered in chemistry and those offered by other departments and applied to the minor.

**Preparation for the minor.** No specific courses are required for the minor in chemistry, but students should note that most upper-division chemistry courses include Chemistry 1A-B-C as prerequisite, and many require mathematics courses through 5A as prerequisite.

**Upper-division minor.** Twenty-three upper-division units, including at least one course (4 units) in physical chemistry (Chemistry 113A or 113B or 113C) and 150; and 16 units of additional upper-division chemistry courses (Chemistry 101, 193, 196, and 199 may not apply).

Note: Substitutions and waivers are subject to approval by the chair of the department. Please see page 118 for special conditions governing minors in the College of Letters and Science.

## Graduate Program

### Admission

The M.S., M.A., or Ph.D. degrees may be obtained in any one of the special fields of analytical, biological, inorganic, organic, materials, physical, or theoretical chemistry. In addition to fulfilling the departmental admission requirements, applicants must also meet the university requirements for admission described in the chapter "Graduate Education at UCSB." Graduate Study in Chemistry, a publication containing admission and degree requirements, is available upon request from the Department of Chemistry and Biochemistry.

Applications are accepted all year long for fall, winter, and spring quarters. However, January 15 is the priority deadline for fall applications and for campuswide fellowship competition.

### Master of Science or Master of Arts—Chemistry

The M.S. in chemistry may be attained under Plan 1 (thesis based on research). At least 30 units of upper-division and graduate courses must be completed, including no fewer than 20 units in graduate courses in the major subject or in graduate courses related to that subject as approved by the departmental graduate advisor. The M.A. in chemistry may be obtained under Plan 2 (examination). At least 36 units of upper-division and graduate courses are required, including no fewer than 24 units in graduate courses in the major subject or in graduate courses related to that subject as approved by the departmental graduate advisor. The student must present a literature-based seminar to the department (both plans). The Department of Chemistry and Biochemistry emphasizes graduate work leading to the Ph.D.

### Doctor of Philosophy—Chemistry

The Ph.D. degree in chemistry will be awarded upon the successful completion of the following requirements: (1) a core curriculum; (2) two preliminary evaluations; (3) a seminar presentation unrelated to the dissertation research field; (4) the Ph.D. oral qualifying examination for advancement to candidacy; and (5) submission and successful defense of a research dissertation. The main features and time schedule of these requirements are briefly summarized below; a complete document is available in the department.

A six-course curriculum is established with and approved by the divisional academic advisor and normally completed during the first year. Several additional elective courses will be taken during the first and second year. The two preliminary evaluations include written examinations, propositions, and cumulative examinations, depending on the division. Typically, all requirements and the seminar presentation must be completed before the Ph.D. oral qualifying examination. The Ph.D. qualifying oral examination, which focuses on the student's dissertation research field, is usually scheduled for the end of the sixth quarter.

Ph.D. candidates will prepare and defend a dissertation detailing an original work of research in their field of specialization.

### Interdepartmental Graduate Program in Biomolecular Science and Engineering

For details see catalog entry under *Biomolecular Science and Engineering*.

### Interdepartmental Graduate Program in Marine Science

For details see catalog entry under *Marine Science*.

## Chemistry & Biochemistry Courses

### LOWER DIVISION

#### 1A. General Chemistry

##### (3) STAFF

Recommended preparation: concurrent enrollment in Chemistry 1AL; high-school algebra, chemistry and physics.

Not open for credit to students who have completed Chemistry 2A. Lecture, 3 hours.

Stoichiometry, chemical reactions, gas laws and kinetic theory, chemical equilibrium and acid-base chemistry. (F,W,S)

#### 1AL. General Chemistry Laboratory

##### (2) STAFF

Prerequisite: Chemistry 1A or 2A (may be taken concurrently).

Not open for credit to students who have completed Chemistry 1AC or 2AC. Lab fee required. Laboratory, 4 hours.

Qualitative and quantitative measurements to develop laboratory technique and demonstrate the basic concepts of stoichiometry, chemical bonding, gas laws, chemical equilibrium and acid-base chemistry. (F,W,S)

#### 1B. General Chemistry

##### (3) STAFF

Prerequisite: Chemistry 1A or 2A with a minimum grade of C-.

Recommended preparation: Chemistry 1AL or 2AC; concurrent enrollment in Chemistry 1BL; high-school algebra, chemistry and physics.

Not open for credit to students who have completed Chemistry 2B. Lecture, 3 hours.

Thermodynamics (1st and 2nd laws), electrochemistry, chemical kinetics, atomic and molecular structure, and chemical bonding. (W,S)

#### 1BL. General Chemistry Laboratory

##### (2) STAFF

Prerequisite: Chemistry 1A or 2A with a minimum grade of C-; and, Chemistry 1AL or 2AC with a minimum grade of C-; and, Chemistry 1B or 2B (may be taken concurrently).

Not open for credit to students who have completed Chemistry 1BC or 2BC. Laboratory, 3 hours; discussion, 1 hour.

Qualitative and quantitative measurements to develop laboratory technique and demonstrate basic concepts of thermochemistry, electrochemistry, chemical kinetics, and atomic spectroscopy. (W,S)

#### 1C. General Chemistry

##### (3) STAFF

Prerequisite: Chemistry 1B or 2B with a minimum grade of C-.

Recommended preparation: Chemistry 1BL or 2BC; concurrent enrollment in Chemistry 1CL; high-school algebra, chemistry and physics.

Not open for credit to students who have completed Chemistry 2C. Lecture, 3 hours.

Chemical bonding, liquids and solids, properties of solution, structure and dynamics of elements and their compounds. Aspects of technology and environmental problems. (F,S)

#### 1CL. General Chemistry Laboratory

##### (2) STAFF

Prerequisites: Chemistry 1B or 2B with a minimum grade of C-; and, Chemistry 1BL or 2BC with a minimum grade of C-; and, Chemistry 1C or 2C (may be taken concurrently).

Not open for credit to students who have completed Chemistry 1CC or 2CC. Laboratory, 3 hours; discussion, 1 hour.

Qualitative and quantitative measurements to develop laboratory technique and demonstrate the basic concepts of solutions, intermolecular forces, colligative properties, and synthetic organic and inorganic chemistry. (F,S)

#### 2A. General Chemistry (Honors)

##### (3) STAFF

Recommended preparation: concurrent enrollment in Chemistry 2AC; high-school chemistry or physics, one quarter of calculus (may be taken concurrently).

Not open for credit to students who have completed Chemistry 1A. Lecture, 3 hours.

The sequence of topics will be similar to that in Chemistry 1A. Calculus will be used as needed, at the level of the concurrent Mathematics 3A course. (F)

#### 2AC. General Chemistry Laboratory (Honors)

##### (2) STAFF

Prerequisite: Chemistry 2A (may be taken concurrently).

Not open for credit to students who have completed Chemistry 1AC or 1AL. Laboratory, 3 hours; discussion, 1 hour.

Qualitative and quantitative measurements to develop laboratory technique and demonstrate the basic concepts of stoichiometry, chemical bonding, gas laws, chemical equilibrium and acid-base chemistry. Students work in small groups to develop a unique perspective on the experiment. (F)

## 2B. General Chemistry (Honors)

(3) STAFF

Prerequisite: Chemistry 1A or 2A with a minimum grade of B.

Recommended preparation: Chemistry 1AL or 2AC with a grade of B or better; and concurrent enrollment in Chemistry 2BC; high-school algebra, chemistry and physics, and one quarter of calculus.

Not open for credit to students who have completed Chemistry 1B. Lecture, 3 hours.

Thermodynamics (1st and 2nd law), electrochemistry, chemical kinetics, atomic and molecular structure, and chemical bonding. (W)

## 2BC. General Chemistry Laboratory (Honors)

(2) STAFF

Prerequisite: Chemistry 1A or 2A with a minimum grade of B; and, Chemistry 1AL or 2AC with a minimum grade of B; and, Chemistry 2B (may be taken concurrently).

Not open for credit to students who have completed Chemistry 1BC or 1BL. Laboratory, 3 hours; discussion, 1 hour.

Laboratory techniques. Thermochemistry, electrochemistry, chemical kinetics, and atomic spectroscopy. Students work in small groups to develop a unique perspective on the experiment.

## 2C. General Chemistry (Honors)

(3) STAFF

Prerequisite: Chemistry 1B or 2B with a minimum grade of B.

Recommended preparation: Chemistry 1BL or 2BC with a minimum grade of B; and, concurrent enrollment in Chemistry 2CC; high-school algebra, chemistry and physics, and one quarter of calculus.

Not open for credit to students who have completed Chemistry 1C. Lecture, 3 hours.

Structure and dynamics of the elements and their compounds. Aspects of technology and environmental problems. Laboratory required. (S)

## 2CC. General Chemistry Laboratory (Honors)

(2) STAFF

Prerequisite: Chemistry 1B or 2B with a minimum grade of B; and, Chemistry 1BL or 2BC with a minimum grade of B; and, Chemistry 2C (may be taken concurrently).

Not open for credit to students who have completed Chemistry 1CC or 1CL. Laboratory, 3 hours; discussion, 1 hour.

Laboratory techniques. Solutions, colligative properties, and synthetic organic and inorganic chemistry. Students work in small groups to develop a unique perspective on the experiment. (S)

## 6AL. Laboratory Methods of Organic Chemistry

(3) STAFF

Prerequisite: Chemistry 109A (may be taken concurrently). Lecture, 2 hours; Laboratory, 4 hours.

Distillation, crystallization, extraction, determination of physical properties, spectroscopy, and instrumental methods in organic chemistry.

## 6BH. Laboratory Methods of Organic Chemistry (Independent Research)

(3) STAFF

Prerequisites: Chemistry 6A and 109A; and Chemistry 109B (may be taken concurrently); open to chemistry, biochemistry and creative studies majors only; consent of instructor. Discussion, 1 hour; Laboratory, 7 hours.

Independent research involving distillation, crystallization, extraction, determination of physical properties, organic synthesis, and use of instrumental methods in organic chemistry. (W,S)

## 6BL. Laboratory Methods of Organic Chemistry

(3) STAFF

Prerequisites: Chemistry 6A and 109A with a minimum grade of C-; and Chemistry 109B (may be taken concurrently). Discussion, 1 hour; Laboratory, 7 hours.

Distillation, crystallization, extraction, determination of physical properties, organic synthesis, instrumental methods in organic chemistry.

## 6CH. Organic Chemistry Labs

(3) STAFF

Prerequisites: Chemistry 6B and 109B; and, Chemistry 109C (may be taken concurrently); open to chemistry, biochemistry and creative studies majors only.

Not open for credit to students who have completed Chemistry 7C. Lab fee required. Discussion, 1 hour; Laboratory, 7 hours.

Independent research involving distillation, crystallization, extraction, determination of physical properties, organic synthesis, and use of instrumental methods in organic chemistry for the purposes of multistep synthesis.

## 6CL. Organic Chemistry Labs

(3) STAFF

Prerequisites: Chemistry 6C and 109B with a minimum grade of C-; and Chemistry 109C (may be taken concurrently).

Not open for credit to students who have completed Chemistry 7C. Lab fee required. Discussion, 1 hour; Laboratory, 7 hours.

Distillation, crystallization, extraction, determination of physical properties, organic synthesis, instrumental methods in organic chemistry.

## 10. Introduction to Computer Methods and Simulations in Chemistry

(2) STAFF

Introduction of different computing techniques for scientific computation in the fields of chemistry, materials, and nanotechnology using Unix and web based software. Applications include: molecular modeling, molecular dynamics, Mathematica, Monte Carlo, data analysis, quantum computing, and data mining.

## 99. Introduction to Research

(1-3) STAFF

Prerequisite: consent of instructor.

May be repeated to a maximum of 6 units. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. Tutorial, 3-9 hours.

Directed study, normally experimental, to be arranged with individual faculty members. Course offers exceptional students an opportunity to participate in a research group. Basic techniques and the operation of instruments used in research.

## UPPER DIVISION

### 102. Chemistry in the Community / The Process of Learning and Teaching Science

(4) VAN KOPPEN

Prerequisite: Chemistry 1A-AL, 1B-BL, 1C-CL

Upper Division course credit toward SMI Education minor. Open to non-majors.

Students work with fifth graders to teach hands-on physical science activities in our chemistry labs. They also work with teachers in the classroom to implement science lesson plans. They observe how students learn science and share their experiences with one another.

### 109A. Organic Chemistry

(4) AUE, BRUCE, LIPSHUTZ, LITTLE, PETTUS

Prerequisite: Chemistry 1C or 2C with a minimum grade of C-; or, Chemistry 1B or 2B with a minimum grade of B-.

Not open for credit to students who have completed Chemistry 107A or 130A.

Structure, reactivity, and synthesis of organic molecules including nomenclature, reaction mechanisms, and stereochemistry. Topics include organometallics, polymers, carbohydrates, amino acids, proteins, nucleic acids, coenzymes, and their mechanisms. (F,W,S)

### 109B. Organic Chemistry

(4) AUE, BRUCE, LIPSHUTZ, LITTLE, PETTUS

Prerequisite: Chemistry 109A with a minimum grade

of C-.

Not open for credit to students who have completed Chemistry 107B or 130B.

Structure, reactivity, and synthesis of organic molecules including nomenclature, reaction mechanisms, and stereochemistry. Topics include organometallics, polymers, carbohydrates, amino acids, proteins, nucleic acids, coenzymes, and their mechanisms. (F,W,S)

## 109C. Organic Chemistry

(4) AUE, BRUCE, LIPSHUTZ, LITTLE, PETTUS

Prerequisite: Chemistry 109B with a minimum grade of C-.

Not open for credit to students who have completed Chemistry 108 or 130C.

Structure, reactivity, and synthesis of organic molecules including nomenclature, reaction mechanisms, and stereochemistry. Topics include organometallics, polymers, carbohydrates, amino acids, proteins, nucleic acids, coenzymes, and their mechanisms. (F,W,S)

## 110L. Introductory Biochemistry Laboratory

(4) STAFF

Prerequisite: Chemistry 142A (may be taken concurrently).

Lab fee required.

Recommended preparation: Chemistry 6A-B-C; Chemistry 107A-B and 108, or Chemistry 109A-B-C; Chemistry 150 (may be taken concurrently).

Gives students hands-on experience with modern methods of separation, identification, and study of biomolecules and macromolecular structures. (F)

## 111. Chemical Kinetics

(3) STAFF

Prerequisite: consent of instructor. Lecture, 3 hours

The laws and theories governing rates of chemical reactions and reaction mechanisms. Empirical treatment of reaction rates, treatment of data, gas-phase reactions, reactions in solution, catalysis, complex reactions, chain reactions. Collision theory and potential energy surfaces.

## 112A. Biophysical Chemistry

(4) BROWN, SHEA, DAHLQUIST

Prerequisite: Chemistry 1C or 2C; and, Mathematics 3A-B-C; and, Physics 1, 2, 3, 3L, 4, and 4L, or, Physics 6A-AL-B-L-C-CL; Chemistry 142A (may be taken concurrently).

Laws of thermodynamics, chemical equilibria and ligand binding, phase equilibria, electrochemistry, nonelectrolyte solutions, applications to biochemical problems.

## 112B. Biophysical Chemistry

(4) BROWN, SHEA, DAHLQUIST

Prerequisite: Chemistry 112A; Chemistry 142B (may be taken concurrently).

Forces influencing macromolecular conformation, microscopy and diffraction methods, quantum mechanics, statistical mechanics.

## 112C. Biophysical Chemistry

(4) BROWN, SHEA, DAHLQUIST

Prerequisite: Chemistry 112B; Chemistry 142A-B, or, MCDB 108A-B; Chemistry 142C, or, MCDB 108C (may be taken concurrently).

Not open to students who have completed Chemistry 113C.

Biological spectroscopy, nuclear magnetic resonance, mass transport dynamics in solution, chemical and biochemical kinetics.

## 112L. Biophysical and Bioanalytical Laboratory

(3) STAFF

Prerequisite: Chemistry 110L, 113A or 112A, and 142A-B-C (Chem 142C may be taken concurrently).

Recommended Preparation: Chemistry 112B, Chemistry 113B and 125L.

Application of modern biophysical and bioanalytical techniques to study the structure, function, and properties of biomolecules. Fluorescence spectroscopy, mass spectroscopy, FTIR, 2D-NMR, diffraction techniques, circular dichroism.

## 113A. Physical Chemistry

(4) BOWERS, BURATTO, HARRIS, METIU

Prerequisite: Chemistry 1C or 2C; and, Mathematics

3A-B-C; and, *Physics 1, 2, 3, 3L, 4, and 4L, or, Physics 6A- AL-BL-C-CL.*

*Recommended Preparation: Chemistry 113AL (may be taken concurrently).*

Chemical thermodynamics: laws of thermodynamics, phase equilibria, chemical equilibria, equations of state.

### 113AG. Physical Chemistry

(4) BOWERS, BURATTO, METIU

*Prerequisite: graduate standing.*

*Not open for credit to students who have taken Chemistry 113A-B-C or the respective part thereof in this institution. Lectures, 3 hours; discussions, 1 hour.*

Same description as Chemistry 113A-B-C. (F)

### 113AL. Physical Chemistry Laboratory

(3) METIU, WODTKE

*Prerequisite: Chemistry 113A (may be taken concurrently).*

*Recommended preparation: Chemistry 150 or equivalent. Lecture, 2 hours; laboratory, 8 hours. Lab fee required.*

Lecture: instrumental techniques, data analysis, error analysis, instruction in Mathematica<sup>®</sup>. Laboratory: Mathematica<sup>®</sup>, a symbolic programming language, is taught in the computer laboratory. (F)

### 113B. Physical Chemistry

(4) BOWERS, BURATTO, HARRIS, METIU

*Prerequisite: Chemistry 113A or Chemical Engineering 110A-B.*

*Recommended Preparation: Chemistry 150 and 116AL-BL (may be taken concurrently).*

Quantum theory and spectroscopy: introduction to quantum mechanics; symmetry, molecular structure, and spectroscopy.

### 113C. Physical Chemistry

(4) BOWERS, BURATTO, HARRIS, METIU

*Prerequisite: Chemistry 113B.*

*Recommended Preparation: Chemistry 113AL and 113CL (may be taken concurrently).*

Kinetic theory of gases, chemical kinetics, statistical mechanics, photochemistry.

### 115A-B-C. Fundamentals of Quantum Chemistry

(3) KIRTMAN, WODTKE

*Prerequisite: Mathematics 5A, and Chemistry 113A-B-C or Chemistry 112A-B-C.*

*Offered concurrently with Chemistry 222A-B-C.*

- Introduction to quantum mechanics-postulatory approach; particle in box, on ring, harmonic oscillator; linear operator theory, matrix algebra; hydrogen atom; perturbation theory, variation theory; applications. B. Molecular orbital theory and valence bond theory; Huckel theory (secular eqn.) applications to conjugated systems. Electronic spectra, and term symbols; introduction to infrared, Raman, and microwave spectroscopy. (W)
- Molecular orbital theory and valence bond theory; Huckel theory (secular eqn.) applications to conjugated systems, electronic spectra, and term symbols; introduction to infrared, Raman, and microwave spectroscopy.
- Introduction to NMR, EPR, group theory; applications.

### 116AL. Quantitative Analytical and Physical Methods Laboratory

(3) LAVERMAN

*Prerequisites: Chemistry 150 (may be taken concurrently); and Chemistry 113B (may be taken concurrently).*

*Lab fee required. Lecture, 1 hours; Laboratory, 8 hours.*

Principles of analytical chemistry including spectroscopy, classical techniques and separation processes. Quantitative analysis of unknowns. Introduction to instrumental analysis. (W)

### 116BL. Advanced Physical Chemistry Laboratory

(3) LAVERMAN

*Prerequisites: Chemistry 150 and 116AL; Chemistry 113C (may be taken concurrently).*

*Lab fee required. Lecture, 1 hours; laboratory, 8 hours.*

Experiments in thermodynamics, spectroscopy and electrochemistry. Synthesis and study of inorganic

complexes. Instrumental techniques such as NMR, fluorescence, Raman and laser flash photolysis are explored. Methods of data and error analysis. (S)

### 116CL. Inorganic Synthesis and Physical Characterization Laboratory

(3) LAVERMAN

*Prerequisites: Chemistry 150 and 116BL; Chemistry 173A (may be taken concurrently).*

*Lab fee required. Lecture, 1 hour; laboratory, 8 hours.*

Synthesis of inorganic and organometallic complexes including techniques for air-sensitive materials. Instrumental characterization and study of synthesized compounds in a research-like setting. (F)

### 117A. Statistical Mechanics

(3) BROWN, METIU, SHEA

*Prerequisite: Chemistry 113A-B-C or Chemistry 112A-B-C.*

Fundamentals of statistical thermodynamics, partition functions for ideal gases and crystals, quantum statistics, calculations of thermodynamic properties.

### 118. Photochemistry and Radiation Chemistry

(3) BURATTO, DEVRIES

*Prerequisites: Chemistry 112A-B-C or 113A-B-C and 150. Lecture, 3 hours.*

Interaction of light and matter, reaction paths from electronically excited molecules, flash photolysis, high energy radiation.

### 120. Polymer Chemistry

(3) BAZAN

*Prerequisites: Chemistry 1C or 2C; and, Chemistry 107A-B-C or 109A-B-C.*

Mechanism and kinetics of polymerization: vinyl, condensation, and diene polymers; ionic polymerizations; block and graft polymers; copolymerization; physical chemistry of high polymers; polymer degradations; radiation chemistry of polymer systems.

### 123. Fundamentals of Environmental Chemistry

(3) DE VRIES, PERONA, WATTS

*Prerequisites: Chemistry 1A-B.*

*Recommended preparation: Chemistry 1C.*

Chemical matters of pollution sources. Principles of analytical monitoring and control of pollution sources. The chemistry of pollutants in the environment. Chemical quality standards and chemical monitoring of the environment.

### 124. Organic Spectroscopic Analysis

(3) AUE, BAZAN, LITTLE, PETTUS

*Prerequisites: Chemistry 107A-B or 109A-B; and Chemistry 6A. Lecture, 3 hours; laboratory, 1 hour.*

*Recommended preparation: Chemistry 107C or 109C.*

Structure determination of complex organic molecules. Topics covered include NMR, IR, UV, and mass spectrometry.

### 125L. Laboratory Techniques in Biochemistry

(4) STAFF

*Prerequisites: Chemistry 110L; and Chemistry 142A-B (may be taken concurrently).*

*Lab fee required.*

*Recommended preparation: Chemistry 6A-B-C; and, Chemistry 109A-B-C.*

Application of molecular biology techniques to perform mutagenesis and cloning; restriction endonucleases, PCR, plasmid purification and DNA analysis. Protein purification and analysis methods: expression of proteins in bacterial systems. (W)

### 126. Computation Chemistry and Molecular Modeling

(3) AUE, BROWN, KAHN, SHEA

*Prerequisites: Chemistry 109A-B.*

*Same course as EEMB 126MM. Lecture, 3 hours; laboratory, 3 hours.*

Introduction to computational chemistry and molecular modeling. Application of molecular mechanics, quantum mechanics, and computer graphical interfaces to problems in chemistry, biochemistry, drug design, and pharmacology.

### 127. Structure and Reactivity in Organic Chemistry

(3) AUE, LIPSHUTZ, LITTLE, PETTUS

*Prerequisites: Chemistry 107A-B-C or 109A-B-C with a C or better. Lecture, 3 hours.*

Electronic structure, resonance, acid/base chemistry, thermodynamics, kinetics, transition state theory, and isotope effects.

### 128. Organic Reaction Mechanisms

(3) AUE, LIPSHUTZ, LITTLE, PETTUS

*Prerequisites: Chemistry 107A-B-C or 109A-B-C.*

*Recommended preparation: Chemistry 127.*

*Lecture, 3 hours.*

Mechanisms of thermal, photochemical, organometallic, electrochemical asymmetric or other processes in organic chemistry.

### 129. Synthetic Organic Reactions

(3) AUE, LIPSHUTZ, LITTLE, PETTUS

*Prerequisites: Chemistry 107A-B-C or 109A-B-C.*

*Lecture, 3 hours.*

A survey of reactions of organic substances with emphasis on those with practical synthetic utility, including discussion of mechanism, scope and limitations, and stereochemical issues.

### 132. Organometallics in Organic Synthesis

(3) LIPSHUTZ

*Prerequisites: Chemistry 109A-B-C and Chemistry 129; upper-division standing. Lecture, 3 hours.*

Synthetic methods and applications to natural products total syntheses involving transition metals.

### 133. Advanced Synthetic Chemistry

(3) LIPSHUTZ, LITTLE, PETTUS

*Prerequisites: Chemistry 109A-B-C; upper-division standing; open to chemistry and biochemistry majors only. Lecture, 3 hours.*

A comprehensive discussion of modern synthetic organic methods, including the applications of addition, condensation, substitution, and rearrangement reactions.

### 134. Chemical Synthesis of Biological Molecules

(3) STAFF

*Prerequisites: Chemistry 129; upper-division standing. Lecture, 3 hours.*

The synthesis, manipulation, and modification of biological molecules including peptides, carbohydrates, nucleic acids, and other metabolites are essential to advances in biomedicine. This course surveys chemical methods for the production of these molecules and their application to biological problems. (S)

### 141. Epigenetics: Biology, Mechanisms and Therapies

(3) REICH

*Prerequisites: Chemistry 142A-B-C or MCDB 108A-B-C; upper-division standing. Lecture, 3 hours.*

Covers epigenetic processes and molecular mechanisms in bacteria, fungi, plants, mammals, imprinting, gene regulation, repeat-induced point mutation (RIP), X- chromosome inactivation, epigenetic mechanisms including DNA methylation, histone modification, chromatin remodeling, RNA silencing, and epigenetically based therapeutics and pharmacology.

### 142A. Biochemistry

(3) KAHN, PARSONS, PLAXCO

*Prerequisites: Chemistry 107A-B-C or 109A-B-C. Lecture, 3 hours.*

Macromolecules of biological importance. A survey of the physical and chemical properties of proteins, nucleic acids, and carbohydrates. Methods of preparation, chemical synthesis, degradation, and characterization of biomolecules. (F)

### 142B. Biochemistry

(3) PARSONS, PERONA, PLAXCO

*Prerequisite: Chemistry 142A. Lecture, 3 hours.*

Chemical aspects of intermediary metabolism. The chemistry and elementary dynamic properties of enzymes; study of enzyme active sites; characterization of metabolic pathways and methods of examining cellular regulation. (W)

### 142C. Biochemistry

(3) JAEGER, REICH

*Prerequisite: Chemistry 142B. Lecture, 3 hours.*

Macromolecular biosynthesis and specialized cellular processes. A survey of nucleic acid and

protein biosynthesis, characterization of lipids and membranes; function of membranes in transport, energy transduction, and cellular control; mechanisms of muscle contraction and cell motility. (S)

### 143. The RNA World

(3) JAEGER

Prerequisites: Chemistry 142A-B-C; or, MCDB 108A-B-C.

Introduction to RNA structure and thermodynamics. Biological roles of RNA in contemporary organisms. Implications for the origins of life.

### 145. Computational Biochemistry

(3) SHEA

Prerequisites: Chemistry 112A-B or 113A-B; and, Chemistry 142A or MCDB 108A.

Introduction to molecular modeling and molecular dynamics. Discussion of practical considerations of energy minimization, solvent modeling, structure-based drug design. Practical computer graphics experience.

### 146. Membrane Biochemistry

(3) PARSONS

Prerequisites: Chemistry 142A-B-C; or, MCDB 108A-B-C.

Introduction to the structures and roles of lipids and their phase behavior, liposomes, membrane proteins and kinetics, protein sorting, and signal transduction.

### 147. Astrobiology and the Origins of Life

(3) PLAXCO

Prerequisite: Chemistry 142A. Lecture, 3 hours.

Discusses the origins and evolution of the solar system and the earth, the origins and evolution of life on earth and the possibilities for life elsewhere in the cosmos all from the perspective of contemporary, terrain biochemistry.

### 150. Analytical Chemistry

(3) BURATTO, DE VRIES, NGUYEN

Prerequisites: Chemistry 1A-B-C or 2A-B-C.

Recommended preparation: Chemistry 116AL (may be taken concurrently). Lecture, 3 hours.

Principles of analytical chemistry including classical techniques, spectrophotometry, electroanalytical techniques, and separation processes. (W)

### 151. Post-translational Protein Processing

(4) WAITE

Prerequisites: MCDB 108A or Chemistry 142A with a grade of C or better.

Same course as MCDB 145. Lecture, 3 hours; discussion, 1 hour.

Structure/function relationships in interesting macromolecules isolated from marine organisms. Focus is on well-characterized pathways from horseshoe crabs, abalones, mussels, and fish as well as others.

### 153. Advanced Analytical Techniques

(3) NGUYEN, WATTS

Prerequisite: Chemistry 150. Lecture, 2 hours; laboratory, 4 hours. Lab fee required.

Principles of analytical methodology, as in spectroscopy, electronanalysis, and chromatography. Applications to environmental problems, forensic and clinical analysis, and industry. Analysis of solids and surfaces.

### 154A-B. Magnetic Resonance in Biological Systems

(3-3) STAFF

Prerequisites: Chemistry 112A-B or 113A-B; and, Chemistry 112 or 133C (may be taken concurrently). Lecture, 3 hours.

A discussion of the theory and practice of magnetic resonance methods used in studies of proteins, nucleic acids, and polysaccharides.

### 161. Enzyme Mechanisms

(3) REICH

Prerequisites: Chemistry 142A-B-C; or, MCDB 108A-B-C.

Chemistry, structure and function of enzymes; theory, experimental design, and data analysis. Enzyme models and non-classical enzymes.

### 162A. Drug Design

(3) KAHN, REICH

Prerequisites: Chemistry 142A-B-C; or, MCDB 108A-B-C. Recommended preparation: MCDB 101A-B or

Chemistry 126, 145 or 161. Lecture, 3 hours.

Sources for new drugs. Biochemistry of diseases. Target validation techniques. Mechanism of action of enzymes and receptors. Enzyme inhibition and receptor binding studies. Structure based drug design: conformational analysis, docking and binding affinity calculations. Course also teaches proposal writing skills.

### 162B. Drug Design

(3) KAHN, REICH

Prerequisites: Chemistry 142A-B-C; or, MCDB 108A-B-C.

Recommended preparation: Chemistry 127, 129 or 162A. Lecture, 3 hours.

Medicinal chemistry for lead optimization, combinatorial synthesis, quantitative structure-activity relationships, pharmacokinetics, drug metabolism and toxicity, pharmacogenomics. Drugs that interact with DNA and protein drugs. Clinical trials, intellectual property in drug design. Students develop their own drug design project.

### 163. Arrow Pushing in Organic Chemistry

(2) STAFF

Prerequisites: Chemistry 109A-B-C; upper-division standing; open to chemistry and biochemistry majors only.

Designed for majors

Recommended preparation: taken or concurrently enrolled in one of the following: Chemistry 127, 128, 129, or 133. Lecture, 2 hours.

Covers the arrow pushing formalism and addresses molecular rearrangements and other organic reactions from this perspective. (F)

### 171. Bioinorganic Chemistry

(3) BUTLER

Prerequisite: Chemistry 173A.

Selected topics in bioinorganic chemistry, and metallo-biochemistry. Discussions of metalloproteins and corresponding model compound investigations. Emphasis will be on reactions mechanisms and spectroscopy or properties of metal sites.

### 173A. Advanced Inorganic Chemistry

(3) FORD, STUCKY

Prerequisites: Chemistry 112A-B-C or 113A-B-C. Lecture, 3 hours.

Electronic structure of atoms and molecules. Models for bonding in molecules of nontransition and transition elements. Applications of symmetry to bonding, electronic and vibrational spectroscopy. Stereochemistry of transition metal complexes and introduction to organometallics. (F)

### 173B. Advanced Inorganic Chemistry

(3) FORD, STUCKY

Prerequisite: Chemistry 173A. Lecture, 3 hours.

Structures of ordered crystalline solids, X-ray crystallography. Introduction to solid state chemistry, inorganic materials and chemical catalysis. Bioinorganic chemistry. (W)

### 175. Physical-Inorganic Chemistry

(3) FORD

Prerequisites: Chemistry 173A-B. Lecture, 3 hours.

Bonding theory, thermodynamics, and structure of inorganic compounds. Applications of physical techniques to the study of inorganic (and organometallic) reactions and their mechanisms.

### 176. Photochemical and Photophysical Properties of Inorganic and Organometallic Compounds and Materials

(3) FORD

Prerequisite: Chemistry 173A. Lecture, 3 hours.

Discussion of the mechanisms of fundamental physical and chemical events which follow absorption of light by inorganic or organometallic chromophores. Consideration of homogeneous and heterogeneous systems as well as the design and operation of photo-optical and photoelectrical devices.

### 181. Protein Crystallography

(3) SAGERMANN

Prerequisite: consent of instructor.

Introduction to diffraction techniques. Protein crystal growth and morphology. Data collection and reduction strategies. Approaches for solving the phase problem. Crystallographic refinement, including molecular dynamics. Interpretation of crystal structure.

### 183. Introduction to Teaching in Chemistry

(1-5) VAN KOPPEN

Prerequisite: Upper-division standing, a chemistry grade point average of 3.5 or above and consent of instructor.

May be repeated for credit to a maximum of 5 units. May not be applied toward the major.

Students will assist instructor in teaching a lab course in which the student previously received a grade of A- or better. Activities will be determined in consultation with the instructor and include instruction of 1 or 2 lab sections per week, hold 1 office hour per week, prepare weekly quizzes and lab lectures, grade weekly lab reports and quizzes, conduct one review session for the lab final, maintain/submit student grade records, complete video tape teaching evaluation and consultation with instructional development, complete mid-quarter and end of quarter teaching evaluations, grade and proctor exams.

### 184. Chemical Literature

(2) HUBER

Prerequisites: prior enrollment in 3 chemistry courses. Lecture, 2 hours.

Lectures and exercises on the literature and other information resources of use in chemistry. (W)

### 192. Honors Research Seminar

(3) STAFF

Prerequisites: upper-division standing; consent of instructor and department.

Must have a minimum 3.5 GPA. No units may be applied to the major. An application must be completed and submitted to the undergrad advisor in the first quarter of their senior year. Students successfully completing the program are eligible to graduate with Distinction in the Major.

Independent research project carried out under the supervision of faculty member. Goal is to write an original, publishable research paper. The project can be on a topic of the student's choice, or it can be an extension of an ongoing research project under the direction of a faculty member in the department.

### 193. Internship in Chemistry

(1-3) STAFF

Prerequisites: upper-division standing; consent of instructor.

Must have a minimum 3.0 GPA. No units may be applied to the major. An application must be completed and submitted to the department research advisor prior to the internship.

Opportunity to obtain practical nonpaid chemistry-related research experience by working under faculty direction as an intern with local, state, federal, or private agencies. A formal written report is required for credit, which is evaluated by the department research advisor.

### 195. Chemical Instrumentation

(3-5) STAFF

Prerequisite: consent of instructor. Discussion, 1 hour; laboratory, 6 to 12 hours.

With guidance from a faculty member students learn advanced laboratory techniques by independent experimental work and weekly consultations with the instructor. This course may be used to satisfy the upper-division laboratory requirement.

### 196. Special Topics

(1-4) STAFF

Prerequisite: consent of instructor.

May be applied to major requirements by petition only. Tutorial, 3-12 hours.

Special topics and courses as a means of meeting special curriculum needs.

### 199. Independent Studies in Chemistry and Biochemistry

(1-5) STAFF

Prerequisites: upper-division standing in the major; completion of two upper-division courses in chemistry.

Must have a minimum 3.0 grade-point average for the preceding three quarters. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. Not applicable to the B.A. in Chemistry. No more than 12 units of Chemistry 199 may apply toward the B.S. in Chemistry. Tutorial, 1-5 hours.

Coursework shall consist of academic research supervised by a faculty member. This course is not intended for internship credit.

## GRADUATE COURSES

### 203. Combinatorial Methods in Chemistry and Chemical Engineering

(3) MCFARLAND

*Prerequisite:* prior coursework in inorganic and organic chemistry; consent of instructor.

Same course as Chemical Engineering 203 and Materials 223. Lecture, 3 hours.

Foundation and methodologies of chemical, biological, and materials research and discovery using automated, high-speed synthesis and screening. Emphasis on the chemical, biochemical, physical, and mathematical fundamentals necessary for experimental design, synthesis, high-throughput screening and analysis of combinatorial libraries.

### 217A. Statistical Mechanics

(3) BROWN, METIU, SHEA

*Prerequisite:* consent of graduate advisor.

Fundamentals of statistical thermodynamics, partition functions for ideal gases and crystals, quantum statistics, calculations of thermodynamic properties.

### 217B. Statistical Mechanics

(3) BROWN, METIU, SHEA

*Prerequisite:* consent of graduate advisor.

Fundamentals of non-equilibrium statistical mechanics, kinetic theory of gases, Boltzmann equation, correlation functions, linear response theory, fluctuation-dissipation theorem, Langevin and Fokker-Planck equations.

### 217C. Statistical Mechanics

(3) BROWN, METIU, SHEA

*Prerequisite:* consent of graduate advisor.

Not open for credit to students who have completed Chemistry 117A.

Selected topics in advanced statistical mechanics. Phase transitions and the renormalization group. Theory of rate processes.

### 218. Photochemistry and Radiation Chemistry

(3) BURATTO, DE VRIES

*Prerequisite:* consent of the chemistry graduate advisor.

Interaction of light and matter, reaction paths from electronically excited molecules, flash photolysis, high energy radiation.

### 219. Selected Topics in Physical Chemistry

(1-4) STAFF

*Prerequisite:* consent of instructor.

Course may be repeated with a different topic (18 units maximum). Lecture, 1 to 4 hours.

Selected topics: orbital symmetry rules for chemical reactions (Pearson); classical theory of light, radiation, and spectroscopy (Metiu); nonlinear optics and nonlinear spectroscopy (Metiu).

### 222A-B-C. Fundamentals of Quantum Chemistry

(3-3-3) DE VRIES, HAN, KIRTMAN, WODTKE

*Prerequisites:* consent of the graduate advisor; graduate standing.

Not open for credit to students who have completed Chemistry 115A-B-C.

A. Introduction to quantum mechanics-postulatory approach; particle in box, on ring, harmonic oscillator; linear operator theory, matrix algebra; hydrogen atom; perturbation theory, variation theory; applications. (F)

B. Molecular orbital theory and valence bond theory (secular equ.) applications to conjugated systems, electronic spectra, and term symbols; introduction to infrared Raman, and microwave spectroscopy. (W)

C. Introduction to NMR, EPR, Group Theory; applications. (S)

### 223. Current Events in Organic Chemistry

(2) STAFF

*Recommended preparation:* Chemistry 109A-B-C. Lecture, 2 hours.

Faculty and students present and critically discuss current chemical literature.

### 224. Organic Spectroscopic Analysis

(3) STAFF

*Lecture, 3 hours; discussion, 1 hour.*

Structure determination of complex organic molecules. Topics include NMR, IR, UV, and mass spectroscopy.

### 225. Instrumental Methods in Physical Chemistry

(3) BOWERS, BURATTO, DE VRIES, WODTKE

*Prerequisite:* consent of instructor.

Advanced undergraduates may enroll by petition to their college office. Lecture, 3 hours.

Fundamentals of basic measurements and advanced research instrumentation are taught. Emphasis is on both practical and conceptual understanding of the methods, suitable for experimental design. Signal electronics, vacuum techniques, molecular beams, lasers, and optics.

### 226. Computational Chemistry

(3) AUE, BROWN, SHEA

*Lecture, 3 hours; laboratory, 3 hours.*

Introduction to computational chemistry and molecular modeling. Application of molecular mechanics, quantum mechanics, and computer graphical interfaces to problems in chemistry, biochemistry, drug design and pharmacology.

### 227. Structure and Reactivity in Organic Chemistry

(3) AUE, LIPSHUTZ, LITTLE, PETTUS

*Lecture, 3 hours.*

Electronic structure, resonance, acid/base chemistry, thermodynamics, kinetics, transition state theory, and isotope effects.

### 228. Organic Reaction Mechanisms

(3) AUE, LIPSHUTZ, LITTLE, PETTUS

*Lecture, 3 hours.*

Mechanisms of thermal, photochemical, organometallic, electrochemical, asymmetric or other processes in organic chemistry.

### 229. Synthetic Organic Reactions

(3) AUE, LIPSHUTZ, LITTLE, PETTUS

*Lecture, 3 hours.*

A survey of reactions of organic substances with emphasis on those with practical synthetic utility, including discussion of mechanism, scope and limitations, and stereochemical issues.

### 230. Modern Instrumental Techniques in Organic Chemistry

(3) STAFF

*Prerequisite:* graduate standing. Lecture, 3 hours.

Practical spectroscopy including infrared and ultraviolet, but with primary emphasis on nuclear magnetic resonance, electron spin resonance, and mass spectroscopy.

### 232. Organometallics in Organic Synthesis

(3) LIPSHUTZ

*Prerequisites:* Chemistry 109A-B-C; and, Chemistry 129 or 229; graduate standing.

*Designed for majors.*

*Recommended preparation:* Chemistry 233.

Synthetic methods and applications to natural products total syntheses involving transition metals.

### 233. Advanced Synthetic Chemistry

(3) PETTUS

*Prerequisite:* consent of instructor. Lecture, 3 hours.

A comprehensive discussion of modern synthetic organic methods, including the applications of addition, condensation, substitution, and rearrangement reactions.

### 234. Chemical Synthesis of Biological Molecules

(3) STAFF

*Prerequisites:* Chemistry 229; graduate standing; consent of instructor. Lecture, 3 hours.

The synthesis, manipulation, and modification of biological molecules including peptides, carbohydrates, nucleic acids, and other metabolites are essential to advances in biomedicine. This course surveys chemical methods for the production of these molecules and their application to biological problems. (S)

### 239. Selected Topics in Organic Chemistry

(1-4) AUE, BAZAN, LIPSHUTZ, LITTLE, PETTUS

*Prerequisite:* consent of instructor.

Course may be repeated with a different topic (18 units maximum). Lecture, 3 hours.

Selected topics in organic chemistry. The contents of this course will vary.

### 240. Chemistry of Organic Semiconductors

(4) BAZAN

Synthesis, electronic structure, photophysics and applications of organic semiconductors. Emphasis will be placed on materials based on conjugated polymers. Applications of interest include solar cell devices, biosensors, and light emitting diodes.

### 241. Epigenetics: Biology, Mechanisms and Therapies

(3) REICH

*Prerequisites:* Chemistry 142A-B-C or MCDB 108A-B-C; graduate standing. Lecture, 3 hours.

Covers epigenetic processes and molecular mechanisms in bacteria, fungi, plants, mammals, imprinting, gene regulation, repeat-induced point mutation (RIP), X-chromosome inactivation, epigenetic mechanisms including DNA methylation, histone modification, chromatin remodeling, RNA silencing, and epigenetically based therapeutics and pharmacogenetics.

### 242A-B-C. Chemical Aspects of Biological Systems

(3) PARSONS, PERONA, PLAXCO, REICH, JAEGER

*Prerequisite:* consent of the chemistry graduate advisor.

A. Macromolecules of biological importance. A survey of the physical and chemical properties of proteins, nucleic acids, and carbohydrates. Methods of preparation, chemical synthesis, degradation, and characterization of biomolecules. (F)

B. Chemical aspects of intermediary metabolism. The chemistry and elementary dynamic properties of enzymes; study of enzyme active sites; characterization of metabolic pathways and methods of examining cellular regulation. (W)

C. Macromolecular biosynthesis and specialized cellular processes. A survey of nucleic acid and protein biosynthesis, characterization of lipids and membranes; function of membranes in transport, energy transduction, and cellular control; mechanisms of muscle contraction and cell motility; neurochemistry. (S)

### 243. The RNA World

(3) PERONA

*Prerequisites:* Chemistry 142A-B-C or MCDB 108A-B-C.

Introduction to RNA structure and thermodynamics. Biological roles of RNA in contemporary organisms. Implications for the origins of life.

### 244. Informational Macro- and Supra-Molecules

(2) JAEGER

*Prerequisite:* consent of instructor.

Same course as BMSE 244.

Selected topics at the interface of chemistry and biology: informational molecular coding, molecular machines, self-assembling and self-replicating molecular systems, evolution and selection of molecules with binding of catalytic properties, biopolymer-based materials, special emphasis on cutting-edge technologies.

### 245. Computational Biochemistry

(3) PERONA, REICH

*Prerequisites:* Chemistry 113A or 112 or 142A-B-C or Chemistry 113A-B-C.

Same course as Biochemistry-Molecular Biology 245.

Introduction to molecular modeling and molecular dynamics. Discussion of practical considerations of energy minimization, solvent modeling, structure-based drug design. Practical computer graphics experience.

### 246. Membrane Biochemistry

(3) PARSONS, REICH

*Prerequisites:* Chemistry 142A-B-C.

Same course as Biochemistry-Molecular Biology

246.

Introduction to the structures and roles of lipids and their behavior, liposomes, membrane proteins and kinetics, protein sorting, and signal transduction.

### 251. Post-Translational Protein Processing

(4) WAITE

*Prerequisite:* MCDB 108A or MCDB 218A or Chemistry 142A or equivalent. Lecture, 3 hours; discussion, 1



hour.

Same course as MCDB 245.

Structure/function relationships in interesting macromolecules isolated from marine organisms. Focus is on well-characterized pathways from horseshoe crabs, abalones, mussels, and fish as well as others.

### 254A-B. Magnetic Resonance in Biological Systems

(3-3) STAFF

Prerequisite: graduate standing. Lecture, 3 hours.

A discussion of the theory and practice of magnetic resonance methods used in studies of proteins, nucleic acids, and polysaccharides.

### 257. Strategy in Organic Synthesis and Methodology

(3) LIPSHUTZ, LITTLE, PETTUS

Prerequisite: advancement to candidacy. Lecture, 3 hours.

Primarily intended for graduate students in the organic division.

The design, development, presentation, and organization of new concepts for organic synthesis and methodologies is an essential skill for graduate students. Course focuses on advances in these areas and developing skills for writing and presenting research proposals. (W,S)

### 258. Mechanisms of Organic and Enzymatic Reactions

(3) STAFF

Prerequisite: consent of instructor. Lecture, 3 hours.

Formal presentation of seminars on recent literature dealing with mechanisms of organic and enzymatic reactions accompanied by open discussion of the topics considered.

### 259. Selected Topics in Biological Chemistry

(1-4) STAFF

Prerequisite: consent of instructor.

Same course as BMB 259. Course may be repeated with a different topic (18 units maximum). Lecture, 1 to 4 hours.

Selected topics from bio-organic, biophysical, or biological chemistry. The contents of this course will vary.

### 261. Enzyme Mechanisms

(3) PARSONS, REICH

Prerequisites: Chemistry 142A-B-C or MCDB 108A-B-C. Lecture, 3 hours.

Chemistry, structure, and function of enzymes; theory, experimental design, and data analysis. Enzyme models and non-classical enzymes.

### 262A. Drug Design

(3) KAHN, REICH

Lecture, 3 hours.

Sources for new drugs. Biochemistry of diseases. Target validation techniques. Mechanism of action of enzymes and receptors. Enzyme inhibition and receptor binding studies. Structure based drug design: conformational analysis, docking and binding affinity calculations. Course also teaches proposal writing skills.

### 262B. Drug Design

(3) KAHN, REICH

Lecture, 3 hours.

Medicinal chemistry for lead optimization, combinatorial synthesis, quantitative structure-activity relationships, pharmacokinetics, drug metabolism and toxicity, pharmacogenomics. Drugs that interact with DNA and protein drugs. Clinical trials, intellectual property in drug design. Students develop their own drug design project.

### 263. Arrow Pushing in Organic Chemistry

(2) STAFF

Prerequisite: graduate standing.

Recommended preparation: a previous or current course in one of the following; Chemistry 227, 228, 229 or 233.

Covers the arrow pushing formalism and addresses molecular rearrangements and other organic reactions from this perspective.

### 267. Transition Metal Oxides

(3) CHEETHAM

Same course as Materials 203. Lecture, 3 hours.

Introduction to transition metal oxides. Ligand field theory. Structural basis of magnetism.

### 268A. Advanced Inorganic Chemistry

(3) FORD, STUCKY

Prerequisite: consent of the chemistry graduate advisor.

Not open for credit to students who have completed Chemistry 173A, or 272A. Lecture, 3 hours.

Electronic structure of atoms and molecules. Models for bonding in molecules of nontransition and transition elements. Applications of symmetry to bonding, electronic and vibrational spectroscopy. Stereochemistry of transition metal complexes and introduction to organometallics.

### 268B. Advanced Inorganic Chemistry

(3) FORD, STUCKY

Prerequisite: consent of the chemistry graduate advisor.

Not open for credit to students who have completed Chemistry 173B, or 272B. Lecture, 3 hours.

Structures of ordered crystalline solids, x-ray crystallography. Introduction to solid state chemistry, inorganic materials and chemical catalysis. Bioinorganic chemistry.

### 270. Graduate Seminar in Inorganic/Analytical Chemistry

(2) STAFF

Prerequisite: graduate standing. Seminar, 2 hours.

Seminars on current research topics in Inorganic/Analytical Chemistry presented by faculty, visiting scholars, and postdoctoral and senior graduate students.

### 271. Bioinorganic Chemistry

(3) BUTLER

Prerequisites: Chemistry 173A-B. Lecture, 3 hours.

Selected topics in bioinorganic chemistry and metallochemistry with a major focus on recent developments. Topics will include discussions of metalloproteins and corresponding model compound investigations. Emphasis will be on reaction mechanisms and spectroscopic properties of metal sites.

### 272. Reaction Mechanisms in Organometallic and Inorganic Chemistry

(3) BUTLER, FORD

Prerequisites: Chemistry 173A-B. Lecture, 3 hours.

Discussion of chemical reaction mechanisms. Emphasis will be on fundamental reactions of metal compounds such as substitution, addition, elimination, and redox reactions for homogenous catalysis mechanisms and other complex systems.

### 273. Structural Inorganic Chemistry

(3) CHEETHAM, STUCKY

Prerequisites: Chemistry 173A-B and 175. Lecture, 3 hours.

The use of x-ray and neutron scattering to characterize solid state materials. Subjects include the crystal unit cell, space groups, structure determination and refinement. It is recommended that the student have an elementary introduction to vectors, matrices, and Fourier series.

### 274. Solid State Inorganic/Materials

(3) CHEETHAM, STUCKY

Prerequisites: Chemistry 173A-B.

Same course as Materials 274. Lecture, 3 hours.

An introductory course describing the synthesis, physical characterization, structure, electronic properties, and uses of solid state materials. (Normally offered in alternate years.)

### 275. Physical-Inorganic Chemistry

(3) FORD

Prerequisite: consent of the chemistry graduate advisor. Lecture, 3 hours.

Bonding theory, thermodynamics, and structure of inorganic compounds. Applications of physical techniques to the study of inorganic (and organometallic) reactions and their mechanisms.

### 276. Photochemical and Photophysical Properties of Inorganic and Organometallic Compounds and Materials

(3) FORD

Prerequisites: Chemistry 173A-B. Lecture, 3 hours.

Discussion of the mechanisms of fundamental

physical and chemical events which follow absorption of light by inorganic or organometallic chromophores. Consideration of homogeneous and heterogeneous systems as well as the design and operation of photo-optical and photoelectrical devices.

### 279. Selected Topics in Inorganic Chemistry

(1-4) STAFF

Prerequisite: consent of instructor.

Course may be repeated with a different topic (18 units maximum). Lecture, 3 hours.

This course is designed to reflect recent developments in inorganic chemistry.

### 284. Chemical Literature

(2) HUBER

Prerequisite: consent of the chemistry graduate advisor only. Lecture, 3 hours.

Lectures and exercises on the literature and other information resources of use in chemistry. (W)

### 290. Seminar in Chemistry and Biochemistry

(2) STAFF

Prerequisite: consent of instructor.

May be repeated for credit. Lecture, 1 hour.

Presentation of seminar required of all chemistry graduate students. (F,W,S)

### 293. Faculty Research Seminar

(2) STAFF

Prerequisite: consent of instructor. Seminar, 2 hours.

A series of seminars by departmental faculty describing their active research projects. (F)

### 501A. Techniques of Teaching and Laboratory Class Supervision

(2) VAN KOPPEN

Prerequisite: graduate standing.

SIU grade. Discussion, 1 hour.

An initial 2-3 day workshop is followed by weekly discussion. Topics covered: laboratory organization, supervising experiments, safety, presentations, leading discussions, writing quizzes, advising, and grading. Aimed at new teaching assistants. (F)

### 594. Special Topics

(1-4) STAFF

Variable hours.

Special seminar on research subjects of current interest.

### 595. Group Studies

(2) AUE, LIPSHUTZ, LITTLE, PETTUS

Critical review of research in selected fields. Regular meetings are held in which the student presents for discussion information from the recent chemical literature.

### 596. Directed Reading and Research

(2-12) STAFF

Same course as Biochemistry-Molecular Biology 596CH. No more than half the units necessary for the master's degree may be taken in Chemistry 596. Tutorial, 2-8 hours.

Individual tutorial. Instructor usually the student's major professor. A written proposal for each tutorial must be approved by the department chair. Each faculty member has a unique number designation.

### 597. Individual Study for Master's Comprehensive Examinations and Ph.D. Examinations

(1-3) STAFF

No unit credit allowed toward advanced degree(s). SIU grade. Variable hours.

Instructor should be the student's major professor or chair of the doctoral committee.

### 598. Master's Thesis Research and Preparation

(1-12) STAFF

No unit credit allowed toward advanced degree. SIU grade. Variable hours.

Only for research underlying the thesis, writing the thesis. Instructor should be the chair of the student's thesis committee.

### 599. Ph.D. Dissertation Research and Preparation

(1-12) STAFF

SIU Grade. Variable hours.

Only for research underlying the dissertation, writing the dissertation. Instructor should be the chair

of the student's doctoral committee.

### *Related Courses in Other Departments*

EEMB: 126MM, 226MM  
 MDCB: 108A-B-C, 109L, 123, 140L, 224

# Chicana and Chicano Studies

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 Division of Social Sciences  
 South Hall 1713

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Department Chair: *Juan Vicente Palerm*

## Faculty

**Gerardo Aldana**, Ph.D., Harvard University, Associate Professor (Maya hieroglyphic history, Mesoamerican art, experimental archaeology, science studies, culture theory)

**Ralph Armbruster-Sandoval**, Ph.D., UC Riverside, Associate Professor (globalization, labor, social movements, race and ethnic relations, Latin American studies and community/urban studies)

**Edwina Barvosa**, Ph.D., Harvard University, Associate Professor (contemporary social and political theory, intellectual history, Chicana/o studies)

**D. Ines Casillas**, Ph.D., University of Michigan, Assistant Professor (U.S. Spanish-language media, radio/sound practices, immigration policy, gender, popular culture)

**Mario T. García**, Ph.D., UC San Diego, Professor (Chicano history, race and ethnicity, southwestern history, autobiography, Latino religion)

**María Herrera-Sobek**, Ph.D., UC Los Angeles, Associate Vice Chancellor for Diversity, Equity and Academic Policy; Professor, Luis Leal Endowed Chair in Chicano Studies (literature, gender, cultural studies, oral traditions, folklore, feminist theory)

**Francisco A. Lomelí**, Ph.D., University of New Mexico, Professor (Chicano literature, literary history, cultural studies, border studies, language)

**Horacio N. Roque Ramírez**, Ph.D., UC Berkeley, Assistant Professor (queer/LGBT community history and theory, Central American migrations studies, oral history theories and methods, popular cultures, creative writing and narrative)

**Chela Sandoval**, Ph.D., UC Santa Cruz, Associate Professor (cyber and millennial studies, third space feminism, critical media theory and production, oppositional consciousness and social movement)

**Tara J. Yosso**, Ph.D., UC Los Angeles, Associate Professor (sociology of education, critical race theory, Latina/o critical race theory, visual sociology)

## Emeriti Faculty

**Professor Yolanda Broyles-Gonzalez**, Ph.D., Stanford University, Professor Emeritus (Chicano and German studies, gender and performance, oral traditions, Native American studies, cultural studies, music)

**Professor Luis Leal**, Ph.D., University of Chicago, Professor Emeritus (Mexican, Chicano, and Latin American Literature)

## Affiliated Faculty

**Rudy Busto** (Religious Studies)

**Manuel Casas** (Education)

**Leo Cabranes-Grant** (Theatre & Dance/  
Spanish & Portuguese)

**Sarah Cline** (History)

**Richard Duran** (Education)

**Carl Gutierrez-Jones** (English)

**Ellie Hernandez** (Feminist Studies)

**Gaye T. Johnson** (Black Studies)

**Claudine Michel** (Black Studies)

**Carlos Morton** (Theater & Dance)

**Juan Vicente Palerm** (Anthropology)

**G. Reginald Daniel** (Sociology)

**Victor Rios** (Sociology)

**Denise Segura** (Sociology)

**Gabriela Soto-Laveaga** (History)

**Roberto Strongman** (Black Studies)

**Ines Talamantez** (Religious Studies)

**Carolyn Pinedo Turnovsky** (Sociology)

**Zaragoza Vargas** (History)

**Cristina Venegas** (Film Studies)

**Howard Winant** (Sociology)

The Department of Chicana and Chicano Studies is an interdisciplinary undergraduate program that fosters a historical, political, social, and cultural understanding of the heterogeneous Chicano and Chicana experience. Chicana and Chicano Studies builds upon the critical inquiry of traditional disciplines, as well as upon a host of innovative approaches that have surfaced over the last few decades, most notably in gender, ethnic, sexuality, border, and global studies. Chicana and Chicano Studies thus actively advocates the crossing of disciplinary boundaries and encourages the creative interweaving of methods, providing a unique alternative to traditional forms of intellectual inquiry.

In the twenty-first century, the Chicana/Latina and Chicano/Latino peoples of the United States and particularly of California are situated at the forefront of a new multicultural, multilingual force that is rapidly changing the face of the Americas. Given its interdisciplinary nature, the Department of Chicana and Chicano Studies is uniquely positioned to comprehend the diverse knowledge, experience, and cultures resulting from these millennial transformations. The academic program integrates the study of Chicana/o populations in the United States with studies of history, consciousness, political institutions, social systems, and forms of cultural expression. Many Chicana and Chicano Studies courses address contemporary issues that arise in response to new political, eco-

nomie, and cultural realities: changing modes of identity; new understandings of gender, sexuality, and social movements; immigration and bi-national populations; and growing trends toward globalization, transnationalization, and transculturation. Courses critically engage themes and methods capable of speaking about race, culture, power, sexuality, gender, class, and social transformation.

The major in Chicana and Chicano Studies is designed to provide a broad liberal arts education for the twenty-first century. The goals of the major are as follows: (1) to encourage participatory and student-centered learning so that students become agents of knowledge and change; (2) to motivate students to examine their own political, economic, social, and cultural positions; (3) to empower students to move beyond being objects of study toward being subjects in their own social realities; (4) to enable majors to become conversant in historical and structural formations of power pertaining to processes such as racism, sexism, historicity, gender, race relations, inter-ethnic connections, and dominant social theories; (5) to prepare all students to inhabit and contribute to an increasingly diverse and transnational society which demands new modes of interaction.

The major can be used as preparation for a career in such fields as teaching and education, counseling and social services, health and human services, public service, law, and business. The major also provides excellent undergraduate preparation for students who intend to do graduate work in the field of ethnic-American studies or associated areas in the social sciences, humanities, or arts.

Undergraduate majors, incoming students, and prospective majors are invited to consult the departmental undergraduate academic advisor about all aspects of planning a program in Chicana and Chicano Studies. Detailed descriptions of course offerings are available in the department office prior to the registration period, along with several guides and information sheets for majors and prospective majors.

Students with a bachelor's degree in Chicana and Chicano Studies who are interested in pursuing a California Teaching Credential should contact the credential advisor in the Graduate School of Education as soon as possible.

## Senior Honors Program

The Department of Chicana and Chicano Studies commonly offers honors sections in lower-division survey courses and selected upper-division courses. Upper-division College Honors Program students may also design their own contract courses and independent studies courses with Chicana and Chicano Studies faculty. In addition, the Chicana and Chicano Studies Department offers a departmental honors program. Candidates for departmental honors must be in residence at UCSB for at least one year (three quarters) as Chicana and Chicano Studies majors, have a minimum overall GPA of 3.0, and a minimum 3.5 GPA in the major; special circumstances will be considered for those who fall short of the GPA requirement. During their senior year, students work closely with department faculty to prepare an honors thesis, and enroll in Chicana/o Studies 197HA-HB-HC, which is designed to facilitate research

and writing of the thesis. Honors program graduates receive the award of distinction in their major upon graduation.

## Undergraduate Program

### Bachelor of Arts—Chicana and Chicano Studies

**Preparation for the major.** Chicana/o Studies 1A-B-C; Spanish 3 or equivalent.

Upper-division major. Forty-four upper-division units emphasizing seven sub-areas, selected from the following:

- A. Global, Postcolonial, and Border Studies—One course (4 units). Chicana/o Studies 108, 109, 141, 142, 171, 173, 177, 178A, 185, 189, 189B, 189C.
- B. Literature, Culture, and Representation—Two courses (8 units). Chicana/o Studies 103, 117, 119, 124, 125B, 130, 137, 138, 138H, 139, 143, 146, 147, 148, 150, 158, 160, 162, 162A, 162B, 162C, 180, 180H, 181, 182, 183, 184A, 184B, 184AH, 185, 185A, 186A, 188C.
- C. Politics, History, and Community—Two courses (8 units). Chicana/o Studies 107, 108, 109, 112, 120, 126, 132, 133, 134, 135, 135H, 136, 140, 144, 146, 147, 148, 153, 153H, 154F, 166, 168A-B, 168E, 168EH, 168F, 168FH, 168GQ, 168I, 168LA, 168LB, 168P, 168R, 168S, 170A, 171, 172, 174, 174A, 175, 179, 179A.
- D. Critical and Cultural Theory—One course (4 units). Chicana/o Studies 110, 114, 135, 149, 149A, 150, 151, 151H, 167, 167H, 174A, 176, 179, 185.
- E. Gender and Sexuality Studies—One course (4 units). These courses are also listed in Areas A through D but may not be applied to more than one area. Chicana/o Studies 148, 149, 149A, 151, 151H, 153, 153H, 154F, 167, 167H, 184A, 184AH.
- F. Senior seminar: Chicana/o Studies 193—One course (4 units). The senior seminar, offered three times a year, must be taken in the senior year.
- G. Electives—(12 units). Three upper-division Chicana and Chicano Studies courses including 192, 195A-B-C-D, 196H, 197HA-HB-HC, 198, and WRIT 109CS. Up to 8 units of closely related fields outside the major may be applied by petition.

## Graduate Program

The Chicana/o Studies Ph.D. program engages students in the interdisciplinary study of Chicana/o lives, cultures, and political struggle. Students examine Chicana/o experiences in their most broad, comprehensive sense, through the study of politics, philosophy, history, literature, religion, art, psychology, sociology, education, oral traditions, anthropology, mass media, film, environment, health, and music as well as other intellectual, scholarly, and artistic traditions. International and Hemispheric Studies allow students to explore the interlocking connections between Latin America, the Caribbean, and U.S. Indigenous, Mestizo/a, Latina/o, and Chicana/o communities. The main goal of the M.A./Ph.D. program is to educate scholars as interdisciplinary researchers equipped to work with a broad range of contents, perspectives, approaches, and methodologies. The M.A./Ph.D.

degree in Chicana/o Studies challenges students to understand struggles toward social justice by linking theory with practice, scholarship with teaching, and the academy with the community. The program's intellectually rigorous course of study is designed to train students to meet the challenges of the 21st century.

### Admission

The department does not admit students who are only interested in pursuing a terminal M.A. The M.A. degree is earned as one of the requirements for the Ph.D. Students in the Ph.D. program must complete the requirements for the master's degree before continuing toward the doctorate.

### Degree Requirements

Students in the M.A. program are required to complete a degree requirements include total of 44 units, including the department's core courses curriculum (24 units) and a minimum of five Chicana/o Studies subfield seminars (20 units) with a cumulative GPA of at least 3.0. In addition, an M.A. qualifying paper is also required. Two years is the normative time to complete the master's degree.

### Doctor of Philosophy—Chicano Studies

#### Admission

All applicants must fulfill the general UCSB university requirements as described in the chapter titled "Graduate Education at UCSB" for admission to graduate status. To be considered for admission to the Chicana/o Studies Ph.D. program, a student must show a strong aptitude for scholarly work and demonstrate intellectual maturity. Students admitted to the graduate program would normally have completed an undergraduate major in Chicana/o Studies or a closely related discipline. Admission to the program is based on (1) academic transcripts, (2) statement of purpose, (3) letters of recommendation, (4) Graduate Record Examination scores, and (5) a writing sample.

### Degree Requirements

Candidates for the Ph.D. degree must complete at least 56 graduate units. Students must complete the core curriculum (24 units), as follows: Chicana/o Studies 200A-B-C, 210, 220, 230. Students must also complete 32 units of additional coursework, as follows:

**Chicana/o Studies Subfield Seminars (24 units):** Six graduate seminars in Chicana/o Studies focused on two chosen subfields selected from four programmatic subfields: (1) aesthetic and cultural studies, (2) social and political institutions, (3) global and transnational studies, (4) critical race, gender, and sexuality studies.

**Seminars outside Chicana/o Studies (8 units):** Two graduate seminars that complement students' chosen subfields, taken outside the Department of Chicana/o Studies.

Students who are admitted to the doctoral program in Chicana/o Studies with an M.A. degree must complete all the requirements for the Chicana/o Studies Master of Arts degree. These students may be able to transfer up to three graduate courses (12 units) from another institution toward the additional course re-

quirements.

A fluent reading knowledge of Spanish or another language relevant to a chosen area of study is also required. After satisfying course requirements, students are eligible to take their doctoral qualifying examination. Upon advancement to candidacy, students begin work on the dissertation. Expected time to Ph.D. candidacy is no more than nine quarters. Full-time students normally complete the requirements for a Ph.D. within six years of full-time work.

## Chicana & Chicano Studies Courses

### LOWER DIVISION

#### 1A-B-C. Introduction to Chicana/o Studies (4-4-4) STAFF

Introduction to the historical and contemporary development of the Chicana/o community. Course is interdisciplinary in nature. Focuses by quarter on A. history, B. gender, and C. culture.

#### 7A. Aztec History (4) ALDANA

An introduction to Aztec culture from its mythological origins to contact with Europe. Consideration of statecraft, religion, art, and science from historical and archeological perspectives.

#### 7B. Beginning Nahuatl (4) ALDANA

An introduction to the reading of sixteenth-century Nahuatl documents. Emphasis is on language acquisition, with some reference made to indigenous codices.

#### 9A. Classic Maya History (4) ALDANA

An introduction to ancient Maya culture through its history recovered from hieroglyphic texts. Emphasis is on political history, but religion, art, and science are considered as well.

#### 9B. Maya Hieroglyphic Writing (3) ALDANA

An introduction to the classic Maya hieroglyphic writing system. Treatment balances language acquisition with methods for interpreting hieroglyphic records.

#### 9BL. Maya Hieroglyphic Writing Lab (1) ALDANA

*Prerequisite: concurrent enrollment in Chicana/o Studies 9B.*

Laboratory accompanying Maya Hieroglyphic Writing course. Explores the various methods and media of hieroglyphic writing.

#### 12. Introduction to Chicana/o Spanish (4) LOMELI

*Prerequisite: Spanish 3.*

Introduces students to Chicana Spanish and helps them to improve oral and written skills, distinguish between standard speech and popular variants, and to learn the Chicana Spanish lexicon.

#### 51. U.S. Third World Feminist Politics (4) SANDOVAL

Introduces U.S. third world feminism from an interdisciplinary perspective. Explores that movement's cultural, political, and artistic rise to prominence. Identifies a coalitional consciousness that crosses differing nations, genders, races, sexualities, classes, and cultures as expressed by the international political class "women-of-color."

#### 99. Independent Studies (1-4) STAFF

*Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

Independent study under the guidance of a faculty member in the department. Course offers students the opportunity to undertake independent study or work in a group.

**UPPER DIVISION****103. Chicana/o and Latina/o Media and Popular Culture****(4) CASILLAS***Prerequisite: CHST 138*

Consumption of popular culture in relation to U.S. ethnic identity with an emphasis on telenovelas, "border" films, U.S. Spanish-language music sales, etc.

**107. Politics of Language, Accent, and Translation****(4) CASILLAS***Prerequisite: SPAN 3 or equivalent*

How language politics are magnified in public policy, public culture, and the mainstream media; how accents work to racialize Latinos.

**108. Transnational Chicana and Chicano Studies****(4) CASILLAS***Prerequisite: consent of instructor*

How Chicana/o scholars position themselves within the interdisciplinary field of transnational literature as ethnic U.S. subjects; reviews patterns and scholarship of transnational migration, media, mothering, etc.

**109. Indigenous People and the Nation State in the Americas****(4) PALERM**

The changing relationship between indigenous people and the state. Compare the differences and similarities between indigenous peoples' mobilizations in the cases of Canada, USA, Ecuador, Chile, Guatemala, Bolivia and Mexico.

**110. Research Methods in Chicana/o Studies****(4) STAFF***Prerequisite: Chicana/o Studies 1A or 1B or 1C or upper-division standing.*

Using Chicano studies topics, the course will introduce students to: (1) the epistemology of scientific inquiry (its history and contemporary movements); (2) the strengths and weaknesses of quantitative and qualitative methodologies; and (3) the mechanisms of research design (transforming an idea into a research plan).

**112. Methodology of the Oppressed****(4) SANDOVAL***Prerequisite: Chicana/o Studies 1A or 1B or 1C or upper-division standing.*

"Minority discourses" employ in various modes what can be defined as "the theories and methodologies of the oppressed." What are these theories and methods, and how are they encoded in literature, theory, ideology, and popular culture?

**114. Cultural and Critical Theory****(4) SANDOVAL***Prerequisite: Chicana/o Studies 1A or 1B or 1C or upper-division standing.*

Introduction to the various modes, techniques, terminologies, and methodologies fundamental to Cultural Studies.

**117. Aztec and Maya Mythologies****(4) ALDANA***Prerequisites: Chicana/o Studies 7A-B or 9A-B.*

Explores ancient Mesoamerican mythology in both its indigenous and modern Chicana representations from archeological, historical, and Chicano perspectives. Emphasizes consideration of the various forms by which mythologies are maintained.

**119. Mesoamerican Art and Artists****(4) ALDANA**

Introduction to public and private art in Mesoamerican cultures. Considers the social and political place of artists and their products. Focus is on the Classic Maya, but course surveys Olmec, Teotihuacan, Mixtec, and Aztec art as well.

**120. Indigenous Mestizos of Ancient Mesoamerica****(4) ALDANA***Prerequisite: Chicana/o Studies 1A or 1B or 1C.*

Course begins with a comparison of the meanings of mestizaje in colonial and modern times. We then look at case studies from classic and postclassic Mesoamerica that both corroborate and extend our understanding of this cultural phenomenon.

**124. Introduction to U.S. Chicana/o and Latina/o Public Art****(4) STAFF***Prerequisite: Chicano Studies 1A or 1B or 1C.*

Explores examples of public and site-specific artwork created by Chicano/Latino artists challenging museum and gallery spaces. The history of displacement and marginalization traditionally suffered by Chicano/Latino communities had lead these artists to create public art as a form of decolonization.

**124L. Introduction to U.S. Chicana/o and Latina/o Public Art Lab****(1) STAFF**

After visiting the Chicana/Latino museum and gallery spaces, the lab supports students in producing their own public and site-specific artwork. Other students describe, arrange, and curate a gallery showing by the end of the quarter.

**125B. Contemporary Chicano and Chicana Art****(4) STAFF***Prerequisite: upper-division standing.*

*Not open for credit to students who have completed Art History 125B or 146.*

Examination and appraisal of the Chicana/o art movement within the context of contemporary American art and the contemporary art of Mexico. A survey of major Chicano and Chicana artists and developments in Chicano painting, sculpture, graphic, and conceptual art from the late 1960's to the present.

**126. Educating the Native****(4) PALERM, SALDIVAR**

We look at different educational projects, such as Indian boarding schools, English-only laws, the "indirect rule" of the British colonies. We address the not-always-clear line between education as a form of social control or as a form of liberation.

**130. Imaging (Imagining) Chicanas/os: A Critical Media Literacy Seminar****(4) YOSSO***Prerequisite: upper-division standing.*

Presents a critical historical overview of mainstream entertainment media images of Chicanas and Chicanos, with an emphasis on educational impact of such portrayals. Students examine how historical, social, psychological, political, and economic forces construct imaginary Chicanas/os through media images.

**132. A History of Chicana/o Education****(4) YOSSO***Prerequisite: upper-division standing.*

Presents a theoretical and empirical overview of Chicana/o educational issues in the U.S. Examines how historical, social, political, and economic forces impact Chicana/o educational attainment and achievement. Fieldwork component encompasses students conducting research projects in Chicana/o educational settings.

**133. Struggles for Equality in Chicana/o Education****(4) YOSSO***Prerequisite: upper-division standing.*

Investigates Chicana/o struggles for educational equality in the U.S. Presentations, discussions, written assignments analyze historical and contemporary examples of Chicana/o communities responding to and resisting subordination based on intersections of race with gender, class, language, immigrant status, and sexuality.

**134. Chicana/o Curricula K-12: Theory Into Practice****(5) YOSSO***Prerequisite: upper-division standing. Lecture, 3 hours; fieldwork, 3 hours.*

*Fieldwork component includes a one hour per week discussion section.*

Addresses academic literature in bilingual and multicultural education in the context of hands-on experience in Chicana/o educational settings. Fieldwork encompasses students working as part of a research team in Santa Barbara area schools to link academic knowledge with K-12 practice.

**135. Critical Race Theory in Chicana/o Education****(4) YOSSO***Prerequisite: upper-division standing.*

Examines Critical Race Theory (CRT) as an emerging analytical framework in the field of education. Course investigates how a CRT framework might address and challenge the impacts of race, class, gender, language, immigrant status, accent, and sexual orientation on Chicana/o, Latina/o educational attainment and achievement.

**135H. Critical Race Theory in Chicana/o Education (Honors)****(4) YOSSO***Prerequisite: Upper-division standing; and consent of instructor.*

*Not open for credit for students who have completed CH ST 135.*

Lecture is concurrent with Chicana/o Studies 135, along with a weekly honors seminar, requiring additional assignments and intensive discussion of the readings. Intended for highly motivated and well prepared students. (F, W, S)

**136. Oral History: Theories and Methods****(4) ROQUE RAMÍREZ***Prerequisite: upper-division standing.*

Survey of oral history as a theoretical and methodological practice, including the "testimonio" tradition. Through readings, discussions, and a small field studies component, the politics of memory and truth, and the challenges and pleasures of oral history work are considered.

**137. Chicana/o Oral Traditions****(4) STAFF***Prerequisite: upper-division standing.*

Introduces students to Chicana/o oral traditions. Contemporary forms of Chicano oral poetry, oral narrative, and drama are examined in addition to more ephemeral forms such as cabula, choteo, joke-telling, or dichos.

**138. Barrio Popular Culture****(4) CASILLAS***Prerequisite: Upper-division standing.*

Explores various manifestations of popular and mass culture in Chicano urban and semi-rural communities throughout the Southwest. Both secular and religious cultural phenomena are analyzed (lowriders, saints, music, etc.). Relationships to mainstream culture is examined.

**138H. Barrio Popular Culture (Honors)****(4) CASILLAS***Prerequisite: Upper-division standing; and consent of instructor*

*Not open for credit for students who have completed Ch St 138.*

Lecture is concurrent with Chicana/o Studies 138, along with a weekly honors seminar, requiring additional assignments and intensive discussion of the readings. Intended for highly motivated and well prepared students. (F, W, S)

**139. Chicana/o Native American Heritage****(4) STAFF***Prerequisite: Chicano Studies 1A or 1B or 1C or upper-division standing.*

Explores the intense recourse to the Native American heritage during the Chicano cultural renaissance of the 1960s and 1970s. The rediscovery of the native ancestral cultures will be analyzed in poetry, prose, drama, and graphic arts.

**140. Chicana/o Mexican Cultural Heritage****(4) STAFF***Prerequisite: Chicano Studies 1A or 1B or 1C or upper-division standing.*

A panoramic view of present-day Chicana/o traditions analyzed from a Mexican cultural heritage perspective in order to comprehend and appreciate the uniqueness and difference of present-day Chicana/o culture, its achievements, and contribution to the overall American culture.

**141. Central Americans in the United States****(4) ROQUE RAMÍREZ***Prerequisite: upper-division standing.*

Provides an interdisciplinary historical overview

of Central American migrations to the U.S., and a cultural and political analysis of resulting individual and group identities. Transnationalism, diasporas, politics, and community building among Central Americans, or “Central American-Americans” are explored.

#### 142. Salvadoran Diasporas

(4) ROQUE RAMÍREZ

*Prerequisite:* upper-division standing.

Reviews of Salvadoran people’s movements across time and space, conscious of the intersection of cultural, social, and economic processes at individual and collective levels. Examines this diaspora and the forging of new identities and vision from this new Cuzcatlan.

#### 143. Chicano/a Film Studies

(4) LOMELI

Study of Chicano/a cinema to view film as an art form and projection of the filmmaker. Techniques, messages, and ideology stressed as instruments which propose film truth within the context of Chicano/a experience.

#### 144. The Chicana/o Community

(4) ARMBRUSTER-SANDOVAL, SEGURA

*Prerequisite:* upper-division standing.

Same course as Sociology 144.

Origins of the Chicano in rural Mexico; context of contact; patterns of settlement in the United States; the Chicano community, social structure, and social change; acculturation and generational patterns; community leadership and change.

#### 146. Humor and the Chicana/o Artist

(4) LATORRE

*Prerequisite:* Chicano/a Studies 1A or 1B or 1C.

Though Chicana/o art is often associated with serious political and grassroots movements, the use of humor has been a recurring element in its production. Course examines the various instances of humor, irony, and parody in Chicana/o art.

#### 147. Figuration in Chicana/o Art

(4) STAFF

*Prerequisite:* Chicano Studies 1A or 1B or 1C.

Chicana/o artists often work in a realist style putting great emphasis on the human figure. Class analyzes how Chicana/o artists render the human figure and how their representations of the body reflect or inform the ideology of the Chicano movement.

#### 148. Chicana Art and Feminism

(4) STAFF

*Prerequisite:* Chicano Studies 1A or 1B or 1C or upper-division standing.

An overview of contemporary Chicana art and feminist theory from the late 1960s to the present placed within the context of the Chicano movement and other historical events.

#### 149. Body, Culture, and Power

(4) INDA

*Prerequisite:* upper-division standing.

Exploration of the construction, imaging, and experience of the body in light of modern regimes of power/knowledge. Particular attention is paid to the work of Michel Foucault on disciplinary technologies, medical practices of ab/normalization, and the emergence of bio-power.

#### 149A. Race and Science

(4) INDA

*Prerequisite:* upper-division standing.

Examines the role of science in the construction and management of racialized bodies.

#### 150. Mesoamerican Technology and Ideology

(4) ALDANA

Explores the extent to which communities and individuals can be identified in their production of material cultures. Begins and ends with examples from modern culture, then treats the production of stone tools, ceramics, and stone sculpture in classic Maya culture.

#### 151. De-Colonizing Feminism

(4) SANDOVAL

*Prerequisites:* Chicano/a Studies 1A or 1B or 1C or upper-division standing.

Surveys contemporary forms of feminist consciousness expressed by U.S. women of color. Can

U.S. women of color be considered a political class? What relations exist between women of color across race, culture, sex, and class differences?

#### 151H. De-Colonizing Feminism (Honors)

(4) SANDOVAL

*Prerequisite:* Chicano Studies 1A or 1B or 1C or upper-division standing.

Not open for credit for students who have completed Ch St 151

Lecture is concurrent with Chicana/o Studies 151 along with a weekly honors seminar, requiring additional assignments and intensive discussion of the readings. Intended for highly motivated and well prepared students. (F, W, S)

#### 152. Postcolonialism

(4) ARMBRUSTER-SANDOVAL

*Prerequisite:* Chicano/a Studies 1A or 1B or 1C or upper-division standing.

Exploration of postcolonial theories and their effectiveness as critical tools in discussing Chicano cultural production. Focus on Chicano culture as it creates a counter-discourse to dominant cultural formations. Examined through film, music, visual, performance, and literary arts.

#### 153. Queer Identities, Communities, and Theories

(4) ROQUE RAMÍREZ

*Prerequisite:* upper-division standing.

Examines queer/lgbt community life and death; political and social identities; and multiple gender and sexual expressions. Grounded in narratives of identity and experience, the course explores dimensions of visibility, space, “silence,” and politics of exclusion in queer worlds.

#### 153H. Queer Identities, Communities, and Theories (Honors)

(4) ROQUE, RAMIREZ

*Prerequisite:* Upper-division standing and consent of instructor.

Not open for credit for students who have completed Ch St 153

Lecture is concurrent with Chicana/o Studies 153 along with a weekly honors seminar, requiring additional assignments and intensive discussion of the readings. Intended for highly motivated and well prepared students. (F, W, S)

#### 154F. The Chicana/o Family

(4) SEGURA

*Prerequisites:* upper-division standing.

Same course as Sociology 154F.

Provides an overview of historical and contemporary research on Chicano families in the United States. Changing viewpoints on the character of Chicano families and their implications with respect to policy issues are examined.

#### 158. Spoken Word Art Performance Activism (SWAPA)

(4) SANDOVAL

*Prerequisites:* Chicano/a Studies 1A or 1B or 1C; a prior upper-division course in Chicano/a Studies.

May be repeated for credit to a maximum of 8 units.

Recommended preparation: a prior writing course.

Spoken word/art performance activism (SWAPA) introduces students to a method for reading, writing, thinking, and performing before an audience of peers. This method is based on the shaman-witness ritual proposed by Chicana theorist and writer, Gloria Anzaldúa.

#### 158L. Spoken Word Art Performance Activism (SWAPA) Laboratory

(4) SANDOVAL

*Prerequisites:* concurrent enrollment in Chicano/a Studies 158.

Laboratory accompanies Spoken Word Art Performance Activism (SWAPA) course. Lab focuses on creative production, articulation, and vocal expression.

#### 160. Pre-Colombian Religions, Mexican Religions, and Chicana/o Religions

(4) TALAMANTEZ

A response to present-day indigenous spirituality movement by examining pre-Colombian religions, religion in Mexico, Chicana/o religion, and the impact of Spanish colonization on these traditions. Pilgrimage,

altars, rituals, influence of Aztec philosophy, Mexican and Chicana/o spirituality are examined from a contemporary perspective.

#### 162A-B-C-D. Guerrilla Digital Video

(4-4-4-4) SANDOVAL

*Prerequisites:* Chicano/a Studies 1A or 1B or 1C; two upper-division courses in Chicano/a Studies; consent of instructor.

Low cost digital tools have created a revolution in video. Course explores creative approaches to practical techniques of independent digital video production. Students establish a production strategy by employing “guerrilla tactics” for creative and unconventional uses of digital machineries.

#### 162L. Guerrilla Digital Video Laboratory

(1) SANDOVAL

*Prerequisite:* concurrent enrollment in Chicano/a Studies 162.

Lab for producing guerrilla digital video.

#### 166. Issues in Contemporary Chicana/o and Latina/o Politics

(4) STAFF

*Prerequisite:* Chicano Studies 1A or 1B or 1C or upper-division standing.

Examines various politicized issues relevant to Chicanas/os such as immigrant rights, unauthorized Latina/o residency, Latina/o struggles for LGBT civil rights, English-only movements and nativism, Latina/o political participation, current community and grassroots organizing, and contemporary Chicana/o and Latina/o electoral politics, and urban politics.

#### 167. Chicana Feminisms

(4) BARVOSA

Different feminisms have contributed significantly to contemporary political thought. In this course, students survey the historical development and primary issues of Chicana Feminism, including its practices of political intervention, major writings, and comparisons to other influential feminisms.

#### 167H. Chicana Feminisms (Honors)

(4) BARVOSA

Not open for credit for students who have completed Ch St 167

Lecture is concurrent with Chicano/a Studies 167 along with a weekly honors seminar, requiring additional assignments and intensive discussion of the readings. Intended for highly motivated and well prepared students. (F, W, S)

#### 168A-B. History of the Chicana/o

(4-4) GARCÍA, VARGAS

*Prerequisite:* History 17A or 17B or 17C or Chicano/a Studies 1A or 1B or 1C or upper-division standing.

Same course as History 168A-B.

The history of the Chicanos, 1821 to the present; traces the sociocultural lifeline of the Mexicans who have lived north of Mexico.

#### 168E. History of the Chicana/o Movement

(4) GARCÍA

*Prerequisite:* Chicano/a Studies 1A or 1B or 1C or upper-division standing.

Same course as History 168E.

An examination of the Chicano movement in the United States from the mid-1960s to the mid-1970s. Topics will include the student movement, the farmworker movement, the Plan de Aztlán, the Raza Unida Party, Chicana feminists, the anti-war movement, and Chicana/o Studies.

#### 168EH. History of the Chicano Movement (Honors)

(4) GARCÍA

*Prerequisite:* Chicano Studies 1A or 1B or 1C or upper-division standing.

Not open for credit for students who have completed Chicano Studies 168E

Lecture is concurrent with Chicana/o Studies 168E History of the Chicana/o Movement along with a weekly honors seminar, requiring additional assignments and intensive discussion of the readings. Intended for highly motivated and well prepared students. (F, W, S)

#### 168F. Racism in American History

(4) GARCÍA, ARMBRUSTER-SANDOVAL

*Prerequisite:* History 17A or 17B or 17C or Chicano/a Studies 1A or 1B or 1C or Asian American Studies 1 or

2 or Black Studies 1 or 2 or 5 or 6 or 20.

Same course as History 168F.

Examines racism as a major ideological force in defining American society from the colonial era to the 1980s. Major focus is in the changing nature of racism as ideology as well as the relationship of racism to specific minority groups such as Afro-American, Native American, Chicanos, and Asian-American.

### 168GQ. Minority Autobiography and United States History

(4) GARCÍA

Prerequisite: Chicana/o Studies 1A or 1B or 1C or History 17A or 17B or 17C.

Same course as History 168GQ.

Seminar utilizes autobiographical or life-stories texts by U.S. minority writers to better understand the diversity of U.S. history and the racialized ethnic experience.

### 168I. Latina/o Autobiography and History

(4) GARCÍA

Prerequisite: Chicana/o Studies 1A or 1B or 1C or upper-division standing.

Same course as History 168I.

Examines a diverse number of Latina/o autobiographical texts that reflect the changing nature of the Latina/o historical experience. Topics to be covered include issue of race, class, gender, immigration, labor, politics, religion, and culture.

### 168LA. History of Chicano and Chicana Workers from the Nineteenth Century to the Early 1930's

(4) VARGAS

Prerequisite: History 168A or 168B or Chicana/o Studies 168A or 168B.

Not open to students who have taken Chicana/o Studies 194 or History 168LA.

History of Chicana/o workers from the late nineteenth century to the early Great Depression, focusing on immigration, regional labor migrations, class formation, unionization, and work lives. The history of Chicana/o workers is examined within the framework of U.S. labor history.

### 168LB. History of Chicana/o Workers from the Late 1930's to the Present Era

(4) VARGAS

Prerequisite: History 168A or 168B or 168LA or Chicana/o Studies 168A or 168B or 168LA.

Not open to students who have taken History 168LB.

History of Chicana/o workers from the late 1930's to the present era, focusing on labor struggles, union organizations, civil rights politics migration and immigration, and work. The history of Chicana/o workers is examined within the framework of U.S. labor history.

### 168P. Proseminar in Chicana/o History

(4) GARCÍA

Prerequisite: History 168A or 168B or Chicana/o Studies 168A or 168B.

Same course as History 168P. May be repeated for credit to a maximum of 8 units.

Studies in selected aspects of Chicano history with an emphasis on social and economic history.

### 168R. Latino Religious Traditions in Historical Perspective

(4) GARCÍA

Same course as History 168R and Religious Studies 124R.

Focuses on the role of religion in the Chicano/Latino historical experience. Includes pre-Colombian traditions, Spanish colonial traditions, religion of the U.S.-Mexico borderlands, immigrant religious traditions, the changing nature of Latino religions in the twentieth century.

### 168S. Latino Leadership Traditions

(4) GARCÍA

Prerequisite: Chicana/o Studies 1A or 1B or 1C or upper-division standing.

Focuses on the issue of leadership in the Chicano/Latino experience. A historical as well as a contemporary perspective is utilized. Leadership includes politics, community action, labor, academics, and cultural activities.

### 170A. Chicano Political Organizing: Proseminar in Theory & History

(4) ARMBRUSTER-SANDOVAL, BARVOSA

Prerequisite: Upper-division standing.

An in-depth examination of the theory and practice of various forms of political organizing. Case studies focus on Chicano/a political organizing in the post-war period with attention to grassroots community organization, electoral politics, and cultural production.

### 170B. Chicano Political Organizing: Conference Course & Practicum

(4) ARMBRUSTER-SANDOVAL

Prerequisite: Chicana/o Studies 170A or upper-division standing.

Develop and conduct a field research project on a local Chicana/o political organization, formulate their research into scholarly presentation for discussion at a bi-monthly conference meeting attended by students, faculty, and other guest speakers.

### 171. The Brown/Black Metropolis: Race, Class, and Resistance in the City

(4) ARMBRUSTER-SANDOVAL

Prerequisite: upper-division standing.

Traces the transition of Browns/Blacks from a rural to urban population and examines trends in family size, language usage, segregation and social inequality. Issues of urban decay and community conflict are also examined.

### 172. Law and Civil Rights

(4) STAFF

Prerequisite: Chicana/o Studies 1A or 1B or 1C or upper-division standing.

Survey of recent state and federal laws and court decisions affecting the Chicano community. Special consideration will be given to landmark cases and decisions. Analysis of opposing views on each case in a historical context.

### 173. Immigrant Labor Organizing

(4) ARMBRUSTER-SANDOVAL

Prerequisite: Chicana/o Studies 1A or 1B or 1C.

Status of growing immigrant population in the counties of Ventura, Santa Barbara, and San Luis Obispo and linkages to agricultural and services unions.

### 174. Chicana/o Politics

(4) BARVOSA

Prerequisites: consent of instructor.

Same course as Political Science 174.

Political life in the barrio, political behavior of the Chicano community, and representation of Chicanos by elected officials and interest groups.

### 174A. The Political Philosophy of Cesar Chavez

(4) BARVOSA

Prerequisite: Chicana/o Studies 1A or 1B or 1C.

Surveys the political work and philosophy of Cesar Chavez. Elements of his philosophy covered include approaches to race, class, gender, and diversity, basic liberal principles, religious faith and spirituality, and his commitment to nonviolence.

### 176. Theories of Social Change and Chicano Political Life

(4) BARVOSA, ARMBRUSTER-SANDOVAL

Prerequisite: upper-division standing.

Introduction to classical and contemporary theories of social and political change. Students apply these theoretical frameworks toward understanding specific cases of social and political transformation and continuity which have affected Chicanos/as during the twentieth century.

### 177. Globalization and Transnational Social Movements

(4) ARMBRUSTER-SANDOVAL

Prerequisite: Chicana/o Studies 1A or 1B or 1C.

Analysis of the globalization of the world economy and the social and economic consequences of this process. Examination of the transnational social movements that emerged in response to globalization. Emphasis on Mexico and Central America and role of Chicanos in these movements.

### 178A. Global Migration, Transnationalism in Chicana/o Contexts

(4) STAFF

Prerequisite: Upper-division standing.

This course considers Chicana/o and U.S. Latina/o culture(s) within the context of transnational practices and patterns including both hemispheric and global migration trajectories.

### 179. Democracy and Diversity

(4) BARVOSA

Prerequisite: consent of instructor.

Introduction to the ancient and modern model of democracy which underpin contemporary democratic life. Special attention given to recent reformulations of our democratic models and how these new approaches relate to Chicano/a political concerns and practices.

### 179. Democracy and Diversity

(4) DIGESER, BARVOSA

Prerequisite: Chicana/o Studies 1B or Political Science 1.

Same course as Political Science 114.

Introduction to the ancient and modern model of democracy which underpin contemporary democratic life. Special attention given to recent reformulations of our democratic models and how these new approaches relate to Chicano/a political concerns and practices.

### 180. Survey of Chicana/o Literature

(4) LOMELI, HERRERA-SOBEK

Same course as Spanish 135.

This course encompasses a general overview of all genres (poetry, novel, theatre, short story, and essay) of Chicano literature. A people's socio-historical experiences are examined to understand ethnicity, creativity, and world view.

### 181. The Chicana/o Novel

(4) LOMELI, HERRERA-SOBEK

Same course as Spanish 179.

Reading, analysis, and critique of the contemporary Chicano novel as it pertains to the Chicano experience.

### 182. Contemporary Chicano/a Authors

(4) LEAL

Detailed reading and critical examination of a limited number of contemporary Chicano/a authors. A more intense study of their literary works than that provided in introductory courses.

### 183. Border Narrative

(4) LEAL, LOMELI

Prerequisite: Upper-division standing.

Reading and analysis of U.S./Mexico border narratives (novels, essays, short stories, autobiographies) focusing on the problems associated with relations between countries.

### 184A. Chicana Writers

(4) STAFF

Prerequisite: Consent of instructor.

Examination of literary works by Chicana writers. Feminist theories as well as other contemporary critical theories are applied to the analysis of prose, poetry and dramatic words written by such authors as Sandra Cisneros, Ana Castillo, Helen Viramontes, and others.

### 184AH. Chicana Writers (Honors)

(4) HERRERA-SOBEK

Prerequisite: Consent of instructor.

Recommended Preparation: Fluency in Spanish.

Not open for credit for students who have completed Ch St 184A

Lecture is concurrent with Chicana/o Studies 184A Chicana Writers along with a weekly honors seminar, requiring additional assignments and intensive discussion of the readings. Intended for highly motivated and well prepared students. (F, W, S)

### 185. De-Colonizing CyberCinema

(4) SANDOVAL

Prerequisites: concurrent enrollment in Chicana Studies 185L; upper-division standing.

Cybercinema is one of the most recent and innovative technologies for representing reality. What are its aesthetic forms, and how do they work to de-colonize the imagination under postcolonial conditions? Can we identify a specific "Chicana/o" criticism or aesthetics?

### 185A. Techno Imaginaries

(4) SANDOVAL

Prerequisite: upper-division standing.

Explores the role of technology in relation to Latino populations. Topics might include the digital divide,

cyberpublics, television, film, computers, cyborgs, and medical technologies.

### 185L. De-Colonizing CyberCinema Lab

(1) SANDOVAL

*Prerequisites:* concurrent enrollment in *Chicano Studies 185*; upper-division standing.

Mandatory Laboratory for CHST 185.

### 186A. Chicano and Mexican Music

(4) STAFF

Traditional music from pre-Hispanic to contemporary; regional styles and instruments, indigenous and urban popular styles; social movement music from resistance against Spain, Independence, "La Reforma," the Mexican Revolution, "Cancion Nueva," the Chicano Movement and the contemporary Zapatistas.

### 188C. Chicana/o Theater Workshop

(4) STAFF

*Prerequisite:* *Chicana/o Studies 1A or 1B or 1C or upper-division standing.*

Reading and analysis of contemporary bilingual Chicano plays, in conjunction with acting and technical training. A dramatic piece will be rehearsed and performed.

### 189. Immigration and the U.S. Border

(4) ARMBRUSTER-SANDOVAL, INDA

*Prerequisite:* upper-division standing.

An analysis of the socioeconomic and political factors which have determined and continue to form the basis for the development of United States immigration policies and practices toward Mexico and the U.S.-Mexican border.

### 189B. The Global Underground

(4) INDA

*Prerequisite:* upper-division standing.

Explores some of the more negative aspects of globalization. Topics covered might include the trafficking of women, the exploitation of workers, and the subjugation of indigenous peoples.

### 189C. Cultures of Globalization

(4) INDA, SANDOVAL

*Prerequisite:* *Chicana/o Studies 1A or 1B or 1C or upper-division standing.*

Examination of ethnographic and other efforts to come to terms with the increasingly hybrid, mobile, and interconnected world in which we live. Topics include: deterritorialized nations, borders and diaspora, exotic destinations, mass culture, and cultural imperialism.

### 191AA-ZZ. Special Topics in Chicana/o Studies

(4) STAFF

*Course may be taken up to three times (12 units) providing the letter designations are different.*

Designed to allow courses of varying topics in areas of expertise of visiting professors to broaden opportunities for students. Examples might be: immigration, Native American, Mexican, or Latin American influences on the Chicano, legal issues, the migrants.

### 192. Group Studies for Advanced Students

(4) STAFF

*Prerequisite:* *Chicana/o Studies 1A or 1B or 1C or upper-division standing.*

*Students may apply a maximum of 8 units of Chicana/o Studies 192/195A-B-C-D/198/199 courses combined to the Chicana/o Studies major.*

Intensive study and research.

### 193. Senior Seminar

(4) STAFF

*Prerequisites:* two prior courses in *Chicana/o Studies*; consent of instructor; and senior standing.

To be offered intermittently.

Capstone course for Chicana and Chicana/o Studies majors. Goal is to produce a thoroughly documented and professionally crafted Chicana/o Studies research paper (or creative project).

### 195A-B-C-D. Community Studies and Outreach Initiatives

(1-5 each) ARMBRUSTER

*Prerequisite:* consent of instructor.

*Students may apply a maximum of 8 units of*

*Chicana/o Studies 192/195A-B-C-D/198/199 courses combined to the Chicana/o Studies major.*

Internship in contemporary urban problems and decision-making processes as they affect the Chicana/o community. Student individually assigned, instructed and supervised in fieldwork involving practical experience in decision-making unit of local governmental social service, or of community liaison agencies. (A-fall; B-winter; C-spring; D-summer)

### 197HA-HB-HC. Honors Project Seminar

(4-4-4) STAFF

*Prerequisite:* acceptance into the *Chicana and Chicana/o Studies honors program*; senior standing; consent of department; open to *Chicana/o Studies majors only*; *Chicana/o Studies 197HA (for 197HB); Chicana/o Studies 197HB (for 197HC).*

*Designed for majors.*

HA. Seminar for the development of the honors research project. Emphasis is on the design of the project and the establishment of methodologies to be utilized. Background and initial research is undertaken. (F)

HB. Independent research comprising the bulk of the data acquisition and organization for the honors project. (W)

HC. Allows students to complete the writing of the honors thesis. Time is allotted to prepare a presentation of the project before an audience of peers and faculty members.

### 199. Independent Studies

(1-5) STAFF

*Prerequisites:* upper-division standing; completion of two upper-division courses in *Chicana/o Studies*.

*Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. Students may apply a maximum of 8 units of Chicana/o Studies 192/195A-B-C-D/198/199 courses combined to the Chicana/o Studies major.*

### 199RA. Independent Research Assistance in Chicana/o Studies

(1-5) STAFF

*Prerequisites:* upper-division standing; completion of two upper-division courses in *Chicana/o Studies*; consent of instructor and department.

*Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. Chicana/o Studies 199RA may not be used for credit in the major.*

Coursework shall consist of faculty supervised research assistance.

## GRADUATE COURSES

### 200A. History and Narrativity

(4) STAFF

Examines critical theories and methods in the production of historical narratives, social myths, and ideologies of racialization and ethnicity. Special attention is given to employment strategies, tropes, and allegorical forms in the construction of historical events and narratives.

### 200B. Cultural Texts

(4) STAFF

Explores critical theories and methods in the production of cultural knowledge in the humanities. Special attention is given to interdisciplinary articulations with theories and methods in the social sciences.

### 200C. Social Processes

(4) STAFF

Explores critical theories and methods in the production of knowledge relevant to social, political, economic, and institutional structures. Special attention is given to interdisciplinary articulations with theories and methods in the humanities.

### 201. Special Topics

(4) STAFF

*Prerequisite:* consent of instructor.

May be repeated for credit.

Special seminar on research subjects of current interest.

### 210. Research Seminar

(4) STAFF

Introduces students to the practice of original research in the interdisciplinary field of Chicana and

Chicana Studies, including articulating a research problem, placing it within theoretical discussions, selecting appropriate methods, and analyzing and writing data, results, and/or findings.

### 220. Interdisciplinary Methods

(4) STAFF

A critical introduction to a broad range of approaches and methodologies used in Chicana and Chicano Studies. These methods include but are not limited to fieldwork, archival and historical research, textual analysis, action research, visual production, political economy, and statistics.

### 222. Ethnicity and Race in the Americas

(4) SALDIVAR

Identifies different racial projects, of how "ethnicity" and "race" are understood in specific contexts. Special attention is put on the ideas of mestizaje, indigenismo and development, and the role that played in the racial projects of Latin America.

### 230. Teaching Practicum

(4) STAFF

This pedagogical course is designed to help beginning instructors develop and refine their teaching methods, explore techniques, consider innovative strategies and syllabi, and conceptualize interdisciplinary course materials through discussions with appropriate members of the department's faculty.

### 240. Chicana and Chicano Studies Colloquium

(1) STAFF

A year-long, bi-monthly colloquium required for all doctoral Chicana and Chicano Studies graduate students. Designed to provide cohort-identity and faculty-student exchange, the colloquium provides students with the opportunity to present research papers, hear guest lecturers, and see faculty presentations.

### 250A. Theory of Chicana/o Novel

(4) LOMELI

Examines theoretical approaches to the Chicana/o Chicano novel. Combines questions and methods pertaining to specific texts of this genre: structuralism, formalism, Marxism, postmodernism, semiotics, cultural studies, and postcolonial studies. Centers notions of nationhood, identity, space, gender, and culture.

### 250B. Literary History in Chicana/o Literature

(4) LOMELI

Attempts to explain factors and parameters contributing to literary history in Chicana and Chicano literature from the colonial period (1540s) to the contemporary period (twenty-first century). Each major historical period is characterized and studied through a representative text.

### 250C. Theory and Text: The Mexican/Chicano Ballad

(4) HERRERA-SOBEK

Analyzes the Mexican/Chicano ballad or corrido, applying contemporary critical theories. Examines the trajectory of the ballad from its literary roots in the Spanish romance tradition to its crystallization as a ballad tradition in the U.S. Southwest.

### 250D. Feminist Theory and Chicana Writers

(4) HERRERA-SOBEK

Examines Chicana writers' narratives applying feminist theories to their analyses. Uses Marxist feminism, psychoanalytic, liberal, cultural and third world feminism, and postmodern theories to interpret novels, short stories, and theatrical work by Mexican American women writers.

### 250E. Colonial Literature of the Southwest from 1521-1821

(4) HERRERA-SOBEK

Examines literary texts from the colonial period (1521-1821) of the Southwest.

### 251A. Aztec Religion and Philosophy

(4) TALAMANTEZ

An analysis of methodological issues in the study of Aztec religious traditions and philosophies. Various approaches include readings from pre-Colombian codices or the folded books of Mexico. A critical examination of important figures, symbols, deities, and sacred narratives.

**251B. Impact of Mexican Religion on Chicana/o Religion****(4) TALAMANTEZ**

A survey of religious traditions of Mexico from the time of contact, including Mexican Catholicism, spiritualism, curanderismo, and Mexican Protestantism as they impact the development of religion in Chicano communities today.

**252A. Indigenous Texts****(4) ALDANA**

*Prerequisite: coursework on ancient Mesoamerica.*

Treats translations of primary indigenous documents. Investigates the oral performance inherent to written indigenous records. Attention focuses on the Popol Vuh and the Codex Chimalpopoca, but Classic Maya hieroglyphic texts and Aztec codices are considered as well.

**252B. Indigenous Science****(4) ALDANA**

*Prerequisite: coursework on ancient Mesoamerica.*

Examines the enterprise that may be categorized as indigenous science, beginning with an approach grounded in science studies. Proceeds to consider ensuing alternative epistemologies and how they change a characterization of "science."

**252C. Indigenous Material Culture****(4) ALDANA**

*Prerequisite: coursework on ancient Mesoamerica or archaeology.*

Treats material culture as compromised forms of non-verbal communication. Considers the theories and methodologies of Bourdieu, Latour, Gallison, and Pfaffenberger as applied (primarily) to the archeological record of ancient Mesoamerica.

**253A. Techno Imaginaries****(4) SANDOVAL**

Exploration of the history and philosophy of contemporary science and technology in relation to Chicanas/os and the digital divide, technoscience studies, cyberspace, and cybercultural studies. Explores film, computer, television, print and other media related to scientific and popular cultures.

**254. Listening to Race****(4) CASILLAS**

*Prerequisite: Graduate student standing. Preference given to Chicano Studies graduate students.*

Explores various sound theories, listening studies, and sound-specific case studies that analyze the relationship made between sound and race. Material reviewed includes radio studies, sound semiotics, music as texts, and the queering of sound.

**255A. Oral Tradition****(4) STAFF**

An interdisciplinary exploration of current theoretical perspectives on oral traditional performances. Various cultural practices are examined, such as music, dance, storytelling, historical discourse, and spiritual practices.

**255B. Perspectives in Popular Culture****(4) STAFF**

An interdisciplinary course on popular cultural expression by raza peoples. Examines these cultural forms as part of the social fabric and social movements.

**256. Contemporary Readings in Chicana-o Latina-o Indigenous Studies****(4) GARCIA M.T.**

*Prerequisites: graduate standing.*

Focuses on recent publications covering different fields in Chicana-o Latina-o Indigenous studies in the Humanities, Social and/or Natural Sciences.

**257. Performance and Gender****(4) STAFF**

An examination of selected performance theories and practices as they express gender and sexual relations.

**258. Feminine Energy in Native America****(4) STAFF**

An interdisciplinary exploration of feminine energy in Native American philosophical, scientific, and ritual perspectives.

**259. The Chicana/o Movement: New Historical Perspectives****(4) GARCIA M.T.**

Focuses on the Chicana/o Movement of the 1960s and 1970s and the developing historiographical literature on the Movement. Topics to be covered include Chicanismo, the student movement, the anti-war movement, and La Chicana.

**260A. Seminar in Chicana and Chicano History****(4) GARCIA**

First part of a two-quarter research seminar exploring various facets of Chicano history, concentrating on the twentieth century. Examination of literature and projects covering immigration, labor, women, the Mexican-American, and the Chicano movement.

**260B. Ethnicity and Community****(4) GARCIA**

Second of a two-quarter research seminar, focusing on the historical development of ethnic communities in the United States. Examines community institutions such as the family, the church, voluntary associations, and the ethnic press, with emphasis on Santa Barbara and Southern California.

**261A. Chicana/o Education****(4) YOSSO**

*Prerequisites: graduate standing and consent of instructor.*

A theoretical and empirical overview of Chicana/o educational issues in the U.S., analyzing effects of race, gender, class, language, sexuality and immigrant status on attainment and achievement. Examination of social, political, economic, and historical contexts of Chicana/o educational experiences.

**261B. Imaging (Imagining) Chicanas/os****(4) YOSSO**

*Prerequisites: graduate standing and consent of instructor.*

Using visual sociology, course examines film, television, and print media for their inclusion, exclusion, or distortion of Chicanas/os and the impacts of these images. Historical examination of how society, economy, and politics shape popular discourse.

**262A. Governmentality****(4) INDA**

*Prerequisites: graduate standing.*

Surveys the growing body of interdisciplinary literature that has developed around the theme of governmentality. Topics explored include the regulation of reproduction, crime control, colonial governance, and the management of welfare.

**262B. Chicano/Latino Social Political Theory****(4) BARVOSA**

Surveys the major texts in contemporary Chicano/Latino social and political thought, including works by Lugones, Rosaldo, Lauretis, Anzaldúa, Moraga, and Alarcón. Areas and themes of inquiry: poststructuralism, postmodernist thought, postcolonial theory, psychoanalysis and various feminisms.

**262C. Contemporary Problems in Chicana/o and Latina/o Ethics and Politics****(4) BARVOSA**

Surveys Chicano/Latino-specific problems in contemporary ethics and politics. Topics include gender and sexual equality, distributive justice, transnational citizenship and political membership, competing Chicana/o accounts of civic engagement, ethnic group and cultural rights, and ethnic subordination by the state.

**262D. Bio-Power****(4) INDA**

*Prerequisites: graduate standing.*

Explores and elaborates on Michel Foucault's concept of bio-power. Topics dealt with might include disease and public health, genocidal politics, and eugenic/genomic projects.

**263. Comparative Ethnic Theory****(4) STAFF**

Theories of ethnicity drawn primarily from the fields of Sociology, Anthropology, and Ethnic Studies. Comparative and historical approach, including an analysis of "race", racialization, class and nationalism.

**270. Globalization and Transnational Social Movements****(4) ARMBRUSTER-SANDOVAL**

An examination of globalization in the world economy and its impact on Central America, Mexico, and the Chicano/Latino community in the United States. Topics include the historical and contemporary nature of capitalism, the WTO, the IMF, the World Bank and neoliberalism.

**271. Globalization and Immigration****(4) INDA**

Tracks the migration of people and cultures across national boundaries, focusing on the itinerary of Mexican migrations to the United States, with selected examples of migrations into Europe. Attention is paid to the changing significance of the nation.

**272. Post-Border Thought****(4) SANDOVAL**

Introduces inter- and trans-disciplinary approaches to constructing knowledge. Some of the methods discussed include Marxism, deconstruction, semiotics, the feminist critique of representation, transnational feminism, critical and cultural theory, disidentification, the methodology of the oppressed, mestizaje, poststructuralism, and chusmaria.

**273. Central American Diaspora and Displacements****(4) ROQUE RAMÍREZ**

*Prerequisite: consent of instructor.*

Examines the structural and cultural forces of displacement in Central American national histories, and the ensuing diasporas within and outside the isthmus. Using various (inter)disciplinary approaches, the course focuses on the interplay between imperialism, (im)migrations, and identity formations.

**274A. Oral History: Theories, Ethics, and Methods****(4) ROQUE RAMÍREZ**

A survey of the theory and practice of oral history methodologies, including the testimonio tradition in Latin America. Considers the politics of memory and truth, evidence and experience, and the challenges and pleasures of oral history work among subordinated communities.

**274B. Oral History: Fieldwork and Practice****(4) ROQUE RAMÍREZ**

Field studies component of Chicana/o Studies 274A. Students are required to engage in a sustained, carefully planned oral history project of their choice, and develop writing and historical analysis based primarily on this labor of community documentation.

**275. Site and Intervention: Chicana/o Art****(4) LATORRE**

*Prerequisite: enrollment in Chicana/o Studies or Art History Ph.D./M.A. program or graduate student status with consent of instructor.*

Course centers on public art in Chicana/o art history. Examines various media, from murals to street performance. Contextualizes the artwork within the history of the displacement suffered by Chicana/o and Mexican people from the colonization of the Americas to the present.

**276. The Body in Chicana and Chicano Art****(4) LATORRE**

*Prerequisite: enrollment in Chicana/o Studies or Art History Ph.D./M.A. program or graduate student status with consent of instructor.*

Focuses on the representations of the body in Chicana/o art as a shifting site for the articulation of nation, culture, gender, and sexuality. Situates Chicana/o depictions of the human figure within existing postmodern and feminist discourses on the body.

**277. Photography and Digital Media in Chicana/o Art****(4) LATORRE**

*Prerequisite: enrollment in Chicana/o Studies or Art History Ph.D./M.A. program or graduate student status with consent of instructor.*

Overview of the emerging trend among Chicana/o artists of using photographic and digital technologies as creative media. Students become familiar with theoretical writings on photography (Benjamin, Barthes) and cultural studies on technology as an empowering vehicle (Stafford, Balsamo).



**278. Glyph and Sign: Mesoamerican Imagery in Contemporary Chicana/o Art**

(4) LATORRE

*Prerequisite:* enrollment in *Chicana/o Studies or Art History Ph.D./M.A. program or graduate student status with consent of instructor.*

Documents the influence of Mesoamerican art and culture in work by Chicana/o artists. Topics include the use of pre-conquest iconographic motifs and figures, the adoption of pre-Colombian stylistic conventions, and the incorporation of Aztec writing systems into the visual.

**280. Critical Race Theory in Education**

(4) YOSSO

*Prerequisites:* graduate standing; consent of instructor.

Utilizing a critical race theory framework, the course examines education with an emphasis on the intercentricity of race/racism with other forms of subordination and the power of experiential knowledge to challenge traditional theories, concepts, methods, and data.

**281. The Chicana/o and Latina/o Metropolis: Race, Class, and Resistance**

(4) ARMBRUSTER-SANDOVAL

Examines the historical and contemporary experiences of Chicanas/os and Latinas/os in urban settings such as Los Angeles. Topics include the historical development of Mexicano L.A., police-community relations, political and economic restructuring, the 1992 L.A. rebellion/riots, and intra-ethnic relations.

**282. Sex, Gender, and Feminist Theories**

(4) SANDOVAL

Examination of sex, gender, and race across fields of representation, investigating the relationship between these political categories and Chicana and U.S. third world feminist consciousness. Readings in history, literature, and post colonial queer studies include Anzaldúa, Yarbrow-Bejarano, and José Muñoz.

**283. Queer/LGBTIQ Communities, Histories, and Theories**

(4) ROQUE RAMÍREZ

*Prerequisite:* consent of instructor.

Examines queer/lgbtqi life and death in Chicana/o and Latina/o American communities by grounding the discussion in lived experiences. Explores the relationship among theory, his/herstories, and community archives, the evidence of desire, and the (dis)placement of voice and authority in "queer theory."

**284. Globalizing Sexualities in the Americas**

(4) ROQUE RAMÍREZ

*Prerequisite:* consent of instructor.

Examines multiple sexualities in contemporary political, cultural, social, and economic life in the Americas. Considers transnational notions of rights and freedom, the nation, and the body in relation to the policing and containment of gender and sexual expressions.

**299. Special Topics in Chicana and Chicano Studies**

(4) STAFF

Seminar on topics of contemporary and historic importance in Chicana and Chicano Studies. Specific topics vary according to instructor's interests and expertise.

**501. Teaching Assistant and Associate Training**

(4) STAFF

*Units earned do not apply toward completion of advanced degrees. S/U grading only. Required of all teaching assistants in Chicana and Chicano Studies.*

Supervised teaching of lower-division Chicana/o Studies courses. Required participation in occasional workshops related to teaching.

**502. Research Assistant Practicum**

(4) STAFF

*Units earned do not apply toward completion of advanced degrees. S/U grading only.*

Supervised research in Chicana and Chicano Studies literature, history, culture, and other relevant areas.

**592. Directed Reading**

(1-12) STAFF

Course content variable; may be repeated. Special readings selected under guidance of individual instructor to help students make up particular gaps in their intellectual backgrounds that are pertinent to their graduate program.

**594AA-ZZ. Special Topics**

(1-12) STAFF

Special seminar on research subjects of current interest.

**595AA-ZZ. Directed Reading and Research**

(1-12) STAFF

Critical review of research in selected fields.

**596. Directed Reading and Research**

(1-12) STAFF

An independent research or individually guided tutorial in an area not covered by existing courses.

**597. Individual Study for Master's or Ph.D. Examinations for Advancement to Candidacy**

(1-12) STAFF

Normally taken with the student's committee chair in preparation for Master's or Ph.D. examinations. Units do not count toward graduate degrees.

**598. Master's Research and Writing**

(1-12) STAFF

Open to graduate students conducting master's research.

**599. Dissertation Research and Writing**

(1-12) STAFF

*Prerequisite:* open to graduate students conducting doctoral thesis research.

Open to graduate students conducting doctoral research.

# Classics

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*Department Chair: Robert Morstein-Marx*

## Faculty

**Apostolos N. Athanassakis**, Ph.D., University of Pennsylvania, James and Sarah Argyropoulos Professor of Hellenic Studies (Greek poetry, classical linguistics)

**Francis M. Dunn**, Ph.D., Yale University, Professor (Greek drama, Latin poetry)

**Dorota Dutsch**, Ph.D., McGill University, Associate Professor (Roman comedy, theater and performance, Roman society)

**Brice Erickson**, Ph.D., University of Texas, Associate Professor (Greek archaeology, Crete, ceramic studies)

**Ralph Gallucci**, Ph.D., UC Los Angeles, Lecturer (early Greece, Homer, Athenian democracy)

**Frances V. Hickson-Hahn**, Ph.D., University of North Carolina, Associate Professor (Latin literature, Roman religion)

**Sara Lindheim**, Ph.D., Brown University, Associate Professor (Latin poetry, literary theory)

**Helen Morales**, Ph.D., University of Cambridge, Associate Professor (Greek literature of the Roman Empire: narrative)

**Robert Morstein-Marx**, Ph.D., UC Berkeley, Professor (Roman history, Roman oratory)

**Glenn Patten**, Ph.D., University of Heidelberg, Assistant Professor (Greek Literature)

**Robert Renehan**, Ph.D., Harvard University, Research Professor (Greek and Latin literature, textual criticism, Greek philosophy and medicine)

**Jo-Ann Shelton**, Ph.D., UC Berkeley, Research Professor (Greek and Latin literature, Roman drama, Roman society)

**Jeffrey G. Souther**, M.A., UC Santa Barbara, Lecturer

## Affiliated Faculty

**Elizabeth Digeser**, Ph.D. (History)

**John Lee**, Ph.D. (History)

**Christine Thomas**, Ph.D. (Religious Studies)

**Voula Tsouna**, Ph.D. (Philosophy)

**Fikret K. Yegül**, Ph.D. (History of Art and Architecture)

## Emeriti Faculty

**Alva W. Bennett**, Ph.D., UC Berkeley, Professor Emeritus (Latin literature, ancient comedy)

**Howard W. Clarke**, Ph.D., Harvard University, Professor Emeritus (Homer, comparative literature)

**Borimir Jordan**, Ph.D., UC Berkeley, Professor Emeritus (philology, epigraphy, history, religion)

**David C. Young**, Ph.D., University of Iowa, Professor Emeritus (Greek literature, Pindar, ancient athletes)

The field of classics encompasses all aspects of Graeco-Roman culture. The heart of classical studies is the collection of literary, historical, philosophical, and scientific writings from Homeric to Byzantine times. The reconstruction and interpretation of these writings is the primary responsibility of the teacher of classics, who is frequently a specialist in some particular field such as poetry, drama, philosophy, epigraphy, papyrology, mythology, or history. All of these studies are interrelated, and classicists pursuing them are working toward the same goal: a wider picture of Graeco-Roman culture as a means toward a clearer understanding of our own.

It cannot be emphasized enough that the field of classics is not a narrow discipline intended for specialists only. The Greek and Roman worlds were themselves the products of cross-cultural exchange and ferment; they constituted the first widespread multicultural societies in the West and as such are of special relevance to our own multicultural society today. A major in classics can serve as a superb preparation for virtually any field of professional endeavor. The fact that classics majors are able to take many courses with small enrollments taught by senior faculty makes it especially attractive to serious students. To serve the interests of as many students as possible, the department offers a major with three distinct emphases (see below).

The department provides advising to undergraduate and graduate students. Course descriptions are prepared and distributed before the start of each quarter, and a brochure is available describing the undergraduate programs.

The Department of Classics offers an intensive summer session in Greece (Athens and Paros). Three standard courses and an

undergraduate seminar on special topics offer students wonderful opportunities to study ancient Greek culture, history, and archaeology.

The Education Abroad Program also offers opportunities for study in several countries with strong traditions in teaching classics. England is one of these. Students who elect to go to France, Germany, Italy, or Spain also have an ideal opportunity to learn one of the languages that greatly enhance research in our field. The legacy of the classical past in both Greece (through Summer Sessions) and Italy (through EAP) is at the very center of our discipline. Study abroad under EAP is automatically accredited by UCSB. However, the authority to approve study abroad courses for a student's major or minor rests with the Department of Classics.

### Prizes and Awards

The Keith Aldrich Memorial Awards are given each year by the department to an undergraduate major in classics and to a graduate student in classics, in recognition of outstanding academic achievement.

The Dumas Award in Greek Mythology is given for essays on a mythological topic written in Classics 40. The Dumas Travel Scholarship supports travel to Greece by undergraduates and graduate students.

### Undergraduate Honors

The Department of Classics at UCSB allows and encourages qualified students to pursue undergraduate honors in classics. Students admitted to the honors program in classics will write an honors thesis during their senior year, supervised by a member of the faculty. Successful completion of the program will be recognized by the award of Distinction in the Major at graduation. An honors thesis for distinction in classics is a substantial piece of critical writing that advances a sustained argument and that shows the student's ability to conduct research with primary and secondary sources. A thesis is usually at least 25 pages in length (excluding appendices and bibliography). Candidates for the honors program in classics should petition the department chair at the end of their junior year; candidates must have been in residence at UCSB for one year (three quarters) as classics majors by time of graduation, must have maintained a grade-point average of 3.6 in the major, and must obtain the consent of two faculty members, one to serve as advisor and one as a second reader. In the first quarter of their senior year, honors students will work with faculty members to develop a suitable topic; in each of the remaining quarters, they will enroll in Classics 195A-B, Senior Honors Thesis in Classics, to research and write the honors thesis in consultation with the thesis advisor and the second reader. Writing an honors thesis is strongly recommended for students considering graduate work in classics.

### Undergraduate Program

The undergraduate program in classics offers a challenging and rewarding course of study in the unified field of Graeco-Roman culture. It is designed to accommodate both the aspirant to graduate studies in classics or related fields and the student primarily interested in an undergraduate liberal arts major.

Students choose an emphasis in one of three areas: (1) language and literature, (2) Greek and Roman culture, or (3) archaeology. All three are excellent liberal-arts degrees, but while option (2) is primarily designed to be an intellectually exciting and rigorous exploration of classical culture, options (1) and (3) require somewhat more study of a classical language and are, therefore, generally better suited for those intending to pursue graduate study in classics or classical archaeology respectively. Students should keep in mind that strong language preparation (2-3 years of each language) is normally required for admission to a graduate program in Classics. Since this exceeds the minimum language requirements in all of the three major emphases, those interested in taking this route will need to do more than satisfy the minimal language requirements for their major, whichever emphasis they choose.

Note: In the first quarter of their junior year, all majors must make an appointment with the undergraduate advisor to review their progress towards meeting the requirements of the major.

### Bachelor of Arts—Classics— Classical Language and Literature Emphasis

The language and literature emphasis focuses on examining the Graeco-Roman world through an exploration of ancient texts in their original languages. Like classics as a field, this emphasis is strongly interdisciplinary. Reading in Greek and/or Latin texts offer students a sampling of poetry, drama, history, philosophy, oratory, etc.

Students who wish to pursue graduate studies in classics should take the language and literature emphasis, but this emphasis also serves well students with interdisciplinary interests who seek a challenging liberal arts major and who enjoy small classes in which they receive significant personal attention. Students interested in pursuing graduate study in Classics should keep in mind that they will need to exceed the minimum language requirements for this emphasis in order to improve their chances of admission to a strong graduate program (*see above*).

**Preparation for the major.** Greek 1, 2, 3, 100, 101 or Latin 1, 2, 3, 100, 101 (or equivalent); Classics 37, 38, 40; History 2A or 4A; Writing 109HU.

Students completing courses in a second classical (Greek or Latin) language may substitute up to 12 units of such work for Classics 37, 38, and 40.

**Upper-division major.** Thirty-six upper-division units are required, distributed as follows: (a) 28 upper-division units selected from any upper-division Greek or Latin course not used in preparation for the major. Up to 12 units of the 28 may be from upper-division classics courses. (b) One course chosen from Classics 150, History 111A-B-C-P, 112A-B-C-D, 113A-B-C-P-Q. (c) Classics 185AA-ZZ (or Classics 195A-B for Honors).

### Bachelor of Arts— Classics—Greek and Roman Culture Emphasis

The Greek and Roman Culture Emphasis is intended to serve as an intellectually stimulating and rigorous liberal arts major for those who

do not plan a career teaching Classics. Since the language requirement is somewhat lower than that of other emphases, this emphasis is not recommended for those intending to pursue graduate study in Classics. However, it provides students with the opportunity to explore in depth a wide variety of central aspects of Greek and Roman culture in a highly interdisciplinary fashion. The one-course requirement in "Comparative ancient and classical cultures" also encourages students to consider common themes of ancient cultural traditions and early complex societies in the Middle East, Asia, Africa and the Americas.

**Preparation for the major.** Classics 80A-B; Writing 109HU. Students enrolled in this emphasis are also encouraged to use their General Education requirement to take related lower-division courses in Classics (36, 37, 38, 39, 40, 50), Comparative Literature (30A), Anthropology (2, 3), History of Art and Architecture (6A), History (2A, 4A), Philosophy (20A) and Religious Studies (80A).

**Upper-division major.** Forty-eight upper-division units are required, distributed as follows:

- (a) Eight courses in at least two of the following areas, of which at least four courses must be Classics courses. (Note that the upper-division courses commonly have prerequisites.) (1) Literature Traditions and Representations: Classics 102, 104, 109, 110, 120, 130, 175. (2) Politics and Society: Classics 125, 150, History 111A-B-C-P, 112A-B-C-D, 113A-B-C-P-Q. (3) Material Culture: Classics 160, 161S, 162S, 163SS, 164, 165, 170, 171, Art History 103A-B-C, 186B (4) Religious and Intellectual Life: Classics 101, 106, 108, Philosophy 151, 152, 153, 156, Religious Studies 116A-B-C, 128A, 139A-B.
- (b) One course in comparative ancient and classical culture from any of the following areas. (Note that the upper-division courses commonly have prerequisites.) (1) Cross-cultural: Anthropology 116, 160, 164, Religious Studies 136; (2) Ancient Near East: Anthropology 118TS, 138TS, 176TS, Religious Studies 115A; (3) Early Islam: History 145A, Religious Studies 189A; (4) India: Religious Studies 158A, 162A; (5) East Asia: Art History 134B, Chinese 148, Japanese 110A, 149, Religious Studies 166A-C; (6) The Americas: Anthropology 150B-C, 175, Art History 130A-B-D-E, Chicano Studies 117, 119, 150.
- (c) Classics 180A-B, (d) Classics 185AA-ZZ (or Classics 195A-B for Honors).

**Language Requirement.** Completion of Latin 3 or Greek 3. Note that up to 3 upper-division courses in Latin or Greek may be applied to the Upper-division major in category (a).

### Bachelor of Arts—Classics— Classical Archaeology Emphasis

The classical archaeology emphasis brings together classical art history, classical archaeology, anthropology, and ancient history into a coherent program of study.

This emphasis is for students with an interest in archaeology looking for a strong, liberal arts major, or for students planning to pursue graduate studies in classical archaeology.

**Preparation for the major.** Greek 1, 2, 3, 100,

101 or Latin 1, 2, 3, 100, 101 (or the equivalent); Classics 37, 38, 40; Classics 50 or Anthropology 3; Art History 6A, History 2A or 4A; Writing 109HU.

Students completing courses in a second classical language (Greek or Latin) may substitute up to 12 units of such work for Classics 37, 38, and 40.

**Upper-division major.** Thirty-six upper-division units are required, distributed as follows: (a) Anthropology 100; (b) three of the following courses: Classics 160, 161S, 162S, 163SS, 164, 165, 170, or Art History 101A-B-C, 102AA-ZZ, 103A-B-C, 104AA-ZZ, 186B; (c) two courses from Classics 101, 102, 104, 108, 109, 110, 125, 130, 175, 180A-B, plus any upper-division Greek or Latin course not used in the preparation for the major; (d) two courses from Classics 125 (if not in Area C), 150, 171; History 111A-B-C-P, 112A-B-C-D, 113A-B-C-P-Q; Art History 101A-B-C, 102, 103A-B-C, 104AA-ZZ (if not used in Area B); (e) Classics 185AA-ZZ (or Classics 195A-B for honors).

### Minor—Classics

Students majoring in other fields who have an interest in classics may still choose to pursue an intensive study of the classical languages and culture.

Up to 5 upper-division units may be taken on a P/NP basis. All other courses to be applied to the classics minor must be completed on a letter-grade basis.

**Preparation for the minor.** Latin 1, 2, 3 or Greek 1, 2, 3 (13-15 units).

**Upper-division minor.** Twenty upper-division units in Classics, Greek, or Latin.

*Note: Substitutions and waivers are subject to approval by the department chair/undergraduate advisor of the department. Please see page 118 for special conditions governing minors in the College of Letters and Science.*

## Graduate Program

In addition to the regular M.A. and Ph.D. degrees, the department offers optional emphases in ancient history and in literature and theory. The M.A. and Ph.D. in Classics with emphasis in ancient history involve significant coursework in the Department of History. The emphasis is designed for those students who wish their training to emphasize ancient history without sacrificing the classical languages. The M.A. and Ph.D. in Classics with emphasis in literature and theory are designed for students who wish to combine solid training in the classical languages with broader study in literature and theory. Students in this program will take graduate courses in literary theory, gender studies, cultural theory, or other approved areas in cognate disciplines on campus.

Candidates for graduate degrees must meet university degree requirements found in the chapter “Graduate Education at UCSB,” as well as departmental requirements.

### Admission

Applicants must meet the university requirements for admission described in the chapter “Graduate Education at UCSB,” in addition to fulfilling the departmental admission require-

ments stated below. Applicants for admission to the M.A. program in Classics should have an undergraduate major or equivalent in Greek, Latin, or classics. Other students may be admitted if they demonstrate proficiency in ancient Greek and Latin, but they will be required to make up any deficiencies in their undergraduate training while completing the regular coursework for the M.A. degree.

Because a primary function of the M.A. program in Classics is to prepare students for the Ph.D., applicants are encouraged to apply to the M.A./Ph.D. degree program. However, continuation into the Ph.D. following completion of the M.A. is at the discretion of the faculty and is dependent upon proof of the student’s ability to do research at the Ph.D. level. Upon completing their M.A. in classics at UCSB, students wishing to continue into the Ph.D. program must submit one research paper and two letters of recommendation from ladder faculty in the Department of Classics. One of the ladder faculty must be willing to supervise the applicant’s Ph.D. work.

A candidate for admission to the Ph.D. must present an M.A. in classics from UC Santa Barbara or the equivalent from another institution. Students applying for admission to the Ph.D. program who have received their M.A. elsewhere (or who are reapplying some time after completing the M.A. in classics at UCSB) follow the M.A./Ph.D. admission program procedures. Admission is dependent upon proof of the applicant’s ability to do research at the Ph.D. level.

The requirements for admission to the M.A. and/or Ph.D. in classics with an emphasis in ancient history are the same as those spelled out above. It is expected that students will enter with upper-division undergraduate classes in Greek or Roman history.

The requirements for admission to the M.A. and/or Ph.D. in classics with an emphasis in literature and theory are the same as those listed above for the regular degrees in classics. It is generally expected that students will enter with at least one upper division undergraduate class in Greek or Roman history, and one introductory course in literary, cultural, or gender theory. Students who are admitted without the requisite undergraduate preparation are expected to take equivalent courses as soon as possible after entering the M.A. program.

Graduate study is supported by various sources including the department’s Argyropoulos Fellowship in Hellenic Studies.

### Master of Arts—Classics

#### Degree Requirements

The M.A. in Classics is granted under the comprehensive examination plan. Classics 201 (Proseminar) and Classics 211, 212, 213 (History of Greek and Latin Literature) are required of all M.A. candidates. Thirty-six units are required, 24 (12 Greek, 12 Latin) of which must be in graduate courses within the department; the remaining units may come from upper-division courses in the department or from approved courses in other departments if they are relevant to the student’s program.

In addition, candidates must meet the following requirements: (1) reading knowledge of either German, French, or Italian (by examination); (2) Greek and Latin sight translation

(by examination); (3) Greek or Latin prose composition (by course credit); (4) two courses in Greek and Roman history; one for students in the literature and theory emphasis; (5) four term/research papers. Full details concerning the M.A. requirements are available upon request.

### Degree Requirements— Ancient History Emphasis

The degree requirements for the M.A. in Classics with an emphasis in ancient history differ from those listed above for the regular M.A. in classics in the following respects: (1) Greek or Latin prose composition is not required; (2) candidates must take at least four graduate courses in Greek or Latin each year that they are in the program; (3) Greek and Latin translation examinations will be based on a reading list appropriate to the emphasis; (4) four quarters of graduate courses in ancient history, selected from the following list, with the provisos that both Greek and Roman history be represented and at least two quarters be taken of graduate coursework in the History Department: Classics 233 (Greek History), Classics 233 (Roman History), History 201E (Greek Historical Literature), History 201E (Roman Historical Literature), History 211A-B or History 213A-B. Students may petition the graduate advisor for permission to apply any of the following courses to this requirement (success of the petition will depend on the relevance to ancient history of the actual content of the specific version of the course taken): Classics 231, Classics 232, Classics 234, Classics 235, and Greek and Latin graduate reading courses in historical or historically relevant authors, including a historical or historically relevant paper that is submitted for the paper requirement. Courses may not be repeated for this requirement. (5) candidates must pass an examination in Greek and Roman history. Full details concerning the requirements for the M.A. in classics with an emphasis in ancient history are available upon request from the department.

### Degree Requirements— Literature and Theory Emphasis

The degree requirements for the M.A. in Classics with an emphasis in literature and theory differ from those listed above for the regular M.A. in classics in these respects: (1) Greek or Latin prose composition is not required; (2) candidates must attend three additional meetings of the proseminar designed to introduce students to specifically classical theory-based scholarship; (3) Greek and Latin translation examinations will be based on a modified reading list; (4) required coursework will include three theory courses, and candidates will be required to write two seminar papers demonstrating an application of theory—one in a classics course and one in a course outside the Department of Classics. Full details concerning the requirements for the M.A. in classics with an emphasis in literature and theory are available from the department.

### Doctor of Philosophy—Classics Degree Requirements

Candidates for the Ph.D. must satisfy the requirements for the M.A. in Classics if they have

not already done so. A minimum of 36 further graduate units in classics is required, including Greek 240 or Latin 210 (Greek or Latin Prose Composition), whichever was not completed for the M.A. Candidates must also take at least 4 seminars in Classics. One seminar may be taken in another department after consultation with the graduate advisor and the chair of the student's committee. In addition to the four seminar papers, candidates must write a significant paper on a topic or area that will contribute to the dissertation, and present it in both written and oral form to the department.

The following examinations are required before the student will be advanced to candidacy: author/genre examination in language of dissertation, sight examinations in Greek and in Latin, and in a second foreign language (German, if student has not already passed a German examination). The oral qualifying examination is taken after all written examinations have been passed. Upon successful completion of the examination, the student will be advanced to candidacy and will proceed with the dissertation. A defense of the dissertation is required. Full details concerning the Ph.D. requirements are available upon request.

### **Degree Requirements— Ancient History Emphasis**

Candidates for the Ph.D. must satisfy the requirements for the M.A. in Classics with an emphasis in ancient history if they have not already done so. A minimum of 36 further graduate units in classics, history (Greek or Roman), or related subjects in art history, religious studies, or philosophy, is required, including the following: (1) 4 seminars, which may be used to fulfill the following required courses (2) at least 4 graduate courses in Greek or Latin, including 2 Classics seminars (231, 232, 233, 234, 235) and (3) 2 graduate courses in ancient history (Classics 233, 234, History 201E, 211 A-B, 213 A-B, whichever was not taken for the M.A.), including 1 in Roman history if the exam is in Greek history, and vice versa. In addition to the 4 seminar papers, candidates must write a significant paper on a topic or area that will contribute to the dissertation, and present it in both written and oral form to the department.

The following examinations are required before the student may advance to candidacy: sight examinations in Greek and in Latin, based on modified reading lists, examination in a second foreign language (German, if student has not already passed a German examination), and examination in Greek or Roman history. The nature of the oral qualifying examination is the same as for the regular Ph.D. in classics. Full details concerning the requirements for the Ph.D. in Classics with an emphasis in ancient history are available upon request.

### **Degree Requirements— Literature and Theory Emphasis**

Candidates for the Ph.D. must satisfy the requirements for the M.A. in Classics with an emphasis in literature and theory if they have not already done so. A minimum of 36 further graduate units in classics or related interdisciplinary courses are required, including the following: (1) 5 seminars with at least 3 in the

Classics Department (2 seminars should be predominantly concerned with theory) and (2) prose composition in Greek or Latin. In addition to the 5 seminar papers, candidates must write a significant paper on a topic or area that will contribute to the dissertation, and present it in both written and oral form to the department.

The following examinations are required before the student may advance to candidacy: author/genre examination in the language of the dissertation, sight examinations in Greek and Latin based on modified reading lists, examination in a second modern foreign language (German, if student has not already passed a German examination), and an oral qualifying examination with emphasis in literature. Full details concerning the requirements for the Ph.D. in Classics with an emphasis in literature and theory are available from the department.

## *Classics Courses*

*Yearly schedule varies. Not all courses are offered each quarter. Courses taught in English.*

### **LOWER DIVISION**

#### **36. Ancient Epic**

(4) STAFF

A study in translation of the *Iliad*, *Odyssey*, *Aeneid*, and other ancient epics, and of the place of these epics in Greek and Roman society.

#### **36H. Ancient Epic—Honors**

(4) STAFF

*Prerequisites:* concurrent enrollment in *Classics 36*; consent of instructor.

A discussion section led by the instructor, provided for students enrolled in the honors program. Students receive one unit for the honors seminar (36H) in addition to the four units for *Classics 36*.

#### **37. Greek Literature in Translation**

(4) STAFF

Reading and lecture survey of the principal Greek writers.

#### **37H. Greek Literature in Translation—Honors**

(4) STAFF

*Prerequisites:* concurrent enrollment in *Classics 37*; consent of instructor.

A discussion section led by the instructor, provided for students enrolled in the honors program. Students receive one unit for the honors seminar (37H) in addition to the four units for *Classics 37*.

#### **38. Latin Literature in Translation**

(4) STAFF

Reading and lecture survey of the principal Roman writers.

#### **38H. Latin Literature in Translation—Honors**

(4) STAFF

*Prerequisites:* concurrent enrollment in *Classics 38*; consent of instructor.

Discussion section led by the instructor, provided for students in the honors program. Students receive one unit for the honors seminar (38H) in addition to four units for *Classics 38*. (F,W,S,M)

#### **39. Women in Classical Literature**

(4) STAFF

Study of the portrayal of women in selected Greek and Latin authors from the seventh century B.C. to the second century A.D. and this portrayal's relationship to the literary, historical, and social backgrounds of the works concerned.

#### **40. Greek Mythology**

(4) STAFF

Introduction to the principal myths of ancient Greece and the ways in which these myths have been understood. Format and readings vary. (F,W,S)

#### **40H. Greek Mythology-Honors**

(1) STAFF

*Prerequisites:* concurrent enrollment in *Classics 40* and consent of instructor.

A discussion section led by the professor is available to students in the Honors Program. Students will receive one unit of credit for the honors seminar (40H) in addition to four units for *Classics 40*.

#### **50. Introduction to Classical Archaeology**

(4) ERICKSON

Examines the techniques and methods of classical archaeology as revealed through an examination of the major monuments and artifacts of the Greco-Roman world from prehistory to the Late Empire.

#### **80A. Greek Civilization**

(4) STAFF

*Not open for credit to students who have completed *Classics 100A*.*

Introduction to the various aspects of Greek civilization such as art, education, daily life, festivals, law, religion, science, and sports.

#### **80B. Roman Civilization**

(4) STAFF

*Not open for credit to students who have completed *Classics 100B*.*

Introduction to the various aspects of Roman civilization such as art, education, daily life, festivals, law, religion, science, and sports. Readings in primary sources in translation.

#### **99. Introduction to Research**

(1-3) STAFF

*Prerequisites:* consent of instructor and department chair.

*May be repeated to a maximum of 6 units.*

*Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

Directed study, oriented toward research, to be arranged with individual faculty members. Course offers exceptional students an opportunity to participate in a research project or group.

### **UPPER DIVISION**

#### **101. The Greek Intellectual Experience: From Poetry to Philosophy**

(4) STAFF

A survey of the major Greek beliefs about such concepts as the nature of man — body, soul, afterlife, gods and men, man in the cosmos— from Homer to Plato. Readings (in translation) of poetic, philosophical, and medical texts.

#### **102. Greek Tragedy in Translation**

(4) STAFF

Plays by Aeschylus, Sophocles, and Euripides in English translation. Various aspects of Greek tragedy discussed: origins, historical development, costumes, staging, performance. Primary emphasis placed on the plays as literature: plot, characters, language, etc. Role of tragedy in Greek culture.

#### **104. Seminar on the Poetry of Archaic Greece**

(4) ATHANASSAKIS

*Prerequisite:* consent of instructor.

Taught in Greece as part of the summer curriculum offered by the Classics Department. Selections from Homer, Hesiod, the Homeric Hymns, and Greek lyric are read as poetry related to the Greek land as well as to religion, politics and temperament. The readings are in translation.

#### **106. Magic and Medicine in Ancient Greece**

(4) STAFF

The old and the new in classical Greek modes of thought; primitive religious and magical beliefs and scientific medical teachings. A study in the intellectual revolution of Greece. Readings in primary literary sources in translation and secondary literature.

#### **108. Pagan Religion and Cult in Ancient Rome**

(4) HAHN

A study of public and private religion in the Roman Republic, including deities, priesthoods, rituals and ceremonies, as well as the relationship of religion to politics and history. Readings emphasize ancient sources in translation.

**109. Viewing the Barbarian: Representations of Foreign Peoples in Greek Literature****(4) DUNN**

Study of representations of “barbarians” in Greek literature, with special interest in their cultural and historical contexts, and in the construction of Athenian ideology. Readings from Homer, Herodotus, tragedy and comedy, with essays by Said, Bernal, Hall and others.

**110. From Homer to Harlequin: Masculine, Feminine and the Romance****(4) LINDHEIM**

The romance, from Homer’s *Odyssey* to the contemporary romance novel, creates images of masculinity and femininity. This course considers these gender representations and questions whether they vary among ancient novels, and between the romances of antiquity and those of today.

**112. Greek and Latin Lyric Poetry****(4) STAFF**

Development, forms, and interpretation of ancient lyric poetry; such authors as Sappho, Pindar, Catullus, and Propertius in English translation.

**125. Greek and Roman Historians in Translation****(4) STAFF**

Development of history as a genre; such authors as Herodotus, Thucydides, Livy, and Tacitus in English translation.

**130. Comedy and Satire in Translation****(4) STAFF**

The comic playwrights, such as Aristophanes and Plautus, and satirists, such as Lucian and Juvenal, in English translation.

**150. The Fall of the Ancient Republic: Cicero, Caesar, and Rome****(4) MORSTEIN-MARX**

The tumultuous end of the Roman Republic, from Tiberius Gracchus (133 BC) to the Rubicon (49 BC), had profound importance for the history of the West and produced a fascinating literature of crisis in the writings of Sallust, Cicero, Catullus, and Caesar.

**160. Greek Cities and Sanctuaries****(4) ERICKSON**

*Recommended preparation: Classics 50.*

Surveys the evidence for the primary archaeological sites of the Archaic, Classical, and Hellenistic Greek world, with special emphasis on town planning and architectural responses to important Greek institutions such as colonization and democracy.

**163SS. Field Archaeology in Greece****(4) ERICKSON**

*Recommended Preparation: Classics 50*

The methods of Classical archaeology through excavation of a harbor/port town on the north coast of Crete. Students will participate in the archaeological project at Priniatikos Pyrgos, a Minoan (prehistoric) and Classical settlement. This introduction to the techniques of stratigraphic excavation takes place in the field. (M)

**164. Artifact Analysis****(4) ERICKSON**

*Recommended Preparation: Classics 50*

Introduction to the techniques of artifact analysis in Classical archaeology, with an emphasis on artifact style as a chronological and social phenomenon. Responsibilities include processing and analyzing finds from Priniatikos Pyrgos. Students assigned a research project based on excavated material.

**165. Greek Painting****(4) ERICKSON**

*Recommended preparation: Classics 50.*

Examines the art of painting and its social contexts in Greek antiquity, including monumental wall painting, vase painting, and the relationship between these and other media from prehistory to the Hellenistic period.

**170. Pompeii****(4) SHELTON**

*Not open for credit to students who have completed Classics 170B.*

A study of the history, buildings, and people of Pompeii, a city buried by the eruption of Mt. Vesuvius.

**171. Artifact and Text: The Archaeology and Literature of Early Greece****(4) GALLUCCI**

A survey of the archaeological record and literature of early Greece from the Late Bronze Age to the end of the Archaic Age, with special attention paid to the interconnection of artifact and text for our understanding of this period.

**175. Ancient Theories of Literature****(4) DUNN**

An introduction to Greek and Roman theories of literature and representation, with attention both to the major texts of Plato, Horace, Tacitus, and Longinus, and to central issues such as education, imitation, persuasion, allegory, genre, and style.

**180A. Advanced Study in Classical Civilization****(4) STAFF**

*Prerequisite: Consent of instructor.*

*For Classical Civilization and Greek and Roman Culture majors.*

Specialized study in classical civilization addressing central themes or genres in detail. Topics vary and may include subjects such as The Family in Ancient Rome, Greek Oracles and Politics, and Imperial Theology: Augustus, Politics and Religion.

**180B. Interfaces in Classical Civilization****(4) STAFF**

*Prerequisite: Consent of instructor.*

*For Classical Civilization and Greek and Roman Culture majors.*

Specialized study in classical civilization addressing influence or reception of classical culture, or meeting and competition of cultures. Topics vary and may include subjects such as Greek Tragedy and Western Theater, Greek and Roman Comedy and Reception, and Julius Caesars: Ancient and Modern.

**185AA-ZZ. Undergraduate Seminar****(4) STAFF**

*Prerequisites: upper-division standing and consent of instructor.*

*Priority given to Classics majors, Classics minors, and students in the Honors Program. May be repeated for credit to a maximum of 12 units provided letter designations are different.*

Study and research of special topics in classical literature, civilization, and culture. Topics may include: Rome: the ancient city, food in antiquity, the Roman family, religious thought and practice in Rome, culture and crisis in Athens, culture and crisis in Rome, etc. (Usually taught every other year.)

**195A. Senior Honors Thesis in Classics****(4) STAFF**

*Prerequisite: Must have been in residence as a Classics major for at least one full quarter. Must have a grade point average of 3.6 or better in the major. Approval of the department’s chair.*

Research and writing of a senior thesis paper under the close supervision of a Classics faculty member. (W)

**195B. Senior Honors Thesis in Classics****(4) STAFF**

*Prerequisite: Must have been in residence as a Classics major for at least two full quarters. Must have a grade point average of 3.6 or better in the major. Approval of the department’s chair.*

Research and writing of a senior thesis paper under the close supervision of a Classics faculty member. (S)

**198. Special Readings****(1-4) STAFF**

*Prerequisites: consent of instructor and department; upper-division standing; completion of two upper-division courses in classics.*

*Must have a minimum 3.0 grade-point average for the preceding three quarters. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. Total credit for this course is limited to 6 units.*

Individual or small group reading and study in subjects not included in the regular curriculum.

**199. Independent Studies in Greek and Latin****(1-5) STAFF**

*Prerequisites: consent of instructor and department; upper-division standing; completion of two upper-*

*division courses in classics.*

*Must have a minimum 3.0 grade-point average for the preceding three quarters. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

Independent study in areas in which both Greek and Latin are necessary.

**199RA. Independent Research Assistant****(1-5) STAFF**

*Prerequisites: consent of instructor and department; upper-division standing; completion of two upper-division courses in classics.*

*Must have a minimum 3.0 grade-point average for the preceding three quarters. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

To cooperate on an active basis with a professor on a research project.

**GRADUATE COURSES**

*Graduate standing is prerequisite for all graduate courses.*

**201. Proseminar****(2) STAFF**

Bibliography, methodology, and history of classical scholarship.

**211-212-213. History of Greek and Latin Literature****(2-2-2) STAFF**

Survey of development of poetry and prose; major authors. Special readings and reports.

**220. Greek Novel****(4) MORALES**

Advanced reading and study of selected chapters of an ancient Greek novel, with attention to the language and style of the work and to its literary, social and political contexts.

**231. Seminar in Literary Studies****(4) STAFF**

*Prerequisite: graduate standing.*

A graduate-level course in Greek and Roman authors, themes, or genres. Topics vary and may include Aristotle’s *De Anima*, construction of gender in Augustan poetry, texts and intertexts, and Roman tragedy.

**232. Seminar in Cultural Studies****(4) STAFF**

*Prerequisite: graduate standing.*

A graduate-level course in the culture and cultures of the ancient Mediterranean. Topics vary and may include, animals and ethics in the ancient world, religion and politics in the Roman republic, and performance on and off the stage.

**233. Seminar in Ancient History****(4) STAFF**

*Prerequisite: graduate standing.*

Advanced study in the scholarship, methods, and ancillary disciplines of Greek and Roman history. Topics may include, slavery in ancient Greece, naval strategy in classical Greece, current problems and debates in Roman history, and Augustus and foundation of the Principate.

**234. Seminar in Archaeology****(4) STAFF**

*Prerequisite: graduate standing.*

Advanced study in the material culture of the ancient Mediterranean, examining the scholarship, techniques, and methods of classical archaeology. Topics may include Greeks in southern Italy, Athens in the age of Pericles, and the rise of the Greek city-state.

**235. Seminar: Specialized Topics in Classical Studies****(4) STAFF**

*Prerequisite: graduate standing.*

A graduate-level course in the major subdisciplines of classical scholarship. Topics vary and may include, comparative Greek and Latin morphology and syntax, Greek and Latin textual criticism, Greek and Latin metrics, and Greek and Latin epigraphy.

**500. Teaching Assistant Practicum****(2) STAFF**

Weekly discussions, directed by faculty, of topics especially relevant for teaching assistants assigned to

Classics 40 (Greek Mythology). Includes analyses of texts and materials, discussion of teaching techniques, formulation of exam questions and paper topics, grading, and pedagogical ethics.

### 501. Language Teaching Practicum

(2) STAFF

Weekly discussions, directed by faculty, of topics relevant for graduate students assigned to introductory language courses. Includes design of syllabi, quizzes and exams, and especially discussion of teaching techniques and evaluation of teaching methods by observation and follow-up consultations.

### 596. Directed Reading and Research

(2-4) STAFF

*Prerequisite:* written proposal approved by department chair and graduate advisor.

Individual tutorial. (F,W,S)

### 597. Preparation for Comprehensive Exams

(1-6) STAFF

*Prerequisites:* consent of graduate advisor and chair.

No unit credit allowed toward degree.

Study for master's examinations and Ph.D. examinations.

### 599. Ph.D. Dissertation Preparation

(2-12) STAFF

Preparation of the dissertation.

## Greek Courses

### LOWER DIVISION

*Courses in the series Greek 1-3, or Greek 11-13, or Greek 14-16 must be taken in sequence. Students may not enroll in an earlier course in the sequence after taking a later one.*

#### 1. Elementary Greek

(5) STAFF

The beginning course in classical Greek and first in a three-quarter sequence introducing fundamentals of grammar, syntax, and reading skills. Concepts taught using written exercises. Interesting aspects of Ancient Greek society are introduced. (F)

#### 155. Conversational Modern Greek

(2) STAFF

*Course to be taught only during UCSB Summer Session in Greece. Contact time is 1,000 minutes. Meets every other day.*

Emphasis on conversation. Rudiments of grammar are taught through repetition of basic paradigms.

#### 2. Elementary Greek

(5) STAFF

*Prerequisite:* Greek 1 with a grade of C or better.

A continuation of Greek 1. Emphasis on mastering grammar and building vocabulary. (W)

#### 3. Intermediate Greek

(5) STAFF

*Prerequisite:* Greek 2 with a grade of C better.

A continuation of Greek 2. Emphasis building a working vocabulary and the syntax of complex sentences. Readings classical prose introduce students to ancient Greek literature and culture. (S)

#### 11. Elementary Modern Greek

(5) STAFF

Beginning course in Modern Greek, and the first in a three quarter sequence. Introduces pronunciation, script, vocabulary, and basic writing, reading, and conversational skills. Audio-visual materials aid language acquisition and enrich the understanding of Greek culture and history.

#### 12. Elementary Modern Greek

(4) STAFF

*Prerequisite:* Greek 11.

Continuation of Greek 11. Moves toward a greater command of conversation and reading comprehension with the help of selected passages of simple prose and entertaining dialogues. Audio-visual materials aid language acquisition and enrich the understanding of Greek culture and history.

#### 13. Intermediate Modern Greek

(4) STAFF

*Prerequisite:* Greek 12.

Continuation of Greek 12. Reinforces and broadens

command of conversation and reading comprehension with the help of selected short stories and poems. Audio-visual materials aid language acquisition and enrich the understanding of Greek culture and history.

#### 14. Advanced Modern Greek

(4) STAFF

*Prerequisite:* Greek 13.

Course builds on fundamentals covered during the first year of instruction. Review of grammar is accompanied by composition of brief narratives. Oral presentations are followed by conversation. Exposure to Greek culture is pursued through films and watching Greek newscasts.

#### 15. Advanced Grammar and Composition in Modern Greek

(4) STAFF

*Prerequisite:* Greek 14.

Course emphasizes more complex grammar and syntax. Readings are chosen from books equivalent to textbooks used in Greek high schools. Students are armed to write brief essays for class presentations. Conversations are kept at a demanding level. Audiovisual aids are used.

#### 16. Advanced Reading in Modern Greek

(4) STAFF

*Prerequisite:* Greek 15.

Course acquaints students with some of the best authors of modern Greece. Short stories are read in entirety and excerpts from longer works are read. Emphasis on swift accumulation of more difficult literary vocabulary. Both literature and films form the basis for classroom presentations.

### UPPER DIVISION

*Greek 102 is prerequisite to Greek 110 through 173.*

#### 100. Introduction to Greek Prose

(4) STAFF

*Prerequisite:* Greek 3 with a minimum grade of C.

Reading and analysis of Attic prose writers such as Xenophon, Plato to develop reading skills and introduce study of the style and thought of historical, rhetorical and/or philosophical writers. (F)

#### 101. Introduction to Greek Poetry

(4) STAFF

*Prerequisite:* Greek 100 with a minimum grade of C.

*Not open for credit to students who have completed Greek 106.*

Readings in the poetry of Homer to develop reading skills, introduce Homeric grammar and meter, and begin study of the style, thought and heroic world of epic poetry. (W)

#### 102. Readings in Greek Literature

(4) STAFF

*Prerequisite:* Greek 101.

Selected readings in Greek prose and/or poetry designed to develop reading proficiency, and to help students make the transition to more advanced study of classical Greek literature.

#### 110. Attic Orators

(4) STAFF

Reading and study of attic orators such as Demosthenes, and of famous orations by Demosthenes and other attic orators.

#### 113. Lucian

(4) STAFF

Reading and study of selected passages from Lucian, with attention to the language and style of his satirical dialogues, and to their social and historical context.

#### 120. Greek Novel

(4) MORALES

*Prerequisite:* Greek 102

Advanced reading and study of selected chapters of an ancient Greek novel, with attention to the language and style of the work and to its literary, social and political contexts.

#### 138. Pre-Socratic Philosophers

(4) DUNN

Readings in the first "formal" philosophers of the Western tradition. Normally includes all of the major pre-Socratics (Parmenides, Heraclitus, Pythagoras, Xenophanes, Anaxagoras, Democritus) and their

contributions to European thought. Sometimes concentrates on thinkers of the fifth-century Sophistic Movement.

#### 142. Plato

(4) STAFF

Reading of one or several Platonic dialogues from the early or middle period (*Laches*, *Protagoras*, *Phaedo*, *Gorgias*, *Symposium*), both as masterpieces of Greek literature and as philosophical dialogues. No prior formal training in philosophy is required.

#### 143. Post-Platonic Philosophers

(4) STAFF

Readings of selections from the more famous works of Aristotle (*Nicomachean Ethics*, *Politics*, *De Anima*, *Metaphysics*), emphasizing Aristotle both as thinker and as stylist; occasionally excerpts from Theophrastus, the Stoics, Plotinus. No prior formal training in philosophy required.

#### 151. Euripides

(4) DUNN

Reading, translation, and discussion of a complete tragedy of Euripides, with attention to language, meter, staging, tragic themes and conventions, and the cultural context of Athenian drama.

#### 152. Sophocles

(4) DUNN

Reading, translation, and discussion of a complete tragedy of Sophocles, with attention to language, meter, staging, tragic themes and conventions, and the cultural context of Athenian drama.

#### 153. Aeschylus

(4) DUNN

Reading, translation, and discussion of a complete tragedy of Aeschylus, with attention to language, meter, staging, tragic themes and conventions, and the cultural context of Athenian drama.

#### 154. Aristophanes

(4) DUNN

Reading, translation, and discussion of a complete comedy of Aristophanes, with attention to language, meter, staging, tragic themes and conventions, and the cultural context of Athenian drama.

#### 158. Homer

(4) ATHANASSAKIS

Reading and study of selections from the *Iliad* and/or *Odyssey*.

#### 161. Hesiod, Theognis, and Solon

(4) ATHANASSAKIS

Reading and study of archaic poets.

#### 162. Herodotus

(4) STAFF

Reading and study of the histories of Herodotus.

#### 163. Thucydides

(4) STAFF

Reading and research in the historical, literary, and philological aspects of Thucydides.

#### 165. Xenophon

(4) STAFF

Reading and study of selected works.

#### 171. Lyric Poets and Homeric Hymns

(4) ATHANASSAKIS

Reading and study of lyric poems and Homeric hymns.

#### 173. Hellenistic Poets

(4) DUNN

Introduction to poetry of the Alexandrian period, normally concentrating upon a single major poet such as Apollonius Rhodius, Callimachus, or Theocritus. Reading, translation, and discussion, with attention to language, meter, generic innovation, cultural context, and formative influence upon Latin literature.

#### 199. Independent Studies in Greek

(1-5) STAFF

*Prerequisites:* consent of instructor and department; upper-division standing; completion of two upper-division courses in Greek.

*Must have a minimum 3.0 grade-point average for the preceding three quarters. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

Independent investigations in Greek language and literature.

**GRADUATE COURSES**

*Greek courses 210-273 address the same subjects as the undergraduate courses bearing the corresponding numeration. However, treatment of the subjects is at the graduate level. Graduate standing is prerequisite to all graduate courses.*

**210. Attic Orators****(4) STAFF**

Advanced reading and study of Attic orators such as Demosthenes, Lysias, Aeschines, and Isocrates, with attention to the language, style, and rhetoric of the speeches, and to their political and historical context.

**213. Lucian****(4) STAFF**

Advanced reading and study of selected passages from Lucian, with attention to the language and style of his satirical dialogues, and to their social and historical context.

**238. Pre-Socratic Philosophers****(4) DUNN**

Advanced readings in the first "formal" philosophers of the Western tradition. Normally includes all the major pre-Socratics (Parmenides, Heraclitus, Pythagoras, Xenophanes, Anaxagoras, Democritus) and their contributions to European thought. Sometimes concentrates upon thinkers of the fifth-century Sophistic Movement.

**240. Greek Prose Composition****(4) STAFF**

*Prerequisite: Graduate standing.*

Improves active knowledge of the Greek language, both grammar and vocabulary, through careful writing. Refines a feeling for the Greek employed in various genres of Greek literature. Demonstrates how a feel for style helps interpret and explicate Greek literature.

**242. Plato****(4) STAFF**

Advanced reading of one or several Platonic dialogues from the early or middle period (*Laches, Protagoras, Phaedo, Gorgias, Symposium*), both as masterpieces of Greek literature and as philosophical dialogues.

**243. Post-Platonic Philosophers****(4) STAFF**

Advanced readings of selections from the more famous works of Aristotle (*Nicomachean Ethics, Politics, De Anima, Metaphysics*), emphasizing Aristotle both as thinker and as stylist; occasionally excerpts from Theophrastus, the Stoics, Plotinus.

**251. Euripides****(4) DUNN**

Advanced reading, translation, and discussion of a complete tragedy of Euripides, with attention to language, meter, staging, tragic themes and conventions, and the cultural context of Athenian drama, with an introduction to current scholarship.

**252. Sophocles****(4) DUNN**

Advanced reading, translation, and discussion of a complete tragedy of Sophocles, with attention to language, meter, staging, tragic themes and conventions, and the cultural context of Athenian drama, with an introduction to current scholarship.

**253. Aeschylus****(4) DUNN**

Advanced reading, translation, and discussion of a complete tragedy of Aeschylus, with attention to language, meter, staging, tragic themes and conventions, and the cultural context of Athenian drama, with an introduction to current scholarship.

**254. Aristophanes****(4) DUNN**

Advanced reading, translation, and discussion of a complete comedy of Aristophanes, with attention to language, meter, staging, comic themes and conventions, and the cultural context of Athenian drama, with an introduction to current scholarship.

**258. Homer****(4) ATHANASSAKIS**

Advanced reading and study of selections from the *Iliad* and/or *Odyssey*.

**261. Hesiod, Theognis, and Solon****(4) ATHANASSAKIS**

Advanced reading and study of the archaic poets.

**262. Herodotus****(4) STAFF**

Advanced reading and study in the histories of Herodotus.

**263. Thucydides****(4) STAFF**

Advanced reading and research in the historical, literary, and philological aspects of Thucydides.

**265. Xenophon****(4) STAFF**

Advanced reading and study in selected works.

**266. Polybius****(4) MORSTEIN-MARX**

Selections from the great history, focusing either on the Hellenistic world of the later third century, the Punic Wars, or Rome's interventions across the Adriatic from 229 to 146 B.C. Translation and historical/historiographical study.

**271. Lyric Poets and Homeric Hymns****(4) ATHANASSAKIS**

Advanced reading and study of lyric poems and Homeric hymns.

**272. Pindar****(4) STAFF**

Advanced reading, interpretation, metrical study, and textual criticism. Introduction to other choral poets.

**273. Hellenistic Poets****(4) DUNN**

Advanced study in poetry of the Alexandrian period, normally concentrating upon a single major poet such as Apollonius, Callimachus, or Theocritus, with attention to language, meter, generic innovation, cultural context, and formative influence upon Latin literature. Includes introduction to current scholarship.

**596. Directed Reading and Research****(2-4) STAFF**

*Prerequisite: written proposal approved by department chair and graduate advisor.*

Individual tutorial. (F,W,S)

**598. Master's Thesis Research and Preparation****(1-4) STAFF**

*Prerequisites: graduate standing and consent of instructor and graduate advisor.*

*No unit credit allowed toward degree.*

Independent research. (F,W,S)

**599. Ph.D. Dissertation Preparation****(2-12) STAFF**

Terminal preparation of the dissertation. (F,W,S)

## Latin Courses

**LOWER DIVISION**

*Courses in the series Latin 1-3 must be taken in sequence. Students may not enroll in an earlier course in the sequence after taking a later one.*

**1. Elementary Latin****(5) STAFF**

The beginning course in classical Latin, and first in a three-quarter sequence introducing fundamentals of grammar, syntax, and reading skills. Concepts taught using written exercises. Interesting aspects of Ancient Roman society are introduced. (F)

**2. Elementary Latin****(4) STAFF**

*Prerequisite: Latin 1 with a minimum grade of C.*

A continuation of Latin 1. Emphasis on mastering grammar and building vocabulary. (W)

**3. Intermediate Latin****(4) STAFF**

*Prerequisite: Latin 2 with a minimum grade of C.*

A continuation of Latin 2. Emphasis on building a working vocabulary and the syntax of complex sentences. Readings in classical prose introduce students to ancient Roman literature and culture. (S)

**UPPER DIVISION**

*Latin 102 is prerequisite to Latin 111 through 139.*

**100. Introduction to Latin Prose****(4) STAFF**

*Prerequisite: Latin 3 with a minimum grade of C.*

*Not open for credit to students who have completed Latin 105.*

Reading and analysis of various Latin prose authors to develop reading skills and introduce study of the style and thought of historical, rhetorical and/or philosophical writers. (F)

**101. Introduction to Latin Poetry****(4) STAFF**

*Prerequisite: Latin 100 with a minimum grade of C.*

Readings in various authors (often including Catullus and Ovid) to develop reading skills, introduce an understanding of meter, and begin study of the style and thought of Latin poetry. (W)

**102. Readings in Latin Literature****(4) STAFF**

*Prerequisite: Latin 101.*

Selected readings in Latin prose and/or poetry designed to develop reading proficiency, and to help students make the transition to more advanced study of classical Latin literature.

**103. Medieval Latin Readings****(4) STAFF**

*Prerequisites: Latin 1, 2, and 3.*

*Recommended preparation: Latin 100.*

Graded and selected reading and study of medieval Latin prose and verse writers.

**111. Roman Epic****(4) SHELTON**

Reading, translation, and discussion of authors such as Vergil and Lucan.

**112. Roman Elegy****(4) LINDHEIM**

Translation and discussion of the elegiac works of Tibullus, Propertius and/or Ovid. Consideration of the genre of elegy in its literary and historical contexts, with special attention to elegiac themes and motifs.

**114. Roman Comedy****(4) DUTSCH**

Plautus and Terence. Reading of complete plays and study of the origins of Roman Comedy.

**115. The Roman Novel****(4) STAFF**

Reading and study of passages from Petronius and Apuleius with attention to the language and style of their satiric novels and to their social and historical context.

**116. Cicero: Essays, Letters, and Orations****(4) HAHN, MORSTEIN-MARX**

Reading and study of selected works of Cicero, normally one of the major speeches. Translation; discussion of philological, stylistic, and rhetorical points.

**117. Prose of the Empire****(4) SHELTON**

Reading, translation, and discussion of authors such as Seneca, Pliny, and Tacitus.

**118. Roman Epistles****(4) SHELTON**

Reading, translation, and discussion of the letters of Cicero, Seneca, and Pliny.

**120. Sallust****(4) MORSTEIN-MARX**

Study of one of the extant works of Rome's first great historian: the *Bellum Catilinae* or the *Bellum Jugurthinum*. Translation; discussion of philological, stylistic, literary, and historical points.

**122. Livy****(4) HAHN**

Reading and study of the annalistic history of Livy with attention to the author's style, literary and historical context, and recent scholarly approaches to the text.

**123. Tacitus****(4) MORSTEIN-MARX, SHELTON**

Study of portions of one of Tacitus' major histories

of the early Empire (*Annales, Historiae*), or of the shorter works (*Agricola, Dialogus, Germania*). Translation; discussion of philological, stylistic, literary, and historical points.

#### 124. Caesar

(4) MORSTEIN-MARX

Study of Caesar as historian and Latin prose stylist. Extensive reading.

#### 125. Roman Biography

(4) HAHN

Exploration of Roman biographical writing: its historical and literary context, themes, and techniques. Translation and discussion of selections from the biographies of Nepos, Suetonius, and Tacitus, as well as biographical passages from the histories of Sallust, Livy, and Tacitus.

#### 134. Lucretius

(4) SHELTON

Reading, translation, and discussion of style, meter, and philosophy of Lucretius' epic poem *De Rerum Natura*.

#### 135. Vergil

(4) LINDHEIM, SHELTON

Reading, translation, and discussion of Vergil's epic poem *Aeneid*, as well as his *Georgics* and *Eclogues*.

#### 136. Ovid

(4) LINDHEIM

Translation and discussion of Ovid's epic or elegiac poetry (*Metamorphoses, Fasti, Ars Amatoria, Tristia, Heroides*) in its literary, social and historical contexts.

#### 137. Catullus

(4) LINDHEIM

Translation, and discussion of Catullus' poetry in its literary, social and historical contexts.

#### 138. Horace

(4) DUNN, SHELTON

Reading, translation, and discussion of selected poems of Horace (*Odes, Epodes, Satires, Epistles*) in their literary, social, and historical contexts.

#### 139. Seneca: Tragedies

(4) SHELTON

Readings, translation, and discussion of several tragedies by Seneca.

#### 199. Independent Studies in Latin

(1-5) STAFF

*Prerequisites: consent of instructor and department; upper-division standing; completion of two upper-division courses in Latin.*

*Must have a minimum 3.0 grade-point average for the preceding three quarters. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

Independent investigations in Latin language and literature.

### GRADUATE COURSES

*Latin courses 211-239 address the same subjects as the undergraduate courses bearing the corresponding numeration. However, treatment of the subjects is at the graduate level. Graduate standing is prerequisite to all graduate courses.*

#### 210. Latin Prose Composition

(4) STAFF

*Prerequisite: Graduate standing.*

Study of Latin grammar and syntax through English composition, combined with analysis of Latin prose style in a variety of authors, including Cato, Caesar, Cicero, Sallust, and Tacitus.

#### 211. Roman Epic

(4) SHELTON

Advanced reading, translation, and discussion of authors such as Vergil and Lucan.

#### 212. Roman Elegy

(4) LINDHEIM

Advanced study and discussion of the elegiac works of Tibullus, Propertius, and/or Ovid. Consideration of the genre of elegy in its literary and historical contexts, with special attention to elegiac themes and motifs.

#### 214. Roman Comedy

(4) DUTSCH

Advanced study of Plautus and Terence. Reading of complete plays and study of the origins of Roman comedy.

#### 215. The Roman Novel

(4) STAFF

Advanced study of Petronius and/or Apuleius, with attention to the language and style of their satiric novels and to their social and historical context.

#### 216. Cicero: Essays, Letters, and Orations

(4) HAHN, MORSTEIN-MARX

Advanced reading and study of selected works of Cicero, normally one of the major speeches. Translation; discussion of philological, stylistic and rhetorical points; introduction to current scholarship.

#### 217. Prose of the Empire

(4) STAFF

Advanced reading, translation, and discussion of authors such as Seneca, Pliny, and Tacitus.

#### 218. Roman Epistles

(4) SHELTON

Advanced reading, translation, and discussion of authors such as Cicero, Seneca, and Pliny.

#### 220. Sallust

(4) MORSTEIN-MARX

Advanced study of one of the extant works of Rome's first great historian: The *Bellum Catilinae* or the *Bellum Jugurthinum*. Translations; discussion of philological, stylistic, literary, and historical points; introduction to current scholarship.

#### 222. Livy

(4) HAHN

Advanced reading and study of the annalistic history of Livy with scholarly approaches to the text.

#### 223. Tacitus

(4) MORSTEIN-MARX, SHELTON

Advanced study of portions of one of Tacitus' major histories of the early Empire (*Annales, Historiae*), or of the shorter works (*Agricola, Dialogus, Germania*). Translation; discussion of philological, stylistic, literary, and historical points; introduction to current scholarship.

#### 224. Caesar

(4) MORSTEIN-MARX

Advanced study of Caesar as historian and as Latin prose stylist.

#### 225. Roman Biography

(4) HAHN

Advanced study of Roman biographical writing: its historical and literary context, themes and techniques. Discussion of selections from the biographies of Nepos, Suetonius, and Tacitus, as well as biographical passages from the histories of Sallust, Livy, and Tacitus.

#### 234. Lucretius

(4) SHELTON

*Prerequisite: graduate standing.*

*May be repeated for credit to a maximum of 12 units.*

Intensive study in the poetry and Epicurean philosophy of Lucretius.

#### 235. Vergil

(4) LINDHEIM, SHELTON

Advanced reading, translation, and discussion of Vergil's epic poem *Aeneid*, as well as his *Georgics* and *Eclogues*.

#### 236. Ovid

(4) LINDHEIM

Advanced study of Ovid's epic or elegiac poetry (*Metamorphoses, Fasti, Ars Amatoria, Tristia, Heroides*) in its literary, social, and historical contexts.

#### 237. Catullus

(4) LINDHEIM

Advanced study of Catullus' poetry in its literary, social, and historical contexts.

#### 238. Horace

(4) DUNN, SHELTON

Advanced study of selected poems of Horace (*Odes, Epodes, Satire Epistles*) in their literary, social, and historical contexts, with an introduction to current scholarship.

#### 239. Seneca: Tragedies

(4) SHELTON

*Prerequisite: graduate standing.*

Reading, translation, and discussion of several tragedies by Seneca.

#### 596. Directed Reading and Research

(2-4) STAFF

*Prerequisite: written proposal approved by department chair and graduate advisor.*

Individual tutorial. (F,W,S)

#### 598. Master's Thesis Research and Preparation

(1-4) STAFF

*Prerequisites: graduate standing and consent of instructor and graduate advisor.*

*No unit credit allowed toward degree.*

Independent research. (F,W,S)

#### 599. Ph.D. Dissertation Presentation

(2-12) STAFF

Terminal preparation of the dissertation. (F,W,S)

# Communication

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## Faculty

Tamara D. Afifi, Ph.D., University of Nebraska-Lincoln, Associate Professor (interpersonal communication, family communication, divorce processes, information regulation, coping)

Walid A. Afifi, Ph.D., University of Arizona, Associate Professor (uncertainty and information management, interpersonal and relational communication, health communication)

Andrew J. Flanagan, Ph.D., University of Southern California, Professor (effects of organizational communication and information technologies, collective action in organizations)

Howard Giles, Ph.D., D.Sc., University of Bristol, Professor (intergroup communication settings of all kinds, including intercultural, intergenerational, and police-civilian interactions)

Kenneth Harwood, Ph.D., University of Southern California, Adjunct Professor (economic analysis of communication services)

Laura Jansma, Ph.D., UC Santa Barbara, Continuing Lecturer (theory, conflict management, gender, internship experience, intentional communities, peace)

Daniel G. Linz, Ph.D., University of Wisconsin, Professor (mass-media policy and law, mass-media effects)

Miriam J. Metzger, Ph.D., University of Southern California, Associate Professor (media effects, new technologies, communication law)

Charles Mullin, Ph.D., UC Santa Barbara, Continuing Lecturer (mass media and society, communication and law, statistical analysis)

Dorothy Imrich Mullin, Ph.D., UC Santa Barbara, Continuing Lecturer (communication and law, mass media and children, quantitative research methods)

Karen K. Myers, Ph.D., Arizona State University, Assistant Professor (organizational



communication, organizational socialization/assimilation, emotions, identity, leadership)

**Robin Nabi**, Ph.D., University of Pennsylvania, Associate Professor (persuasion, emotion, mass media effects, health communication)

**W. James Potter**, Ph.D., Indiana University, Ph.D., Florida State University, Professor (media processes, effects, and literacy; theory and methods)

**Linda L. Putnam**, Ph.D., University of Minnesota, Professor (organizational communication, negotiation and conflict management, discourse analysis and organizations, organizational culture, gender studies in organizations)

**Scott A. Reid**, Ph.D., University of Queensland, Associate Professor (intergroup communication, social identity, language and power, social influence)

**Ronald E. Rice**, Ph.D., Stanford University, Arthur N. Rupe Professor of the Social Effects of Mass Communication (internet and new media, organizational communication, communication campaigns, communication networks)

**David R. Seibold**, Ph.D., Michigan State University, Professor (small group and organizational communication)

**Cynthia Stohl**, Ph.D., Purdue University, Professor (group and organizational communication, globalization and international organizations, networks, collective action)

**Michael S. Stohl**, Ph.D., Northwestern University, Professor (globalization, international organizations, political communication)

**René Weber**, Ph.D./Dr.rer.nat., University of Technology Berlin/Germany; M.D./ Dr.rer.medic, University of Aachen/ Germany, Assistant Professor (media effects, audience research, cognitive neuroscience, research methods and statistics)

**John M. Wiemann**, Ph.D., Purdue University, Professor (interpersonal and nonverbal behavior, communicative competence)

### Affiliated Faculty

**Bruce Bimber**, Ph.D. (Political Science)

**Noah E. Friedkin**, Ph.D. (Sociology)

**David L. Hamilton**, Ph.D. (Psychology)

**Diane M. Mackie**, Ph.D. (Psychology)

**Brenda N. Major**, Ph.D. (Psychology)

### Emeriti Faculty

**Anthony Mulac**, Ph.D., University of Michigan, Professor Emeritus

**Edwin R. Schoell**, Ph.D., University of Denver, Professor Emeritus

The study of communication focuses on how people construct, use, and interpret messages across multiple channels and types of media to inform, persuade, manage, relate, and influence each other within and across social contexts and cultures. Students trained in the communication discipline find employment in a wide range of local, state, national, and global organizations in professions ranging from the media industry, law, education, and social services to management in profit and nonprofit organizations.

Globalization, increased interconnectedness, new communication technologies, and

changing social values are reshaping patterns of social interaction, home and work experiences, domestic and international politics, and economic activity. The department's three core areas, interpersonal and intergroup, organizational, and media communication, respond to these changes in many ways.

## Undergraduate Program

Communication is one of the fastest growing areas of study among UCSB's undergraduate students. The communication program offers an array of courses across three primary areas of interest: interpersonal/intergroup, media, and organization communication.

The major emphasizes the understanding of communicative events—their psychological, social, and philosophical implications and aspects—the development of knowledge in these areas, and the use of empirical and critical tools for assessing the impact and quality of message transmission. Mass media effects, new communication technologies, interpersonal relationships, communication policies, nonverbal, health, group, organizational, global, and intercultural communication are just a few areas in which faculty members in UCSB's Department of Communication are teaching and conducting research. Although the implications of media production and distribution are emphasized within the curriculum, the department does not provide instruction in production processes.

### Bachelor of Arts—Communication

The major in communication consists of two tiers of courses: pre-major (Communication 1, 87, 88, 89); and upper-division courses.

**Preparation for the major.** Students must complete each of the following requirements before petitioning the department to change from pre-major to major status: (1) Communication 1, 87, 88, and 89. (2) Communication 1, 87, 88, 89 must be completed with a combined grade-point average in these four courses of 3.0 or better. (3) In completing the four courses above, students must earn no grade lower than a C-.

Before these preparatory requirements are completed, students intending to become communication majors are strongly encouraged to declare pre-communication as their major. Upon successful completion of these requirements, students may petition for full major status, generally prior to the accumulation of 100 units, but not after the completion of 144 units. Admission to the pre-major does not guarantee admission to the Communication major, regardless of the number and outcome of upper division Communication units taken.

During the regular academic year, upper-division Communication courses are restricted to full majors only. During summer session, any student may take upper-division Communication courses. However, this will not effect your eligibility for the Communication major. Courses completed during summer session will not be applied to fulfillment of major requirements until such time as the student completes the required pre-major courses with a minimum GPA of 3.0 in those courses and is officially accepted into the major.

**Upper-division major.** Forty upper-division units are required for the major. There are no

specific required courses, but the following credit requirements and limitations are in effect:

(1) By petition, students may apply one elective course outside the Department of Communication from the following courses: Anthropology 110; Chicana/o Studies 138; Environmental Studies 124; and Linguistics 124, 130, 132, 170, 180, 185; Philosophy 100C; Political Science 154, 171; Psychology 102 (2) A total of 16 units combined of Communication 181A-B-C, 194, 199, and 199RA may be applied to the upper-division major, with no more than 12 units of 194, 199, and 199RA combined.

### Senior Honors Program

Qualified majors will be sent an invitation letter to participate in the department's senior honors program (Communication 180 and 181A-B-C) during winter quarter of their junior year. Students must have achieved junior standing with a minimum overall and major grade-point average of 3.5 at time of application. They must complete 12 upper-division major units, maintaining the 3.5 GPA, by the end of winter quarter of their junior year, in order to be admitted into the program. Eligibility requirements are subject to change. All interested transfer students should contact the undergraduate advisor early in their first quarter. Students admitted into the program enroll in a thesis preparation seminar in the spring of the junior year, and then work directly with a faculty mentor throughout the senior year to complete an in-depth project culminating in a senior thesis. Students successfully completing the program will graduate with Distinction in the Major.

## Graduate Program

Graduate education in the Department of Communication is provided in interpersonal/intergroup communication, media communication, and organizational communication. Additional emphases are available in language and communication, health communication, new media communication, group communication, family communication, political communication, media literacy, human-computer interaction, information technology, communication law and policy, and global and international communication. Because the M.A. degree is designed to prepare students for the Ph.D., students without a master's degree should apply to both degree programs. Students interested in attaining a master's degree only will normally not be considered for the program.

### Admission

In addition to departmental requirements for admission, applicants must also fulfill the university requirements for admission described in the chapter "Graduate Education at UCSB." Applicants will be evaluated on their educational record; statement of purpose; the verbal, quantitative, and analytical writing portions of the Graduate Record Examination; and three letters of recommendation. Most applicants who have completed a M.A. or are in the process of doing so generally are able to show some proficiency in research by means of an empirical M.A. thesis, although this is not necessary if applicants can demonstrate research experience and/or have outstanding potential for doctoral research.

Applications may be submitted online via the Graduate Division website: [www.graddiv.ucsb.edu/eapp](http://www.graddiv.ucsb.edu/eapp). Students accepted for graduate study typically receive either fellowship support or teaching/research assistantships. Competition for admission is intense. To be fully considered for admission and support, applications must be received by January 1st.

### Degree Requirements

The department offers a plan leading to the degree of Ph.D. in Communication for everyone with a B.A. / B.S. successful pursuit of which demands that the student complete a high-caliber thesis for the Master's degree, normally by the end of two years. Assuming faculty endorsement of doctoral research potential, the student then works toward completing additional coursework, undertakes written and oral qualifying examinations, and completes a dissertation, normally by the end of three additional years.

At the M.A. level, students are required to take three core introductory courses in communication, 16 units in their major research area, 8 units in a minor area, and 8 statistics or tool equivalent units. (Note: The university requires master's students following the thesis option to complete at least 20 graduate units in the major or related fields numbered either 200-299 or 596.) At the Ph.D. level, students take 12 additional units in their primary research area, 8 units of theoretical breadth, 8 units of statistics, and 12 units of cognate courses outside the department. Students entering with a master's degree from another university must consult with the graduate advisor to ensure that they have completed sufficient coursework at the master's level. At a minimum, students should have completed one methods course in communication and two statistics courses during their M.A. work at another institution.

A quarterly research colloquium is required of all graduate students in the department and directed research units are strongly encouraged throughout a student's program of study.

### Optional Ph.D. Emphasis Programs

Graduate students may choose to add an interdisciplinary focus to their work in Communication. Several programs currently exist on campus: the Interdisciplinary Cognitive Science Program, Program in Human Development (IHD), the Language, Interaction, and Social Organization program (LISO), and Quantitative Methods in the Social Sciences (QMSS). All are formally recognized by UCSB as interdisciplinary emphases that can be added to the Ph.D. in Communication. The programs offer students the opportunity to obtain cross-training in the theories and methods of other disciplines that approach the same area of study, but from different perspectives. Doctoral students in Communication can use these programs to fulfill the department's cognate requirement. M.A. students are welcome to join these programs in preparation for doctoral work, though no cognate is required at the M.A. level.

### Cognitive Science Program

The interdisciplinary program in Cognitive Science involves faculty from the Ph.D. programs in Anthropology, Communication, Computer Science, Education, Electrical and Computer

Engineering, English, Geography, Linguistics, Philosophy, and Psychology. Its goal is to give students an appreciation of the interdisciplinary study of thinking, perception, and intelligent behavior as determined jointly by the nature of the environment and by the internal architecture of the intelligent agent, whether human, animal, or machine. The program features a structured set of courses that are taught individually and collaboratively by faculty from a variety of disciplines.

### The Interdisciplinary Program in Human Development (IHD)

Focus on the scientific study of human development, and may be of interest to those pursuing work in family Communication, children and media, or any other aspect of Communication that deal with lifespan development. The program includes faculty and graduate students for Communication, Education, Linguistics, Psychology, and Sociology who are concerned with biological, sociocultural, and ethnic influences on human development. Interdisciplinary coursework in the program is concentrated in three areas: social-emotional development; language acquisition and interpersonal communication; and cognitive development and the acquisition of knowledge.

### The Language, Interaction, and Social Organization Program (LISO)

Focus on the scientific study of how language is used in human action and social organization, and may be of interest to those pursuing work in conversation analysis, interpersonal communication, and intercultural communication. The program brings together faculty and graduate students from Education, Linguistics, and Sociology whose research interests involve close, detailed description of real-time human interaction. Courses can be taken in three areas: the ethnographic study of naturally occurring interaction; interactional functional linguistics, which deals with the structure of languages and the properties of language in the use; and the study of sequentially-organized activities carried out through the medium of language.

### The Quantitative Methods in the Social Sciences (QMSS)

This emphasis helps students to attain the competencies needed to conduct quantitative social science research through core design and analysis classes, courses in advanced and specialized methodologies, and participation in interdisciplinary colloquia and research projects. Conducting quantitative social science research requires competence in certain core design and analysis methods that are common across social science disciplines. In addition, some specialized methodologies have emerged from research applications that are unique to social science fields. At most universities, social science instruction and research takes place in many separate units spread throughout the campus, which discourages the sharing of resources and ideas. The overarching purpose of the QMSS emphasis is to overcome these barriers by creating a unifying administrative structure that capitalizes on UCSB's strengths to create a unique interdisciplinary program.

### The Technology and Society

The emphasis in the Center for Information Technology and Society (CITS) is closely affiliated with the new Optional Ph.D. Emphasis in Technology and Society at UC Santa Barbara. This degree certification program functions similarly to a doctoral minor, and is currently open to students in seven disciplines. It provides doctoral students with a short curriculum of courses outside their home departments, and a Colloquium Series I which they can meet other students and faculty with similar interests.

## Communication Courses

### LOWER DIVISION

#### 1. Introduction to Communication

(4) STAFF

*Prerequisite: not open to seniors.*

Survey of basic concepts, principles, and models of communication. Introduction to the importance of communication in intrapersonal, interpersonal, small group, organizational, and mass media contexts.

#### 87. Statistical Analysis for Communication

(4) STAFF

*Not open for credit to students who have completed PSTAT 5AA-ZZ or Sociology 3 or EEMB 30 or Psychology 5 or equivalent.*

An introduction to basic statistical concepts and applications in communication. Through lecture and computer labs, students will be exposed to statistical applications for advanced coursework in the major.

#### 88. Communication Research Methods

(5) STAFF

An introduction to social scientific research designs used in the field of communication, including survey research, experimental design, content analysis, and field research.

#### 89. Theories of Communication

(5) STAFF

*Prerequisite: Communication 1.*

An introduction to major theories and theoretical influences in the field of communication, in the areas of interpersonal, small group, organizational, and mass communication.

### UPPER DIVISION

#### 101. Media Literacy

(4) STAFF

*Prerequisite: upper-division standing; open to communication and interdisciplinary studies majors only.*

*Open to all students during Summer Session.*

An introduction to media courses. Overview of the key skills, knowledge structures of the media industries, the content those industries produce, and effects of that content on individuals and society.

#### 106. Small Group Communication

(4) STAFF

*Prerequisites: upper-division standing; open to communications and interdisciplinary majors only.*

*Designed for majors.*

Theory and research in communication in groups, teams, and work units in a variety of organizational contexts. Includes sections in which students observe and analyze communication processes in small group projects and exercises.

#### 107. Interpersonal Communication

(4) STAFF

*Prerequisites: upper-division standing; open to communications and interdisciplinary majors only.*

*Open to all students during Summer Session.*

Survey of theory and research in interpersonal communication, including social and intimate relationships and conversational interaction.

**109. Language and Social Identity****(4) STAFF**

*Prerequisites: upper-division standing; open to communications and interdisciplinary majors only.*

*Open to all students during Summer Session.*

Social psychology of language and communication examined from the "social identity approach." From this perspective, which claims that our attitudes, beliefs, and behaviors flow from our self-conceptions as group members, we investigate concepts such as stereotyping, power and CMC.

**110. Language and Communication Processes****(4) STAFF**

*Prerequisites: upper-division standing; communication and interdisciplinary majors only.*

*Designed for majors.*

Theory and research on the role of language in various communication contexts. Topics include: the nature of signs and symbols; language, perception and thought; social psychological factors in verbal encoding; and language and impression formation.

**111. Nonverbal Communication in Human Interaction****(4) STAFF**

*Prerequisites: upper-division standing; communication and interdisciplinary majors only.*

*Open to all students during Summer Session.*

Review of theories and empirical research on structure and function of nonverbal messages in interaction, including body and facial gestures, paralinguistics, touch, territory, environment, and physical appearance. Students conduct and report original studies or applied research projects on nonverbal communication.

**113. Media Effects on Individuals****(4) STAFF**

*Prerequisites: upper-division standing; communication and interdisciplinary majors only.*

*Open to all students during Summer Session.*

The effects of media communication on individual cognitive processes and the social environment. Emphasis on media effects on individual attitudes, family interaction, children, perceptions of minorities, sex-role stereotyping and other outcomes.

**114. Media Effects on Society and Institutions****(4) STAFF**

*Prerequisites: upper-division standing; communication and interdisciplinary majors only.*

*Open to all students during Summer Session.*

Examines the role that mass media institutions play in society. The history and functions of various media are explored from contrasting social and political viewpoints, with empirical theory and research used where possible to support and/or challenge these viewpoints.

**115. Interactive Media Theory and Design****(4) STAFF**

*Prerequisites: upper-division standing; communication and interdisciplinary majors only.*

*Open to all students during Summer Session.*

Examines cognitive, emotional, social, behavioral processes and effects of interactive media. Students apply theories of communication, psychology, and human-computer interaction to the design of content for computer-based media (Internet, interactive games, portable wireless devices, smart toys, interactive television).

**116. The Internet, Communication, and Contemporary Society****(4) STAFF**

*Prerequisites: upper-division standing; communication and interdisciplinary majors only.*

*Open to all students during Summer Session.*

Applies theories of interpersonal, group, organizational and community communication to understanding Internet communication and its social implications. Explores Internet's historical, technical, relational, economic, legal, political, and social dimensions.

**117. Persuasion****(4) STAFF**

*Prerequisites: upper-division standing; communication*

*and interdisciplinary majors only.*

*Open to all students during Summer Session.*

Analysis and synthesis of current persuasion theory to understand how messages influence attitudes and behaviors. Topics covered include: theories for altering attitudes and behaviors, the persuasion process, and the use of persuasion in applied contexts.

**118. Communication Technology and Organization****(4) STAFF**

*Prerequisites: upper-division standing; communication and interdisciplinary majors only.*

*Open to all students during Summer Session.*

Examines the interaction between communication technologies and organization, including theories of technology and agency, diffusion of innovations, effect of communication technologies on the nature of work, impact of communication technologies on privacy, security, public policy, and virtual, global, network organizations.

**119. Intergenerational Communication****(4) STAFF**

*Prerequisites: upper-division standing; communication and interdisciplinary majors only.*

*Open to all students during Summer Session.*

Introduction to our changing communication needs as we age, the dynamics of intergenerational contact, and communicative consequences of being elderly.

**120. Interviewing Theory and Practice****(4) STAFF**

*Prerequisites: upper-division standing; communication and interdisciplinary majors only.*

*Open to all students during Summer Session.*

Analysis of the interview as unique communication context, including the application of theoretical concepts and practice in designing and conducting interviews of various types (e.g., information gathering, career, recruitment, selection, appraisal, grievance, exit, journalistic, sales, survey).

**121. Communication and Conflict****(4) STAFF**

*Prerequisite: upper-division standing; communication and interdisciplinary majors only.*

*Open to all students during Summer Session.*

Theory and research on communication and conflict dynamics in various contexts. Students use theoretical concepts to analyze conflict in different situations and in their daily lives.

**122. Micro- and Macro-Organizational Communication****(4) STAFF**

*Prerequisites: upper-division standing; communication and interdisciplinary majors only.*

*Open to all students during Summer Session.*

Application of communication theory and research to established organizations, with special emphasis on communication causes, correlates, and consequences of internal and external organizational communication processes at individual, group, organizational, and societal levels of analysis.

**123. Cultural Influences on Communication****(4) STAFF**

*Prerequisites: upper-division standing; communication and interdisciplinary majors only.*

*Open to all students during Summer Session.*

Cross-cultural influences on communication processes. May deal with face-to-face or electronically mediated communication.

**124. Family Communication****(4) STAFF**

*Prerequisites: upper-division standing; communication and interdisciplinary majors only.*

*Open to all students during Summer Session.*

Communication strategies and patterns of interaction in family relationships. Topics include closeness and affection, disclosure, sibling interaction, adolescence, parenting, marital roles and conflict.

**126. Gender and Communication****(4) STAFF**

*Prerequisites: upper-division standing; communication and interdisciplinary majors only.*

*Open to all students during Summer Session.*

Identification of sex-role stereotypes and discriminatory issues for both sexes. Awareness

of gendered-communication patterns across interpersonal, mediated, and organizational contexts and the theoretical attempts to explain them. Students create applied research projects attempting to modify sexist communication patterns.

**128. Language and Intergroup Communication****(4) STAFF**

*Prerequisite: Upper-division standing; open to communication and interdisciplinary studies majors only.*

*Open to all students during Summer Session.*

Survey of theory and research concerning language and communication between various social groups (e.g., intersocial and interethnic groups), with emphasis on understanding the role communication plays in integrating and differentiating group members.

**129. Law Enforcement, Communication, and the Community****(4) STAFF**

*Prerequisites: upper-division standing; communication and interdisciplinary majors only.*

*Open to all students during Summer Session.*

Introduction to the complex facets of modern-day law enforcement. Intends to enhance effective relations between the community and law enforcement. Lectures from policing agencies and academics are supplemented by practical experiences via field trips and an extensive ridealong.

**130. Political Communication****(4) STAFF**

*Prerequisites: upper-division standing; communication and interdisciplinary majors only.*

*Designed for majors.*

Overview of the role of communication in politics and public opinion. Exploration of research on the content of a variety of forms of political communication and the cognitive, attitudinal, and behavioral effects of this communication on the public.

**131. Organizational Communication: A Global Perspective****(4) STAFF**

*Prerequisite: Upper-division standing; open to communication and interdisciplinary studies majors only.*

*Open to all students during Summer Session.*

*Not open to students who have completed Communications 122B.*

Focuses on communication processes and issues that arise in multinational and global organizations. Explores the relationship among culture, communication, technology, and ways of organizing across national contexts and in different types of organizations (non-profit, voluntary, civic, governmental, small business and corporate systems).

**132. Electronic Media Policy and Regulation****(4) STAFF**

*Prerequisites: upper-division standing; communication and interdisciplinary majors only.*

*Open to all students during Summer Session.*

Introduction to the process by which communication policy is constructed, including analysis of the role of key participants. Survey of the fundamental regulatory structure governing broadcasting and other electronic media. Examination of current media policies.

**133. Mass Communication and Children****(4) STAFF**

*Prerequisites: upper-division standing; communication and interdisciplinary majors only.*

*Open to all students during Summer Session.*

Examines children's and adolescents' reactions to mass media and interactive media. Includes analysis of children's cognitive processing of media and study of effects in such areas as violent portrayals, prosocial messages, advertising content. Considers policy implications of research.

**134. Societal Influences on the Shape and Effects of Media****(4) STAFF**

*Prerequisites: upper-division standing; communication and interdisciplinary majors only.*

Open to all students during Summer Session.

Examines the factors that affect the shape and influence of news, politics, and entertainment media messages, including media gatekeepers, audiences, institutions/organizations, technologies, the government, and culture.

### **136. Collaborative Technologies and the Dynamics of Organization**

(4) STAFF

*Prerequisites:* upper-division standing; communication and interdisciplinary majors only.

Open to all students during Summer Session.

Focuses on the nature of collaboration within and across organizations, in view of contemporary technologies. Issues examined include nature of collaboration, support of group work, virtual groups, information sharing, knowledge management, collective action, e-commerce, and new forms of organizing.

### **137. Global Communication, International Relations and the Media**

(4) STAFF

*Prerequisites:* upper-division standing; communication and interdisciplinary majors only.

Open to all students during Summer Session.

Examines the nature, role, and influence of the global communication on international relations and the relationship between the media and policy making and advocacy.

### **138. Advertising Literacy**

(4) STAFF

*Prerequisites:* upper-division standing; communication and interdisciplinary majors only.

Open to all students during Summer Session.

Introduction to the advertising industry, its procedures and its effects on our society as well as on us as individuals.

### **139. Communication and Emotion**

(4) STAFF

*Prerequisites:* upper-division standing; communication and interdisciplinary majors only.

Open to all students during Summer Session.

Overview of emotion and its role in communication. Addresses theoretical perspectives on emotion; issues of emotional display and recognition; and different emotions' effects in interpersonal, media, and social systems contexts.

### **145. Media Entertainment**

(4) STAFF

*Prerequisites:* upper-division standing; communication and interdisciplinary majors only.

Open to all students during Summer Session.

Investigation and analysis of the enjoyment, selection, appreciation, understanding, and production of media entertainment and popular culture.

### **150. Group Communication in Multiple Contexts**

(4) STAFF

*Prerequisites:* upper-division standing; communication and interdisciplinary majors only.

Open to all students during Summer Session. May be repeated for credit to a maximum of 12 units.

Integrates social and behavioral sciences with the latest communication approaches to group behavior. Students develop an understanding of how communication networks within and outside of a particular group constitutes the essential nature of group processes.

### **151. Advanced Interpersonal Communication**

(4) STAFF

*Prerequisite:* Upper-division standing; open to communication and interdisciplinary studies majors only.

Open to all students during Summer Session.

Intensive analysis of current theory and research in interpersonal communication, with special attention to theory development and testing.

### **152. Advanced Organizational Communication**

(4) STAFF

*Prerequisites:* upper-division standing; communication and interdisciplinary majors only.

Open to all students during Summer Session. May

be repeated for credit to a maximum of 12 units.

Intensive analysis of current theory and research in selected areas of organizational communication. Topics include organizational communication diagnosis and auditing, organizational innovation and change, and communication management.

### **153. Communication and Global Advocacy Networks**

(4) STAFF

*Prerequisites:* upper-division standing; communication and interdisciplinary majors only.

Open to all students during Summer Session.

Examines the nexus of communication and global advocacy networks. Explores how non-governmental organizations communicate and organize their interactions with governmental and corporate actors and the implications for global civil society.

### **155. Health Communication**

(4) STAFF

*Prerequisites:* upper-division standing; communication and interdisciplinary majors only.

Open to all students during Summer Session.

Explores theory, research, and practice regarding the impact of various types of messages (intrapersonal, interpersonal, and/or media) on people's health knowledge, attitudes, behaviors, and outcomes.

### **160AA-ZZ. Special Topics in Communication**

(4) STAFF

*Prerequisite:* Upper-division standing; open to Communication and Interdisciplinary Studies majors only.

Open to all students during Summer session.

Investigation of current theory and research in a selected area of communication. Variable topics in media, interpersonal or organizational communication, depending on the instructor.

### **170. Communication Law**

(4) STAFF

*Prerequisites:* upper-division standing; communication and interdisciplinary majors only.

Open to all students during Summer Session.

A historical survey of the development of the concept of free speech, and a study of First Amendment controversies in the United States during the twentieth and twenty-first centuries.

### **172. Advanced Communication Theory and Research**

(4) STAFF

*Prerequisites:* upper-division standing; communication and interdisciplinary majors only.

*Designed for majors. May be repeated for credit to a maximum of 12 units.*

Integration and synthesis of theories and research between at least two core areas of communication. Variable topics, such as family relationships, health, or intercultural communication will be the focus of these integrations.

### **174. Freedom of Communication (Senior Capstone in Communication Law)**

(4) STAFF

*Prerequisite:* Seniors only; open to communication majors only.

Advanced study of the principles underlying First Amendment jurisprudence, including the philosophical and political issues entailed in the right to free expression. Students examine leading court decisions and learn to apply communication law to novel situations involving freedom of speech.

### **175AA-ZZ. Senior Capstone in Communication**

(4) STAFF

*Prerequisites:* consent of instructor; senior standing; communication and interdisciplinary studies majors only.

*Designed for majors.*

A project-based course in a specific topic area of communication designed to give students a chance to apply the skills and knowledge learned in the major and the opportunity to work intensively in groups on a real world project.

- AD. Advertising
- FM. Family Communication
- IC. intercultural Communication
- IP. Interpersonal Communication

LE. Law Enforcement

SX. Sex, Censorship, and the Judiciary

### **180. Senior Honors Seminar**

(4) STAFF

*Prerequisites:* upper-division standing; open to communication majors only.

*Designed for majors.*

Seminar offered spring quarter covering methodological, theoretical, and procedural issues involved in undertaking a senior thesis.

### **181A-B-C. Senior Honors Thesis**

(4) STAFF

*Prerequisite:* consent of instructor.

Independent work with faculty sponsor culminating in senior thesis.

### **191. Applying Communication to Internships in Organizations**

(4) STAFF

*Prerequisites:* upper-division standing; open to communication majors only; consent of instructor.

*Designed for majors.*

Integrate field work experience with communication theory and current literature. Weekly lecture to be concurrent with internship in the field of communication. Lecture topics include theories of interpersonal communication, organizational structures, management, and communication styles.

### **194. Group Studies for Advanced Students**

(1-12) STAFF

*Prerequisites:* upper-division standing; communications majors only.

*May be repeated for a maximum of 12 units.*

*Designed for majors.*

Selected topics in accordance with instructor's area of specialization.

### **199. Independent Studies in Communication**

(1-5) STAFF

*Prerequisites:* upper-division standing; communications majors only.

*Must have a minimum 3.0 grade-point average for the preceding three quarters. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. Written proposal required.*

Independent studies in communication.

### **199RA. Independent Research Assistance in Communication**

(1-5) STAFF

*Prerequisites:* upper-division standing; communications majors only.

*Must have a minimum 3.0 grade-point average for the preceding three quarters. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. Written proposal required.*

Coursework shall consist of faculty supervised research assistance.

## **GRADUATE COURSES**

### **200. Communication Theory Construction**

(4) STAFF

*Prerequisite:* graduate standing.

The nature of theory and theory building in human communication.

### **201. Communication Theory**

(4) STAFF

*Prerequisite:* graduate standing.

Provides a broad overview to the study of human communication by surveying theories of language, interpersonal communication, persuasion, small group communication, organizational communication, and mass communication.

### **204A. Research Methods in Communication**

(4) STAFF

*Prerequisite:* graduate standing.

A survey of research methods in the social sciences applicable to communication research.

### **204B. Applications in Research Methods in Communication**

(4) LINZ

*Prerequisites:* Communication 204A; graduate

*standing.*

Provides students with hands on experience with basic statistics and computer programs applicable to the analysis of communication related data.

#### **204C. Advanced Topics in Research Methods and Statistical Analysis**

(4) STAFF

*Prerequisites: Communication 204A; graduate standing.*

Provides students with experience in advanced topics in multivariate statistics and computer programs. Analyses includes multiple regression, MANOVA, log linear analyses, and other advanced techniques.

#### **206. Group Communication**

(4) SEIBOLD

*Prerequisite: graduate standing.*

Readings on research concerning group processes from social and behavioral sciences, with special attention to latest communication approaches to group interaction. Design of research projects on small group communication.

#### **207. Interpersonal Communication**

(4) STAFF

*Prerequisite: graduate standing.*

Analysis of theory and research related to interpersonal communication processes.

#### **210. Language and Communication Processes**

(4) REID

*Prerequisite: graduate standing.*

Social psychology of language and communication examined from the "social identity approach." From this perspective, which claims that our attitudes, beliefs, and behaviors flow from our self-conceptions as group members, we investigate concepts such as stereotyping, power and CMC.

#### **213. Mass Media, the Individual, and Society**

(4) STAFF

*Prerequisite: graduate standing.*

The cognitive and social psychological effects of mass media on the individual and society. Focus is on empirical research as it informs communication theory.

#### **222A. Micro and Macro Organizational Communication**

(4) SEIBOLD

*Prerequisite: graduate standing.*

Classical/administrative, human relations/resources, systems, interpretive/cultural, and critical approaches to organizational communication. Theory and research on organizational structures and environments; power, authority and influence; communication networks; leadership; decision making; assimilation and socialization; innovation and change; and strategic communication.

#### **222B. Organizational Communication: A Global Perspective**

(4) C. STOHL

*Prerequisite: graduate standing.*

An organizational communicative perspective on globalization and a global perspective on organizational communication processes. Review of theories and research that address processes of organizational convergence and divergence, contemporary organizational practices, and opportunities and consequences associated with globalization.

#### **222C. Technology and Organization**

(4) FLANAGIN

*Prerequisite: graduate standing.*

Examination of critical issues in contemporary communication theory and research implicating advanced communication and information technologies and their relation to organizational dynamics, structure, and change.

#### **224. Family Communication**

(4) STAFF

*Prerequisite: graduate standing.*

Theory and research on communication in familial relationships. Focus on development, maintenance, and disintegration of families. Special consideration is given to developmental stages of families (attachment) and families with members who are failing to function in some capacity.

#### **228. Intergroup Communication**

(4) GILES

*Prerequisite: graduate standing.*

Analysis of theory and research related to intergroup relations, with special attention to the role of language use and variation as a means of communicating about intergroup relations.

#### **229. Intergenerational Communication and Aging**

(4) GILES

*Prerequisite: graduate standing.*

Theory, research and practice in communication and aging. Focus on intergenerational discourse, age identity and psychological well being.

#### **232. Mass Media Law and Policy**

(4) LINZ

*Prerequisite: graduate standing.*

Survey of the fundamental and regulatory policies governing electronic mass media, emphasizing broadcast television. Considers both structural and content-based regulation. Analyzes the policy-making process as well as the outcome of major communication policy decisions.

#### **234. Cognition and Mass Communication**

(4) STAFF

*Prerequisites: Communication 200 and 201; graduate standing.*

Review of current research of theories in the cognitive processing of mass media. Special consideration will be given to attention and memory for television.

#### **250. Contemporary Issues in Communication Science**

(4) STAFF

*Prerequisites: Communication 200 and 201; graduate standing.*

*May be repeated for a maximum of 12 units.*

Critical examination of a selected aspect of contemporary communication theory and research. Topic varies from year to year.

#### **252. Management Communication: Theory and Practice**

(4) STAFF

*Prerequisites: consent of instructor; graduate standing.*

Traditional managerial functions examined in terms of communication theory/research. Focus on leadership, advocacy, strategic communication; recruitment selection and development of top performers; new forms of organizing, group processes, team functioning; appraisal systems; feedback/motivation/performance; organizational innovation and change.

#### **500. Teaching College Communication**

(3) STAFF

*Prerequisite: graduate standing.*

Theory of teaching communication at the college level. Topics include self-presentation, facilitating discussion, constructing examinations, grading examinations and term papers, providing feedback, and professionalism.

#### **501. Apprentice Teaching**

(3) STAFF

*Prerequisites: Communication 500; graduate standing.*

*No unit credit allowed toward advanced degree.*

Application of theory to the practices of teaching college courses in communication. Students issue assignments, conduct class discussions, prepare and deliver lectures, score tests, and assign grades under the supervision of the faculty member who is the course director.

#### **502. Practicum for Teaching Associates**

(3) STAFF

*Prerequisite: Communication 500.*

*No unit credit allowed toward advanced degree.*

Theory and practice of teaching undergraduate classes in communication. Topics include the selection of behavioral objectives, selection of texts and other materials, creation of syllabi, preparation of lectures and assignments, administration of examination, and maintenance of standards.

#### **503. Research Practicum**

(3) STAFF

*No unit credit allowed toward advanced degree.*

A practicum for research associates.

#### **505. Issues in Communication Research**

(1) STAFF

*Prerequisite: graduate standing.*

*Enrollment is mandatory each quarter that a student is in residence; units do not fulfill degree requirements.*

Presentation of research completed or in progress by students, faculty and guest speakers followed by critical discussion of the issues raised.

#### **593AA-ZZ. Directed Reading**

(2-4) STAFF

*Prerequisites: consent of instructor; graduate standing.*

*May be repeated for credit to a maximum of 12 units.*

Individual tutorial. Provides students with the same material as a regular course except it is conducted on an individual basis with a faculty member.

Written contract describing the course, readings, and assignments should be submitted to the departmental graduate adviser.

#### **594AA-ZZ. Special Topics**

(1-4) STAFF

*Prerequisites: graduate standing; consent of instructor.*

Special seminar on research subjects of current interest.

#### **595AA-ZZ. Group Studies**

(4) STAFF

*Prerequisites: graduate standing; consent of instructor.*

Critical review of research in selected fields.

#### **596AA-ZZ. Directed Research**

(2-4) STAFF

*Prerequisites: consent of instructor; graduate standing.*

*May be repeated for credit.*

Individual tutorial. Provides students with supervised research experience including any of the following: reviewing literature, formulating research questions, designing measures, collecting and analyzing data, and writing papers. Written proposal must be approved by the departmental graduate adviser.

#### **597AA-ZZ. Preparation for the Qualifying Examination**

(1-4) STAFF

*Prerequisite: consent of graduate advisor; graduate standing.*

*No unit credit allowed toward advanced degree.*

Directed group or individual preparation for the master's or doctoral qualifying examination.

#### **598AA-ZZ. Master's Thesis Research and Preparation**

(1-12) STAFF

*Prerequisite: consent of thesis advisor; graduate standing.*

The thesis is done under the direction of the chair of a student's thesis committee.

#### **599A-Z. Dissertation Preparation**

(1-12) STAFF

*Prerequisites: consent of instructor; advancement to candidacy; graduate standing.*

Course is reserved for writing the dissertation.

# Comparative Literature

Comparative Literature Program  
Division of Humanities and Fine Arts  
Phelps Hall 6206

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## Comparative Literature Advisory Board

**Michael Berry**, Ph.D. (East Asian Languages and Cultural Studies)

**Julie Carlson**, Ph.D. (English)

**Susan Derwin**, Ph.D. (Germanic, Slavic, and Semitic Studies)

**Ronald Egan**, Ph.D. (East Asian Languages and Cultural Studies)

**Bishnupriya Ghosh**, Ph.D. (English)

**Wolf D. Kittler**, Ph.D. (Germanic, Slavic, and Semitic Studies)

**Sara Lindheim**, Ph.D. (Classics)

**Eric Prieto**, Ph.D. (French and Italian)

**Dwight F. Reynolds**, Ph.D. (Religious Studies)

**Harvey L. Sharrer**, Ph.D. (Spanish and Portuguese)

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**Sven Spieker**, Ph.D. (Germanic, Slavic & Semitic Studies)

**Elisabeth Weber**, Ph.D. (Germanic, Slavic, and Semitic Studies)

**Simon Williams**, Ph.D. (Dramatic Art)

### Affiliated Faculty

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**Silvia Bermúdez**, Ph.D. (Spanish and Portuguese)

**Maurizia Boscagli**, Ph.D. (English)

**Edward Branigan**, Ph.D. (Film Studies)

**Leo Cabranes-Grant**, Ph.D. (Drama/Spanish and Portuguese)

**Joao Camilo dos Santos**, Ph.D. (Spanish and Portuguese)

**Thomas Carlson**, Ph.D. (Religious Studies)

**Jorge Checa**, Ph.D. (Spanish & Portuguese)

**Elizabeth Heckendorn Cook**, Ph.D. (English)

**Enda Duffy**, Ph.D. (English)

**Francis Dunn**, Ph.D. (Classics)

**Jody Enders**, Ph.D. (French and Italian)

**Claudio Fogu**, Ph.D. (French and Italian)

**L.O. Aranye Fradenburg**, Ph.D. (English)

**Colin Gardner**, Ph.D. (Art)

**Giles Gunn**, Ph.D. (English)

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**Jocelyn Holland**, Ph.D. (Germanic, Slavic and Semitic Studies)

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**Suzanne Jill Levine**, Ph.D. (Spanish and Portuguese)

**Didier Maleuvre**, Ph.D. (French and Italian)

**Harold Marcuse**, Ph.D. (History)

**David Marshall**, Ph.D. (English)

**Anne Maurseth**, Ph.D. (French and Italian)

**Ellen McCracken**, Ph.D. (Spanish and Portuguese)

**Catherine Nesci**, Ph.D. (French and Italian)

**Elide Oliver**, Ph.D. (Spanish and Portuguese)

**Sara Poot-Herrera**, Ph.D. (Spanish and Portuguese)

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**Rita Raley**, Ph.D. (English)

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**Mark Rose**, Ph.D. (English)

**Katherine Saltzman-Li**, Ph.D. (East Asian Languages and Cultural Studies)

**Cynthia Skenazi**, Ph.D. (French and Italian)

**Candace Waid**, Ph.D. (English)

**Janet Walker**, Ph.D. (Film and Media Studies)

**William Warner**, Ph.D. (English)

**Kay Young**, Ph.D. (English)

Comparative literature, an interdepartmental undergraduate and graduate program, combines the study of national literatures with courses that address the relationship between literature and other disciplines such as anthropology, cultural studies, gender studies, philosophy, linguistics, media and technology studies, psychoanalysis, religious studies, and the fine and performing arts.

The Comparative Literature Program offers two undergraduate major tracks leading to the B.A. degree, Comparative Literature with Foreign Language Emphasis and Comparative Literature with Interdisciplinary Emphasis, and M.A./Ph.D. and Ph.D. programs at the graduate level.

A degree in comparative literature provides preparation for possible careers as teachers and scholars in literary and cultural studies as well as for careers that require expertise in foreign languages and familiarity with multi-cultural perspectives, such as international journalism, business, law, and diplomacy.

### Senior Honors Program in Comparative Literature

To earn departmental senior honors, the student will work with a professor of choice for two quarters to complete a senior thesis, while enrolled in Comparative Literature 199 (Independent Studies). No more than 4 units of 199 credits may be applied to the major requirements. Students who complete departmental honors will receive the notation of “Distinction in the Major” on both official transcripts and their diploma. Students interested in departmental honors should consult with their undergraduate advisor.

## Undergraduate Program

### Bachelor of Arts— Comparative Literature

**Preparation for the major.** Six quarters (or the equivalent) of a language other than English; three courses from the following: Comparative Literature 30A, 30B, 30C, 31, 32, 33, 34, 35, 36; and one of the following series: History 2A-B-C, 4A-B-C, Art History 6A-B-C, Religious Studies 80A-B-C, Philosophy 20A-B-C.

### Upper-division major, Foreign Language

**Emphasis:** A minimum of five upper-division courses in comparative literature, including Comparative Literature 100 (Introduction to Comparative Literature) and Comparative

Literature 195 (Junior/Senior Seminar); and six literature courses (of which a minimum of three must be taught in a language other than English). Students wishing to pursue graduate study in comparative literature should select this emphasis and are strongly advised to select literature courses in two foreign languages rather than a single foreign language and English.

*Note: By petition, up to 8 units of upper-division College of Creative Studies literature courses may be applied to the upper-division major.*

### Upper-division major, Interdisciplinary

**Emphasis:** A minimum of five upper-division courses in comparative literature, including Comparative Literature 100 (Introduction to Comparative Literature) and Comparative Literature 195 (Junior/Senior Seminar); three literature courses (of which a minimum of one course must be taught in a language other than English); and three courses in a single ancillary discipline (that must be chosen in consultation with the undergraduate advisor). *Note: By petition, up to 8 units of upper-division College of Creative Studies literature courses may be applied to the upper-division major.*

### Minor—Comparative Literature

All courses to be applied to the minor must be completed on a letter-grade basis. This includes both courses offered in comparative literature and those offered by other departments and applied to the minor.

**Preparation for the minor.** Six quarters (or the equivalent) of foreign language study; two courses from the following: Comparative Literature 30A, 30B, 30C, 31, 32, 33, 34, 35, 36.

**Upper-division minor.** Twenty upper-division units, distributed as follows: Comparative Literature 100, and 16 units selected from courses in comparative literature.

*Note: Substitutions and waivers are subject to approval by the chair of the department. Please see page 118 for special conditions governing minors in the College of Letters and Science.*

## Graduate Program

Graduate study in this program requires completion of graduate courses in comparative literature in addition to courses offered by other departments and programs. These include graduate courses in literature offered by the departments of Classics, East Asian Languages and Cultural Studies, English, French and Italian, Germanic, Slavic, and Semitic Studies, and Spanish and Portuguese, and Theater. Graduate course work can also be done in related departments such as Anthropology, Communication, Film Studies, History, History of Art and Architecture, Linguistics, Music, Philosophy, Political Science, Religious Studies, Sociology, and Feminist studies. The M.A./Ph.D. is normally a six-year program. The Ph.D. for students who enter with an M.A. should take no more than four years to complete the program. Applicants to the Comparative Literature Program should confirm that appropriate resources are available for their desired course of study.

In addition to meeting program requirements, candidates for graduate degrees must meet university degree requirements found in the chapter “Graduate Education at UCSB.”

### **Admission**

In addition to fulfilling all university requirements for admission to graduate status, described in the chapter in the general catalog "Graduate Education at UCSB," applicants to the M.A./Ph.D. program will normally have completed an undergraduate major in comparative literature or a related field. For admission to the Ph.D. program, applicants must have completed an M.A. in comparative literature or a closely related field. Application packets for both programs should consist of the following: (1) two official sets of transcripts from all postsecondary institutions; (2) three letters of recommendation; (3) official scores on the GRE general test (sent electronically by ETS) and, if the applicant is not from an English-speaking country, official TOEFL scores (sent electronically by ETS); (4) one writing sample of no more than 25 pages in length; (5) two copies of the statement of purpose; (6) competence in a foreign language; and (7) the Program's foreign language form. The writing samples should be substantial papers written in an upper-division or graduate literature course. Foreign language proficiency can be demonstrated by (a) submission of a writing sample in a foreign language, (b) submission of an academic transcript providing a record of classes taken in a foreign language, or (c) evidence that the applicant is a native speaker of a foreign language. The program's admission policy is based on intellectual potential and promise, academic records, and programmatic fit.

### **Master of Arts— Comparative Literature Degree Requirements**

The M.A. requires a minimum of 36 units of graduate-level course work in either (a) three national literatures, or, (b) two national literatures and one related discipline chosen in consultation with the graduate advisor. The 36 units of graduate-level course work must include a minimum of 8 graduate units in each of two national literatures and 4 graduate units in the student's third national literature or the related discipline. Eight additional graduate units must be taken in comparative literature. A maximum of 4 units of 596 course work can be counted toward the master's degree. By the end of the second year of study, students must pass a written qualifying field examination or successfully complete a thesis in a national literature other than the literature of their native language. The written field examination or thesis will be followed by an oral examination, which must be successfully completed to pass the field examination. Students are invited to join the Ph.D. program by the Graduate Studies Committee. The invitation is contingent upon the student's performance meeting the standards of excellence needed for Ph.D. study in Comparative Literature at UCSB in graduate course work and on the first qualifying examination, as well as upon the positive recommendations by the student's exam committee and the faculty with whom the student has worked.

### **Doctor of Philosophy— Comparative Literature Degree Requirements**

The Ph.D. degree in comparative literature requires the study of three fields consisting of either (a) three national literatures, or, (b) two national literatures and one related discipline. One of the literatures may be in English. The other(s) must be studied in the original language. Two fields are considered major and the third minor. The selection of fields must be approved by the graduate advisor.

Students entering the program with an M.A. in comparative literature or a closely related field need a minimum of 24 units of additional graduate-level course work to be distributed in consultation with the graduate advisor. These must include 4 units in each of two national literatures, 4 units in the student's third national literature or related discipline, and 4 units in comparative literature. Additional course work may be required to make up for deficiencies. Students must pass three field exams in three national literatures, or two national literatures and in a related field. The first field examination should be taken in the first quarter of their second year at UCSB.

For students entering the program with a B.A., a minimum of 60 units of graduate-level course work including work done at the M.A. level is required leading to the Ph.D. A minimum of 12 units of graduate-level course work must be completed in each of the student's three fields, plus at least 12 additional units of graduate-level course work from the offerings in the Comparative Literature Program, with the remaining 12 units to be distributed among the student's fields in consultation with the Graduate Advisor. The field exam written at the M.A. level counts as the first field exam for the Ph.D. The other two qualifying field examinations and the remaining 24 units of course work should be completed by the end of the first quarter of the fourth year of study. Students may retake each field exam only one time.

Upon completion of the three field exams, students prepare an oral exam, administered by the dissertation committee, in which they present a dissertation prospectus on the proposed dissertation topic. Students who pass this examination and demonstrate a proficiency in a second foreign language will be advanced to candidacy. The final requirement is the successful completion of a doctoral dissertation, including an oral defense.

### **Optional Ph.D. Emphasis in East Asian Literatures**

The Department of East Asian Languages and Cultural Studies offers a doctoral emphasis to students previously admitted to the Ph.D. program in comparative literature. Students pursuing the emphasis in East Asian Literatures must complete four graduate-level courses: a pro-seminar on bibliography and research methodology (Chinese 211 or Japanese 211) and three other approved seminars or reading courses in the student's field. In addition, students of Chinese literature are expected to have completed at least three years of modern Chinese and three quarters of Classical Chinese (Chinese 101A-B-C) or the equivalent. Students

of Japanese literature are expected to have completed at least four years of modern Japanese and two quarters of Classical Japanese (Japanese 181, 182, 183).

There are a total of 16 units of coursework required for the emphasis in East Asian literatures, which may also be counted to satisfy the 12 to 24 units of graduate coursework in a national literature necessary for the Ph.D. in comparative literature. The doctoral committee must include a faculty member from the East Asian Languages and Cultural Studies department, either as committee chair or as one of the three participating members. The dissertation for the emphasis must rely in some significant measure on primary sources in Chinese or Japanese. Contact the Department of East Asian Languages and Cultural Studies for additional information on faculty research interests and course offerings.

### **Optional Ph.D. Emphasis in Women's Studies**

The Department of Feminist Studies, with almost fifty core and affiliated faculty members in over nineteen disciplines, serves as a model of interdisciplinary work and scholarly collaboration at UCSB. Women's Studies doctoral emphasis students are required to successfully complete four seminars that will enhance their understanding of feminist pedagogy, feminist theory, and topics relevant to the study of women, gender and/or sexuality. Women's Studies as an inter-departmental set of conversations and intellectual questions supports a multifaceted undergraduate curriculum at UCSB. Doctoral emphasis students are encouraged to apply to teach Feminist Studies courses as teaching assistants and associates as part of their Feminist Studies training.

Applicants must first be admitted to, or currently enrolled in, a UCSB Ph.D. program participating in the Women's Studies graduate emphasis. Anthropology; Comparative Literature; Counseling, Clinical, and School Psychology; English; French and Italian; Germanic, Slavic and Semitic Studies; History; History of Art and Architecture; Linguistics; Political Science; Religious Studies; Sociology; Spanish and Portuguese; or Theater and Dance. Candidates complete four graduate courses and select a member of the Feminist Studies faculty or affiliated faculty to serve on their dissertation committees. Applications to the Women's Studies Doctoral Emphasis may be submitted at any stage of Ph.D. work, and applications will be considered throughout the year.

### **Doctoral Emphasis Coursework**

Students pursuing the emphasis in Women's Studies will successfully complete four graduate courses that have been approved by the Doctoral Emphasis advisor.

1. **Feminist Theories.** A one quarter graduate seminar in interdisciplinary feminist theory offered by any department, including Feminist Studies 250 AA-ZZ.
2. **Issues in Feminist Epistemology and Pedagogy (Feminist Studies 270).** A one quarter seminar that considers Feminist Studies as a distinct field. It offers an interdisciplinary exploration of feminist theories of knowledge production and teaching practices. Readings cover past and present critical debates

and provide theoretical approaches through which to analyze interdisciplinary epistemological and pedagogical issues.

3. **Graduate Seminar in Feminist Studies** (Feminist Studies 200-290 or 594 AA-ZZ). A one quarter seminar offered by a Feminist Studies faculty member on topics of central concern to the field.  
Or,  
**Research Practicum** (Feminist Studies 280). A cross-disciplinary seminar in which fundamental questions in contemporary feminist research practice are considered in light of students' own graduate projects.
4. **Topical Seminar.** A one quarter graduate seminar that addresses topics relevant to the study of women, gender, and/or sexuality. This seminar must be taken outside the student's home department; it may be fulfilled either by another graduate seminar in Feminist Studies or a seminar in another department.

## Comparative Literature Courses

### LOWER DIVISION

#### 27. Memory: Bridging the Humanities and Neuroscience

(3) KOSIK, JULLIEN

Lecture, 3 hours; discussion, 1 hour.

Same course as French 40X and MCDB 27.

Neurosciences now ask some of the same profound questions posed by writers, artists and philosophers for centuries, thus opening surprising perspectives on memory and morality, dreams and perception, identity and agency. This course explores this emerging concordance.

#### 30A-B-C. Major Works of European Literature

(4-4-4) STAFF

A survey of European literature.

A. Classical and medieval literature from Homer to Dante.

B. Renaissance and Neoclassical literature from Petrarch to Diderot.

C. Romantic and modern literature from Rousseau to Solzhenitsyn.

#### 31. Major Works of Asian Literatures

(4) EGAN

An introduction to the diverse literary traditions of Asia through an examination of selected works. Regional focus on East, South, and Southeast Asia varies.

#### 32. Major Works of Middle Eastern Literatures

(4) STAFF

An introduction to the diverse literary traditions of the Middle East through an examination of selected works. Regional focus on North Africa, the Middle East, and Central Asia varies.

#### 33. Major Works of African Literatures

(4) STRONGMAN, AKUDINOBI

Same course as Black Studies 33.

An introduction to the diverse literary traditions of Africa through an examination of selected works. Regional focus on North, West, East, Central, and South Africa varies.

#### 34. Literature of the Americas

(4) MCCracken, OLIVER, GUTIERREZ-JONES

An introduction to the diverse literary traditions of the Americas through an examination of selected works. Regional focus on North America, the Caribbean, and Latin America varies.

#### 35. The Making of the Modern World

(4) LÉVY

Description and analysis of decisive events contributing to the world we are inhabiting. Various

themes presented: city planning, war and industrial warfare, technology and media-technology, ideologies of modernity, and modern master theories.

#### 36. Global Humanities: The Politics and Poetics of Witnessing

(4) WEBER, CARLSON

What do literature and critical theory contribute to the reflection on human rights and the analysis of their violation? Inquiry into different ways in which the humanities can reframe the debate on human rights and act as a social force.

### UPPER DIVISION

#### 100. Introduction to Comparative Literature

(4) STAFF

Prerequisite: upper-division standing.

Addresses questions of methodology and also development and debates in the history of literary and critical theory.

#### 101. Writers' Theories

(4) LEVY, LUPI

Prerequisite: consent of instructor.

Writers have also something to say about literature: What is it? How do they write it? How are we to read it? What does it mean? What tools do they provide us to analyze it?

#### 103. Going Postal: Epistolary Narratives

(4) COOK

Prerequisite: upper-division standing.

Investigates reappearance of the letter-novel at particular historical moments, and paradoxes built into the letter-form itself. Range of works emphasizing the eighteenth- and later twentieth-century novels, likely including works by Austen, Goethe, Hoffman, James, Montesquieu, Choderlos de Laclos, Lydia Davis, Pynchon.

#### 107. Voyages to the Unknown

(4) SKENAZI

Prerequisites: Writing 2 and 50.

Same course as French 154A.

The impact of the voyages of discovery on late fifteenth- and sixteenth-century Europe. Readings on real and imaginary voyages: Columbus, Cartier, Lery, More, Rabelais, Montaigne.

#### 109. Game and Literature

(4) MAURSETH

Prerequisite: upper-division standing.

An interdisciplinary inquiry into the motive of game in 18th-20th century literature. Focus is on the moral, psychological and epistemological dimensions of game according to both form and function. Considerations of the stylistic, narrative and rhetorical components of texts.

#### 111. Dreaming in Cultural Contexts

(4) PLANE

Prerequisite: upper-division standing.

Explores dreams and dreaming in multiple historical and cultural contexts and pays particular attention to dreams and dream reports as unconscious and intrapsychic as well as social and cultural communications. A variety of historical, ethnographic, psychoanalytic, and literary texts are considered.

#### 113. Trauma, Memory, Historiography

(4) DERWIN, WEBER

Prerequisite: upper-division standing.

May be repeated for credit to a maximum of 8 units with consent of department chair.

How do individuals, communities, cultures, nations remember and/or forget, preserve and/or erase, traumatic events?

#### 115. Introduction to Folk Tales

(4) STAFF

Prerequisite: English 10 or Writing 50 or upper-division standing.

Not open for credit to students who have completed Interdisciplinary 115.

Broad survey of folk tales from all over the world. Types, motifs, research, and history.

#### 117A-B. European Romanticism(s)

(4-4) HOLLAND

Prerequisite: upper-division standing.

Roots: Romantic tendencies as they emerge against the backdrop of the eighteenth-century, the Middle

Ages, and antiquity.

Cultivation: Romantic literature and science in their manifold relation to nature.

#### 119. Psychoanalytic Theory

(4) DERWIN, WEBER, FRADENBURG

Prerequisite: upper-division standing.

May be repeated for credit to a maximum of 8 units with consent of department chair.

Topics to be addressed each quarter will be chosen from the following: origins of psychoanalysis; sadomasochism; the death-drive; psychoanalysis and the law; group-psychology; psychoanalysis and the media; literature and psychoanalysis.

#### 120. Adventures of Chivalry, Courtship and War: Arthurian Romance and the Chivalric Novel

(4) SHARRER

Prerequisite: upper-division standing.

Arthurian and chivalric fiction from the medieval period to the time of Cervantes. The evolution of the legends of King Arthur and the Knights of the Round Table and the rise of new chivalric heroes and modes of fiction.

#### 121. What is a Hero?

(4) JULLIEN

Prerequisite: upper-division standing.

Focus on the idea of heroes and heroism in the Western tradition through readings of the three major epics of Greek and Latin Antiquity (the Iliad, the Odyssey, and the Aeneid), along with selections from modern variations on these old stories.

#### 122A. Representations of the Holocaust

(4) DERWIN

Prerequisite: upper-division standing.

Same course as German 116A. Not open for credit to students who have completed German 116A.

Close reading of post-Holocaust literature. Taught in English.

#### 122B. Holocaust in France

(4) DERWIN, NESCI

Same course as French 154E.

Through analysis of testimonies, memoirs, fiction, and film, this course focuses on France under the Nazi occupation. Topics include the Vichy Regime (1940-1945), The Resistance Movement, the Church under Vichy, anti-Semitism, deportations and concentration camp imprisonment, and national memory after World War II.

#### 124. Old Comedy/New Comedy

(4) YOUNG

Prerequisite: upper-division standing.

What is comedy? Is it what prompts laughter? Is it a particular structural form? Study of theories of comedy and comic forms across cultures and times under the headings of "Old" and "New" to work through the nature of comedy.

#### 126. Comparative Black Literatures

(4) STRONGMAN

Prerequisite: upper-division standing.

Same course as Black Studies 126.

Using a social constructivist approach to race, this course examines the multiple ways in which racial discourses operate in global literary cultures. Emphasizes that blackness need not be a homogenous concept in order to continue to be a powerful agent in our postmodern world.

#### 128A. Children's Literature

(4) SNYDER

Prerequisite: upper-division standing.

Classic texts and theories of children's literature, from Perrault and Wilde to Freud and Propp. Examination of narrative and ideological strategies for constructing and representing "childhood" in modernity, with emphasis on their relationship to the family and the marketplace.

#### 128B. Representing Childhood

(4) DERWIN

Prerequisite: upper-division standing.

Course examines European and American representations of childhood in works of fiction, painting, photography, psychoanalysis, and pedagogy from the eighteenth to the twentieth centuries. Topics include religious views of the child, sexuality and childhood, discipline, play, and children in media.



**129. Theory and Text: Petrarch and Shakespeare's Sonnets****(4) CORUM***Prerequisite: upper-division standing.*

An opportunity to bring several powerful theoretical discourses to bear on the two most exceptional sonnet sequences of early modern cultures—Petrarch's at the beginning, Shakespeare's at the end.

**137. Mind Games****(4) LEVY***Prerequisite: upper-division standing.*

Exploration of works challenging our intellectual and cognitive faculties with paradoxes, manipulations of space and time, logical aberrations and the like. Authors may include Poe, Stevenson, Maupassant, Balzac, Melville, Borges, Kafka, Bioy-Casares, Nabokov, Cortazar, Barth, Calvino, Pynchon, Vonnegut, Queneau, Perec.

**146. Robots****(4) STAFF***Prerequisite: upper-division standing.*

From eighteenth-century clockwork automata to Turing's universal machine, investigation of the function and representation of machines in literature, philosophy, film and animation. Texts by Kant, Villiers de L'Isle-Adam, Kafka, Wiener, and Alan Turing, SciFi films and computer games.

**148. Creative Chaos****(4) HOLLAND***Prerequisite: upper-division standing.*

Chaos: is it primordial mayhem and confusion? Or does chaos permit the possibility of form and creativity? Course explores the order and disorder of chaos within literary, scientific, and philosophical narratives. From Hesiod and Ovid through Diderot, Wordsworth, and Pynchon.

**149. Rhetoric of Crime****(4) STAFF***Prerequisite: upper-division standing.*

Focusing on the interrelations between law and literature this course examines American and European representations of crime and punishment in the lawcourts, theater, cinema, and television from Euripides to the Court-Television network. Readings and screenings from writers, judges, and jurists. In English.

**150. Contemporary Literary Criticism****(4) STAFF***Prerequisite: upper-division standing.**May be repeated for credit.*

Studies in modern and post-modern literary theory. In any one quarter, the course will examine two or three basic orientations such as structuralism, semiotics, hermeneutics, deconstruction, or the esthetics of reception.

**153. Border Narratives****(4) GUTIERREZ-JONES***Prerequisite: upper-division standing.*

Examination of novels, short stories, and films that engage U.S./Mexico border dynamics considering the ways diverse, interactive processes are affecting border culture, and inquiring into the ways cultural products critically respond to these processes.

**154. Science Fiction in Eastern Europe****(4) MCCLAIN***Prerequisite: upper-division standing.**Same course as Slavic 164B.*

The genre of science fiction and its development in literature and film in the various cultures of Eastern Europe. Topics include utopia, dystopia, technology, the "mad" scientist, etc.

**161. Literature of Central Europe****(4) SPIEKER***Same course as German 151C and Slavic 151C.*

Investigation of the prolific literatures of central Europe, one of the culturally and linguistically most diverse regions of the European continent that has produced writers such as Italo Svevo, Franz Kafka, Robert Musil, Bruno Schulz, and others. Readings in English.

**170. Literary Translation: Theory and Practice****(4) LEVINE***Prerequisite: upper-division standing.*

Examination of translation and the canon, questioning the hierarchical division between translation and original, illustrating the concept of the original as translation and the literary text as "work-in-progress" in which translation forms part of the creative process.

**171. Post-Colonial Cultures****(4) PRIETO***Same course as French 154G.*

Study of fiction from the Caribbean, West Africa, and the Maghreb. Provides insights into the vibrancy of contemporary post-colonial societies, the ongoing legacy of colonialism, and the meaning of multiculturalism born of the conflict between and hybridization of widely differing cultural traditions. In English.

**173. Life Stories: Biography and Autobiography in a Comparative Context****(4) SALTZMAN-LI***Prerequisite: upper-division standing.*

An exploration of biography and autobiography. Examples to be chosen from Western European, American, Japanese, and Chinese literature with a view towards defining these two terms with comparative and historicized significance.

**174. Metamorphosis****(4) HOLLAND**

Narratives of metamorphosis challenge our preconceived notions of identity and form. This course investigates metamorphosis as a scientific, social, and philosophical problem, drawing from literature (Ovid, Stevenson, Kafka, Cortazar, etc.) and the visual arts, including film.

**179B. Mysticism****(4) WEBER***Prerequisite: upper-division standing.**Same course as German 179B. Not open for credit to students who have completed German 169.*

Analysis of German mystical writing, its roots in ancient Greek texts, revolutionary impact, links with other mystical traditions, and influence on secular literature. Texts include Hildegard von Bingen, Meister Eckhart, Mechthild von Magdeburg, Novalis, Rilke, etc. Taught in English.

**179C. Mediatechnology****(4) STAFF***Prerequisite: upper-division standing.**Same course as German 179C. Not open for credit to students who have completed German 180.*

Telegraph, telephone, phonograph, and film are techniques that have engendered new forms of representation, communication, and thinking. Course studies the impact of these transformations in literature and on literature. Taught in English.

**180. The European Renaissance****(4) HELGERSON***Prerequisites: Writing 2 and 50; or Writing 109AA-ZZ or English 10.**Same course as English 144.*

The generic forms and cultural issues characteristic of early modern European poetry, fiction, and drama. Such authors as Petrarch, Boccaccio, More, Rabelais, Ariosto, Montaigne, Camoes, Shakespeare, Lope de Vega, and Cervantes.

**183. The Quest for Narrative in Late Imperial China****(4) POWELL***Same course as Religious Studies 183.*

An exploration of quest themes, narrative forms and performative modes in the culture of Late Imperial China based on a reading of an English translation for the sixteenth century masterpiece, *The Journey to the West (Monkey)*.

**186AA-ZZ. Interdisciplinary Comparative Literature Studies****(4) STAFF***Prerequisite: upper-division standing.**May be repeated for credit to a maximum of 12 units provided letter designations are different.*

Interdisciplinary examination of selected topics, theories, disciplinary issues, and/or methodological

questions in the combined study of literature and other areas of the humanities and humanistic sciences. Course focus will be determined by the instructor(s).

**187. Strauss and Hofmannsthal****(4) HSU***Prerequisite: upper-division standing.**Same course as Music 187.*

A course in the collaboration between composer and poet. A study in the operas, the correspondence, and related developments in German music in the early twentieth century.

**188. Narrative Studies****(4) STAFF***Prerequisite: upper-division standing.*

Study of various forms, e.g., novel, shorty story, essay, memoir, with a specific focus each quarter. Topics to be addressed may include strategies of narration, the history of particular narrative forms, what is meant by literary style.

**191. Fantasy and the Fantastic****(4) LEVY***Same course as French 153D.*

Course explores works that manipulate our conceptions of space and time, undermining our sense of reality. Works by Balzac, Poe, Merimée, Stevenson, James, and Borges.

**195. Junior/Senior Seminar****(4) STAFF***Prerequisite: upper-division standing.*

Selected methodological issues in comparative literature. Topics vary with each instructor.

**197. Upper Division Special Topics****(4) STAFF***Prerequisite: upper-division standing.**May be repeated for credit to a maximum of 12 units.*

Content will vary with each instructor.

**199. Independent Studies in Comparative Literature****(1-5) STAFF***Prerequisites: upper-division standing; completion of two upper-division courses in comparative literature.*

*Must have a minimum 3.0 grade-point average for the preceding three quarters. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. Comparative Literature 199 may be repeated for credit to a maximum of 30 units, but only 12 units may be applied toward the major.*

Independent studies with any faculty member. To permit study of a subject desired by the student but not covered in course offerings.

**GRADUATE COURSES****200. Seminar in Comparative Literature****(4) STAFF***Prerequisite: graduate standing.*

Addresses issues of methodology and literary theory. Specific authors and topics vary from class to class.

**209. Religion and Politics in Pier Pasolini and Georges Bataille****(4) WITTMAN***Prerequisite: graduate standing.**Same course as French 209.*

Explores how recent interest in the connections between religion and politics has brought to the fore the works of director, poet, and political agitator Pier Paolo Pasolini, and philosopher and founder of the Collège de Sociologie, Georges Bataille.

**235. Symbolism, Decadence, and the Origins of Modernism in Italy and France****(4) STAFF***Prerequisite: graduate standing.*

From Mallarmé to Marinetti, this course explores the continuities between the obsessions of decadence (the dandy, the femme fatale, and the "death of God"), and the revolutionary claims of Modernism (asserting artistic autonomy, freeing the unconscious, politicizing the personal).

**236. Media History Theory****(4) WARNER***Prerequisite: graduate standing.*

Interweaves a study of the emergence of several

kinds of twentieth century media including radio, film, television, and the internet, with key texts of media theory including Benjamin, Adorno, McLuhan, Debord, Hall, and others.

### 237. Literature and the Sacred

(4) STAFF

*Prerequisite: graduate standing.*

*Same course as Religious Studies 277.*

Explores theories of the sacred, and its radical otherness, in relation to writing and poetics, in twentieth century French and Italian thought. Authors include: Caillois, Bataille, Paulhan, Eco, Ricoeur, Cacciari, Blanchot, Vattimo, Kristiva, Derrida, Lacan, Irigaray. In English.

### 249. Music and Literature

(4) PRIETO

Study of interrelations of music and literature, with emphasis on modernist interest in using principles from one art to guide creation in the other. Literary texts from Symbolists to Beckett and Burgess; theory: Aristotle to Adorno; music: from Wagner to S. Reich.

### 260. Literary Translation: Theory and Practice

(4) LEVINE

Examination of translation and the canon, questioning the hierarchical division between translation and original, illustrating the concept of the original as translation and the literary text as "work-in-progress" in which translation forms part of the creative process.

### 265. Studies in Renaissance Literature: Comparative Study of Early Modern European Literature

(4) HELGERSON

Topics and content will vary and may include: the place of the domestic in early modern European drama and painting, Petrarchism and the formation of national literatures in Spain, France, and England, and Renaissance fiction from More to Cervantes.

### 287. Strauss and Hofmannsthal

(4) HSU

*Same course as Music 287.*

A course in the collaboration between composer and poet. A study in the operas, the correspondence, and related developments in German music in the early twentieth century.

### 591. Teaching Assistant Practicum

(4) STAFF

*Units earned do not apply toward completion of advanced degrees.*

Supervised teaching of lower-division comparative literature courses at UCSB. Participation in occasional workshops related to the field of teaching will be required.

### 594. Special Topics

(4) STAFF

A special seminar on research subjects of current interest.

### 596. Directed Reading and Research

(2-18) STAFF

*Minimum of 2 units per quarter. No more than half of units required for M.A. may be taken in 596 series. Letter grade only.*

Individual tutorial. A written proposal for each tutorial must be approved by the program chair.

### 597. Individual Study for M.A. Comprehensive and Ph.D. Examinations

(1-12) STAFF

*No unit credit allowed toward advanced degree. Enrollment limited to 24 units per examination (12 units maximum in any one examination quarter). S/U grading only.*

For individual study with major professor or chair or director of student's program.

### 598. Master's Thesis Research and Preparation

(2-12) STAFF

*No unit credit allowed toward advanced degree. S/U grading only.*

For research and writing of the master's thesis.

### 599. Ph.D. Dissertation Research and Preparation

(2-12) STAFF

*S/U grading only.*

For research and writing of the doctoral dissertation. Instructor should be chair of the student's doctoral committee.

# Computer Science

## (Letters and Science)

Department of Computer Science

Harold Frank Hall, Room 2104

Telephone: (805) 893-4321

The College of Letters and Science offers a bachelor of arts degree in computer science with a choice of emphasis in computational biology, computational geography, or computational economics.

Students may satisfy some of the requirements for the computer science degree through the College Board Advanced Placement Tests. With a score of 3, 4, or 5 on Computer Science Examination AB, equivalent credit will be granted for the university course Computer Science 5NM. For additional information concerning the programs in computer science, see the entry of the Department of Computer Science in the College of Engineering, which describes departmental facilities, faculty, advising services, courses offered, career opportunities, and graduate study.

## Undergraduate Program

Students who declare the computer science pre-major or major are responsible for satisfying major requirements in effect at the time of their declaration. When students have completed the required pre-major courses, they must petition to change from pre-major to major status. Computer science majors and pre-majors have priority when registering in all Computer Science courses.

Students who are admitted to UCSB in a different major (or undeclared) and who are planning to enter the pre-computer science program must complete at least 16 units of pre-major coursework at UCSB, including 8 units in computer science, with at least a 3.0 grade-point average for all pre-major courses completed at the University of California. Students who have completed the entire computer science pre-major with at least a 2.75 University of California grade-point average will be admitted to full major standing upon petition whether or not they have been officially declared pre-majors.

Students applying for major status in the B.A. program will not be considered for a change of major/change of college unless they can demonstrate that they will be able to complete all of the degree requirements for the proposed program without exceeding 200 units.

*Please note:* Pre-major status does not guarantee admission to major status. To be admitted to the

major, the student must complete the pre-major courses with a minimum grade-point average of 2.75.

Courses required in preparation for the major and in the lower- and upper-division major, both within the Department of Computer Science and in other departments, must all be completed on a letter-grade basis.

### Bachelor of Arts—Computer Science—Emphasis in Computational Biology

**Preparation for the major.** Mathematics 3A-B-C, 5A-B; Computer Science 16, 24, 32, 40; PSTAT 120A. Students with no previous programming background should take CMPSC 8 before taking CMPSC 16. CMPSC 8 is not included in the list of preparation for the major courses but may be counted as a free elective.

Upon completion of the pre-major requirements with a satisfactory grade-point average, the pre-major student should submit a change of major petition, available in the office of the Department of Computer Science to advance to the full major; at that time, students must declare an emphasis.

**Lower-division major.** Chemistry 1A-AL-B-BL-C-CL; and MCDB 1A-AL; MCDB 1B; EEMB 2; and either MCDB 1BL or EEMB 2L; and Engineering 101. The lower-division major requirements are excluded from the pre-major grade-point average requirement and need not be completed prior to advancement to the full major.

**Upper-division major.** Computer Science 123, 130A-B, 138, 165B, 174A, 167; PSTAT 120B; and MCDB 101A-B. Students must choose 8 units of upper-division biology electives. Recommended: 8 additional units of upper-division Computer science or biology electives. A list of these electives is available from the Computer Science office, and on the web at [www.cs.ucsb.edu/undergraduate/requirements/ba/cpbio](http://www.cs.ucsb.edu/undergraduate/requirements/ba/cpbio).

### Bachelor of Arts—Computer Science—Emphasis in Computational Economics

**Preparation for the major.** Students must complete the courses listed in both Sections I and II. The courses in Section I must be completed with a minimum University of California grade-point average of 2.75 before the student will be admitted to full major status.

I. (Pre-major): Mathematics 3A-B-C, 5A-B; Computer Science 16, 24, 32, 40; PSTAT 120A. Students with no previous programming background are encouraged to take Computer Science 8 before taking Computer Science 16. Computer Science 8 will not apply to the major or pre-major.

II. One science sequence from Chemistry 1A-AL-B-BL-C-CL or Physics 1-2-3-3L or Physics 6A-AL-B-BL-C-CL; Economics 1 and 2; Economics 100A-B; one course from Philosophy 4, 6, 100A or Engineering 101. The courses listed in Section II need not be completed prior to advancement to the full major, and the grades will not be included in the pre-major grade-point average calculation, although they will apply to the overall major grade-point average.

Upon completion of the pre-major require-

ments with a satisfactory grade-point average, the pre-major student should submit a change of major petition, available in the office of the Department of Computer Science to advance to the full major; at that time, students must declare an emphasis.

**Upper-division major.** Forty-eight upper-division units are required, to be distributed as follows: Computer Science 111, 123, 130A-B, 165A or 165B, 174A and 4 units of Computer Science elective; PSTAT 120B; 16 units from Economics 101, 116A-B-C, 134A-B, 140A-B, 171, 180, 181, 184. Additional coursework in upper-division computer science and economics is recommended.

### **Bachelor of Arts—Computer Science—Emphasis in Computational Geography**

**Preparation for the major.** Mathematics 3A-B-C, 5A-B; Computer Science 16, 24, 32, 40; PSTAT 120A. Students with no previous programming background should take CMPSC 8 before taking CMPSC 16. CMPSC 8 is not included in the list of preparation for the major courses but may be counted as a free elective.

Upon completion of the pre-major requirements with a satisfactory grade-point average, the pre-major students should submit a change of major petition, available in the office of the Department of Computer Science to advance to the full major; at that time, students must declare an emphasis.

**Lower-division major.** Science sequence: Chemistry 1A-AL-B-BL-C-CL or Physics 1-2-3-3L or Physics 6A-AL-B-BL-C-CL; Geography 3A, 3B, 5, and 12. Philosophy 4 or 6 or 100A or Engineering 101. The lower-division major requirements are excluded from the pre-major grade-point average requirement and need not be completed prior to advancement to the full major.

**Upper-division major.** Computer Science 111, 123, 130A-B, 165A or B, 174A, 185, and Computer Science/Electrical Engineering 181B. Students must choose 16 units of upper-division geography electives. Recommended: 8 additional units of upper-division computer science or geography electives. A list of these electives is available from the Computer Science office, and on the web at [www.cs.ucsb.edu/undergraduate/requirements/ba/cpgeo](http://www.cs.ucsb.edu/undergraduate/requirements/ba/cpgeo).

### **Bachelor of Science—Computer Science**

The College of Engineering offers a bachelor of science degree in computer science. For information about this major, refer to the Computer Science section in the College of Engineering.

## Dance

for Dance, see Theater and Dance.

## Dramatic Art

for Dramatic Art, see Theater and Dance.

# Earth Science

(formerly Geological Sciences)

Department of Earth Science  
Division of Mathematics, Life,  
and Physical Sciences  
Webb Hall, Room 1006

**Telephone: (805) 893-3471**

**Undergraduate e-mail:**

**gs-undergraduate-assistant@geol.ucsb.edu**

**Graduate e-mail:**

**gs-graduate-assistant@geol.ucsb.edu**

**Website: [www.geol.ucsb.edu](http://www.geol.ucsb.edu)**

**Department Chair: Ralph Archuleta**

## Faculty

**Ralph J. Archuleta**, Ph.D., UC San Diego Institute for Geophysics and Planetary Physics; Professor (seismic source studies, strong motion seismology)

**Stanley M. Awramik**, Ph.D., Harvard University, Professor (biogeology, paleobiology)

**Douglas Burbank**, Ph.D., Dartmouth College, Professor (tectonic geomorphology, collisional origins, sedimentation and tectonics, surface processes).

**Cathy J. Busby**, Ph.D., Princeton University, Professor (sedimentology)

**Jordan F. Clark**, Ph.D., Columbia University, Professor (hydrogeology)

**John M. Cottle**, Ph.D., Oxford University, Assistant Professor (continental tectonics)

**Michael DeNiro**, Ph.D., California Institute of Technology, Professor (stable isotopes and geobiology)

**Phillip B. Gans**, Ph.D., Stanford University, Associate Professor (structural geology, tectonics, geochronology)

**Bradley R. Hacker**, Ph.D., UC Los Angeles, Professor (metamorphic petrology, structural geology, geochronology)

**Rachel M. Haymon**, Ph.D., UC San Diego Scripps Institution of Oceanography, Professor (marine geology and geochemistry)

**Chen Ji**, Ph.D., California Institute of Technology, Assistant Professor (seismology)

**Edward A. Keller**, Ph.D., Purdue University, Professor (surface processes, hydrology, environmental geology)

**David W. Lea**, Ph.D., Massachusetts Institute of Technology—Woods Hole Oceanographic Institute, Professor (chemical oceanography and paleo-oceanography)

**Lorraine E. Lisiecki**, Ph.D., Brown University, Assistant Professor (paleoclimate)

**Bruce P. Luyendyk**, Ph.D., UC San Diego Scripps Institution of Oceanography, Professor (tectonics, geophysics, paleomagnetism)

**James M. Mattinson**, Ph.D., UC Santa Barbara, Professor (petrology, isotope geology)

**Susannah M. Porter**, Ph.D., Harvard University, Assistant Professor (paleontology of early life)

**Frank J. Spera**, Ph.D., UC Berkeley, Professor (igneous petrology, magma transport phenomena)

**Toshiro Tanimoto**, Ph.D., UC Berkeley, Professor (seismology, earth structure)

**Bruce H. Tiffney**, Ph.D., Harvard University, Professor (evolutionary biology, paleobotany)

**David L. Valentine**, Ph.D., UC Irvine, Associate Professor (biogeochemistry, geomicrobiology, microbial ecology, geochemistry)

**Syee Weldeab**, Ph.D., University of Tübingen, Assistant Professor (paleoclimate, paleoceanography)

**Andre R. Wyss**, Ph.D., Columbia University, Professor (vertebrate paleontology)

## Emeriti Faculty

**Tanya M. Atwater**, Ph.D., Scripps Institution of Oceanography, Professor (plate tectonics, ocean floor spreading)

**James R. Boles**, Ph.D., University of Otago, Professor (sedimentary petrology)

**John C. Crowell**, Ph.D., UC Los Angeles, Professor Emeritus (tectonics, paleoclimates)

**Michael D. Fuller**, Ph.D., Cambridge University, Professor Emeritus (geomagnetism)

**Clifford A. Hopson**, Ph.D., Johns Hopkins University, Professor Emeritus (igneous and metamorphic petrology)

**James P. Kennett**, Ph.D., Victoria University of Wellington, New Zealand, Professor Emeritus (paleo-oceanography, marine geology)

**Ken C. MacDonald**, Ph.D., Massachusetts Institute of Technology, Professor (marine tectonics and magnetism)

**Robert M. Norris**, Ph.D., UC San Diego Scripps Institution of Oceanography, Professor Emeritus (geomorphology, quaternary geology)

**William A. Prothero**, Ph.D., UC San Diego, Professor Emeritus (seismology, seismic instrumentation, educational technology)

**Arthur G. Sylvester**, Ph.D., UC Los Angeles, Professor Emeritus (structural geology, petrofabrics, neotectonics)

**George R. Tilton**, Ph.D., University of Chicago, Professor Emeritus (geochronology)

**Donald W. Weaver**, Ph.D., UC Berkeley, Professor Emeritus (stratigraphy, paleontology)

**William S. Wise**, Ph.D., Johns Hopkins University, Professor Emeritus (mineralogy, geochemistry)

## Affiliated Faculty

**Robert D. Ballard**, Ph.D. (Oceanography)

**Bodo Bookhagen**, Ph.D. (Geography)

**Oliver Chadwick**, Ph.D. (Geography and Environmental Studies)

**Thomas Dunne**, Ph.D. (School of Environmental Science and Management)

**John A. Endler**, Ph.D. (Ecology, Evolution, and Marine Biology)

**Patricia A. Holden**, Ph.D. (Donald Bren School of Environmental Science and Management)

**Craig Nicholson**, Ph.D., (Marine Science Institute)

**Richard H. Sibson**, Ph.D., (Earth Science)

**Samuel S. Sweet**, Ph.D. (Ecology, Evolution, and Marine Biology)

**Douglas Wilson**, Ph.D. (Marine Science Institute)

**A**lone in the solar system, the Earth is a water-rich rocky planet that has given rise to abundant and diverse life. In the Department of Earth Science, we study the whole Earth system, focusing on interactions between the solid earth, hydrosphere, atmosphere, and biosphere, and on the historical evolution of the Earth system throughout geologic time. We explore ongoing terrestrial, marine, and interior Earth processes that are taking place today, and we examine the geologic record to illuminate the past behavior and changing properties of our planet over timescales ranging from centuries to billions of years. We use knowledge about active processes to read the rocky record of the past and seek clues to the origins of Earth's features and life. From the record of the past, we extrapolate to predict global changes that will affect people in the future. We discover the marvels of our home planet at spatial scales ranging from the atomic scale to the global scale, through observations, measurements, experiments, and models.

The Department of Earth Science at UCSB conducts many field studies in geographic areas ranging from the tallest mountain peaks of the Himalayas, the wilderness of Antarctica, to the vast undiscovered depths of the ocean floor. Our graduate and undergraduate students participate directly in the excitement of exploring unknown terra incognita. Taught by a distinguished and dedicated faculty (including several members of the National Academy of Sciences and winners of the UCSB Distinguished Teaching Award), students in Earth Science experience the wonder of discovery and come to appreciate and connect to the unfolding planetary drama of which they are part. Because Earth Science students acquire such diverse tools and skills in mapping, analyzing, visualizing, computing, and problem-solving, they are well-prepared for a broad range of careers in the private sector, government, K-12 education, academia, and the industry.

### **Mission Statement**

The faculty and facilities of the Department of Earth Science exist to support and further instruction and research in geological sciences. These endeavors involve the creation and dissemination of knowledge by involving students in conducting research both at the undergraduate and graduate levels.

### **Educational Objectives**

The goal of the graduate program is to equip young scientists for their future roles as research scientists, teachers, scholars, and productive employees by teaching them to be engaged in lifelong learning and experience, as well as professional and public service. The goal of the undergraduate program is to produce graduates with a broad education in the sciences, a firm grasp of geologic principles and ideas, and an arsenal of intellectual and communication skills. Departmental requirements and goals are organized toward acquisition of basic fundamentals, skills of observation, techniques of data collection and analysis, and training in objective reasoning, writing, and computer literacy. The main vehicle for this training is a strong emphasis on field experience through three field courses and numerous trips attached to other courses.

### **Senior Honors Program**

Senior standing students with outstanding academic records in geological sciences are encouraged to participate in the senior honors program. The honors program centers on an independent research project, which must represent a significant advanced undertaking in an area of academic or applied research. It must be approved by the department chair and by a faculty member who serves as the project supervisor. Program requirements include a 3.2 grade-point average in the major and overall, maintenance of the 3.2 grade-point average through the duration of the project, and completion of the senior research thesis course series, Geology 196HA-B-C. Distinction in the Major will be awarded at graduation to students whose projects are evaluated as acceptable. Proposal forms are available in the department office, and are due by the add deadline in the Fall quarter. Students whose projects require funding should contact the Undergraduate Research and Creative Activities (URCA) office in early October.

### **Five-Year Combined Bachelor's/Master's Program**

The Department of Earth Science offers a program allowing students to earn combined bachelor of science and master of science degrees in geological sciences or geophysics. See the description below under "Graduate Program."

## **Undergraduate Program**

### **Bachelor of Science— Geological Sciences**

Geological science is the study of the earth—of its rocks, minerals and records of ancient life, and of the physical, chemical and biological processes, past and present, at work in the earth's interior, on its surface, and within its envelope of water and air. An applied science, geoscience draws from a number of disciplines, mixing the practical with the theoretical.

**Preparation for the Major.** Students must complete the following courses: Geology 1 or 2 or 4; Geology 3; Chemistry 1A-AL, 1B-BL, 1C-CL; Mathematics 3A, 3B, 3C; Physics 1, 2, 3, 4 or Physics 6A-AL, 6B-BL, 6C-CL. Recommended: Geology 18 (fall and spring field trips), Math 5B-C, PSTAT 5A and a course in computer programming. A grade of C- or better is required in all courses in the preparation for the major.

**Upper-division major.** Fifty-six upper-division units are required, distributed as follows: Geology 104A, 114A, 114B, 115, 134, 160 (total of 2 units) and Writing 109ST. In addition, students must take Geology 103, 104B, 118, one course from Geology 102A-L, 102B-BL, 102C-CL, and 7 additional elective units from the list: Geology 102A-AL-B-BL-C-CL (if not used above), 109, 113, 117, 122, 123, 124AA-ZZ, 156, 157, 160, 164B, 173; Geography 176A-B.

**Concentration in Engineering Geology.** Students desiring this concentration must include Geology 100, 113, 117, 168, and 173 (or Geography 116) in their upper-division electives. Also recommended for the concentration:

Geography 176A, 176B, Geology 124AA-ZZ, 169 and Environmental Studies 144.

*Note: The concentration will not be specified on the transcript or diploma.*

### **Bachelor of Science— Geological Sciences— Earth Systems Emphasis**

Earth systems science emphasizes an integrated view of the earth as a dynamically linked system. Students in this major take traditional geology courses while also pursuing course work in related disciplines, such as ocean, atmospheric, and earth-surface sciences. The program provides broad preparation for both postbaccalaureate employment (especially in environmental fields) and graduate studies in geosciences.

**Preparation for the major.** Students must complete the following courses: Geology 1 or 2 or 4; Geology 3; Mathematics 3A, 3B, 3C; Chemistry 1A-AL, 1B-BL, 1C-CL; Physics 1, 2, 3, 4 or Physics 6A-AL, 6B-BL, 6C-CL. Recommended courses: Geology 18 (fall and spring field trips), statistics, and a course in computer programming. A grade of C- or better is required in all courses in the preparation for the major.

**Upper-division major.** Fifty-six upper-division units are required. The core requirements are: Geology 104A, 114A, 114B, 134, 160 (total of 2 units) and Writing 109ST. The emphasis requirements are: 2 courses from Geology 164A-B-C, Geology 130, 6-8 units of senior research experience (Geology 119, 181, 182) and 14-16 elective units from the list: Geology 102A, 102AL, 102B, 102BL, 102C, 102CL, 103, 104B, 117, 123, 124AA-ZZ, 157, 160, 161, 168, 169, 171, 198, 199; Chemistry 113A; Geography 104, 110, 115A, 115B, 116, 133, 134, 166 or other UCSB course with permission from faculty advisor.

### **Bachelor of Science— Geological Sciences— Earth and Planetary Science Emphasis**

Earth and planetary science is the study of earth as a planetary system with focus on origin and nature of terrestrial planets in the cosmos with a focus on the primary underlying physical and chemical principles involved including astrobiological theories.

**Preparation for the major.** Students must complete the following courses: Geology 1 or 2 or 4; Geology 3; Mathematics 3A, 3B, 3C; Chemistry 1A-AL, 1B-BL, 1C-CL; and Physics 1, 2, 3, 4 or Physics 6A-AL, 6B-BL, 6C-CL; Astronomy 1. A grade of C- or better is required in all courses in the preparation for the major. Recommended: Math 5A-B-C; Physics 5.

**Upper-division major.** Fifty-six upper-division units are required. The core requirements are: Geology 104A, 114A, 114B, 134, 160 (total of 2 units) and Writing 109ST. The emphasis requirements are: Geography 110, Geology 123, Geology 135, Chemistry 113A, and 18 elective units from the list: Geology 102A, 102AL, 102B, 102BL, 103, 124G, 157, 159A, 159B, 164B; Geography 133, 176A, 176B; Chemistry 113B, 113C, Physics 132, 133.

### **Bachelor of Science— Geological Sciences— Geohydrology Emphasis**

Geohydrology is the study of the movement of water through geologic material and the resulting interactions with a focus on earth surface processes.

**Preparation for the major.** Students must complete the following courses: Geology 1 or 2 or 4; Geology 3; Mathematics 3A, 3B, 3C; Chemistry 1A-AL, 1B-BL, 1C-CL; and Physics 1, 2, 3, 4 or Physics 6A-AL, 6B-BL, 6C-CL. Recommended: Geology 19. A grade of C- or better is required in all courses in the preparation for the major.

**Upper-division major.** Fifty-six upper-division units are required. The core requirements are: Geology 104A, 114A, 114B, 134, 160 (total of 2 units) and Writing 109ST. The emphasis requirements are Geology 117, 168 or 169, 173, and 21 elective units from the list: Geology 100, 103, 104B, 113, 118, 119, 122, 130, 164A, 164B, 164C, 168 or 169 (if not used above), 171; Environmental Studies 144; Environmental Studies/Geography 114A; Geography 112, 162A, 176B, 176BL.

### **Bachelor of Science— Geological Sciences— Paleobiology Emphasis**

Paleobiology is the study of fossils as evidence for the patterns and processes of evolution over geological time. Fossils embody some, but not all, of the traits of the animals they represent. The paleobiologist seeks to understand the geological context in which a fossil is found and to interpret the biology of the fossil from a sound knowledge of living organisms. Students in paleobiology take most of the traditional Geology courses in addition to their coursework in biology and related fields.

**Preparation for the major.** Recommended: Geology 18. A grade of C- or better is required in all courses in the preparation for the major. Students must complete the following courses: Geology 1 or 2 or 4; Geology 3; Mathematics 3A, 3B, 3C; Chemistry 1A-AL, 1B-BL, 1C-CL; Physics 1, 2, 3, 4 or 6A-AL, 6B-BL, 6C-CL; MCDB 1A-1AL, MCDB 1B; EEMB 2-2L, EEMB 3-3L, EEMB 30 or Psychology 5.

**Upper-division major.** Fifty-six upper-division units are required. The core requirements are: Geology 104A, 114A, 114B, 134, 160 (total of 2 units) and Writing 109ST. The emphasis requirements are: Geology 111-111L; EEMB 120; Geology 121; two courses from: Geology 141-141L, 144, 148, 149, 159C; and 11-12 elective units from the list: Geology 122, 130, 157, 159A, 159B, 161, 164A, 164B, 164C, 189, 190; Anthropology 105, 153ST, 180A, 180B; EEMB 102, 103A, 103B, 105, 106, 107, 108, 112, 114, 115, 116, 134, 140, 150, 161, 173, 174; Geography 167, 170; MCDB 112. Students are encouraged to consider a senior research project in paleobiology (Geology 199).

### **Bachelor of Arts— Geological Sciences**

The Bachelor of Arts, Geological Sciences is almost identical to that of the Bachelor of Science in Geological Sciences. The Bachelor of Arts program offers more flexibility in that it

has fewer required courses, and allow for more elective courses.

**Preparation for the major.** Students must complete the following courses: Geology 1 or 2 or 4; Geology 3; Mathematics 3A, 3B, 3C; Chemistry 1A-AL, 1B-BL, 1C-CL; and Physics 1, 2, 3, 4 or Physics 6A-AL, 6B-BL, 6C-CL. Recommended: Geology 18 (fall and spring field trips); PSTAT 5A; and a course in computer programming. A grade of C- or better is required in all courses in the preparation for the major.

**Upper-division major.** Forty-eight upper-division units are required, distributed as follows: Geology 104A, 114A, 114B, 115, 134, 160 (total of 2 units), 111, Writing 109ST and 20 units of upper-division electives in geological sciences, selected in consultation with an advisor.

### **Bachelor of Arts— Geological Sciences— Science Education Emphasis**

The geological sciences major naturally lends itself to preparation for careers in science education, because it requires a broad background in mathematics, physics, chemistry, and geology. The emphasis in science education is designed for students who plan to earn a California Teaching Credential after graduation. Students in this major should consult early with the Graduate School of Education to ensure completion of all requirements for admission to the desired credential program.

**Preparation for the major.** Students must complete the following courses: Geology 1 or 2 or 4; Geology 3; Mathematics 3A, 3B, 3C; Chemistry 1A-AL, 1B-BL, 1C-CL; Physics 1, 2, 3, 4 or Physics 6A-AL, 6B-BL, 6C-CL; MCDB 1A-1AL, MCDB 1B; EEMB2-2L, EEMB3-3L. Recommended: Geology 18 (fall and spring field trips). A grade of C- or better is required in all courses in the preparation for the major.

**Upper-division major.** Forty-eight upper-division units are required. The core requirements are: Geology 104A, 114A, 114B, 134, 160 (total of 2 units) and Writing 109ST. The emphasis requirements are: Geology 123; Geography 110 and 18 units from: Geology 100, 103, 104B, 109, 111, 113, 117, 157, 187, 160, 164A, 164B, 164C; Geography 104, 112, 116, 162A, 176A, 176B, Environmental Studies 114A, 114B, 144.

### **Bachelor of Science—Geophysics**

Geophysics focuses on a quantitative and physical interpretation of Earth processes. Students in Geophysics take more courses in math and physics and fewer courses in earth materials and geologic field methods than do students in Geological Sciences.

**Preparation for the major.** Students must take the following: Mathematics 3A-B-C and Mathematics 5A-B-C; Chemistry 1A-AL-B-BL-C-CL (or 2 series); Geology 2, 3; Physics 1-2-3-3L-4-4L-5-5L or 21-22-23-3L-24-4L-25-5L; one course from Computer Science 5AA-ZZ or 10. A grade of C- or better is required in all courses in the preparation for the major.

Every student must be certified for technical writing competence. Certification may be achieved by submitting acceptable writing in Geology 104A, by writing acceptable term papers in other geoscience courses, or by complet-

ing a technical writing course with a C or better. Writing 109ST is highly recommended.

**Upper-division major.** At least 44-47 upper-division units in geology, physics, and mathematics are required, chosen in consultation with an advisor. A minimum of 35 units Geology required as follows: Geology 104A, 135, 136, two courses from Geology 100, 103, 123, 134, 2 units of Geology 160, 114A, and 114B; 4 additional upper-division units in Geology. In addition, one sequence plus one course must be completed from the following: Mathematics 104A-B, 122A-B, 124A-B, 144A-B; Physics 100A-B, 105A-B, 110A-B; ECE 130A-B.

**Recommended electives.** Statistics, advanced mathematics, Geology 18, 102A-L, 102B-L, 102C-L, 104B, 113, 124AA-ZZ, 157, 173, and 199RA; Geography 176A-B.

### **Minor—Geological Sciences**

Up to 5 units of Geology 160 (graded P/NP only) may apply to the minor. All other courses to be applied to the minor must be completed on a letter-grade basis. This includes both courses offered in earth science and those offered by other departments and applied to the minor.

**Preparation for the minor.** No specific courses are required. Note, however, that most upper-division courses in geology have prerequisites of lower-division geology and often mathematics, chemistry, or physics. Consult departmental advisors for assistance in planning.

**Upper-division major.** Eighteen units of upper-division geology courses. No more than 5 units of Geology 160 will be accepted.

*Note: Substitutions and waivers are subject to approval by the chair of the department. Please see page 118 for special conditions governing minors in the College of Letters and Science.*

## **Graduate Program**

In addition to departmental requirements, candidates for graduate degrees must meet university degree requirements found in the chapter "Graduate Education at UCSB."

### **Admission**

In addition to departmental requirements for admission, applicants must also meet the university requirement for admission described in the chapter "Graduate Education at UCSB." The deadline for applications is January 1. Applicants are informed of acceptance or denial by mid-March. Students normally are not accepted into the graduate program during winter and spring quarters unless approved in early March of the previous year.

In addition to students with undergraduate majors in earth science, the department also encourages students with bachelor's degrees in sciences other than earth science to apply for admission.

### **Five-Year Combined Bachelor of Science/Master of Science— Geological Sciences or Geophysics**

The Department of Earth Science offers a five-year B.S./M.S. degree program in geological sciences and a five-year B.S./M.S. degree pro-

gram in geophysics. The five-year B.S./master's programs are targeted to provide the very best undergraduates with the opportunity to obtain a master's degree in combination with their work towards a bachelor's degree.

Requirements for the master's portion of the combined BS/MS programs are as follows: preparation of one research paper; oral comprehensive examinations; completion of 30 units (including at least 20 in graduate courses and no undergraduate units which will be used for completion of the bachelor's degree); completion of Geology 201A and 201B; completion of Geology 260 each quarter while in residence; completion of 1 unit of Geology 268 (Oral Presentation and Research); preparation of a satisfactory thesis. Geology 260, 268, and all 500-series courses (except 596) are excluded from these graduate course units.

Interested undergraduates are advised to consult with a faculty undergraduate advisor during the fall of their junior year to determine whether they are well matched with the program, and then apply to the graduate program, along with all other prospective graduate students, prior to January 1. Requirements for admission are submission of a graduate application and all supporting documentation and a minimum grade-point average of 3.3 in classes required for the major. Admission is determined during winter quarter of the student's junior year by the department graduate admissions committee, and admitted students are notified during that quarter.

The student then completes the research and coursework for the B.S./M.S. in the senior and following year. The coursework required for the undergraduate major is unchanged; graduate-level classes are chosen in consultation with the student's placement committee. Upon completion of the requirements for a B.S. degree, students admitted to the joint B.S./M.S. are awarded a B.S. degree. Student progress is monitored to encourage timely completion of the undergraduate degree. The student is awarded the master's degree upon completion of the requirements for the M.S. in the final year of study.

### **Master of Science—Geological Sciences or Geophysics**

#### **Degree Requirements**

M.S. candidates follow an integrated course of study recommended by a placement committee and the graduate advisor.

The student must demonstrate, by coursework and by preparation of one research paper and by oral comprehensive examination, superior competence in the field of specialization, broad knowledge in the earth sciences, and satisfactory knowledge of sciences other than earth science that are relevant to the fields of interest.

In addition to the above composition requirements, the M.S. degrees are normally earned by preparation of a satisfactory thesis; completion of Geology 201A and 201B; Geology 260 each quarter while in residence; completion of 1 unit of Geology 268, Oral Presentation of Research; and completion of 30 units (at least 20 units in graduate courses). Geology 260, 268, and all 500-series courses (except 596) are excluded

from these graduate course units.

M.S. degree candidates in geophysics must complete research in geophysics under faculty supervision. Master of science degree candidates may also be required to present a defense of the thesis in open forum.

### **Doctor of Philosophy—Geological Sciences**

The Ph.D. in geological sciences encompasses study in any of the branches of geology and geophysics. To earn the Ph.D., a student must prepare a satisfactory doctoral dissertation; complete Geology 201A and 201B; enroll in Geology 260 each quarter while in residence; complete 1 unit of Geology 268, Oral Presentation of Research; and complete 30 units of geology (at least 20 units in graduate courses) while in residence at UCSB. Geology 260, 268, and all 500-series courses (except 596) are excluded from these graduate course units.

In addition, students must successfully complete the following:

- 1. Comprehensive exam.** The student must demonstrate, by coursework and by preparation of one research paper and by oral comprehensive examination, superior competence in the field of specialization, broad knowledge in the geological sciences, and satisfactory knowledge of sciences other than geology that are relevant to the fields of interest.
- 2. Advancement to candidacy.** After completion of (1) above, but before being formally admitted to doctoral candidacy, the student must pass a oral qualifying examination administered by the dissertation committee.
- 3. Dissertation defense.** A dissertation must be prepared in a professional style and approved by the committee. The candidate is required to present its principal conclusions in an open forum.

### **Optional Graduate Degree Emphasis in Computational Science and Engineering**

The Departments of Chemical Engineering, Computer Science, Ecology, Evolution and Marine Biology, Electrical and Computer Engineering, Earth Science, Mathematics, and Mechanical and Environmental Engineering offer an interdisciplinary master's and Ph.D. degree emphasis in computational science and engineering (CSE).

CSE is a rapidly growing multidisciplinary area with connections to the sciences, engineering, Mathematics, and computer science. Computer models and simulations have become an important part of the research repertoire, supplementing (and in some cases replacing) experimentation. Going from application area to computational results requires domain expertise, Mathematics modeling, numerical analysis, algorithm development, software implementation, program execution, analysis, validation, and visualization of results. CSE addresses these issues.

Although CSE includes elements from computer science, applied Mathematics, engineering, and science, it focuses on the integration of knowledge and methodologies from all of these disciplines and, as such, is a subject distinct

from any of them.

All students pursuing an emphasis in CSE must complete the following:

- Numerical Methods: Geological Sciences 251A-B-C-D (students must take at least three).
- Applied Mathematics: Students must take a two-course sequence from Mathematics 214A-B or Mathematics 215A-B.

The specific requirements for the M.S. in Geological Sciences or geophysics with the CSE emphasis are as follows:

- Completion of the requirements for an M.S. degree.
- A master's thesis in CSE.

The thesis must be written under the supervision of a CSE ladder faculty member. The thesis committee must include a minimum of three permanent ladder faculty members, at least two from geological sciences and one from CSE (may be CSE faculty member from another department).

Students pursuing a Ph.D. with an emphasis in CSE must:

- Complete the requirements for a Ph.D. in geological sciences.
- Write and defend a dissertation in CSE.

The student's dissertation must be written under the supervision of an earth sciences ladder faculty member. The doctoral examination committee must include at least one CSE ladder faculty member and at least one ladder faculty member from another department.

## **Earth Science Courses** (formerly Geological Sciences)

### **LOWER DIVISION**

#### **1. Geology and Environment**

##### **(4) KELLER**

*Lecture, 3 hours; laboratory, 1 hour.*

Introduction to geology and environment including: human population and sustainability; physical geologic processes; use, pollution and management of water, mineral, and soil resources; process and mitigation of natural hazards; global climate change; waste management; environmental health; and environmental planning.

#### **2. Principles of Physical Geology**

##### **(4) STAFF**

*Course materials fee required. Lecture, 3 hours; laboratory, 2 hours.*

Introduction to the science of the Earth; properties and processes of its surface and interior, including plate tectonics, volcanism, earthquakes, glaciation, mountain building, formation of rocks, minerals, and the structural basis of landforms.

#### **2H. Principles of Physical Geology**

##### **(Honors)**

##### **(1) STAFF**

*Prerequisites: concurrent enrollment in Geology 2; honors standing. Discussion, 1 hour.*

A supplement to Geology 2 focusing on properties and processes of the Earth's surface and interior, including plate tectonics, volcanism, earthquakes, glaciation, mountain building, formation of rocks, minerals, and the structural basis of landforms.

#### **3. Principles of Historical Geology**

##### **(4) AWRAMIK**

*Prerequisite: Geology 2 or 4 or 7 or 20. Lecture, 3 hours; laboratory, 3 hours.*

Antiquity and history of the Earth from an Earth system history approach. Focus is on processes and changes over time of the Earth's lithosphere, biosphere, atmosphere, and hydrosphere.

**3H. Principles of Historical Geology (Honors)****(1) AWRAMIK***Prerequisites: concurrent enrollment in Geology 3; honors standing. Discussion, 1 hour.**A supplement to Geology 3 focusing on Earth system history. (S)***3LX. Principles of Historical Geology (Laboratory)****(1) AWRAMIK***Prerequisite: consent of instructor. Laboratory, 3 hours.**Elementary problems in paleontology and stratigraphy. (S)***4. Introduction to Oceanography****(4) STAFF***Not open for credit to students who have taken Geology 4S or 4W. Course materials fee required. Lecture, 3 hours; laboratory, 1 hour.**An introduction to oceanography covering the major physical, chemical, and geological features of the oceans, their role in earth history, and potential use as a natural resource. (F,W,S)***4H. Introduction to Oceanography (Honors)****(1) STAFF***Prerequisites: concurrent enrollment in Geology 4.**Course materials fee required. Discussion, 1 hour.**A supplement to Geological Sciences 4 focusing on major physical, chemical, and geological features of the oceans, their role in earth history, and potential use as a natural resource. (F,W,S)***4S. Introduction to Oceanography****(4) LEA***Not open to students who have completed Geology 4. Course materials fee required. Lecture, 3 hours; laboratory, 2 hours.**Similar to Geological Sciences 4, but designed for students with an interest in science desiring a small, more intensive class format. Topics include a survey of ocean basins, plate tectonics, seawater, the atmosphere, ocean climate and circulation, oceanic productivity and biota.***4W. Introduction to Oceanography****(4) STAFF***Not open to students who have completed Geology 4 or 4S. Lecture, 3 hours; laboratory 2 hours.**Focussing on ocean basins and their formation, atmosphere and ocean circulation and its effect on climate, global warming, waves and beaches, world fisheries, science and society. Online materials are used extensively.***6. Mountains, Boots, and Backpacks: Field Study of the High Sierra****(4) HACKER, BURBANK***Prerequisite: Not open to freshmen. Minimum 3.0 GPA requirement.**Need ability to hike 1-2 hours/day. Fee charged Open to non-majors**Ten-day, off-campus, field-based investigation of faults, volcanoes, glaciers, rivers, and related geologic processes in the Sierra Nevada and nearby mountains. Emphasis on observations; analysis of geologic and environmental field data. Class takes place in September prior to Fall quarter.***7. Dinosaurs****(4) WYSS, PORTER***Lecture, 3 hours; discussion, 1 hour.**The origin and diversification of dinosaurs including birds. Survey of evolutionary relationships within the group, and between the major groups of vertebrates. Broad introduction including anatomy, geography, climate, and vertebrate contemporaries.***7H. Dinosaurs (Honors)****(1) WYSS, PORTER***Prerequisites: concurrent enrollment in Geology 7; honors standing. Discussion, 1 hour.**A supplement to Geology 7 focusing on the origin and diversification of dinosaurs including birds. Survey of evolutionary relationships within the group, and between the major groups of vertebrates. Broad introduction including anatomy, geography, climate, and vertebrate contemporaries.***10. Antarctica****(4) LUYENDYK***Course materials fee required.**Recommended preparation: Geology 2 or 4.**Lecture, 3 hours; discussion, 1 hour.**The interrelations of the physical and biological environments on the continent of Antarctica; Antarctica as an earth system. Included are studies of the tectonic history, global warming, ozone depletion, mineral resources, and the history of scientific exploration of the continent.***18. Field Studies in Geological Science****(1) STAFF***May be repeated for credit to a maximum of 4 units. P/NP grading only. Course materials fee required.**Four to five day field trip, fall and/or spring quarters. Field studies under guidance of two or three staff members introducing the geology of California.***19. Geology of Yosemite Valley****(1) KELLER***Prerequisite: freshmen standing.**Course materials fee required.**Introduction to the geology, surface processes, glacial history, and environmental geology of Yosemite valley. The four-day field trip includes one day in the lower Yosemite valley, and one day in the upper valley.***20. Geological Catastrophes****(4) ARCHULETA, BUSBY***Course materials fee required. Lecture, 3 hours; discussion 1 hour.**Course deals with geological catastrophes, e.g., earthquakes, volcanic eruptions, tsunamis, and landslides. Students will learn the basic physical causes of these naturally occurring events and discuss the consequences.***30. The History of Life****(4) AWRAMIK, TIFFNEY***Course materials fee required. Lecture, 3 hours; discussion, 1 hour.**Examination of the geological and biological processes affecting the evolution of life on Earth from 3.8 billion years ago to the present. Strong emphasis on the nature of the "scientific methods" as a way of understanding natural history. (F)***30H. The History of Life (Honors)****(1) AWRAMIK, TIFFNEY***Prerequisites: concurrent enrollment in Geology 30; honors standing.**Course materials fee required. Lecture, 3 hours; discussion 1 hour.**A supplement of Geology 30 focusing on the examination of the geological and biological processes affecting the evolution of life on Earth from 3.8 billion years ago to the present. Strong emphasis on the nature of the "scientific methods" as a way of understanding natural history. (F)***98. Readings in Geological Sciences****(1-3) STAFF***Prerequisite: consent of instructor.**May be repeated for credit. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. Variable hours.**Critical reviews and discussions of selected geological subjects. (F,W,S)***99. Independent Studies****(1-4) STAFF***Prerequisite: consent of instructor.**May be repeated for credit. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. Variable hours.**Independent research conducted under guidance of Earth Science faculty. Topic and scope varies, to be specified by student and supervisory faculty member prior to registration.***UPPER DIVISION****100. Introduction to Geophysics****(4) JL TANIMOTO***Recommended preparation: Geology 2 or 3; and, Mathematics 3C; and, Physics 1, 2, and 3 (may be taken concurrently), or, Physics 6A-B-C (may be taken**concurrently). Lecture, 3 hours; discussion, 1 hour.**Survey of major topics in geophysics at an elementary level; the figure of the earth, its gravitational and magnetic fields, seismology and the deep structure of the earth, heat flow, methods of geophysical exploration. The geophysical basis of plate tectonics and sea floor spreading. (S)***102A. Petrology of Igneous Rocks****(4) SPERA***Prerequisite: Mathematics 3A; Geology 114A-B and 115. Concurrent enrollment with Geology 102AL required.**Introduction to the occurrence, associations, tectonics, and petrogenesis of plutonic and volcanic rocks. Introduction to the physical chemistry of magma systems; magmatic crystallization and differentiation; pluton emplacement, volcanic eruption mechanisms.***102AL. Igneous Petrology Laboratory****(1) SPERA***Prerequisite: Geology 114A-B and Geology 115. Concurrent enrollment with Geology 102A required.**An introduction to the classification and identification of igneous rocks, studied with the petrographic microscope and in hand specimen.***102B. Sedimentary Petrology****(4) STAFF***Prerequisites: Geology 14 or 114 or 114A-B.**Course materials fee required.**Recommended preparation: Geology 124T. Lab, 3 hours; field, 1 hour.**The texture, mineralogy, classification, and primal structure of sedimentary rocks and their significance in relation to regional setting, environment of deposition, and postdepositional history. Field study emphasizes interpretation of sedimentary sequences.***102B. Sedimentology Petrology****(4) STAFF***Prerequisite: Geology 114 or 114A-B and 115.**Concurrent enrollment with Geology 102BL required.**Recommended Preparation: Geology 124T. Course materials fee required.**The texture, mineralogy, classification, and primal structure of sedimentary rocks and their significance in relation to regional setting, environment of deposition, and post-depositional history. Field study emphasizes interpretation of sedimentary sequences.***102C. Metamorphic Petrology****(4) HACKER***Prerequisite: Geology 114 or 114A-B and 115 with a grade of C or better. Concurrent enrollment in 102CL required.**Course materials fee required.**Study of metamorphic rocks to understand tectonic processes. Metamorphic minerals, metamorphic textures, physical processes responsible for metamorphism, phase equilibria, thermodynamics, diffusion, thermobarometry, kinetics, geochronology, and high-temperature rock deformation.***102CL. Metamorphic Petrology Laboratory****(1) HACKER***Prerequisite: Geology 114 or 114A-B and 115 with a grade of C or better. Concurrent enrollment in 102C required.**Course materials fee required.**The study of metamorphic rocks with the petrographic microscope and in the field.***103. Fundamentals of Structural Geology****(4) GANS***Prerequisite: Mathematics 3A-B-C; Physics 6A or 1; Geology 104A or 122. A grade of C- or better is required on all prerequisite courses.**Deformation of rocks--faulting, folding and flow.**Theory and observations at scales ranging from mountain belts to microscopic. (W)***104A. Field Studies in Geological Methods****(4) STAFF***Prerequisites: Geology 2; consent of department.**Course materials fee required.**Recommended preparation: Geology 3. Lecture, 1 hour, discussion, 1 hour; laboratory 1 hour; field, 8 hours.**Introduction to the methods of geological observations and interpretations, with an emphasis*





laboratory, 3 hours.

Various numerical methods for analysis of data are developed. Methods are statistical inference, error propagation, least squares, time series as applied to geological and geophysical examples.

### 135. Principles of Geophysics

(4) TANIMOTO

Prerequisites: Mathematics 3A-B-C; and, Mathematics 5A or 5C; and, Physics 1 and 2, or Physics 6A-B-C. Lecture, 3 hours; discussion, 1 hour.

Basic principles in geophysics from elasticity theory, fluid dynamics, gravity, magnetism and heat flow. Their applications to various processes in the earth.

### 136. Geophysics (Seismology)

(5) ARCHULETA, TANIMOTO

Prerequisite: Mathematics 3A-B-C; and, Physics 6A-B-C, or Physics 1 and 2.

Recommended Preparation: Mathematics 5A (may be taken concurrently).

Wave propagation in an elastic medium; reflection and refraction, attenuation physics of the earthquake source, magnitude, seismic moment and focal mechanisms.

### 141. Plant Paleobiology

(4) TIFFNEY

Prerequisite: upper-division standing.

Same course as EEMB 137. Letter grade required for majors. Not open for credit to students who have completed Botany 110.

Recommended preparation: Geology 111 or EEMB 136. Lecture, 3 hours.

Examination of the history of land plants; the systematics, morphology, and phylogeny of major groups. Major evolution and biogeographic patterns.

### 141L. Plant Paleobiology Laboratory

(1) TIFFNEY

Prerequisite: Geology 141 or EEMB 137 (may be taken concurrently).

Same course as EEMB 137L. Letter grade required for majors. Not open for credit to students who have completed Botany 110L. Laboratory, 3 hours.

Anatomy, morphology, and systematics of fossil plants from the specimens.

### 144. Invertebrate Paleobiology

(4) PORTER

Prerequisite: Geology 3 or 30 or 111. Lecture, 3 hours; discussion, 1 hour.

Important topics in paleobiology are discussed in the context of the evolutionary history of invertebrate animal life. These include macroevolutionary theory, diversification and extinction events, ecological and geobiological interactions through time, and the incompleteness of the fossil record.

### 148. Vertebrate Paleontology

(4) WYSS

Prerequisite: Geology 2 or 3 or 7 or 30, or MCDB 1A-1AL or EEMB 2.

Same course as EEMB 109. Lecture, 3 hours; discussion, 1 hour.

Introduction to the history of vertebrate life, with emphasis on the phylogenetic relationships of the major vertebrate groups.

### 149. The History of Mammals

(4) WYSS

Prerequisite: Geology 3 or 7 or 11 or 30, or MCDB 1A-AL or EEMB 2. Lecture, 3 hours; discussion, 1 hour.

Introduction to the diversity of fossil and living mammals from phylogenetic, stratigraphic, and paleobiogeographic perspectives.

### 150. Petroleum Geology

(2) STAFF

Prerequisite: Geology 2; and, Geology 14 or 114 or 114A-B.

Recommended Preparation: Geology 124T and 102B. Field/Lab, 1 hour. Course material fee required.

Study of petroleum systems including origin, generation, migration, and trapping of hydrocarbons. Guest speakers from industry. Lab includes use of basin analysis software from oil company. Field trip to active petroleum basin in California. Required written report.

### 155. Petrotectonics

(4) HACKER

Prerequisites: Geology 14 or 114 or 114A-B; and,

Geology 15, 102C, and 102CL; concurrent enrollment in Geology 155L.

May be repeated for credit to a maximum of 8 units. Course materials fee required.

Recommended preparation: Geology 124T. Lecture, 3 hours.

Analysis of orogenic belts using petrography, thermochronology, and thermobarometry. Subject material changes each year.

### 155L. Petrotectonics Lab

(1-2) HACKER

Prerequisites: Geology 14 or 114 or 114A-B; and, Geology 15, 102C, and 102CL; concurrent enrollment in Geology 155; concurrent enrollment in Geology 155.

May be repeated for credit to a maximum of 4 units. Course materials fee required. Laboratory, 3-6 hours.

Analysis of orogenic belts using petrography, structural petrology, thermochronology, and thermobarometry.

### 156. Tectonic Controls on Sedimentation

(4) BUSBY

Prerequisite: consent of instructor. Seminar, 3 hours; field, 3 hours.

Integrates sedimentology, volcanology, structural geology, petrology, and geophysics in the study of basins. Overview of divergent, convergent, and strike slip margins, with textbook readings. Journal readings and field trip to case study area, which changes yearly. Field work completed on weekends and over spring break.

### 157. Plate Tectonics

(4) STAFF

Prerequisites: Geology 2; upper-division standing.

Course materials fee required.

Recommended preparation: one year of university-level mathematics and physics. Lecture, 3 hours; laboratory, 3 hours.

Introduction to sea floor spreading, plate tectonics, and continental drift. Geometry and evolution of present day plates. Measurement and calculation of plate motions. Geophysical and geological implications of resulting relative motions at plate boundaries.

### 157X. Advanced Plate Tectonics Seminar

(4) STAFF

Prerequisite: Geology 157 (may be taken concurrently). Seminar, 3 hours.

Discuss current research in plate tectonics. Supplements material covered in Geology 157.

### 158. Advanced Structural Geology

(5) GANS

Prerequisite: Geology 103.

Course materials fee required. Lecture, 2 hours; laboratory, 3 hours; field 3 hours.

Analysis of geologic structures—theory and practice. Rock deformation as a function of crustal environment. Fault mechanics and earthquakes; mineral deformation mechanisms; microstructures, and tectonite fabrics. Finite strain measurement and interpretation of kinematic indicators. Regional structural styles.

### 159A. Origin of the Earth

(4) SPERA

Prerequisites: Geology 123; and, Physics 1 or 6A (may be taken concurrently). Lecture, 3 hours; discussion, 1 hour.

Origin of the Earth from the perspective of planetary genesis and the history of the solar nebula. Geochemistry and cosmochemistry of ancient solar system materials; accretion and earliest history of the earth-moon system.

### 159B. Hadean and Archean Earth History

(4) SPERA

Prerequisites: Geology 123 and 159A. Lecture, 3 hours; discussion, 1 hour.

Description and quantitative analysis of the most important physical and chemical processes on the Earth during its first two billion years. Origin of atmosphere, hydrosphere, pre-biotic chemistry, evolution of magma ocean.

### 159C. The Early Evolution of Life and its Environmental Context

(4) PORTER

Prerequisites: Geology 3 or 30 or 111.

Course materials fee required. Lecture, 3 hours; discussion, 1 hour.

The first 3.5 billion years of life and the environmental context in which it evolved. Highly multidisciplinary, drawing on evidence from geology, geochemistry, paleontology, and comparative biology.

### 160. Seminar in Geology

(1) STAFF

May be repeated for credit to a maximum of 12 units. P/NP grading only.

Recommended preparation: upper-division standing. Seminar, 2 hours.

Attendance at departmental "Journal Club" (Geological Sciences 260, "Seminar in Geology") and brief written evaluations of the three papers which, in the student's judgment, were the best of the quarter.

### 161. Marine Stratigraphy

(3) STAFF

Prerequisite: not open to freshmen. Seminar, 2 hours; short field trips.

Extensive reading and class discussion of concepts and methods of marine stratigraphy. Included are lithostratigraphy, biostratigraphy, chemostratigraphy, magnetostratigraphy, and chronology. Stratigraphic nomenclature. Problems and advances in correlation and dating of sediments including the Pacific, California, and Europe. Term paper.

### 162. Marine Micropaleontology and Paleobiology

(4) STAFF

Prerequisite: upper-division standing. Lecture, 2 hours; laboratory, 2 hours.

A survey of the major marine microfossil groups of the Cenozoic and Mesozoic; with particular reference to classification, preservation, evolution, stratigraphic utility, paleobiology, biogeography, paleoceanographic relations and sediment accumulation.

### 164A. Earth System Geology

(4) HAYMON

Recommended preparation: Geology 2 or 4.

Course materials fee required. Lecture, 3 hours; laboratory, 2 hours.

The geologic features of the world's ocean basins and continents emphasizing advances in marine geology and taught from the viewpoint of plate tectonics as the unifying theory of the Earth's geodynamic processes. (F)

### 164B. Earth System Ocean-Atmosphere

(4) LEA, VALENTINE

Prerequisite: Chemistry 1C.

Recommended preparation: Geology 4 or equivalent. Lecture, 3 hours; discussion 1 hour.

An introduction to the chemistry of the oceans and atmosphere. Topics include composition of seawater, biogeochemical cycling, sediment chemistry, chemical tracers of circulation, ocean-atmosphere exchange, atmospheric photochemistry and pollution, and the impact of earth system chemical changes on climate.

### 164C. Earth System History

(4) STAFF

Prerequisite: upper-division standing. Lecture, 3 hours; discussion 1 hour.

Examination of: the evolution of the Earth's environmental system from Cretaceous to present day; interactions between plate tectonics and orogeny (lithosphere) and changes in ocean circulation (hydrosphere), climate (atmosphere), ice sheets (cryosphere), and life (biosphere). Global change theories.

### 168. Aqueous Transport of Pollutants

(4) CLARK

Prerequisites: Mathematics 3B and Chemistry 1A-B-C. Same course as Environmental Studies 168.

Recommended preparation: Geology 113 or 173-173L or Geography 116-116L or 144 or Environmental Studies 144. Lecture, 3 hours; discussion, 1 hour.

Focus on the behavior of dissolved species in rivers. Examination of the basic advection-diffusion model. Particular emphasis on field data.

### 169. Tracer Hydrology

(4) CLARK

Prerequisites: Mathematics 3B and Chemistry 1A-B-C; and, Geology 173-173L or Geology 113.

Same course as Environmental Studies 169.

*Recommended preparation: Geology 113 or 173-173L or Geography 116-116L or 144 or Environmental Studies 144. Lecture, 3 hours; discussion, 1 hour.*

Introduction to principles of chemical and isotope tracer hydrology. Emphasis on methods of groundwater dating, the use of tracers as management tools, and contaminant plume monitoring.

### **171. Submarine Hydrothermal Systems (3) HAYMON**

*Prerequisite: Not open to freshmen.*

*Recommended preparation: Geology 2 or 4 or 164A. Recommended for students pursuing degrees with a 3.0 GPA. Lecture, 1 hour; discussion, 2 hours.*

Covers observational, experimental, and theoretical studies of seafloor hydrothermal processes; emphasizes systems at oceanic spreading centers; includes global hydrothermal effects on the compositions of seawater and ocean crust; focuses on recent developments and unsolved problems.

### **172. Earth's Climate: Past and Present (4) LEA, LISIECKI**

*Prerequisite: Geology 164B or equivalent.*

Description and quantitative analysis of climate processes and paleoclimate proxies. Processes include radiation and the Earth's energy budget, the influence of orbital cycles, ocean circulation, monsoons, ENSO, and ice sheets. Paleoclimate reconstructions from tectonic-scale to the last millennium, with emphasis on glacial cycles and Plio-Pleistocene climate evolution.

### **173. Groundwater Hydrology (5) LOAICIGA**

*Same course as Geography 116.*

*Recommended preparation: Geography 3B. Lecture, 3 hours; laboratory, 3 hours.*

Analysis of groundwater flow in aquifers, aquifer properties, study of wells and groundwater contamination, surface water-groundwater interactions. The laboratory: basic groundwater experiments, Darcy's Law, flow nets, solute dispersion, field measurements of bedrock groundwater characteristics, computer analysis of pumping-test data. (W)

### **176. Geological Application of GIS (4) STAFF**

*Recommended Preparation: Geology 103 and Geology 134. Designed for majors*

An intensive introduction to Geographic Information Systems (GIS) with an emphasis on geological applications, including geologic mapping, topographic analysis, modeling surface processes and river networks, importation and interpolation of field data, and spatial analysis and correlation of multiple geologic datasets.

### **181. Field Studies in Marine Geophysics (2-12) STAFF**

*Prerequisite: Consent of instructor.*

*May be repeated for credit to a maximum of 12 units. Course materials fee required.*

Field studies in marine geophysical work with the opportunity of going to sea. Lectures cover seismic, sonar, magnetic high resolution techniques for geologic study.

### **182. Field Studies in Marine Geochemistry (2-12) HAYMON**

*Prerequisite: consent of instructor.*

*Course materials fee required. Lecture, 3 hours; laboratory, up to 3 hours; field, up to 6 weeks.*

Marine geochemistry with the opportunity of going to sea or into the field on land. Lectures cover techniques of seafloor mapping using bottom photography, marine geochemical sampling, and methods of data reduction and sample analysis. Labs include analysis of data/samples collected.

### **183. Advanced Field Mapping and Geologic Investigations (4) GANS**

*Prerequisite: Geological Sciences 118 or equivalent. Course materials fee required. Discussion, 3 hours.*

Research oriented mapping projects to solve outstanding problem(s) in a geologically significant area. Two weeks in the field, followed by compilation and complimentary laboratory studies. Weekly meetings to discuss results.

### **185. Physical Volcanology (4) GANS, BUSBY**

*Prerequisites: Geology 14 or 114 or 114A-B; and, Geology 102A and 104A.*

*Recommended preparation: Geology 103. Lecture, 2 hours; laboratory, 3 hours; field, 3 hours.*

Overview of volcanic processes, including physical properties of melts, eruptive mechanisms, classification of volcanic deposits, and volcanic-tectonic environments. Lecture emphasizes theoretical aspects of volcanic processes, lab examines major classes of volcanic rocks, field trips emphasize mapping in volcanic terrains.

### **186. Cordilleran Tectonics (4) GANS**

*Prerequisites: Geology 2, 103, and 104A. Lecture, 1 hour; seminar, 2 hours.*

Directed readings, weekly seminar, and field trip focused on the Phanerozoic tectonic evolution of the North American Cordillera. Emphasis on understanding fundamental orogenic processes (continental extension, shortening, transcurrent motions, magmatism, metamorphism) from a cordilleran perspective.

### **187. Introduction to Teaching in Geological Sciences (1-5) STAFF**

*Prerequisites: upper-division standing and consent of instructor.*

*May be repeated for credit to a maximum of 8 units but only 4 units may be applied toward the major.*

Students will assist instructor in teaching course in which the student previously received a grade of A- or better. Activities will be determined in consultation with the instructor and may include assisting in laboratories, tutorials, discussion sections and field trips.

### **188. Field Studies in Neotectonics (1-3) STAFF**

*Prerequisite: consent of instructor.*

*May be repeated for a maximum of 3 units. Tutorial, 1 hour; field, 2 hours.*

Geodetic measurement of recent crustal movements around active faults and volcanoes. Includes techniques and analyses of precision levelling, triangulation, trilateration, and tiltmetry. Field work arranged as opportune. Term paper required if taken for three units.

### **190. Advanced Studies in Paleobiology (1-4) AWRAMIK, TIFFNEY, WYSS**

*Prerequisite: consent of instructor.*

*Course materials fee required. May be repeated for a maximum of 12 units. Laboratory, 3-12 hours.*

Designed to meet the interests and needs of individual students. Selected readings and laboratory work in systematic paleontology; field studies of recent or fossil biotas; animal-substrate relations, biostatistics, etc. (F,W,S)

### **192. Internship in Geological Sciences (1-4) STAFF**

*Prerequisite: Proposal form must be submitted by the end of the 2nd week of the quarter. Applicant must have a minimum overall GPA of 2.70. Student that does not meet this requirement may submit a GPA waiver.*

*May be repeated for credit to a maximum of 12 units, but only 4 units may be applied toward the major. Designed for majors*

Individualized practical approaches to problems in geological sciences by working under faculty supervision as interns with local, state or federal agencies or private organizations. To receive credit student must turn in an experiential journal, end of quarter evaluation, and complete the internship hours. Units are determined by the number of hours worked per quarter. (F, W, S)

### **194. Group Studies for Advanced Students (1-5) STAFF**

*Prerequisites: upper-division standing; consent of the instructor.*

*May be repeated for credit but no more than 5 units will apply to the major. Variable hours.*

Intensive research or study by a small group of advanced students who share an interest in a topic not included in the regular departmental curriculum.

### **195H. Honors Field Studies (1-8) STAFF**

*Prerequisites: geology and geophysics majors only; honors standing; consent of instructor.*

*May be repeated for credit to a maximum of 8 units. Variable hours.*

Fieldwork in selected areas under the direction of a faculty member. Final report required.

### **196HA-HB-HC. Senior Honors Thesis (4-4-4) STAFF**

*Prerequisites: geology and geophysics majors only; honors standing; consent of instructor.*

*A three-quarter in-progress sequence course with grades for all quarters issued upon completion of Geological Sciences 196HC. Students must have a minimum overall GPA of 3.20. Laboratory, 2 hours; field, 2 hours.*

Three quarter individual research project under the direction of a faculty member. Oral defense as required by the sponsoring faculty advisor. (F,W,S)

### **198. Readings in the Geological Sciences (1-4) STAFF**

*Prerequisites: upper-division standing; completion of two upper-division courses in geology; consent of instructor and department.*

*Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

*May be taken more than once at the option of the student; not more than 4 units may be included in the minimum requirements for the major. Tutorial, variable hours.*

Critical reviews and discussions of selected geological subjects. (F,W,S)

### **199. Independent Studies in Geology (1-5) STAFF**

*Prerequisite: Upper-division standing in the major; consent of department and instructor.*

*Students must have a 3.0 grade-point-average for the preceding three quarters. Students are limited to 5 units per quarter, 15 units per year, and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

Course consists of academic research supervised by a faculty member. This course is not intended for internship honors, or Senior Thesis credit.

### **199RA. Independent Research Assistance in Geological Sciences (1-5) STAFF**

*Prerequisites: upper-division standing; completion of two upper-division geology courses; consent of instructor.*

*Students must have a 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

Coursework shall consist of faculty supervised research assistance. (F,W,S)

## **GRADUATE COURSES**

### **200. Introduction to Geophysics (5) ARCHULETA, LUYENDYK, MACDONALD, TANIMOTO**

*Prerequisites: graduate standing; consent of department. Lecture, 3 hours; discussion, 1 hour.*

Survey of major topics in geophysics at an elementary level; the figure of the earth, its gravitational and magnetic fields, seismology and deep structure of the earth, heat flow, methods of geophysical exploration. The geophysical basis of plate tectonics and sea floor spreading. Term paper. (S)

### **201A. Graduate Research and Field Seminar (4) STAFF**

*Required of all entering graduate students. Course materials fee required. Seminar, 3 hours.*

Faculty research projects are presented in a series of evening seminars. Student projects are initiated. Three weekend field trips sample field research in southern California. (F)

**201B. Graduate Research Seminar****(4) LUVENDYK, HAYMON***Prerequisites: Geology 201A; graduate standing in the department of Geological Sciences.**Required course for all first year graduate students.*

How research is conducted in geological sciences; identifying significant problems; designing the experiment; how to obtain funding and how to write and evaluate a research proposal, including a budget.

**209. Tectonic Controls of Sedimentation****(5) BUSBY***Prerequisites: Geology 2 and 102A-B-C and 122.**Course materials fee required. Seminar, 3 hours; laboratory, 8 hours.*

Integrates sedimentology, volcanology, structural geology, petrology, and geophysics in the study of basins. Overview of divergent, convergent, and strike slip margins, with textbook readings. Journal readings and field trip to case study area, which changes yearly. Field work completed on weekends or over spring break.

**212. Marine Geochemistry and Minerals****(2-4) HAYMON***Prerequisite: consent of instructor.**Appropriate for graduate students, upper-division Geology majors. Seminar, 3 hours; Discussion, 1 hour.*

Recent discoveries/current topics in marine geochemistry; emphasis on seafloor hydrothermal systems and mineral formation in marine environments; includes discussion of instruments/methods used to observe seafloor processes, and to analyze minerals.

**213. Geochemistry II****(1-4) MATTINSON***Prerequisites: Chemistry 1C, Mathematics 3C, and Geology 2 or equivalent. Seminar, 1 hour.*

An introduction to the geochemistry of the earth and solar system; especially applications of radiogenic isotopes to problems of magma genesis and age determination. Presentation of a seminar or term paper selected in consultation with instructor is required.

**214. Marine Geophysics and Tectonics****(4) STAFF***Prerequisite: consent of instructor. Lecture, 3 hours; discussion, 1 hour.*

Current discoveries and unsolved problems in marine geophysics. Instruments and methods of study. Appropriate for majors in geology and geophysics.

**216. Advanced Topics in Stable Isotopy****(4) STAFF***Prerequisites: Geology 124SI or 224SI or a similar course in stable isotopy. Seminar, 3 hours.*

Directed reading and weekly seminar in the misuses of stable isotopy, especially in its application to biology, archaeology, geology, paleontology, and paleoecology. The larger issue of misuses of numeric data is also addressed.

**217. Tectonic Geomorphology****(4) BURBANK***Prerequisite: Geology 103 or 117 or equivalent.**Course materials fee required. Lecture, 3 hours; field, 1 hour.*

Interaction among geomorphic processes that shape the Earth's surface and tectonic processes that deform the upper crust. Use of new tools for geochronology, geodesy, structural geology, and landform analysis. Field trips and projects in Southern California.

**218. Ethics in Scientific Research****(4) STAFF***Prerequisite: graduate standing. Seminar, 3 hours.*

Directed reading and weekly seminar in ethical guidelines for conducting scientific research. Problems encountered during the practice of research: data acquisition and handling; publication and communication of results; error, negligence, and misconduct; procedures for dealing with misconduct; responsibilities to society.

**222. Advanced Topics in Stratigraphy****(4) BUSBY***Prerequisite: consent of instructor.**Course materials fee charged. Lecture, 3 hours; field trips.*

Current topics in stratigraphy with emphasis on paleogeographic/tectonic reconstructions. Field research in Cordilleran United States or Mexico, supplemented by laboratory studies and classroom discussion of published literature. Content of course changes from year to year.

**224SI. Stable Isotope Biogeochemistry****(2) STAFF***Prerequisites: Chemistry 1C and Mathematics 3C.*

Principles of mass spectrometry. Expression of isotope ratios and fractionations. Principles and applications of isotopes relating to waters, minerals, and both biogenic organic and inorganic matter.

**225. Advanced Igneous Petrology****(5) SPERA***Prerequisite: Geology 240A or equivalent. Lecture, 3 hours; discussion, 1 hour.*

The study of magma dynamics and igneous rocks including petrogeny with an emphasis on petrography, physical chemistry, and dynamics.

**235. Plate Tectonics Seminar****(2-4) ATWATER***Course materials fee required. Lecture, 3 hours; seminar, 1 hour.*

Read recent related articles. Students present and discuss selected topics in separate seminar. Complete term paper and/or problem sets for 3 or 4 units.

**236. Geophysics Seismology****(5) ARCHULETA, JI, TANIMOTO***Prerequisites: one year of college level calculus and physics.**Recommended preparation: Mathematics 5A (may be taken concurrently). Lecture, 3 hours; laboratory, 3 hours.*

Wave propagation in an elastic medium; reflection and refraction, attenuation. Physics of the earthquake source, magnitude, seismic moment and focal mechanisms.

**238. Advanced Geophysics****(4) TANIMOTO, JI***Prerequisite: Consent of instructor.*

Application of geophysical principles to processes in the Earth. Use of gravity, elasticity theory, fluid dynamics, geomagnetism, and theory of heat transfer. Term paper required.

**239A. Origin of the Earth****(4) STAFF***Prerequisite: Consent of instructor.**Not open for credit to students who have completed Geology 239.*

Origin of the Earth from the perspective of planetary genesis and the history of the Solar Nebula. Geochemistry and cosmochemistry of ancient solar system materials; accretion and earliest history of the Earth-Moon system.

**239B. Hadean and Archean Earth History****(4) SPERA***Prerequisite: consent of department. Lecture, 3 hours; discussion, 1 hour.*

Description and quantitative analysis of the most important physical and chemical processes on the earth during its first two billion years. Origin of atmosphere, hydrosphere, pre-biotic chemistry, evolution of magma ocean.

**240A. Mineralogical Thermodynamics****(4) SPERA***Prerequisite: elementary thermodynamics or physical chemistry. Lecture, 3 hours.*

Derivation of thermodynamic equations of state for minerals and fluids. Thermodynamics of ideal and nonideal crystalline solutions. Development and application of thermodynamic data bases. Characterization of physical conditions for metamorphic and igneous rocks.

**241. Plant Paleobiology****(4) TIFFNEY**

Examination of the history of land plants; the systematics, morphology, and phylogeny of major groups. Major evolutionary and biogeographic patterns. Extra readings and paper.

**243. The History of Mammals****(5) WYSS***Prerequisite: Geology 3 or 7 or 11 or 30 or**MCDB 5A-AL. Lecture, 3 hours; discussion, 1 hour.*

Introduction to the diversity of fossil and living mammals from phylogenetic, stratigraphic, and paleobiogeographic perspectives. Required research paper.

**244. Invertebrate Paleobiology****(4) PORTER***Lecture, 3 hours; laboratory, 1 hour.*

Important topics in paleobiology are discussed in the context of the evolutionary history of invertebrate animal life. These include macroevolutionary theory, diversification and extinction events, ecological and geobiological interactions through time, and the incompleteness of the fossil record.

**247. Seminar in Quaternary Geology****(4) KELLER***Prerequisite: Geology 117.**May be repeated for credit. Seminar, 3 hours.*

Selected topics in quaternary geology. Subject matter will change from year to year.

**248. Vertebrate Paleontology****(4) WYSS***Lecture, 3 hours; discussion, 1 hour.*

Introduction to the history of vertebrate life, with emphasis on the phylogenetic relationships of the major vertebrate groups. Paper required.

**249. Seminar in Structure and Tectonics****(4) STAFF***Prerequisite: Geology 201. Seminar, 3 hours.**Topical structural geology and tectonics.***250. Petroleum Geology****(2) STAFF***Prerequisites: Geology 14 or 114 or 114A-B; and Geology 102B.**Course materials fee required. Lecture, 2 hours; discussion, 1 hour; field, 1 hour.*

Study of petroleum systems including origin, generation, migration, and trapping hydrocarbons. Guest speakers from industry. Field trip to active petroleum basin in California. Required written report.

**251A. Matrix Analysis and Computation****(4) STAFF***Prerequisites: consent of instructor.**Same course as Computer Science 211A, ME 210A, ECE 210A, and Chemical Engineering 211A. Students should be proficient in basic numerical methods, linear algebra, mathematically rigorous proofs, and some programming language. Lecture, 4 hours.*

Graduate level-matrix theory with introduction to matrix computations. SVD's, pseudoinverses, variational characterization of eigenvalues, perturbation theory, direct and iterative methods for matrix computations.

**251B. Numerical Simulation****(4) STAFF***Prerequisites: consent of instructor.**Same course as Computer Science 211B, ME 210B, ECE 210B, Chemical Engineering 211B, and Math 206B. Students should be proficient in basic numerical methods, linear algebra, mathematically rigorous proofs, and some programming language. Lecture, 4 hours.*

Linear multistep methods and Runge-Kutta methods for ordinary differential equations: stability, order and convergence. Stiffness. Differential algebraic equations. Numerical solution of boundary value problems.

**251C. Numerical Solution of Partial Differential Equations--Finite Difference Methods****(4) STAFF***Prerequisites: consent of instructor.**Same course as Computer Science 211C, ME 210C, ECE 210C, Chemical Engineering 211C, and Math 206C. Students should be proficient in basic numerical methods, linear algebra, mathematically rigorous proofs, and some programming language. Lecture, 4 hours.*

Finite difference methods for hyperbolic, parabolic and elliptic PDE's, with application to problems in science and engineering. Convergence, consistency, order and stability of finite difference methods. Dissipation and dispersion. Finite volume methods.

Software design and adaptivity.

### 251D. Numerical Solution of Partial Differential Equations - Finite Element Methods

(4) STAFF

Prerequisites: consent of instructor.

Same course as Computer Science 211D, ME 210D, ECE 210D, Chemical Engineering 211D, and Math 206D. Students should be proficient in basic numerical methods, linear algebra, mathematically rigorous proofs, and some programming language. Lecture, 4 hours.

Weighted residual and finite element methods for the solution of hyperbolic, parabolic and elliptic partial differential equations, with application to problems in science and engineering. Error estimates. Standard and discontinuous Galerkin methods.

### 256. Geophysical Inverse Theory

(4) TANIMOTO

Prerequisites: Geology 136 and consent of instructor. Lecture, 3 hours.

Introduction to basic concepts of inverse theory such as resolution, error and its trade-off. Application to earth structure study, earthquake source, geodetic data and magnetic field. Reading on key papers. Term paper.

### 258. Advanced Structural Geology

(5) GANS

Prerequisites: Geology 103 and 104B. Lecture, 2 hours; laboratory, 3 hours.

Analysis of geologic structures—theory and practice. Rock deformation as a function of crustal environment. Fault mechanics and earthquakes; mineral deformation mechanisms, microstructures, and tectonite fabrics. Finite strain measurement and interpretation of kinematic indicators. Regional structural styles.

### 259. Paleomagnetism and Tectonics

(4) LUYENDYK

Seminar, 3 hours.

Lectures on paleomagnetism followed by seminar. Readings and discussion on topics concerning the tectonics of the Pacific rim, and especially the western United States Cordillera, as approached by the paleomagnetism method.

### 259C. The Early Evolution of Life and its Environmental Context

(4) PORTER

Lecture, 3 hours; discussion, 1 hour.

The first 3.5 billion years of life and the environmental context in which it evolved. Highly multidisciplinary, drawing on evidence from geology, geochemistry, paleontology, and comparative biology.

### 260. Seminar in Geology

(1) STAFF

Required of all first year graduate students. May be repeated for credit. P/NP grading only. Seminar, 1 hour.

Presentation and discussion of current research, and reviews of the literature on selected geologic concepts. Students will present material reflecting their interests in geology for critical appraisal, of both content and manner of presentation, by selected members of the seminar. Emphasis will be placed on assisting students in developing professional speaking style.

### 261. Marine Stratigraphy

(3) STAFF

Open to graduates and qualified senior undergraduates. Seminar, 2 hours; short field trips.

Extensive reading and class discussion of concepts and methods of marine stratigraphy. Included are lithostratigraphy, biostratigraphy, chemostratigraphy, magnetostratigraphy, chronostratigraphy, and chronology. Stratigraphic nomenclature. Problems and advances in correlation and dating of sediments including the Pacific, California, and Europe. Term paper.

### 262. Marine Micropaleontology and Paleobiology

(4) STAFF

Lecture, 2 hours; laboratory, 2 hours.

A survey of the major marine microfossil groups of the cenozoic and mesozoic; with particular reference to classification, preservation, evolution, stratigraphic

utility, paleobiology, biogeography, paleoceanographic relations, and sediment accumulation.

### 264. Petrotectonics

(4) HACKER

Prerequisite: Geology 102C.

Course materials fee charged. Lecture, 3 hours.

Analysis of orogenic belts using petrography, thermochronology, and thermobarometry. Subject material changes each year.

### 264A. Earth System Geology

(4) HAYMON

The geologic features of the world's ocean basins and continents emphasizing advances in marine geology and taught from the viewpoint of plate tectonics as the unifying theory of the earth's geodynamic processes.

### 264L. Petrotectonics Laboratory

(1-2) HACKER

Prerequisites: Geology 102C.

Recommended preparation: Geology 124T.

Laboratory, 3-6 hours.

Analysis of orogenic belts using petrography, structural petrology, thermochronology, and thermobarometry.

### 266. Chemical Oceanography

(4) LEA

Prerequisites: Chemistry 1C; graduate standing. Lecture, 3 hours; discussion, 1 hour.

An introduction to the chemistry of the oceans. Topics include composition and chemical equilibria of seawater, biogeochemical cycling, sediment chemistry, atmospheric exchange, circulation and rates of mixing based on chemical tracers, and the impact of ocean chemistry on climate change.

### 268. Seminar in Geology-Presentation

(1) STAFF

Prerequisite: graduate standing.

Presentation of research topics to meeting of Geology 260.

### 269. Tracer Hydrology

(4) CLARK

Introduction to principles of chemical and isotope tracer hydrology. Emphasis on methods of groundwater dating, the use of tracers as management tools, and contaminate plume monitoring. Research paper required.

### 270. Seminar in Geologic Problems

(1-3) STAFF

Prerequisite: graduate standing.

Course materials fee required. Discussion, 1-3 hours.

Review and discussion of a current problem in geology. Content is variable and depends on student interest. (On demand.)

### 271. Submarine Hydrothermal Systems

(4) HAYMON

Prerequisite: graduate standing. Seminar, 3 hours.

Covers observational, experimental, and theoretical studies of seafloor hydrothermal processes; emphasizes systems at oceanic spreading centers; includes global hydrothermal effects on the compositions of seawater and ocean crust; focuses on recent developments and unsolved problems.

### 276. Geological Oceanography

(4) STAFF

Prerequisite: graduate standing. Lecture, 3 hours.

Geology of the oceans. Development of the oceans through geologic time. Tectonism, crustal structure and composition, sediments, and the fossil record. Paleoceanographic change in relation to earth system history including impact of the oceans on climate change.

### 280. Seminar in Field Geology

(1-4) STAFF

Credit is one half of 1 unit per day in the field, with a maximum of 1 unit for any trip. May be repeated for a maximum of 8 units each academic year. SIU grading. Field, variable hours.

Field trips of one day or more, organized as opportune. Appropriate report required for each trip. (On demand.)

### 281. Field Studies in Marine Geophysics (2-12) HAYMON, LUYENDYK

Prerequisite: consent of instructor.

Course materials fee required. Lecture, 3 hours; laboratory, up to 40 hours.

Field studies in marine geophysics using seismic, sonar, magnetic techniques in high resolution studies of deep-sea geologic features. Normally involves going to sea.

### 282. Field Studies in Marine Geochemistry (2-12) HAYMON

Prerequisite: consent of instructor.

Course materials fee required. Lecture, 3 hours; laboratory, up to 3 hours; field and preparation, up to 6 weeks.

Studies in marine geochemistry with the opportunity of going to sea or into the field on land. Lectures cover techniques of seafloor mapping using bottom photography, marine geochemical sampling, and methods of data reduction and sample analysis. Labs include analysis of data/samples collected.

### 283. Advanced Field Mapping and Geologic Investigations

(4) GANS

Prerequisite: Geological Sciences 118.

Course materials fee required. Discussion, 3 hours.

Research-oriented mapping projects to solve outstanding problem(s) in a geologically significant area. Two weeks in the field, followed by compilation and complimentary laboratory studies. Weekly meetings to discuss results. Paper required.

### 285. Physical Volcanology

(4) GANS, BUSBY

Prerequisites: Geology 14 or 114 or 114A-B; and Geology 102A and 104A.

Course materials fee required.

Recommended preparation: Geology 103.

Laboratory, 3 hours; field, 3 hours.

Overview of volcanic processes, including physical properties of melts, eruptive mechanisms, classification of volcanic deposits, and volcanic-tectonic environments. Lecture emphasizes theoretical aspects of volcanic processes, lab examines major classification of rocks. Graduate students must complete an independent research project.

### 286. Cordilleran Tectonics

(4) GANS

Directed readings, weekly seminar, and field trip focused on the Phanerozoic evolution of the North American Cordillera. Emphasis on understanding fundamental orogenic processes (continental extension, shortening, transcurrent motions, magmatism, metamorphism) from a cordilleran perspective.

### 501. Practicum in Instruction

(1-4) STAFF

Prerequisite: concurrent teaching assistant appointment.

No unit credit allowed toward degree. Tutorial, 1-6 hours.

Practical experience in teaching in geological sciences. Student will have responsibility for one or more laboratory and/or discussion sections. Evaluations will be made by both staff and class.

### 502. Teaching Assistant Training

(2) STAFF

Maximum of three quarters. No unit credit allowed toward degree. Tutorial, 1-2 hours. (2 day workshop.)

Orientation and workshop in professional conduct and responsibilities. Course will involve observation of student in teaching situation (faculty visits or videotaping) and follow-up conferences, evaluations, and follow-up. (F)

### 503. Practicum in Research

(1-6) STAFF

Prerequisite: concurrent research assistant appointment.

No unit credit allowed toward degree. Tutorial, 1-6 hours.

Practical experience in research in the geological sciences, under supervision of faculty member.

### 596. Directed Reading and Research (2-12) STAFF

Prerequisites: consent of instructor and graduate

advisor.

No more than half the units necessary for the master's degree may be taken in *Geology 596. Tutorial, 3-40 hours.*

Individual tutorial. Written proposal for each tutorial must be approved by the instructor and the department chair. (F,W,S)

### 597. Individual Study for Master's and Ph.D. Examinations

(1-12) STAFF

*Prerequisites: consent of instructor and graduate advisor.*

No unit credit allowed toward advanced degree. *Laboratory, 3-36 hours.*

Instructor should be student's major professor or chair of the committee. (F,W,S)

### 598. Master's Thesis Research and Preparation

(1-12) STAFF

*Prerequisites: consent of instructor and graduate advisor.*

No unit credit allowed toward degree. *Tutorial, 1-12 hours.*

Master's thesis research and preparation. Instructor normally should be chair of the student's thesis committee. Only for research underlying the thesis, writing the thesis. (F,W,S)

### 599. Ph.D. Dissertation Preparation

(1-12) STAFF

*Prerequisites: consent of instructor and graduate advisor. Variable hours.*

Instructor normally should be chair of the student's doctoral committee. Only for research underlying the dissertation, writing the dissertation. Limited to terminal preparation. (F,W,S)

**Ann-Elise Lewallen**, Ph.D., University of Michigan, Assistant Professor (Japan anthropology, minority issues)

**Xiaorong Li**, Ph.D., McGill University, Assistant Professor (Chinese literature, Gender and Ming-Qing literature)

**John Nathan**, Ph.D., Harvard University, Professor (modern Japanese fiction and film)

**Katherine Saltzman-Li**, Ph.D., Stanford University, Associate Professor (Japanese literature and drama)

**Hyung Il Pai**, Ph.D., Harvard University, Associate Professor (Korean history, East Asian archaeology)

**William Powell**, Ph.D., UC Berkeley, Associate Professor (Chinese religions)

**Chikako Shinagawa**, M.A., University of Wisconsin, Madison, Lecturer (Japanese language)

**Hiroko Sugawara**, M.A., University of Oregon, Lecturer (Japanese language)

**Kuo-ch'ing Tu**, Ph.D., Stanford University, Professor (Chinese poetry and poetics, world literatures in Chinese)

**Mayfair Yang**, Ph.D., UC Berkeley, Professor (China, sociocultural anthropology, interpretive and social theory, political economy)

**Hsiao-jung Yu**, Ph.D., UC Berkeley, Associate Professor (Chinese linguistics, pre-modern fiction)

### Emeriti Faculty

**Robert L. Backus**, Ph.D., UC Berkeley, Professor Emeritus (Japanese literature)

**Chauncey S. Goodrich**, Ph.D., UC Berkeley, Professor Emeritus (early Chinese)

**Allan Grapard**, Ph.D., National Institute for Oriental Languages and Civilizations, Paris, Professor (Japanese religions)

**Haruko Iwasaki**, Ph.D., Harvard University, Associate Professor Emeritus (Japanese literature—Edo)

**Kenneth H. Pai**, M.F.A., Iowa State University, Professor Emeritus (modern Chinese fiction)

### Affiliated Faculty

**Laurie Freeman**, Ph.D. (Political Science)

**Tsuyoshi Hasegawa**, Ph.D. (History)

**Yunte Huang**, Ph.D. (English)

**Suk-Young Kim**, Ph.D. (Dramatic Art)

**Luke Roberts**, Ph.D. (History)

**Paul Spickard**, Ph.D. (History)

**Peter Sturman**, Ph.D. (Art History)

**Miriam Wattles**, Ph.D. (History of Art and Architecture)

The Department of East Asian Languages and Cultural Studies offers majors in Asian Studies, Chinese, and Japanese, together with coursework in four areas: East Asian cultural studies (involving more than one East Asian country), Chinese, Japanese, Korean, and Tibetan.

Asian Studies, an interdepartmental program administered by the Department of East Asian Languages and Cultural Studies, offers an undergraduate major leading to the B.A. degree and a graduate program leading both to the M.A. and Ph.D. The undergraduate and the graduate programs enable the student to

study an Asian area (China, Japan, Korea, Tibet) through two or more academic disciplines and, at the same time, to acquire at least two years of training in a language relevant to the area of study. The disciplines that contribute most to Asian studies at UCSB are anthropology, art history, literature, history, and religious studies. The languages which may be taken at UCSB in conjunction with Asian studies courses are Chinese (Mandarin and Classical), Japanese (modern and classical), Korean and Tibetan. Any Asian language offered at UCSB, can serve to fulfill the language prerequisite if the student can demonstrate competence by exam equivalent to two years of study.

It is important to consult early with an advisor to ensure a proper balance between breadth and concentration in the study plan. In addition, students are encouraged to meet with the advisor at least once each year to discuss their work and any issues that have arisen, or seem likely to arise, in the course of their studies.

Interdisciplinary study of an Asian culture, together with language training, provides a good basis for graduate work at the M.A. or Ph.D. level. In addition, the Asian studies major provides specialized knowledge for students who anticipate a career in business, law, journalism, government service, or museum work. It should be noted, however, that additional training in a professional school is necessary for entrance into many of these fields.

Students with a bachelor's degree in Asian studies who are interested in pursuing a California Teaching Credential should contact the credential advisor in the Graduate School of Education as soon as possible.

The Chinese and Japanese majors provide an opportunity for extensive language training and interdisciplinary coursework, fields of literature, history, and religion. The major in Chinese begins with work in modern Mandarin, the standard speech of the Beijing area, and moves on subsequently to Classical Chinese, which was the dominant literary medium until the twentieth century. The major in Japanese permits a concentrated study of the standard language of the Tokyo area and encourages an acquaintance with, Classical Japanese and Classical Chinese. Beyond language training, both of these majors focus on the humanistic fields set within a broad social and historical context.

The Chinese and Japanese majors are more geographically and culturally specific than is the Asian studies major, and they require considerably more advanced language training in Chinese or Japanese. Students should examine the different majors to determine which best suits their objectives.

The Chinese and Japanese majors are intended to provide preparation for graduate academic work in East Asian studies, or for careers in a wide variety of professions. Many recent majors have gone on to combine their undergraduate training with a professional degree in law or international management.

## Undergraduate Program

### Bachelor of Arts—Asian Studies

**Preparation for the major.** Students must have at least two years (0-30 units) of an Asian language (Chinese, Japanese, Korean, Tibetan)

# East Asian Languages and Cultural Studies

Department of East Asian Languages and Cultural Studies

Division of Humanities and Fine Arts  
Humanities and Social Sciences 2214

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E-mail: [eastasian@eastasian.ucsb.edu](mailto:eastasian@eastasian.ucsb.edu)

Website: [www.eastasian.ucsb.edu](http://www.eastasian.ucsb.edu)

Department Chair: *William Powell*

## Faculty

**Michael Berry**, Ph.D., Columbia University, Associate Professor (modern Chinese literature and film, popular Chinese culture)

**Ronald Egan**, Ph.D., Harvard University, Professor (Chinese literature, aesthetics)

**Michael Emmerick**, Ph.D., Columbia University, Assistant Professor (Japanese literature, translation studies)

**Sabine Frühstück**, Ph.D. University of Vienna, Professor (modern Japanese cultural studies)

**Daoxiong Guan**, M.A., Washington University; M.S., Nanjing University, Lecturer (Chinese language)

**Chen-chuan Hsu**, M.A., UC Santa Barbara, Lecturer (Chinese language)

**Sun-Ae Lee**, M.A., Ohio State University, Lecturer (Korean language)

pertaining to the area of their interest or demonstrate an equivalent level of competence. In addition, they must take 8 units of East Asian Cultural Studies 4A-B and 4 units from one of the following: Chinese 40, Comparative Literature 31, EACS 5, 21, 80; Japanese 25, 63; Korean 82; History 80, 82, 87; or Religious Studies 3, 4, 21, 22.

**Upper-division major.** The major consists of 40 units of upper-division courses selected from three or more disciplines and generally concentrating on East Asia (China, Japan, Korea) or South Asia (India). It is advisable that one of the disciplines be history; in any case, all majors are required to take 4 units of Asian history chosen from the lower- or upper-division list. Courses for the major may be selected from the following list. Courses outside the list may be substituted in consultation with the advisor to accommodate individual interests consonant with the overall purpose of the program.

**Course List for Upper-Division Majors:**

**Anthropology**

- 138A. Elements of Traditional Chinese Culture
- 142. Peoples and Cultures of India

**Art History**

- 134A. Buddhist Art
- 134B. Early Chinese Art
- 134C. Chinese Painting
- 134D. Art and Modernism in China
- 134E. The Art of Chinese Landscape
- 134F. The Art of Japan
- 134G. Japanese Painting
- 134H. Ukiyo-e: Pictures of the Floating World
- 135AA-ZZ. Special Topics in Asian Art
- 186R. Seminar in Asian Art
- 186RS. Seminar in Chinese Art
- 186RW. Seminar in Japanese Art

**Chinese**

- 101A-B-C. Introduction to Classical Chinese
- 102A-B-C. Advanced Chinese Conversation
- 104. The Buddhist Influence on Chinese Language and Culture
- 105. Workshop in Chinese Translation
- 106A. Seminar in Chinese Literary Translation
- 115A. Imagism, Haiku, and Chinese Poetry
- 121. Seminar on Taiwan Literature
- 122A-B-C. Advanced Modern Chinese
- 124A-B. Readings in Modern Chinese Literature
- 125. Business Chinese
- 126A-B. Advanced Readings in Taiwan Literature
- 132A. Special Topics in Classical Chinese Poetry
- 132B. Special Topics in Modern Chinese Poetry
- 133. Advanced Readings in Classical Prose
- 136. Advanced Readings in Vernacular Literature
- 144. Women Writers of late Imperial China
- 146. Poetic Culture in late Imperial China and Beyond
- 148. Historic Lives
- 149. Literati Culture
- 150. The Language of Vernacular Chinese Literature
- 158. The Problem of Love
- 166A. Religion in Chinese Culture
- 166B. Taoist Traditions of China
- 166C. Confucian Traditions: The Classical Period
- 166E. The Flowering of Chinese Buddhism
- 166F. Religious Literature in Chinese: Buddhist Texts

- 166H. Religious Literature in Chinese: Taoist Texts
- 170. New Taiwan Cinema
- 171. Modern China Through Film
- 172. Fiction and Film in Contemporary China
- 173. Contemporary Chinese Culture and Society
- 180AA-ZZ Special Topics in Chinese Studies
- 183B. Religious Practice and the State of China
- 184A-B History of China
- 184T. History of Chinese Thought
- 197. Senior Honors Project
- 198. Readings in Chinese
- 199. Independent Studies in China

**Comparative Literature**

- 173. Life Stories: Biography and Autobiography in a Comparative Context
- 183. The Quest for Narrative in Late Imperial China

**Dramatic Art**

- 165A. Asian Performance Past and Present: East Asia

**East Asian Cultural Studies**

- 130. Tourism in East Asia
- 161B. Buddhist Meditation Traditions
- 164B. Buddhist Traditions in East Asia
- 175. Sacred Geography in China and Japan
- 178. The Body Religious in Chinese Culture
- 180P. Proseminar in East Asian History and Culture
- 181AA-ZZ. Special Topics in East Asian Studies
- 186. The Invention of Tradition in Contemporary East Asia
- 189A. Vietnamese History

**Film Studies**

- 120. Japanese Cinema
- 121. Chinese Cinema

**History**

- 184E. Chinese Archeology
- 185A-B. Modern China
- 185P. Proseminar on Modern China
- 187A. Japan Under the Tokugawa Shoguns
- 187B. Modern Japan
- 187C. Recent Japan
- 187S. The Samurai
- 187P. Proseminar in Japanese History
- 187Q. Samurai Japan
- 188A. History of Women in China: From the Ancient Period to the 19<sup>th</sup> Century
- 188B. History of Women in China: From the 19<sup>th</sup> Century to the Present

**Japanese**

- 110A. Survey of Japanese Literature: Classical
- 110B. Survey of Japanese Literature: Medieval
- 110C. Survey of Japanese Literature: Early Modern
- 111. Japanese Folklore
- 112. Survey of Modern Japanese Literature
- 115. Topics in Twentieth-Century Japanese
- 120A-B-C. Advanced Japanese
- 125. Intermediate Japanese Reading
- 126. Business Japanese
- 130A-B-C. Reading and Composition in Practical Japanese
- 144. Grammar for Advanced Reading
- 145. Readings in Twentieth-Century Japanese Literature
- 146. Advanced Japanese Readings
- 147. Advanced Readings in Japanese texts
- 149. Forms of Japanese Drama
- 155. Genre in the Japanese Verbal Arts

- 159. Japanese Cinema
- 160. Topics in Japanese Culture
- 162. Representation of Sexuality in Modern Japan
- 163. Gender and Sexuality in Cross-cultural Perspective
- 164. Modernity and the Masses of Taisho Japan
- 165. Popular Culture in Japan
- 166. Post/Colonialism and Indigenous Movements in Asia
- 167A-B. Religion in Japanese Culture
- 167D. Shinto
- 169. Seminar in Traditional Japanese Drama
- 180AA-ZZ. Special Topics in Japanese Studies
- 181. Classical Japanese (Bungo)
- 182. Classical Japanese II (Kanbun)
- 183. Special Readings in Prewar Japanese Texts
- 197. Senior Honors Project
- 198. Readings in Japanese
- 199. Independent Studies in Japanese

**Korean**

- 113. Korean Literature Survey
- 120. The New Korean Wave
- 121A-B-C. Advanced Korean
- 127A-B. Business Korean
- 142. Introduction to Popular Korean Melodrama
- 175. Introduction to Popular Culture in Korean Film and TV Dramas
- 181AA-ZZ. Special Topics in Korean Studies
- 182A. Korean History and Civilization: Part I
- 182B. Korean History and Civilization: Part II
- 182P. Proseminar in Korean History
- 199. Independent Studies

**Political Science**

- 135. Government and Politics of Japan
- 136. Government and Politics of China
- 138. Political and Economic Development in Pacific Rim Countries

**Religious Studies**

- 158. Hindu Myth and Image
- 159A-B-C-D-E-F-G-H-I-J-K-L. Religious Literature in Sanskrit
- 160A. Religious Traditions of India
- 161B. Buddhist Meditation Traditions
- 161C. Buddhist Tantric Traditions
- 162A. Indian Philosophy and Religion
- 163. Images of Japan: The Ideology of Representation
- 164A. Buddhist Traditions in South Asia
- 164B. Buddhist Traditions in East Asia
- 165. The Vedic Traditions of India
- 166B. Taoist Traditions of China
- 166C. Buddhist Ethics
- 166E. The Flowering of Chinese Buddhism
- 167A-B. Religion in Japanese Culture
- 169. Hindu Devotional Traditions
- 171-A-B-C-D. The Schools of Tibetan Buddhism
- 183. The Quest for Narrative in Late Imperial China
- 183B. Religious Practice at the State in China
- 184A. The Practice of Tibetan Buddhism
- 184B. Tibetan Buddhist Thought

**Bachelor of Arts—Chinese**

**Preparation for the major.** Students may elect to emphasize either Mandarin or Classical Chinese. The Mandarin concentration requires at least three quarters of Classical Chinese; the Classical concentration requires at least three quarters of Mandarin. Completion of a concen-

tration in either Mandarin or Classical Chinese is voluntary and will not be formally acknowledged on official transcripts or diplomas.

Required: Chinese 1, 2, 3, 4, 5, 6 or 1NH, 2NH, 3NH, 4NH, 5NH (for Mandarin concentration); Chinese 1, 2, 3, or 1NH, 2NH, 3NH, 101A-B-C (for Classical concentration); 8 units of East Asian Cultural Studies 4A-B. Students who have completed a more advanced course in a lower-division language sequence will not be permitted to take for credit a course that is lower in the sequence. Only letter grades are credited to the preparation for the major, with the following exception: a lower-division language course when the final course in the sequence is passed with a C or better.

**Upper-division major.** Students pursuing the Classical Chinese concentration must complete 44 upper-division units, including the following: 20 units of Classical Chinese from 132A, 132B, 133, 134, 136, 142, or appropriate courses by petition. Twenty-four units from Anthropology 138A, 157; Art History 134-B-C-D, 135AA-ZZ, 186R, 186RS; Chinese 166C-F, 184A-B, 184T, 185M; EACS 161B, 164B, 175, 178; History 184E, 185A-B-P, 186D; Political Science 136; Religious Studies 164B, 183; Chinese 106A-B, 112A, 115A, 116, 121, 123, 126A-B, 132B, 139, 148, 150, 158, 166A-B-E-F-H, 170, 171, 172, 173; Comparative Literature 183; Film Studies 121.

Students pursuing the Mandarin concentration must complete 44 upper-division units, including the following: Chinese 101A-B-C, one course from Chinese 132A, 132B, 133, 134, or 142. Twelve units of Mandarin from 102A-B-C, 122A-B-C, 124A-B, 125, 136, 150, 166F; Religious Studies 183B, 166AX. Sixteen units from Anthropology 138A, 157; Art History 134-B-C-D, 135AA-ZZ, 186R, 186RS; EACS 161B, 164B, 175, 178; History 184A-B-P, 185A-B-P, 186D; Comparative Literature 183; Political Science 136. Chinese 104, 105, 106A-B, 112A, 115A, 116, 121, 123, 126A-B, 127A-B-C, 132B, 137, 139, 145, 148, 149, 158, 166A-B-C-E-F-H, 170, 171, 172, 173, 184A-B, 184T, 197, 198, 199; EACS 175; Film Studies 121.

### Senior Honors Program in Chinese

Students may request nomination for the senior honors program in Chinese by filing an application, or they may be nominated by the faculty. The minimum grade-point average for entrance to the program is 3.0 overall and 3.5 in the Chinese major. Candidates for the program must have completed at least 105 units, must expect to graduate within five quarters, and must have completed at least two upper-division courses in Chinese. Students must also complete the Seniors Honors Project (Chinese 197) during their senior year. Applications for the program are available in the department office.

### Minor—Chinese

All courses to be applied to the minor must be completed on a letter-grade basis. This includes both courses offered in Chinese and those offered by other departments and applied to the minor.

**Preparation for the minor.** Chinese 1, 2, 3, 4, 5, 6, or Chinese 1NH, 2NH, 3NH, 4NH, 5NH or equivalent (0-30 units), 8 units of East Asian

Cultural Studies 4A-B.

**Upper-division minor.** Twenty units, distributed as follows: One course (4 units) from Chinese 101A or 122A; Sixteen units of upper-division electives chosen from the following: Anthropology 138A, 157; Art History 134B-C-D-E, 135AA-ZZ, 186R, 186RS; Chinese 101A-B-C, 104, 105, 106A-B, 112A, 115A, 121, 122A-B-C, 123, 124A-B, 125, 126A-B, 127A-B-C, 132A-B, 136, 139, 148, 150, 158, 166A-B-C-E-F-H, 170, 171, 172, 173, 184A-B-T, 186M, 197, 198, 199; EACS 164B, 175, 178, 180A-B-C-P, 185; Comparative Literature 183; History 185A-B-L-P; Political Science 136; Religious Studies 166AX, 183, 183B; Film Studies 121.

*Note: Substitutions and waivers are subject to approval by the chair of the department. Please see page 118 for special conditions governing minors in the College of Letters and Science.*

### Bachelor of Arts—Japanese

**Preparation for the Major.** Required, with an average grade of C or better: Japanese 1, 2, 3, 4, 5, 6, or 7H. In addition, 8 units of East Asian Cultural Studies 4A-B. Students who have completed an advanced course in a lower-division language sequence will not be permitted to take for credit a course that is lower in the sequence. Only courses taken with letter grades are credited to the preparation for the major and a lower-division language course when the final course in the sequence is passed with a C or better.

**Upper-division major.** Forty-four units are required with an average grade of C or better: 12 units from Japanese 120A-BC or 125; 4 units from EACS 180P or History 180P, 187A-B-C-P-Q-S; 4 units from Japanese 121C, 125, 130A-B-C, 144, 145, 146, 147, 181, 182, 183, 198, 199; 24 units from Art History 134F-G-H, 135AA-ZZ, 186RW; Chinese 101A; EACS 161B, 175; Comparative Literature 173; Film 120; Japanese 110A-B-C, 112, 115, 119, 125, 126, 130A-B-C, 144, 145, 146, 147, 149, 155, 159, 160, 162, 164, 165, 167A-B-D, 169, 180AA-ZZ, 181, 182, 183, 197; Political Science 135; Religious Studies 120. For additional study relevant to the major, any of the courses on Japan offered in art history, history, political science, and religious studies are recommended, in addition to courses in Classical Chinese. A course in literary theory and criticism is highly recommended, and may be substituted by arrangement with the major advisor for one of the courses in the major.

**High Proficiency Track.** Students with a sufficiently high score on the placement exam (with speaking, reading, and writing skills roughly equivalent to those of a high school graduate in Japan) must take the High Proficiency Track within the major, which consists of the following:

**Preparation for the major.** East Asian Cultural Studies 4A-B for 8 units.

**Upper-division major:** Forty-four units are required with an average grade of C or better: 4 units from East Asian Cultural Studies 180P, or History 180P, 187 A-B-C-P-Q-S; 8 units from Japanese 147, 181, 182, 183 198; 32 units from Art History 134F-G-H, 135AA-ZZ, 186R, 186RW; Chinese 101A; Comparative Literature

173; EACS 161B, 175; Film 120; Japanese 110A-B-C, 112, 115, 119, 149, 155, 159, 160, 162, 164, 165, 167A-B-D, 169, 180AA-ZZ, 197, 199; Political Science 135. For additional study relevant to the major, any of the courses on Japan offered in art history, history, political science, and religious studies are recommended, in addition to courses in Classical Chinese. A course in literary theory and criticism is highly recommended, and may be substituted by arrangement with the major advisor for one of the courses in the major.

### Senior Honors Program in Japanese

Students may request nomination for the senior honors program in Japanese by filing an application, or they may be nominated by the faculty. The minimum grade-point average for entrance to the program is 3.0 overall and 3.5 in the Japanese major. Candidates for the program must have completed at least two upper-division courses in Japanese. Students must complete the Senior Honors Project (Japan 197) during their senior year. Applications for the program are available in the department office.

### Minor—Japanese

All courses to be applied to the minor must be completed on a letter-grade basis. This includes both courses offered in Japanese and those offered by other departments and applied to the minor.

**Preparation for the minor.** Japanese 1, 2, 3, 4, 5, 6, or 7H or equivalent (0-30 units), 8 units of East Asian Cultural Studies 4A-B.

**Upper-division minor.** Twenty upper-division units, distributed as follows: Japanese 120A; 16 units of upper-division electives chosen from the following: Art History 134F-G-H, 135AA-ZZ, 186R, 186RW; Comparative Literature 173; EACS 161B, 175, 180P, 185; Film Studies 120; History 180P, 187A-B-C-P-Q-S; Japanese 110A-B-C, 112, 115, 119, 120B-C, 121, 124, 125, 126, 130A-B-C, 144, 145, 146, 147, 149, 155, 159, 160, 162, 164, 165, 167A-B-D, 169, 170, 180AA-ZZ, 182, 183, 187L, 197, 198, 199.

**High Proficiency Track.** Students with a sufficiently high score on the placement exam (with speaking, reading, and writing skills roughly equivalent to those of a high school graduate in Japan) must take the High Proficiency Track within the minor, which consists of the following:

**Preparation for the minor.** East Asian Cultural Studies 4A-B for 8 units.

**Upper-division minor:** Twenty-four units are required with an average grade of C or better: 8 units of Japanese 147, 181, 182, 183, 198, 199; 16 units from Art History 134F-G-H, 135AA-ZZ, 186RW; Chinese 101A; Comparative Literature 173; EACS 161B, 175, 180P; Film Studies 120; History 180P, 187A-B-C-P-Q-S; Japanese 110A-B-C, 112, 115, 119, 149, 155, 159, 160, 162, 164, 165, 167A-B-D, 169, 180AA-ZZ, 181, 197, 198, 199; Political Science 135.

*Note: Substitutions and waivers are subject to approval by the chair of the department. Please see page 118 for special conditions governing minors in the College of Letters and Science.*

## Graduate Program

The graduate program is composed of two parts: an M.A./Ph.D. program and an M.A. program. The M.A. program is further subdivided into two components: the M.A. program in Asian Studies, for students with broad interests in Asia or who will pursue a concentration outside of East Asia, and the M.A. program in Asian Studies with a formal emphasis in East Asian Languages and Cultural Studies.

In addition to program requirements, candidates for graduate degrees must meet university degree requirements found in the chapter “Graduate Education at UCSB.”

### Admission

Students with the B.A. degree may apply to either program. Students who already hold the M.A. may also apply to the Ph.D. program.

In addition to departmental requirements for admission, applicants must fulfill university requirements for admission to graduate status described in the chapter “Graduate Education at UCSB.”

### Master of Arts—Asian Studies

The M.A. program is intended to provide broad training in the study of Asia, in both modern and pre-modern times. Graduates of the program pursue a wide variety of careers, generally outside of academia, in business, government, or NGOs, or they combine their degree with other professional training.

Students are expected to complete the M.A. in two years.

### Admission

Applicants for the M.A. in Asian Studies will normally have an undergraduate degree in a relevant discipline as well as courses dealing with Asia. Some training in an Asian language is highly recommended.

### Degree Requirements

Students admitted to the M.A. program may pursue the degree under Plan 1 (thesis) or Plan 2 (comprehensive examination).

**Plan 1.** Plan 1 students must complete 30 units of upper-division and graduate work, fulfill the language requirement, and write a thesis. Degree candidates must complete at least 20 units of graduate courses numbered between 200 and 299 or 596. A maximum of 6 units of 596 coursework may be counted toward the master’s degree. Units earned in courses numbered 501, 502, 597, and 598 do not count toward the 30-unit requirement. Students who choose this plan must satisfy two additional conditions for advancement to candidacy: (1) they must demonstrate the capacity to do some of their thesis research in an Asian language pertaining to their region of interest; and (2) they must submit to the Committee on Asian Studies one research paper, written for any graduate course, as evidence of their capacity to conduct intellectual inquiry and to write competently.

The thesis committee, consisting of the thesis advisor and two additional ladder faculty members, is chosen by the student, nominated by the chair of the Committee on Asian Studies, and appointed by the dean of the Graduate Division. The student’s thesis must be approved by each

member of the thesis committee.

To fulfill the language requirement, courses in one Asian language pertaining to the region of the student’s interest must be taken each quarter for a total of 36 units in one language, including lower-division units. Upper-division language courses may be counted for up to 8 units toward completion of the required units of regular coursework. The language requirement will be waived for a student who enters the program with sufficient competence to use an Asian language in regular coursework, and it will be considered fulfilled at any stage in the program at which the student achieves such competence.

**Plan 2.** Plan 2 students must complete 36 units of upper-division and graduate work, fulfill the same language requirement described in Plan 1 above, and pass a comprehensive examination. Degree candidates must complete at least 24 units of graduate courses numbered between 200 and 299 or 596. A maximum of 9 units of 596 coursework may be counted toward the master’s degree. Units earned in courses 501, 502, 597, and 598 do not count toward the 36-unit requirement.

Students who elect Plan 2 need not have mastered an Asian language to a level at which it can be used for research, but they must demonstrate, by at least a B average in the language courses, that they can deal effectively with the structural and semantic problems of the language and are capable of pursuing this study independently. They must also demonstrate the ability to conduct intellectual inquiry and to write competently by submitting two research papers, written for any graduate course, to the Committee on Asian Studies. After approval, students will be permitted to go on to the comprehensive examination, consisting of two three-hour sessions covering their chosen fields in two disciplines; they will be required to prove both a factual and an interpretive understanding of the region of their interest.

In addition to upper-division courses in the major, graduate students may take courses from the following list. Upper-division and graduate courses outside the list may be substituted on consultation with the advisor. Anthropology 270C-D; Art History 282; Chinese 201, 596, 598; History 200AS, 201AS, 280, 281, 284, 285, 286, 288; Japanese 201, 596, 598; Philosophy 223A-B; Political Science 279, 285, 286; Religious Studies 202, 203, 204, 206, 207, 246, 254, 255, 257, 259, 260.

### Master of Arts—Asian Studies— Emphasis in East Asian Languages and Cultural Studies

The emphasis in East Asian Languages and Cultural Studies provides a course of study with a geographic focus on East Asia (China, Korea, and Japan) and an interdisciplinary approach, concentrating on the humanities. It is assumed that most students will concentrate either upon China or Japan, but that they will also acquire a broad understanding of East Asian cultures. The emphasis stresses advanced language training. Other coursework concentrates on the fields of history, literature, religious studies, and anthropology. Two tracks or plans of study are available, one academic (thesis), and the other (comprehensive examinations) for students who

will go into careers in business or government or combine their M.A. with other professional degrees. Students indicate on their application the plan they intend to pursue. Students are expected to complete the M.A. in two years.

### Admission

Applicants to the M.A. in Asian Studies with an emphasis in East Asian Languages and Cultural Studies are expected to have had a minimum of two years of language training in an East Asian language prior to admission. Most applicants will have majored in Chinese or Japanese in their undergraduate degree.

### Degree Requirements

**Plan 1.** Plan 1 is the academic track. It requires a total of 60 units of coursework in Chinese, Japanese, or East Asian Cultural Studies courses (*consult the department for specifics*) and 12 units of thesis work (598). Students must complete the four core graduate seminars (EACS 212, 215, 218, and Chinese 211 or Japanese 211). They are also required to take 8-12 units of classical language. Forty-five of their primary units must be in upper-division or graduate courses which meet university requirements for eligible units, including at least 24 units of graduate courses numbered between 200 and 299, or 596. A maximum of 12 units of 596 coursework may be counted toward these required 24 graduate units. Units earned in courses 501 and 598 do not count toward the 45-unit requirement. The thesis should demonstrate the student’s ability to do original research using sources in Chinese, Japanese, or Korean.

**Plan 2.** Plan 2 is the track intended for students who will go on to careers in business or government or combine their M.A. with other professional degrees. It requires 64 units of coursework in Chinese, Japanese, or East Asian Cultural Studies courses, and 8 units of 597, Preparation for Comprehensive Examinations (*consult the department for specifics*). Students must complete the four core graduate seminars (EACS 212, 215, 218, and Chinese 211 or Japanese 211). Forty-nine of the 64 units must be in upper-division or graduate courses which meet university requirements for eligible units, including at least 24 units of graduate courses numbered between 200 and 299, or 596. A maximum of 12 units of 596 coursework may be counted toward these required 24 graduate units. Units earned in courses 501 and 597 do not count toward the 49-unit requirement. Under this plan, candidates will take comprehensive examinations in two fields to be determined in consultation with an advisory committee. The 8 units of 597 must be equally divided between the two fields.

### Five-Year Combined Bachelor of Arts/Master of Arts—Chinese or Japanese

The program is designed for students who wish to enhance their undergraduate major in Chinese or Japanese with graduate training at the masters level in East Asian Languages and Cultural Studies. The program will enable students to add a fifth year of advanced language work to the normal undergraduate major, while also giving them opportunity to further



their expertise in Chinese or Japanese studies by doing graduate-level coursework in the discipline(s) of their choice in the humanities and social sciences.

The program allows students to pursue concurrently a bachelor of arts degree in Chinese or Japanese and a master of arts in Asian Studies (with an emphasis in East Asian Languages and Cultural Studies). In their junior year, students must enroll in an EAP Program: China, Japan, Hong Kong, or Taiwan. These degrees already exist as separate entities, the B.A. normally requiring four years and the M.A. normally requiring two years.

### **Doctor of Philosophy— East Asian Language and Cultural Studies**

Students entering the M.A./Ph.D. program are undertaking a challenging course of study that demands advanced language skills in Chinese or Japanese and expertise in the study of East Asia that crosses traditional disciplinary boundaries within the humanities, as well as between the humanities and social sciences. Students entering this program should be aware that they are undertaking not only to deepen their understanding of the cultural traditions of the region but also to explore their potential as scholars, interpreters, and, in most cases, teachers of East Asian history, literatures, religions, and cultural studies. The training students receive in the program is designed to prepare them to become fully participating members of the professional community of scholars.

Students in the M.A./Ph.D. program are expected to complete the Ph.D. in six to seven years. Students who upon admission already have an M.A. degree from another institution will normally complete their Ph.D. in four to five years.

### **Admission**

Students applying to the M.A./Ph.D. program will normally have majored in Chinese or Japanese as an undergraduate or, if not, have already done a substantial amount of academic course work in the field and at least three years of the academic study of Chinese or Japanese.

Although students are admitted into the M.A./Ph.D. program, continuation to the Ph.D. is by no means automatic upon completion of the masters degree. Continuation is subject to the student's academic performance being deemed excellent by all standards that the department uses to assess degree progress including graduate course work and the M.A. thesis, as well as upon positive recommendations by the student's M.A. committee.

### **Degree Requirements**

- In the first two years: complete the course work and thesis for Plan 1 of the M.A. with an emphasis in East Asian Languages and Cultural Studies (72 units), with an expected GPA of 3.75.
- Be invited by the Graduate Program Committee for continuation into the Ph.D. program, based on the criteria specified above.
- Complete 24 units (6 courses) of graduate level work beyond that taken for the M.A. (The total number of courses required in "a" and "b" is 21; the total number of graduate

courses is 12.)

- By the end of the third year, complete course work in 3 graduate program specializations (see below), with a 4th optional. A specialization is fulfilled by taking a minimum of 3 graduate level courses in the course list for the specialization. Thus a minimum of 9 courses (out of 21) are needed to fulfill the 3 specializations. Course work taken in their first two years of study is applied to these requirements for specializations. Note that the core graduate seminars do not count toward any of the specializations.
- Fulfill the language requirement: (1) Students specializing in Chinese must take a minimum of 1 year of Japanese. (2) Students studying Japanese will have taken at least 8 units of Classical Japanese (required for Plan 1 of the M.A.) In addition, all students must pass a reading examination in a European language (normally French or German) relevant to their academic interests. The a European language requirement is widespread in American Ph.D. programs in the East Asia field, allowing access to the centuries old and still thriving traditions of the study of China and Japan in Europe.
- Before the end of spring quarter in the fourth year, submit a dissertation prospectus (15-20 pages), outlining the goals, organization, and sources for the dissertation.
- Before the end of spring quarter in the fourth year, pass field examinations in the 3 specializations, with a 4th optional. The field exams will be written exams, all taken within two weeks. They will be followed by an oral defense, to be held the week after the exams. The oral defense will cover the dissertation prospectus as well as the field exams. Once the student has passed these written and oral qualifying examinations, he or she will be advanced to candidacy for the Ph.D.
- By the end of the seventh year, submit the completed Ph.D. dissertation for acceptance by the student's dissertation committee.
- The normative time for completion of the Ph.D. will be six to seven years, depending on the level of East Asian language training at the time of admission and the need for time spent in East Asia doing dissertation research. We expect that most students will finish their degree within six years, while those admitted with minimal prior foreign language study will need part or all of the seventh year to finish.

**Core graduate seminars.** Chinese 211: Bibliography and Research Methods; Japanese 211: Bibliography and Research Methods; East Asian 212: Canon Formation, Periodization, and Disciplinarity in East Asian Studies; East Asian 215: Topics in Modern East Asian Cultural Studies; East Asian 218: The Art and Theory of Translation.

**Graduate program specializations.** Beyond the core graduate seminars, the Ph.D. degree is structured around numerous subject specializations. Technically, these are departmentally determined "specializations" (rather than "graduate degree emphases"). They reflect both the Department's areas of faculty expertise and student concentrations during their graduate careers. Over time, as faculty personnel change,

the precise number and identity of these specializations will be subject to change.

- Modern East Asian Cultural Studies
- Cinema and Performing Arts
- Taiwan Literature and Cultural Studies
- Religious History and Geography
- Buddhist Studies
- Translation Studies; Language
- Pedagogy and Linguistics
- Literati Culture
- Early Modern Japanese Cultural Studies
- A specialization, defined by the student in consultation with his or her Ph.D. committee

### **Optional Ph.D. Emphasis in East Asian Literatures within the Ph.D. in Comparative Literature**

Students previously admitted to the Ph.D. program in comparative literature may pursue an emphasis in East Asian literatures, aiming toward completion of a dissertation that relies in some significant measure on primary sources in Chinese or Japanese. For details see catalog entry under Department of Comparative Literature.

## *Chinese Courses*

### **LOWER DIVISION**

*Students who have studied Chinese previously must take the placement examination administered by the department to determine proper placement in the department's language program. Any two courses in the series Chinese 1-6 must be taken in sequence and not simultaneously. Students may not enroll in a lower level Chinese course than was previously taken in the Chinese 1-6 series.*

#### **1. Elementary Modern Chinese**

##### **(5) STAFF**

The beginning course in Chinese. The student acquires a basic knowledge of the grammar, a limited general vocabulary, correct pronunciation, and an ability to read and understand simple texts. Weekly laboratory assignments support and enhance classroom learning. (F)

#### **1NH. First Year Chinese Heritage**

##### **(4) STAFF**

*Not open for credit to students who have completed Chinese 1N.*

*Recommended preparation: consent of instructor.*

Intended for Chinese heritage speakers who wish to learn to read and write Chinese. Content is similar to Chinese 1 with less emphasis on developing oral skills.

#### **2. Elementary Modern Chinese**

##### **(5) STAFF**

*Recommended preparation: Chinese 1.*

Continuation of Chinese 1.

#### **2NH. First Year Chinese Heritage**

##### **(4) STAFF**

*Not open for credit to students who have completed Chinese 2N.*

*Recommended preparation: Chinese 1NH.*

Continuation of Chinese 1NH.

#### **3. Elementary Modern Chinese**

##### **(5) STAFF**

*Recommended preparation: Chinese 2.*

Continuation of Chinese 2.

#### **3NH. First Year Chinese Heritage**

##### **(4) STAFF**

*Not open for credit to students who have completed Chinese 3N.*

*Recommended preparation: Chinese 2NH.*

Continuation of Chinese 2NH.

#### 4. Intermediate Modern Chinese

(5) STAFF

*Recommended preparation:* Chinese 3.

Continuation of Chinese 3.

#### 4NH. Second Year Chinese Heritage

(4) STAFF

*Not open for credit to students who have completed Chinese 4N.*

*Recommended preparation:* Chinese 3NH.

Continuation of Chinese 3NH.

#### 5. Intermediate Modern Chinese

(5) STAFF

*Recommended preparation:* Chinese 4.

Continuation of Chinese 4.

#### 5NH. Second Year Chinese Heritage

(4) STAFF

*Not open for credit to students who have completed Chinese 5N.*

*Recommended preparation:* Chinese 4NH.

Continuation of Chinese 4NH.

#### 6. Intermediate Modern Chinese

(5) STAFF

*Recommended preparation:* Chinese 5.

Continuation of Chinese 5.

#### 40. Popular Culture in Modern Chinese Societies

(4) BERRY

Provides an overview of Chinese popular culture in China, Taiwan, and Hong Kong. From fiction to film, music to MTV, and from cartoons to Karaoke, this course probes the popular as it has manifested itself in the modern Chinese societies.

### UPPER DIVISION

#### 101A-B-C. Introduction to Classical Chinese

(4-4-4) EGAN

*Recommended preparation:* Chinese 3.

The grammar and vocabulary of Classical Chinese. Readings concentrate on philosophical and historical works from the pre-Han period, with some selections from later prose and poetry. Students with some familiarity with Chinese characters (through another Asian language) but not modern Chinese will be accommodated.

#### 103. Reading and Writing in Chinese

(4) STAFF

Designed to enhance reading and writing skills in Chinese for students who have finished second year Chinese.

#### 104. The Buddhist Influence on Chinese Language and Culture

(4) YU

*Prerequisites:* Chinese 101C and 122C.

Exploratory study of non-Chinese influences on Chinese language and culture as demonstrated by the language of Buddhist sutras and translated into Chinese.

#### 105. Workshop in Chinese Translation

(4) STAFF

*Prerequisite:* upper-division standing.

Practical work in translation from a variety of Chinese sources depending on need. Emphasis on accuracy and rigor.

#### 106A. Seminar in Chinese Literary Translation

(4-4) TU

*Prerequisites:* upper-division standing; consent of instructor.

Designed to introduce various approaches to translation, especially the techniques of translating literary works from Chinese to English. Published translation texts are provided as the main vehicle for the analysis and discussion of translation problems in order to learn and develop practical skills of translation.

#### 115A. Imagism, Haiku, and Chinese Poetry

(4) TU

*Prerequisite:* upper-division standing.

A comprehensive study of the nature and principles of the haiku and of classical Chinese poetry, their

influence on the western imagists, and the theoretical and experimental achievements of the major imagist poets in the development of modern English poetry. Taught in English.

#### 121. Seminar on Taiwan Literature

(4) TU

*Prerequisites:* Chinese 6; consent of instructor.

Focus on major issues of Taiwan literature from Japanese occupation (1895-1945) to the present with regard to the interaction of Taiwan's native cultures, China's grand tradition, and foreign influences during the historical development.

#### 122A-B-C. Advanced Modern Chinese

(4-4-4) STAFF

*Recommended preparation:* Chinese 6.

Advanced practice in grammar and composition.

#### 124A-B. Readings in Modern Chinese Literature

(4-4) STAFF

*Prerequisite:* upper-division standing.

Advanced readings in the Chinese language in fiction, drama, and poetry after 1919. Designed especially for students who have returned from the Education Abroad Program and students with advanced Chinese background.

#### 125. Business Chinese

(4) STAFF

*Recommended preparation:* Chinese 6.

A course intended to equip the properly qualified student to conduct business in modern Chinese. Emphasis will be placed on using appropriate vocabulary in realistic situations.

#### 126A. Advanced Readings in Taiwan Literature

(4) TU

*Prerequisites:* Chinese 6; consent of instructor.

A selection of texts in Chinese by representative authors; literature during the Japanese rule (1895-1945). Designed for advanced students to gain an overall view of achievements of major writers in different genres.

#### 126B. Advanced Readings in Taiwan Literature

(4) TU

*Prerequisites:* Chinese 6; consent of instructor.

A selection of texts in Chinese by representative authors; works after WWII to the present. Designed for advanced students to gain an overall view of achievements of major writers in different genres.

#### 127A. Fourth Year Chinese

(4) STAFF

*Prerequisite:* Chinese 122C or equivalent.

Course series for students who have completed third year Chinese. Extensive reading and discussion of colloquial versus formal usage of Chinese are the major focus of the course.

#### 127B. Fourth Year Chinese

(4) STAFF

*Prerequisite:* Chinese 127A.

Course series for students who have completed third-year Chinese. Extensive reading and discussion of colloquial versus formal usage of Chinese are the major focus of the course.

#### 127C. Fourth Year Chinese

(4) STAFF

*Prerequisite:* Chinese 127B.

Course series for students who have completed third-year Chinese. Extensive reading and discussion of colloquial versus formal usage of Chinese are the major focus of the course.

#### 132A. Special Topics in Classical Chinese Poetry

(4) TU

*Prerequisites:* upper-division standing.

Topics focus on major themes in classical poetry with emphasis on Buddhist, Taoist, and symbolist poems in pre-modern period. Readings in Chinese, lectures and discussions in English.

#### 133. Advanced Readings in Classical Prose

(2-4) STAFF

*Prerequisites:* upper-division standing.

Readings in various periods and genres (history, philosophy, the essay, prose narrative).

#### 136. Advanced Readings in Vernacular Literature

(2-4) STAFF

*Prerequisites:* upper-division standing.

Readings in novels of the Ming and Ch'ing periods.

#### 140. Spaces in the Chinese City

(4) STAFF

A study of urban culture in selected periods.

Examination of three public centers in Chinese cities: court, temple, and marketplace and representations of these spaces in various genres. Readings include literary and historical writings, paintings, and maps.

#### 143. Urban Legends: Masterworks of Ming-Qing Fiction and Their Afterlives

(4) LI

Masterworks of fiction from the Ming and Qing periods as products of urban culture in late imperial and contemporary China. Stories by Feng Menglong, Li Yu, tales by Pu Songling, and excerpts from classic novels.

#### 144. Women Writers of Late Imperial China

(4) LI

A study of Chinese women writers in the late imperial period (roughly 1500-1900), a newly rediscovered part of China's literary history. Examination of their personal lives and writings in relation to the Chinese literary tradition, women's history and feminist criticism.

#### 146. Poetic Culture in late Imperial China and Beyond

(4) LI

An examination of the role poetry played in both social and individual lives in late imperial China, with particular attention to self-expression and literary community. Relevant practices in later times and in Japan and Korea are also covered.

#### 148. Historic Lives

(4) EGAN

*Prerequisite:* upper-division standing.

A study of selected notable lives from early and middle China for their contributions to Chinese history and literature. Subjects include Confucius, the First Emperor, the recluse Tao Yuanming, the usurper Empress Wu, the Buddhist Sixth Patriarch, the "post-historian" Du Fu, and the female song-lyricist Li Qingzhao.

#### 150. The Language of Vernacular Chinese Literature

(4) YU

*Recommended preparation:* Chinese 122A-B-C or 124.

*May be repeated for credit to a maximum of 8 units.*

Early Mandarin as represented in selections from vernacular Chinese fiction of the 16th through 18th centuries. Primarily concerned with the syntactical and semantic features employed in the reading selections. Also considers the issue of literary expression.

#### 152. Pedagogical Chinese Grammar

(4) YU

*Prerequisite:* Chinese 127C.

An overview of modern Chinese grammatical structures. Goal of the course is to enable students to become familiar with different approaches of teaching grammar in a classroom setting.

#### 153. Introduction to Historical Chinese Syntax

(4) YU

*Prerequisite:* Chinese 101C or equivalent.

*Recommended preparation:* Linguistics 108 and 109.

An introduction to morpho-syntactic change in Chinese language from the late Han period (3rd c. A.D.) to the 19th century.

#### 158. The Problem of Love

(4) EGAN

The dynamics of romantic love in traditional China. Love is viewed against the forces hostile to it. Readings from major literary works to appreciate the allure of love (usually "illicit") in imaginative literature. All readings in English.

**166A. Religion in Chinese Culture****(4) POWELL***Same course as Religious Studies 166A.*

A survey of major periods and themes in the history of the Confucian, Taoist, and Chinese Buddhist traditions, with particular emphasis on the differences and tensions among them and the contributions of each to the formation of the Chinese civilization.

**166C. Confucian Traditions: The Classical Period****(4) POWELL***Same course as Religious Studies 166C.*

A treatment of the origins of Confucianism and of its development through the Han dynasty (to A.D. 200), with special attention to the variety of humane and spiritual disciplines which came to be called "Confucian." Emphasis on the interpretation of primary texts like the *Analecets*, the *Mencius*, the *Hsun Tzu*, etc.

**166E. The Flowering of Chinese Buddhism****(4) POWELL***Same course as Religious Studies 166E.**Recommended preparation: Religious Studies**164B.*

A study of the distinctively Chinese forms of Buddhism which emerged in the sixth and seventh centuries A.D. Emphasis will be on the Hua-yen, T'ien-t'ai, and Ch'an traditions, and on the features of those traditions which distinguish them most clearly from Indian Buddhism.

**166F. Religious Literature in Chinese: Buddhist Texts****(4) POWELL***Prerequisite: consent of instructor.**Same course as Religious Studies 166F.**Recommended preparation: one year of formal study of classical Chinese.*

Selected readings in important Buddhist texts which were either originally written in Chinese or translated into that language. Only texts not available in Western language translation are chosen. Attention not only to content but to the grammatical, syntactical, and terminological peculiarities of Buddhist Chinese.

**166H. Religious Literature in Chinese: Taoist Texts****(4) POWELL***Same course as Religious Studies 166H.**Recommended preparation: one year of formal study of classical Chinese.*

Reading in the Lao Tzu (Tao-te-ching) and the Chuang Tzu and their latter commentaries.

**170. New Taiwan Cinema****(4) BERRY***Prerequisite: upper-division standing.*

A critical survey of the new Taiwan cinema (1982-86) movement and its representative filmmakers Edward Yang and Hou Hsiao-hsien. Works by other contemporary directors such as Tsai Ming-liang, and Chen Kuo-fu are also analyzed.

**171. Modern China Through Film****(4) YANG**

Survey of social change in 20th century China, Hong Kong, Taiwan through representation in film. Topics include: collectivization, gender and the state, revolution and iconoclasm, transnational culture, nationalism, rural-to-urban migration, and consumerism.

**172. Fiction and Film in Contemporary China****(4) BERRY**

Presents a critical historical overview of Chinese literature and film from 1949 to the present. In addition to writers and filmmakers from mainland China such as Mo Yan and Zhang Yimou, course considers literary and cinematic development from Hong Kong, Taiwan, and the Chinese diaspora.

**173. Contemporary Chinese Culture and Society****(4) YANG**

Social transformation in China from the Communist Revolution to socialist collectivization, Cultural Revolution, to the post-Mao era of globalization, market economy, consumerism, and revival of traditional religions.

**180AA-ZZ. Special Topics in Chinese Studies****(4) STAFF**

Special topics in Chinese Studies. Course content varies.

**183B. Religious Practice and the State in China****(4) YANG***Same course as Religious Studies 183B.*

Historical and anthropological approaches to the interaction between religious practice and state forces, with emphasis on popular religion and the decline and revival of religion in Chinese modernity.

**184A-B. History of China****(4-4) STAFF***Prerequisite: History 2A or 2B or 2C or 80, or EACS 80, or upper-division standing.*

*Same course as History 184A-B. Not open for credit to students who have completed Chinese 186A-B or History 186A-B.*

A. Ancient China to 589 CE

B. Sixth to seventeenth centuries

**197. Senior Honors Project****(4-8) STAFF***Prerequisites: open to senior majors only; consent of instructor.*

*Students must have a 3.0 overall grade-point average and a 3.5 grade-point average in the major. May be repeated for a total of 12 units.*

An independent study course (1 to 3 quarters) directed by a faculty member with a carefully chosen topic and bibliography which will result in a documented project or a senior thesis.

**198. Readings in Chinese****(1-4) STAFF***Prerequisites: upper-division standing; completion of two upper-division courses in Chinese.*

*Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. May be repeated up to 12 units.*

**199. Independent Studies in Chinese****(1-5) STAFF***Prerequisites: upper-division standing; completion of two upper-division courses in Chinese.*

*Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

Individual investigations in literary fields.

**GRADUATE COURSES****201. Readings in Selected Texts****(2-4) STAFF***Prerequisites: ability to read Chinese at graduate level; consent of instructor. Normally graduate status is required.*

Course will center on readings of Chinese texts; type and period to depend on needs of students and wishes of instructor. Research methods to be taught as appropriate.

**204. The Buddhist Influence on Chinese Language and Culture****(4) YU***Prerequisite: Chinese 101C and 122C.*

Exploratory study of non-Chinese influences on Chinese language and culture as demonstrated by the language of Buddhist sutras translated into Chinese.

**205. Workshop in Chinese Translation****(4) STAFF***Prerequisite: graduate standing.*

Practical work in translation from a variety of Chinese sources depending on need. Emphasis on accuracy and rigor.

**211. Bibliography and Research Methodology****(4) STAFF***Prerequisite: one year of classical Chinese.*

Introduction to the bibliography, reference works, and methodologies of Sinological research.

**231. Imagining Atrocity in Modern Chinese Literature and Film****(4) BERRY**

*Prerequisite: open to graduate students and advanced undergraduates with the instructor's permission. All students should have reading proficiency in Chinese.*

An examination of how atrocity and mass violence have been revisited, reimagined and reconstructed by modern and contemporary writers and filmmakers. Major incidents to be considered include the Nanjing Massacre, the February 28, 1947 incident in Taipei, Taiwan, and the Cultural Revolution.

**241. Issues in Contemporary Chinese Society****(4) YANG***Prerequisite: graduate standing.*

Survey of major issues in study of contemporary China. Topics include: gender and the state, nationalism, "guanxi," media, globalization, religion, and urban and rural cultures.

**246. Poetic Culture in Late Imperial China and Beyond****(4) LI**

An examination of the role poetry played in both social and individual lives in late imperial China. Relevant practices in later times and in Japan and Korea are also covered. Graduate student paper is required.

**249. Literati Culture****(4) EGAN***Prerequisites: Chinese 101A-B or equivalent.*

A study of literati (Wen-ren) culture of the middle period concentrating on the Sung Dynasty. Attention to developments in literature, historiography, the visual arts, and philosophy. Readings (in Chinese and English) from Sudongpo, Li Qingzhao, Sima Guang, and Zhu Xi.

**249A-B. Literati Culture****(4-4) EGAN***Prerequisites: Chinese 101A-B or equivalent; graduate standing.*

Exploration of literati cultures of Tang and Song dynasties. Topical focus varies.

**250. The Language of Vernacular Chinese Literature****(4) YU***Prerequisite: graduate standing.*

Early Mandarin as represented in selections from vernacular Chinese fiction of the sixteenth through eighteenth centuries. Primarily concerned with the syntactical and semantic features employed in the reading selections but will also consider the issue of literary expression.

**251. Chinese Language Pedagogy****(4) YU**

Introduces students to current issues in Chinese language instruction and trains them to become full-fledged Chinese language specialists. Includes introduction to Chinese linguistics and course-related designs involved in language teaching.

**255. The Role of Language Contact in the History of Chinese Language****(4) YU***Recommended preparation: Chinese 253.*

A survey of language contact types and mechanisms and its impact on Chinese language development from the third century to present time.

**268. Religion, the State, and Modernity****(4) YANG***Prerequisite: graduate standing.**Same course as Religious Studies 268.*

Explores how a state that was highly ritualized in late imperial China underwent a radical secularization in semi-colonialism and modernity. Also examines the state campaigns against both religious institutions and popular local religiosities, as well as their contemporary revival.

**501. Apprentice Teaching****(2-4) STAFF**

*Prerequisites: graduate standing and consent of instructor. Employment in this department as teaching assistant or linguistic informant. These units do not count toward the graduate degree.*

This course consists of supervised teaching practice in Chinese language.

### 596. Directed Reading and Research

(2-4) STAFF

*Prerequisite:* graduate standing.

*Letter grade; minimum of 2 units per quarter.*

Individual tutorial. A written proposal for each tutorial must be approved by department chair and filed with Graduate Division.

### 597. Preparation for Comprehensive Examinations.

(1-6) STAFF

*Prerequisite:* consent of graduate advisor.

*No unit credit allowed toward degree.*

Study for master's comprehensive examinations and Ph.D. examinations.

### 598. Master's Thesis Research and Preparation

(1-6) STAFF

*Prerequisites:* graduate standing and consent of instructor.

*Maximum of 12 units total. No unit credit allowed toward master's degree.*

Instructor should be chair of the student's thesis committee.

## East Asian Cultural Studies Courses

### LOWER DIVISION

#### 3. Introduction to Asian Religious Traditions

(4) POWELL

*Same -course as Religious Studies 3.*

An introduction to the basic texts, institutions, and practices of the religious traditions of South Asia and East Asia.

#### 4A. East Asian Traditions: Pre-Modern

(4) STAFF

An introduction to the social structures, institutions, systems of thought and belief, and the arts and entertainments of China and Japan during the pre-modern period.

#### 4B. East Asian Traditions: Modern

(4) STAFF

An introduction to the study of China and Japan in modern times, including the process of modernization, intellectual and political movements, national identity, literature and the arts, and popular culture.

#### 5. Introduction to Buddhism

(4) STAFF

*Same course as Religious Studies 4.*

The historical and cross-cultural exploration of Buddhism through the examination of basic texts, institutions, and practices of diverse Buddhist traditions.

#### 21. Zen

(4) STAFF

*Same course as Religious Studies 21.*

An introduction to the history and texts of major lineages of Ch'an Buddhism in China, and Zen Buddhism in Japan.

#### 80. East Asian Civilization

(4) STAFF

*Same course as History 80.*

A basic introduction to the history of East Asia focusing on the emergence and evolution of Chinese civilization and its impact upon the distinctive indigenous cultures of Japan, Korea, and Vietnam.

### UPPER DIVISION

#### 110. Tibetan Civilization

(4) STAFF

*Not open to students who have completed EACS 180CC*

A broad overview of Tibetan history and culture from the Tibetan imperial period until modern times. The course will also touch upon the Tibetan language, the literary and fine arts, as well as religion.

#### 130. Tourism in East Asia

(4) PAI

Surveys the historical, cultural, and economic significance of tourists destinations in South Korea, China, and Japan. Using case studies ranging from temples, museums, monuments and theme parks, course analyzes how selected "images/myths" of East Asia have been invented, manipulated, and propagated in the commodification of culture and heritage.

#### 161B. Buddhist Meditation Traditions

(4) STAFF

*Same as Religious Studies 161B.*

A consideration of major forms of Buddhist meditation from both the South Asian and the East Asian traditions, with special attention given to determining the nature of meditation as a variety of religious experience.

#### 175. Sacred Geography in China and Japan

(4) POWELL

*Same as Religious Studies 175.*

A consideration of the cultural and cognitive dimensions of East Asian sacred geographies.

#### 178. The Body Religious in Chinese Culture

(4) POWELL

*Same as Religious Studies 178.*

The human body both as constituted by and constitutive of Chinese religion, culture, society, and geography. Neither purely philosophical nor biological, the course explores the understandings of the body as both subject and object of knowledge.

#### 180P. Proseminar in East Asian History and Culture

(4) STAFF

*Prerequisite:* History 80 or 87 or 180A or 180B or 180C, or East Asian Cultural Studies 80 or 180A or 180B or 180C or upper-division standing.

*Same course as History 180P*

Reading and research on selected issues in the history of East Asia with emphasis on the cultural interconnectedness of the region.

#### 181AA-ZZ. Special Topics in East Asian Studies

(4) STAFF

Special topics in East Asian Studies. Course content varies.

#### 186. The Invention of Tradition in Contemporary East Asia

(4) PAI

Analyzes the instructional history, political, and disciplinary backgrounds in the construction of contemporary "Asian" ethnic and cultural identity. Topics include popular media, national monuments, and artistic performance including musicals, theater, drama, film, and tourist sites.

### GRADUATE COURSES

#### 212. Canon Formation, Periodization, and Disciplinary in East Asian Studies

(4) STAFF

An analysis of classical, medieval, and modern sets of "canons" including myth historiography, literature and the arts, with a view to question the way they were mutually distinguished (disciplinary) and changed through time (periodization) recognizing both internal conceptions and external influences.

#### 215. Topics in Modern East Asian Cultural Studies

(4) STAFF

As a forum for the practice of discussion, critique, and writing, this seminar takes up broad topics within the study of modern and contemporary East Asian cultures in an interdisciplinary manner.

#### 218. The Art and Theory of Translation

(4) STAFF

*May be repeated for credit to a maximum of 8 units.*

An introduction to the literature of translation studies and practice in translation from principally, Chinese and Japanese. Students are encouraged to explore the extent to which translation theory can be usefully (artfully?) applied to translations in progress.

#### 257. Seminar in Buddhist Studies

(4) STAFF

*May be repeated for credit.*

Historical, philosophical, methodological, and/or bibliographical analysis of different aspects of Buddhism or of selected areas in the study of Buddhism.

#### 259. Topics in East Asian Buddhist Thought

(4) POWELL

*Prerequisite:* graduate standing.

*Same course as Religious Studies 259.*

A historical and critical analysis of selected issues in the development of buddhist thought in China, Korea and Japan.

## Japanese Courses

### LOWER DIVISION

*Students who have studied Japanese previously must take the placement examination administered by the department to determine proper placement in the department's language program. Any two courses in the series Japanese 1-6 must be taken in sequence and not simultaneously. Students may not enroll in a lower level Japanese course than was previously taken in the Japanese 1-6 series.*

#### 1. First-Year Japanese I

(5) STAFF

An introduction to modern Japanese. Students will develop basic communicative skills based on the fundamentals of grammar, vocabulary, and conversational expressions. Emphasis on both oral-aural proficiency and writing-reading skills. Introduction to Hiragana and Katakana syllabaries, and Kanji.

#### 2. First-Year Japanese II

(5) STAFF

*Prerequisite:* Japanese 1.

Continuation of Japanese 1.

#### 3. First-Year Japanese III

(5) STAFF

*Prerequisite:* Japanese 2.

Continuation of Japanese 2.

#### 4. Second-Year Japanese I

(5) STAFF

*Prerequisite:* Japanese 3.

Continuation of Japanese 3. This course emphasizes the further development of both oral-aural proficiency and reading-writing skills with an intensive review of basic grammar as well as an introduction to more advanced grammar, vocabulary, and Kanji.

#### 5. Second-Year Japanese II

(5) STAFF

*Prerequisite:* Japanese 4.

Continuation of Japanese 4.

#### 6. Second-Year Japanese III

(5) STAFF

*Prerequisite:* Japanese 5.

Continuation of Japanese 5.

#### 7H. Japanese for Heritage Language Speakers

(4) STAFF

*Prerequisite:* consent of instructor.

Designed for speakers of Japanese as a heritage language who need to work on their reading-writing skills. Through intensive training in written Japanese and review of grammar, it prepares students to join second- or third-year Japanese.

#### 25. Violence and the Japanese State

(4) FRUHSTUCK

*Same course as Anthropology 25 and History 25.*

Examines historiographically and sociologically the Japanese State's various engagement in violent acts during war and peace times.

**30. Globalizing Japan: Culture and Society****(4) LEWALLEN**

Explores Japan as a society in transition by examining changes in (un)employment patterns, youth, family, ethnicity, aging, diet, and human-environment relations. Considers the tension between preserving traditional values and yielding to globalization.

**63. Sociology of Japan****(4) FRUHSTUCK**

*Not open for credit to students who have completed Japanese 163.*

Sociological macro- and micro-analysis of Japanese society in the twentieth century.

**UPPER DIVISION****110A. Survey of Japanese Literature: Classical****(4) SALTZMAN-LI**

*Prerequisite: upper-division standing.*

A survey of Japanese literature focusing on the classical period from 800 to 1200. Readings, lectures, and discussions in English.

**110B. Survey of Japanese Literature: Medieval****(4) SALTZMAN-LI**

*Prerequisite: upper-division standing.*

A survey of Japanese literature from 1200 to 1600. Readings, lectures, and discussions in English.

**110C. Survey of Japanese Literature: Early Modern****(4) STAFF**

*Prerequisite: upper-division standing.*

A survey of Japanese literature from the 17th to the 19th centuries. Readings, lectures, and discussions in English.

**111. Japanese Folklore****(4) SALTZMAN-LI**

Introduction to Japanese folklore and folklore studies. Concepts, categories, and methodologies of folklore studies will be applied to the narrative, life cycle, and material forms of Japanese folklore. Course also examines motives and aims of Japanese folklorists over time.

**112. Survey of Modern Japanese Literature****(4) STAFF**

*Prerequisite: upper-division standing.*

A survey of Japanese literature after contact with the West, from 1868 to the present. Readings, lectures, and discussions in English.

**115. Topics in Twentieth-Century Japanese****(4) NATHAN**

*Prerequisites: upper-division standing; Japanese 112.*

*May be repeated for credit to a maximum of 8 units.*

Topics to be considered will include: the Japanese novelist as intellectual and social critic; representations of the "self" and similarities and differences between the shosetsu and the western novel; and Japanese literature in and outside Japan.

**119. Shugendo: Japanese Mountain Religion****(4) STAFF**

*Same course as Religious Studies 120.*

Historical study of texts and practices of Japanese mountain ascetics (Yamabushi), and of their role in the formation of Japanese culture, from 700 to present.

**120A. Third-Year Japanese I****(4) STAFF**

*Prerequisite: Japanese 6.*

Develops an intermediate to advanced level of aural-oral skills to carry on conversations on diverse topics with linguistic accuracy and cultural appropriateness, readings skills to comprehend authentic materials, and writing skills with grammatical accuracy and an increasing number of Kanji.

**120B. Third-Year Japanese II****(4) STAFF**

*Prerequisite: Japanese 120A.*

Continuation of Japanese 120A.

**120C. Third-Year Japanese III****(4) STAFF**

*Prerequisite: Japanese 120B.*

Continuation of Japanese 120B.

**125. Intermediate Japanese Reading****(4) SALTZMAN-LI**

*Prerequisite: Japanese 120A.*

Designed to develop skills in reading through translation for students who have been studying advanced-level Japanese.

**126. Business Japanese****(4) STAFF**

*Prerequisite: Japanese 120A.*

Designed to develop the Japanese language skills necessary for communication in business contexts. Emphasis on verbal, reading, and writing skills.

**144. Advanced Japanese Readings I****(4) STAFF**

*Prerequisite: Japanese 120C or 125.*

Designed to further develop skills in reading by focusing on analysis of Japanese sentence structures.

**145. Advanced Japanese Readings II****(4) STAFF**

*Prerequisite: Japanese 144.*

Introduces advanced students to selected prose and poetry from post-World War II.

**146. Advanced Japanese Readings III****(4) NATHAN**

*Prerequisite: consent of instructor.*

*Recommended preparation: a fourth-year reading level in Japanese.*

A selection of texts, including both fiction and non-fiction, by representative authors from the Meiji period to the present.

**147. Advanced Readings in Japanese Texts****(4) NATHAN**

*Prerequisites: Japanese 144 and 145; or placement exam score of 6.*

Readings in classical and modern texts. The course focuses on nuances of style in Japanese and polished English translations of the texts. Conducted in Japanese.

**149. Traditional Japanese Drama****(4) SALTZMAN-LI**

*Prerequisite: upper-division standing.*

Overview of the major forms of traditional Japanese drama examining their distinctive features and the ways in which they relate to one another and to general features of Japanese culture and literature. Frequent use of films and slides. Lectures and readings in English.

**155. Genre in the Japanese Verbal Arts****(4) SALTZMAN-LI**

*Prerequisite: consent of instructor.*

*Recommended preparation: completion of 8 units from Japanese 110A-B-C and 115.*

Survey of Japanese verbal arts to define important genres, comprehend the process of genre birth and development, and examine attitudes towards the verbal arts as found in Japanese history. Comparison of Western and Japanese aspects of genre.

**159. Japanese Cinema****(4) NATHAN**

*Prerequisite: upper-division standing.*

*Same course as Film Studies 120.*

An introductory scrutiny of major Japanese directors: Mizoguchi, Ozu, Oshima, and Kurosawa. Close attention to their film composition, choices of subject and character, their ideas of the cinematic, and the relationship of cinema to Japanese culture and society.

**160. Topics in Japanese Culture****(4) SALTZMAN-LI**

*Prerequisite: upper-division standing.*

Exploration and definition through reading in English of interesting themes that have persisted in Japanese culture to the present.

**161. Ethnic and Social Diversity in Japan****(4) LEWALLEN**

Examines how difference is conceptualized and camouflaged in Japan despite an ideology of ethnic homogeneity. Considers the history and development

of, and contemporary politics within internal and external minority communities and their diasporas across Japan.

**162. Representations of Sexuality in Modern Japan****(4) FRUHSTUCK**

*Same course as Anthropology 176 and History 188S.*

The main ideologies guiding the establishment of various representations of sexuality from prewar scientific writings to contemporary popular culture.

**163. Gender and Sexuality in Cross-cultural Perspective****(4) LEWALLEN**

Examines how gender and sexuality are made and un-made across cultural contexts. Explores how these ideas are shaped by ethnicity, class, nationality, religion, and popular culture in India, Iraq, Brazil, and Japan.

**164. Modernity and the Masses of Taisho Japan****(4) FRUHSTUCK**

*Same course as History 188T.*

Examines the beginnings of a modern mass culture in early twentieth-century Japan. Central topics are political and social movement, the new woman and the modern girl, westernization, new media and censorship, modernism and nationalism.

**165. Popular Culture in Japan****(4) STAFF**

Examines popular culture in present-day Japan: advertising, music, fashion, television, animation, comics, sports. Integrates visual and acoustic material.

**166. Post/Colonialism and Indigenous Movements in Asia****(4) LEWALLEN**

Examines indigenous peoples as an emergent political community in Asia. Through reading across ethnographic, historical and politico-legal perspectives, explores the material and symbolic benefits of claiming to be indigenous in non-western contexts.

**167A. Religion in Japanese Culture****(4) GRAPARD**

*Same course as Religious Studies 167A.*

A historical analysis of the major components of the classical and medieval religious systems of Japan, through investigation of texts, rituals, and institutions.

**167B. Religion in Japanese Culture****(4) GRAPARD**

*Prerequisite: Japanese 167A or Religious Studies 167A.*

*Same course as Religious Studies 167B.*

A historical analysis of the major components of premodern Japanese ideology through investigation of texts, institutions, and rituals.

**167D. Shinto****(4) GRAPARD**

*Same course as Religious Studies 167D.*

A systematic analysis of the principal institutions, texts, and rituals of the Shinto traditions of Japan, in historical perspective.

**169. Seminar in Traditional Japanese Drama****(4) SALTZMAN-LI**

*Prerequisite: Japanese 149 or upper division standing.*

*Recommended preparation: knowledge of Japanese.*

In-depth examinations of specific selected topics in traditional Japanese drama. Knowledge of Japanese required for readings and research for term papers.

**180AA-ZZ. Special Topics in Japanese Studies****(4) STAFF**

Special topics in Japanese Studies. Course content varies.

**181. Classical Japanese (Bungo)****(4) STAFF**

*Prerequisite: Japanese 120C or 125.*

*Not open for credit to students who have completed Japanese 101A.*

Introduction to classical Japanese which continued to influence modern Japanese texts.

**182. Classical Japanese II (Kanbun)****(4) STAFF***Prerequisite: Japanese 181.**Not open for credit to students who have completed Japanese 101B.*Introduction to *Kanbun*, a hybrid of classical Chinese and Japanese that remained essential in formal writings through World War II.**183. Special Readings in Prewar Japanese Texts****(4) STAFF***Prerequisite: Japanese 181.**Not open for credit to students who have completed Japanese 101C. May be repeated for credit to a maximum of 8 units.*Reviews *Bungo*, followed by readings in the classical, medieval, early modern, and Meiji texts.**197. Senior Honors Project****(4) STAFF***Prerequisites: open to senior majors only; consent of instructor.**Students must have a 3.0 overall grade-point average and a 3.5 in the major. May be repeated for a maximum of 8 units.*

An independent study course (one to three quarters) directed by a faculty member with a carefully chosen topic and bibliography which will result in a documented project or a senior thesis.

**198. Readings in Japanese****(1-5) STAFF***Prerequisites: upper-division standing; completion of two upper-division courses in Japanese; consent of instructor.**Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. May be repeated up to 12 units.*

Guided reading in Japanese on a subject not covered in the regularly offered courses.

**199. Independent Studies in Japanese****(1-5) STAFF***Prerequisites: upper-division standing; completion of two upper-division courses in Japanese; consent of instructor.**Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

Individual investigations in literary fields.

**199RA. Independent Research Assistance****(1-5) STAFF***Prerequisites: upper-division standing; completion of two upper-division courses in Japanese or East Asian Studies; consent of instructor and department.**Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

Faculty supervised research.

**GRADUATE COURSES****201. Readings in Selected Texts****(2-4) STAFF***Prerequisites: ability to read Japanese at graduate level; consent of instructor. Normally graduate status is required.*

Course will center on readings of Japanese texts; type and period to depend on needs of students and wishes of instructor. Research methods to be taught as appropriate.

**211. Bibliography and Research Methodology****(4) SALTZMAN-LI***Prerequisite: graduate standing.*

Introduction to bibliographies, reference works, and methodologies of research in Japanese studies.

**226. Japan Modern****(4) FRUHSTUCK**

Examines Japanese modernity from the mid-nineteenth century to today and analyzes theoretical and methodological approaches to the study of modern Japanese history and society.

**269. Seminar in Traditional Japanese Drama****(4) SALTZMAN-LI***Prerequisites: Japanese 149; graduate standing.*

In-depth examinations of specific selected topics in traditional Japanese drama. Knowledge of Japanese required for readings and research for term papers.

**283. Special Readings in Prewar Japanese Texts****(4) IWASAKI***Prerequisite: graduate standing.*Reviews *Bungo*, followed by readings in the classical, medieval, early modern, and Meiji texts.**501. Apprentice Teaching****(2-4) STAFF***Prerequisites: graduate standing and consent of instructor. Employment in this department as teaching assistant or linguistic informant.**These units do not count toward the graduate degree.*

This course consists of supervised teaching practice in Japanese language.

**596. Directed Reading and Research****(2-4) STAFF***Prerequisite: graduate standing.**Letter grade; minimum of 2 units per quarter.*

Individual tutorial. A written proposal for each tutorial must be approved by department chair and filed with Graduate Division.

**597. Preparation for Comprehensive Examinations****(1-6) STAFF***Prerequisite: consent of graduate advisor.**No unit credit allowed toward degree.*

Study for master's comprehensive examinations and Ph.D. examinations.

**598. Master's Thesis Research and Preparation****(1-6) STAFF***Prerequisite: graduate standing.**S/U grading. No unit credit allowed toward degree.*

For research underlying the thesis, writing the thesis. Instructor should be the chair of the student's thesis committee.

## Korean Courses

**LOWER DIVISION***Students who have studied Korean previously must take the placement examination administered by the department to determine proper placement in the department's language program. Any two courses in the series Korean 1-6 must be taken in sequence and not simultaneously. Students may not enroll in a lower level Korean course than was previously taken in the Korean 1-6 series.***1. First Year Korean****(5) STAFF**

The beginning course in Korean. The student acquires a basic knowledge of the grammar, a limited general vocabulary, correct punctuation, and an ability to read and understand simple texts. Weekly laboratory assignments support and enhance classroom learning.

**1NH. First Year Korean Heritage****(4) STAFF**

Intended for native Korean speakers who wish to learn to read and write Korean. Content is similar to Korean 1 with less emphasis on developing oral skills.

**2. First Year Korean****(5) STAFF***Prerequisite: Korean 1.*

Continuation of Korean 1.

**2NH. First Year Korean Heritage****(4) STAFF***Prerequisite: Korean 1NH.*

Intended for native Korean speakers who wish to learn to read and write Korean. Content is similar to Korean 2 with less emphasis on developing oral skills. Continuation of Korean 1N.

**3. First Year Korean****(5) STAFF***Prerequisite: Korean 2.*

Continuation of Korean 2.

**3NH. First Year Korean Heritage****(4) STAFF***Prerequisite: Korean 2NH.*

Intended for native Korean speakers who wish to learn to read and write Korean. Content is similar to Korean 3 with less emphasis on developing oral skills. Continuation of Korean 2N.

**4. Second Year Korean****(5) STAFF***Prerequisite: Korean 3.*

Continuation of Korean 3.

**4NH. Second Year Korean Heritage****(4) STAFF***Prerequisite: Korean 3NH.*

Continuation of Korean 3NH.

**5. Second Year Korean****(5) STAFF***Prerequisite: Korean 4.*

Continuation of Korean 4.

**5NH. Second Year Korean Heritage****(4) STAFF***Prerequisite: Korean 4NH.*

Continuation of Korean 4NH.

**6. Second Year Korean****(5) STAFF***Prerequisite: Korean 5.*

Continuation of Korean 5.

**6NH. Second Year Korean Heritage****(4) STAFF***Prerequisite: Korean 5NH.*

Continuation of Korean 5NH.

**82. The Anthropology of Korea****(4) PAI***Same course as History 82.*

Introduction to the various features of traditional Korean civilization and society covering its history and topics in anthropology (kinship, inheritance, customs, religion, rice production, and peasant economy).

**UPPER DIVISION****113. Korean Literature Survey****(4) PAI**

A survey of Korean literature from ancient times to the contemporary period covering popular novels, women's literature, and travelogues over the centuries. The present period is covered by film presentations.

**120. The New Korean Wave****(4) PAI**

Critical analysis of contemporary issues related to the "construction" and "transformation" of Korean identity especially focusing on topics such as nationalism, colonialism, and the politics of Korean culture and their influences on heritage management, museum, music, art, and cinema.

**121A-B-C. Advanced Korean****(5-5-5) STAFF***Prerequisite: Korean 6.*

A course designed to develop ability in reading contemporary Korean essays, literary works, magazines, and newspapers. Emphasis on solidifying students' grammatical foundation, mastery of Hanja and vocabulary, and proficiency in writing and oral skills.

**122A-B. Topics in Everyday Korean****(4-4) STAFF***Prerequisite: Korean 6.*

Designed to provide advanced-level Korean language students with an opportunity to improve their speaking and writing skills. Topics focus on cultural themes and social issues reflected in contemporary Korean cinema, TV dramas, magazines, newspapers, and novels.

**127A. Business Korean****(4) JUNG***Prerequisite: upper-division standing.**Not open for credit to students who have completed Korean 127.*

Intended to help students acquire a broad

knowledge of Korean business language and relevant Korean business culture. Focuses on basic terms, phrases, and verbal communication.

#### 127B. Business Korean

(4) JUNG

*Prerequisite:* Korean 5.

*Not open for credit to students who have completed Korean 127.*

Intended to help students acquire a broad knowledge of Korean business language and relevant Korean business culture. Focuses on Korean non-verbal communication including business etiquette.

#### 142. Introduction to Popular Korean Melodrama

(4) JUNG

*Prerequisite:* Korean 5 or equivalent.

A literary survey of popular TV broadcasts focusing on historical dramas, romance, and melodrama based on screenplays, their readings, and translations. Designed for the advanced student interested in how to write scenarios, analyze plots, themes, and characters.

#### 175. Introduction to Popular Culture in Korean Film and TV Dramas

(4) PAI

Surveys the literary, anthropological and cultural background behind the popular Korean media culture focusing on the recent wave of Korean cinema and TV dramas that have made a major cultural impact in neighboring Asia.

#### 181AA-ZZ. Special Topics in Korean Studies

(4) STAFF

Special Topics in Korean Studies. Course content varies.

#### 182A. Korean History and Civilization: Part I

(4) PAI

*Same course as History 182A.*

The history of Korea from prehistory to the rise of states and kinship, Buddhism, Confucianism, cultural interaction with China, Japan, and the Mongols.

#### 182B. Korean History and Civilization: Part II

(4) PAI

*Same course as History 182B.*

Survey of the history of Korea from the Yi dynasty to the present day. Topics include Yangban society, Japanese invasions, the Korean War, and political division.

#### 182P. Proseminar in Korean History

(4) PAI

*Same course as History 182P. May be repeated for credit to a maximum of 8 units.*

Undergraduate research seminar in Korean history.

#### 199. Independent Studies in Korean

(1-5) STAFF

*Prerequisites:* upper-division standing; completion of two upper-division courses in Korean.

*Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

Individual investigations in literary fields.

#### Related Courses in Other Departments

Arabic: See Religious Studies 10A-F.

Chinese: See Religious Studies 166F-H.

Hindi: See Religious Studies 11A-F.

Sanskrit: See Religious Studies 159A-L.

Tibetan: See Religious Studies 30A-B-C.

# Ecology, Evolution, and Marine Biology

Department of Ecology, Evolution, and Marine Biology

Division of Mathematics, Life, and Physical Sciences

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## Faculty

Alice L. Alldredge, Ph.D., UC Davis, Professor (marine biology)

Cherie Briggs, Ph.D., UC Santa Barbara, Professor (theoretical ecology and systems biology)

Mark A. Brzezinski, Ph.D., Oregon State University, Professor (biological oceanography)

Bradley J. Cardinale, Ph.D., University of Maryland, Assistant Professor (community and ecosystems ecology, freshwater biology, biodiversity and ecosystem functioning)

Craig Carlson, Ph.D., University of Maryland, Professor (marine microbial ecology)

David J. Chapman, Ph.D., UC San Diego, Professor (physiology, biochemical evolution)

James J. Childress, Ph.D., Stanford University, Professor (ecological physiology)

Peter M. Collins, Ph.D., University of London, Professor (endocrinology)

Scott D. Cooper, Ph.D., University of Wisconsin, Professor (aquatic ecology and limnology)

Carla D'Antonio, Ph.D., UC Santa Barbara, Professor (plant and ecosystem ecology, invasive species, species effects on ecosystem processes, restoration ecology)

John A. Endler, Ph.D., University of Edinburgh, Professor (population and ecological genetics)

Thomas Even, Ph.D., UC Santa Barbara, Lecturer PSOE (community ecology, aquatic predator-prey interactions, pollution impact studies, aquatic population surveys, habitat assessment and restoration)

Steven D. Gaines, Ph.D., Oregon State University, Professor (marine community ecology, biostatistics)

Scott Hodges, Ph.D., UC Berkeley, Professor (plant evolution)

Gretchen Hofmann, Ph.D., University of Colorado, Associate Professor (marine animal physiology)

Sally J. Holbrook, Ph.D., UC Berkeley, Professor (population ecology)

Robert S. Jacobs, Ph.D., Loyola University, Professor (pharmacology)

Armand M. Kuris, Ph.D., UC Berkeley, Professor (parasitology, marine ecology)

John Latto, Ph.D., Imperial College, London, Lecturer PSOE (population and community ecology)

Jonathan Levine, Ph.D., UC Berkeley, Associate Professor (plant ecology, plant communities and ecosystems)

Sally MacIntyre, Ph.D., Duke University, Professor (physical-biological coupling; physical limnology and oceanography; tropical, temperate and arctic lakes; flow and ecosystem dynamics in kelp forests)

Bruce E. Mahall, Ph.D., UC Berkeley, Professor (plant ecology)

Susan J. Mazer, Ph.D., UC Davis, Professor (plant evolution)

John M. Melack, Ph.D., Duke University, Professor (zoology and limnology)

William W. Murdoch, Ph.D., Oxford University, Professor (population ecology)

Roger M. Nisbet, Ph.D., University of St. Andrews, Professor (theoretical population ecology)

Todd H. Oakley, Ph.D., Duke University, Associate Professor (macroevolutionary biology)

Barbara B. Prezelin, Ph.D., Scripps Institution of Oceanography, Professor (marine biology)

Stephen R. Proulx, Ph.D., University of Utah, Assistant Professor (evolutionary theory)

William Rice, Ph.D., Oregon State University, Professor (evolutionary genetics, biological statistics)

Stephen I. Rothstein, Ph.D., Yale University, Professor (evolutionary biology, ecology, ethology)

Joshua P. Schimel, Ph.D., UC Berkeley, Professor (microbial ecology, soil biology, ecosystem ecology)

Russell J. Schmitt, Ph.D., UC Los Angeles, Professor (marine community ecology and population)

Raul K. Suarez, Ph.D., University of British Columbia, Associate Professor (comparative biochemistry and physiology)

Samuel S. Sweet, Ph.D., UC Berkeley, Professor (vertebrate morphology)

Robert R. Warner, Ph.D., Scripps Institution of Oceanography, Professor (marine ecology)

## Emeriti Faculty

Daniel B. Botkin, Ph.D., Rutgers University, Professor Emeritus (ecology)

James F. Case, Ph.D., Johns Hopkins University, Professor Emeritus (neurobiology)

Joseph H. Connell, Ph.D., Glasgow, Professor Emeritus (population ecology)

Alfred W. Ebeling, Ph.D., UC Los Angeles and Scripps Institution of Oceanography, Professor Emeritus (zoology)

John R. Haller, Ph.D., UC Los Angeles, Professor Emeritus (systematic botany)

Robert W. Holmes, Ph.D., Oslo, Professor Emeritus (aquatic botany)

**W. Neil Holmes**, D.Sc., Ph.D., Liverpool, Professor Emeritus (zoology)

**Dale M. Smith**, Ph.D., Indiana University, Professor Emeritus (systematic botany)

**Allan Stewart-Oaten**, Ph.D., Michigan State University, Professor Emeritus (biology)

**Robert K. Trench**, Ph.D., UC Los Angeles, Professor Emeritus (biology)

**Adrian M. Wenner**, Ph.D., University of Michigan, Professor Emeritus (natural history of arthropods)

### Affiliated Faculty

**Patricia A. Holden**, Ph.D. (Bren School of Environmental Science and Management)

**Stanley M. Awramik**, Ph.D. (Earth Science)

**Bruce E. Kendall**, Ph.D. (Donald Bren School of Environmental Science and Management)

**James P. Kennett**, Ph.D. (Earth Science)

**Bruce Tiffney**, Ph.D. (Earth Science)

**David Valentine**, Ph.D. (Earth Science)

The Department of Ecology, Evolution, and Marine Biology (EEMB) offers the bachelor of science degree in four departmental majors—aquatic biology, ecology and evolution, physiology, and zoology. In addition, it cooperates with the Department of Molecular, Cellular, and Developmental Biology in offering the interdepartmental biological sciences major, with both B.A. and B.S. objectives. The department offers graduate programs leading to the degrees of master of arts and doctor of philosophy, with emphasis in ecology, evolution, and marine biology. In addition, a wide range of courses is available to all undergraduates for elective enrollment or for the support of their preparation for degrees in other departments or programs.

Intensive, quarter-long field courses, including the White Mountain Research Supercourse and the Education Abroad Program's tropical biology program in Costa Rica, are available to selected students. A variety of hands-on work and research experiences are available through internships and directed independent study projects, including research at University of California Natural Reserve System sites throughout California. In addition, students can obtain training in the biological sciences at institutions throughout the world through the Education Abroad Program.

Many students in the Department of Ecology, Evolution, and Marine Biology prepare for entry into graduate or professional schools. Students should become familiar with the requirements of several institutions offering work in the specialty that interests them, and then discuss their programs with their advisor. In general, students preparing for careers in medicine, dentistry, veterinary medicine, pharmacy, and nursing select biological sciences, physiology, or zoology as their major. All of the EEMB majors provide suitable preparation for further study in agriculture, forestry, and wildlife and water management.

Students with a bachelor's degree in any of the EEMB majors who are interested in pursuing a California Teaching Credential should contact the credential advisor in the Graduate School of Education as soon as possible.

The department undergraduate academic advisor is available for counseling on matters such as major requirements, schedule planning, course substitutions, petitions, and career and graduate school information. Three faculty members serve each year as graduate advisors. The graduate program assistant helps graduate students in all matters related to their graduate study. Department publications are available from the undergraduate advisor and the graduate program assistant.

### Senior Honors Program

Students with outstanding academic records in biological sciences are encouraged to apply for the senior honors program early in the fall quarter of the senior year. The honors program centers on an independent research project carried out in one of the departmental research groups (EEMB or MCDB 199), and the preparation of a written report or thesis. Eligibility requirements and applications are available from the undergraduate advisor.

### Undergraduate Program

Students are normally expected to complete all courses required in preparation for the major by the end of their sophomore year, but physics may be delayed until the junior year if necessary. Students with strong high school backgrounds are urged to complete their basic preparation in general chemistry and mathematics during their freshman year. Students with weak Mathematics preparation should make up this deficiency by completing intermediate algebra and trigonometry by correspondence through University Extension, preferably during the summer preceding enrollment at UCSB, or by completing Mathematics 15 at UCSB. As the requirements suggest, each major in the department is designed to emphasize a different area in biology.

Upper-division major courses offered on the P/NP-only basis may be taken for major credit to a maximum of 8 units total in any combination for a B.S. or 4 units for a B.A. All other courses for the major, both preparation and upper-division, must be taken for letter grades.

### Pre-Biology

Students are not admitted directly into the following majors: Biological Sciences B.A. or B.S., Aquatic Biology B.S., Ecology and Evolution B.S., Physiology B.S., and Zoology B.S. Instead, they are first admitted to the pre-biology major, and they may advance to full major standing in one of these majors only after fulfilling the pre-major course and grade requirements listed below.

*Note: Completion of the pre-major does not fully satisfy the preparation for the major requirements for any of the majors.*

Students should review the full requirement sheet for the major they intend to declare and plan their schedules accordingly. Also note that acceptance into the pre-major does not guarantee admission to full major status.

Students may petition for advancement to full major status in any one of the majors as soon as they have completed the required minimum of twelve courses with a 2.0 or higher grade-point average in area B, in area C, and in the courses in areas A and D combined. At

the time of the petition, they must also have a 2.0 or higher grade-point average in all courses attempted toward the major (preparation and upper-division). The P/NP grading option is not allowed for any pre-major course. All must be completed on a letter-grade basis.

*Note: Many upper-division EEMB and all MCDB courses require a C or higher in each of their pre-requisite courses. See General Catalog for details.*

- A. General Chemistry: Chemistry 1A or 2A, 1B or 2B, 1C or 2C. The entire three quarter series and laboratories are required for all EEMB majors.
- B. MCDB 1A, MCDB 1B, EEMB 2, EEMB 3.
- C. MCDB 1AL, either MCDB 1BL or EEMB 2L, and EEMB 3L.
- D. Two courses from the following:
1. Organic Chemistry: Chemistry 109A-B-C. (*Not required for Ecology and Evolution or Zoology. Laboratories are also required for the other majors. Physiology requires 3 quarters of Organic Chemistry. Aquatic Biology and Biological Sciences (B.A. and B.S.) require two quarters of organic chemistry lecture and laboratory.*)
  2. Calculus: Mathematics 3A or 34A, 3B or 34B.
  3. Statistics: EEMB 30 or PSTAT 5A or Mathematics 3C (EEMB 30 or PSTAT 5A strongly recommended for EEMB Majors).
  4. Physics: 6A-B-C (*Biological Sciences B.A. does not require 6C. Laboratories required for all majors.*)

### Bachelor of Arts— Biological Sciences

UCSB offers both a bachelor of arts (B.A.) and a bachelor of science (B.S.) degree in biological sciences. The B.A. degree is intended to provide flexibility in curriculum planning for students interested in obtaining a degree in biology accompanied by a broader background in the liberal arts. Either degree is acceptable to most graduate and professional schools. Students are encouraged to seek advice from biology faculty and academic advisors regarding which degree option is most appropriate to their career goals.

Students are not admitted directly into the biological sciences major. Instead, they are first admitted to the pre-biology major, and they may advance to full major standing only after fulfilling specified pre-major course and grade requirements. See section entitled "Pre-Biology" for details.

*Note: Hyphens indicate that an entire course sequence must be completed as shown to fulfill an area requirement. Note also that a single course, though listed in more than one area, can satisfy only one requirement.*

**Preparation for the major.** MCDB 1A-AL, MCDB 1B, EEMB 2, either MCDB 1BL or EEMB 2L, and EEMB 3-3L; Chemistry 1A-AL-B-BL-C-CL or 2A-AC-AL-B-BC-BL-C-CC-CL, 6AL, BL, (or BH), and 109A-B; Mathematics 3A-B or 34A-B, and one of the following: PSTAT 5A or PSTAT 5LS or Mathematics 3C; Physics 6A-AL-B-BL.

**Upper-division major.** Thirty-six upper-division units in biological sciences, distributed as follows:



*Note: The following courses do not count toward upper-division major credit: EEMB 181, 182, 183, 184, 189, 194MD; MCDB 121, 182, 183, 184, 194KK; MCDB 121, 182, 183, 184. In addition, no more than 4 units of the following courses combined will apply: EEMB 185-199; MCDB 185-199.*

- A. Genetics: MCDB 101A (MCDB 101B strongly recommended for students taking 101A) or EEMB 129.
- B. Physiology: One course or course sequence from MCDB 111, 151; EEMB 141, 143, 151, 154, 156, 157.
- C. Development and Cell Biology or Biochemistry and Molecular Biology: one course or course sequence from MCDB 103, 108A, 110, 112, 118, 133, 134, 135, 151, 152, 153; EEMB 164.
- D. Ecology or Evolution: One course or course sequence from EEMB 102, 108, 109 (or Geology 148), 113-113L, 120, 131 (or Geology 121), 136-136L, 137 (or Geology 141), 138, 139, 140, 142A, 166, 171 (or Environmental Studies 171), 27\*, 128, 131 (or Geology 121), 136-136L, 137-137L (or Geology 141-141L), 138, 139, 140, 142A, 166, 171, (or Environmental Studies 171), either 172 or 179 (but not both), 173.
- E. Diversity of Form and Structure: One course or course sequence from EEMB 106, 107, 111, 112, 113-113L (if not used in D above), 116, 127, 134, 163; MCDB 131, 139.
- F. Electives: Additional upper-division courses offered within the Department of Ecology, Evolution, and Marine Biology and the Department of Molecular, Cellular, and Developmental Biology to bring unit total to 36.

### **Bachelor of Science— Aquatic Biology**

The aquatic biology major provides students with interests in marine biology, biological oceanography, limnology, marine and freshwater ecology, and population biology of aquatic organisms with an opportunity to gain a general background in these subject areas.

Students are not admitted directly into the aquatic biology major. Instead, they are first admitted to the pre-biology major, and they may advance to full major standing only after fulfilling specified pre-major course and grade requirements. See section entitled "Pre-Biology" for details.

*Note: Hyphens indicate that an entire course sequence must be completed as shown to fulfill an area requirement. Note also that a single course, though listed in more than one area, can satisfy only one requirement. Such courses are identified with an asterisk (\*).*

**Preparation for the major.** MCDB 1A-AL, MCDB 1B, EEMB 2, either MCDB 1BL or EEMB 2L, and EEMB 3-3L; Chemistry 1A-AL-B-BL-C-CL or 2A-AC-AL-B-BC-BL-C-CC-CL; Chemistry 6AL, BL, (or BH), and 109A-109B; Mathematics 3A-B or 34A-B, and one of the following: PSTAT 5A or PSTAT 5LS, Mathematics 3C; Physics 6A-AL-B-BL-C-CL.

**Upper-division major.** Forty-eight upper-division units in biological sciences, distributed as follows, with at least 32 in EEMB:

*Note: The following courses do not count toward upper-division major credit: EEMB 182,*

*183, 189; MCDB 121, 182, 183, 184, 182, 183, 189; MCDB 121, 182, 183, 184, 194KK, 194MD. In addition, no more than 8 units of the following courses combined will apply: EEMB 184-199, MCDB 185-199. Finally, a minimum of 32 units must be completed through courses within the EEMB department.*

- A. EEMB 142A-B-C
- B. One course or course sequence from each of the following:
- Genetics: EEMB 129 or MCDB 101A.
  - Ecology: EEMB 120 or 179, either 172 or 179 (but not both).
  - Physiology: EEMB 143\*-143L\*, 154, 156; 157; MCDB 111, 151.
  - Evolution: EEMB 102, 108, 109 (or Geology 148), 113-113L, 131 (or Geology 121), 136-136L (or Geology 111-111L), 138.
- C. Aquatic Biology: Three courses from the following, including at least two laboratory courses (underlined): EEMB 106, 112, 116, 134, 142AL, 142BL, 142CL, 143\*, 143L\*, 144, 144L, 148, 149 (or MCDB 149), 151, 152, (or Environmental Studies 152), 159, 163, 170.
- D. Physical environment: One course from: EEMB 117, Geography 104, 112, 116 (or ENV 168) (or Geology 173), 134, 162A (or Environmental Studies 162A), 163, 165, 168; Geology 162\*, 164A, 164B, 164C, 168, 169 (or ENV 169), 171.
- E. Additional upper-division courses offered within the Department of Ecology, Evolution, and Marine Biology and Department of Molecular, Cellular, and Developmental Biology or from areas B, C, and D above to bring total units to 48.

### **Bachelor of Science— Biological Sciences**

UCSB offers both a bachelor of arts (B.A.) and a bachelor of science (B.S.) degree in biological sciences. The B.S. degree is intended for those students desiring a more focused and intensive curriculum in biology, including the development of laboratory skills. Either degree is acceptable to most graduate and professional schools. Students are encouraged to seek advice from biology faculty and academic advisors regarding which degree option is most appropriate to their career goals.

Students are not admitted directly into the biological sciences major. Instead, they are first admitted to the pre-biology major, and they may advance to full major standing only after fulfilling specified pre-major course and grade requirements. See section entitled "Pre-Biology" for details.

*Note: Hyphens indicate that an entire course sequence must be completed as shown to fulfill an area requirement.*

**Preparation for the major.** MCDB 1A-AL, MCDB 1B, EEMB 2, either MCDB 1BL or EEMB 2L, and EEMB 3-3L; Chemistry 1A-AL-B-BL-C-CL or 2A-AC-AL-B-BC-BL-C-CC-CL, 6AL, BL, (or BH), and 109A-B; Mathematics 3A-B or 34A-B, and one of the following: PSTAT 5A or PSTAT 5LS or Mathematics 3C; Physics 6A-AL-B-BL-C-CL.

**Upper-division major.** Forty-eight units, distributed as follows:

*Note: The following courses do not count toward upper-division major credit: EEMB 181, 182, 183, 184, 189, 194MD; MCDB 121, 182,*

*183, 184, 194KK. In addition, no more than 8 units of the following courses combined will apply: EEMB 185-199, MCDB 185-199.*

- A. Genetics: One course sequence from MCDB 101A-B (MCDB concentration) or EEMB 129 and 130 (EEMB concentration).
- B. One course or course sequence from each of the following. Note: Courses listed in more than one section (noted with an asterisk) can be applied to only one section.
- Physiology: MCDB 111, 126A, 132, 151\*; EEMB 141, 143, 151, 154, 156, 157.
  - Developmental and cell biology: MCDB 103, 112, 118, 133\*, 135, 146, 151\*, 152, 153.
  - Biochemistry and molecular biology: MCDB 108A, 110, 126B, 126C, 133\*, 134; EEMB 164.
  - Ecology: EEMB 119, 120, 128, 138, 139\*, 140, 142A, 148, 159, 166, 171 (or Environmental Studies 171), either 172 or 179 (but not both).
  - Evolution: EEMB 102, 108, 109 (or Geology 148), 113-113L\*, 127\*, 131 (or Geology 121), 136-136L (or Geology 111-111L), 137-137L (or Geology 141-141L), 139\*.
  - Diversity of form and function: EEMB 106, 107, 111, 112, 113-113L\*, 116, 127\*, 134, 144-144L; MCDB 131, 139.
  - Laboratory: Either one of the underlined courses from sections 1-6 above or one of the following: MCDB 101L, 103L, 109L, 112L, 119, 126AL, 126BL, 131L, 132L, 133L, 140L; EEMB 107L, 120AL, 127L, 140L, 143L, 164L, 170.
- C. Electives: Additional upper-division courses offered with the Department of Ecology, Evolution and Marine Biology and the Department of Molecular, Cellular and Developmental Biology to bring the total to 48 units.

### **Bachelor of Science— Ecology and Evolution**

The ecology and evolution major provides a solid foundation in the study of interactions among organisms, and of their relations to the Environmental. Following completion of the core sequence, students may elect either an ecology or evolution concentration, or may devise their own program in consultation with a faculty advisor. This is the appropriate major for the field-oriented biologist and for students interested in graduate work in plant or animal population biology, ecology, or evolutionary biology.

Students are not admitted directly into the ecology and evolution major. Instead, they are first admitted to the pre-biology major, and they may advance to full major standing only after fulfilling specified pre-major course and grade requirements. See section entitled "Pre-Biology" for details.

*Note: Hyphens indicate that an entire course sequence must be completed as shown to fulfill an area requirement. Note also that a single course, though listed in more than one area, can satisfy only one requirement.*

**Preparation for the major.** MCDB 1A-AL, MCDB 1B, EEMB 2, either MCDB 1BL or EEMB 2L, and EEMB 3-3L; Chemistry 1A-AL-B-BL-C-CL or 2A-AC-AL-B-BC-BL-C-CC-CL; Mathematics 3A-3B or 34A-34B and one of the following: PSTAT 5A or PSTAT 5LS (Math-

ematics 3C acceptable but not recommended); Physics 6A-AL-B-BL-C-CL. Note: Organic Chemistry may be required by some graduate or professional schools. Consult with the advisor.

**Upper-division major.** Forty-eight upper-division units are required, distributed as follows, with at least 32 in EEMB:

*Note: The following courses do not count toward upper-division major credit: EEMB 181, 182, 183, 184, 189, MCDB 121, 182, 183, 184, MCDB 194KK, 194MD. In addition, no more than 8 units of the following courses apply: EEMB 185-199, MCDB 185-199. Finally, a minimum of 32 units must be completed through courses within the EEMB department.*

*Note: Courses identified with an asterisk (\*) are listed in more than one area, but they may be applied to only one area.*

- A. Genetics: One course sequence from EEMB 129-130\* or MCDB 101A-B.
- B. Ecology: EEMB 120.
- C. Evolution: EEMB 131 (or Geology 121).
- D. One course from D1 or D2:
  - 1. Ecology concentration: EEMB 119\* (or Environmental Studies 119\*), 125, 128 (or Environmental Studies 128), 140\*, 166\*, 152 (or Environmental Studies 152), 171\* (or Environmental Studies 171\*), either 172 or 179 (but not both).
  - 2. Evolution concentration: EEMB 102, 130\*, 135, or 139.
- E. Physiology: EEMB 124, 141, 143, 154, 156; 157, MCDB 111.
- F. Animal diversity: EEMB 106, 107, 108, 109 (or Geology 148), 111, 112, 113-113L\*, 116, 133 (or Environmental Studies 133)\*, 136-136L (or Geology 111-111L), Geology 144.
- G. Plant diversity: EEMB 103A, 114, 115, 119\* (or Environmental Studies 119\*), 127, 134 133 (or Environmental Studies 133)\*, 137-137L (Geology 141-141L), 140\*, 166\*, 171\* (or Environmental Studies 171\*); Geography 167.
- H. Physical environment: EEMB 117, 142B; Geol 164V, 164C; Geography 104, 110, 112, 114A (or Environmental Studies 114A), 162A (or Environmental Studies 162A); Geology 164A.
- I. A minimum of two lab courses from underlined courses or from the following: EEMB 107L, 120AL, BL, 127L, 135L, 140L, 143L, 142AL, 142BL, 142CL, 144L, 166, 170.
- J. Electives: Additional UD courses offered in EEMB or MCDB or Geography 149 (or Env S 111), or from Areas F, G, or H above to bring the total UD units in the major to 48. Recommended ecology courses: EEMB 117, 144, 146, 149, 152 (or Env S 152) 159, 178, 179. Recommended evolution courses: EEMB 134, 138, 146, 163.

### **Bachelor of Science—Physiology**

Physiology is a branch of biology dealing with the processes, activities, and phenomena characteristic of living organisms. The physiology major is designed to provide an understanding of the integrated functioning of tissues and organs in whole organisms. Regulatory mechanisms are considered at the cellular and molecular level, and in the context of an organism's adaptation and responsiveness to its environment.

Students are not admitted directly into

the physiology major. Instead, they are first admitted to the pre-biology major, and they may advance to full major standing only after fulfilling specified pre-major course and grade requirements. See section entitled "Pre-Biology" for details.

*Note: Hyphens indicate that an entire course sequence must be completed as shown to fulfill an area requirement.*

**Preparation for the major.** MCDB 1A-AL, MCDB 1B, EEMB 2, either MCDB 1BL or EEMB 2L, and EEMB 3-3L; Chemistry 1A-AL-B-BL-C-CL or 2A-AC-AL-B-BC-BL-C-CC-CL; Chemistry 6AL, BL, (or BH), and 109A-B-C; Mathematics 3A-B or 34A-B and one of the following: PSTAT 5A or PSTAT 5LS (Mathematics 3C acceptable but not recommended); Physics 6A-AL-B-BL-C-CL.

**Upper-division major.** Forty-eight upper-division units are required, distributed as follows, with at least 32 in EEMB:

*Note: The following courses do not count toward upper-division major credit: EEMB 181, 182, 183, 184, 189, MCDB 121, 182, 183, 184, 194KK, 194MD. In addition, no more than 8 units of the following courses apply: EEMB 185-199, MCDB 185-199. Finally, a minimum of 32 units must be completed through courses within the EEMB department.*

*Note: Instructor approval is required for admission into any upper-division psychology courses. A maximum of 8 units of psychology courses can be applied.*

- A. Three courses or course combinations from Regulatory Biology: EEMB 143-143L, 154, 156, 157, 165, 175.
- B. Genetics: EEMB 129.
- C. Cell Biology: MCDB 103.
- D. Biochemistry: MCDB 108A-B or Chemistry 142A-B.
- E. One course from Structure and Function: EEMB 106, 108, 111, 112, 116, 127-127L, 131 (or Geology 121), 134.
- F. Two laboratory courses from among those underlined in Areas A and E.
- G. Additional courses offered within the Department of Ecology, Evolution and Marine Biology and the Department of Molecular, Cellular and Developmental Biology or courses from areas A and E above to bring the total units in the upper-division major to 48. The following courses are recommended: EEMB 134, 141, 151, 164-164L; MCDB 151.

### **Bachelor of Science—Zoology**

The zoology major is designed to provide an understanding of animal structure and diversity, evolutionary relationships, functional systems, and environmental relationships, with an option of specialization in either organismal or population biology.

Students are not admitted directly into the zoology major. Instead, they are first admitted to the pre-biology major, and they may advance to full major standing only after fulfilling specified pre-major course and grade requirements. See section entitled "Pre-Biology" for details.

*Note: Hyphens indicate that an entire course sequence must be completed as shown to fulfill an area requirement.*

**Preparation for the major.** MCDB 1A-AL, MCDB 1B, EEMB 2, either MCDB 1BL or

EEMB 2L, and EEMB 3-3L; Chemistry 1A-AL-B-BL-C-CL or 2A-AC-AL-B-BC-BL-C-CC-CL; Mathematics 3A-B or 34A-B and one of the following: PSTAT 5A or PSTAT 5LS (Mathematics 3C acceptable but not recommended); Physics 6A-AL-B-BL-C-CL.

*Note: Courses listed under multiple categories (noted with an asterisk) may only apply to one category. The following courses do not count toward upper-division major credit: EEMB 181, 182, 183, 189, MCDB 121, 182, 183, 184, 194KK, 194MD. In addition, no more than 8 units of the following courses apply: EEMB 184-199, MCDB 185-199. Finally, a minimum of 32 units must be completed through courses within the EEMB department.*

*Note: Organic Chemistry may be required by some graduate or professional schools. Consult with an advisor.*

**Upper-division major.** Forty-eight upper-division units are required, distributed as follows, with at least 32 in EEMB:

- A. Genetics: EEMB 129 or 130\* or MCDB 101A.
- B. One course from Physiology: EEMB 143, 154, 156, 157; MCDB 111, 151.
- C. Two courses from Ecology, Evolution, or Development: EEMB 102, 109 (or Geology 148), 120, 130\*, 131 (or Geology 121), 138, 152 (or Environmental Studies 152), 166, 171 (or Environmental 171); or MCDB 112.
- D. Three courses from Diversity and Systematics: EEMB 106, 107-107L, 108, 111, 112, 113-113L, 116, 147, 163.
- E. Ecology and Evolution Enrichment. One course from the following list or one additional course from area C. EEMB 117, 119\* (or Envs 119\*), 124, 128\* (or Envs 128\*), 136-136L (or Geology 111-111L), 139, 142A, 142B, 142C, 146, 148, 149 (or MCDB 149), 153, 159, either 172 or 179 (but not both).
- F. One course in Plant Biology: EEMB 119\* (or Envs 119\*), 127, 128\* (or Envs 128\*), 134, 140, 141, 166, Geography 167.
- G. Laboratory: an underlined course completed in areas A-F or one of the following: EEMB 140L, 142AL, 142BL, 142CL, 143L, 164L; MCDB 112L.
- H. Electives: Additional upper-division courses offered within the Department of Ecology, Evolution, and Marine Biology or from areas C-G above or from the following list: Chemistry 109A, B, C; Anthropology 105, 121, 121T, 153T; Environmental Studies 110, 111 (or Geog 149); Geography 104; Geology 164A; Linguistics 185; MCDB 101B, 103, 133, 134 to bring the total upper-division units in the major to 48.

### **Graduate Program**

The Department of Ecology, Evolution, and Marine Biology (EEMB) offers graduate studies leading to the master of arts and doctor of philosophy degrees. Candidates for graduate degrees must meet university degree requirements found in the chapter, "Graduate Education at UCSB," as well as departmental requirements.

#### **Admission**

Applicants must fulfill general requirements for admission to graduate status. In addition, the scores of the Graduate Record Examination (GRE) general test are required of all applicants

to the graduate program. Applicants whose native language is not English, are required to take either the Test of English as Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exam. Exemptions to this requirement will be considered for those students who have completed an undergraduate or graduate education at an institution whose primary language of instruction is English. The minimum TOEFL score for consideration is 550 when taking the paper-based test (PBT), or 80 when taking the internet-based test (IBT). The minimum IELTS score for consideration is an Overall Band Score of 7 or higher. TOEFL or IELTS scores must not be more than two years old at the time of application to UCSB.

Applicants to the department must be accepted by a major professor with whom they wish to work. Therefore, applicants are encouraged to contact individual faculty members whose research interests coincide with their own.

Applications are considered for fall admission and must be received with all supporting materials by December 15.

### Requirements for the M.A.

A candidate for the master's degree must fulfill, in addition to general university requirements, the minimum lower- and upper-division requirements or their equivalents for the major in their field of emphasis. Students admitted with deficiencies must rectify them early in their graduate studies.

A major area of study must be selected from the list of specialized areas presented below following the section titled, "Requirements for the Ph.D." A minor area of study may be selected from this list or from an appropriate discipline in another department. Two plans of study are available for the M.A.

**Under Plan 1 (thesis)**, a minimum of 30 units and a thesis are required. The units may be taken in graduate or upper-division courses offered by the department; at least 20 units must be in the 200 and 500 series, excluding 500, 501, 502, 597 and 598. No more than half the graduate-level units may be in 596 courses. Courses outside the department may be substituted upon written approval of the student's advisory committee. No unit credit is allowed for the thesis.

**Under Plan 2 (comprehensive examination)**, a minimum of 36 units of upper-division and graduate courses offered by the department are required, at least 24 of which must be in the 200 and 500 series, excluding 500, 501, 502, 597 and 598. No more than half the graduate-level units may be in 596 courses. Courses outside the department may be substituted upon written approval of the student's advisory committee. The comprehensive examination will cover a major and a minor area of study as described above.

Individuals may apply to an M.A./Ph.D. program. Students in the program may enter the Ph.D. program after their master's-level studies are complete if their M.A. work indicates an ability to conduct research at the Ph.D. level. Entry into the Ph.D. program requires written support by the student's potential Ph.D. advisor. The graduate committee will review each request in consultation with the student's

named potential advisor. If entry into the Ph.D. program is approved, the student should consult with the graduate advisor regarding Ph.D. program requirements.

### Requirements for the Ph.D.

Candidates for the doctor of philosophy degree in EEMB must normally have completed a bachelor's degree in one of the biological sciences, with a preparation deemed equivalent to that required for the bachelor's degree from UCSB. Students who are admitted to graduate standing with deficiencies in preparation will be required to take appropriate undergraduate courses.

All doctoral candidates must qualify for and hold a teaching assistantship for the equivalent of two quarters as part of the preparation for the Ph.D. degree; pass a set of written qualifying examinations administered by the department and the oral qualifying examination administered by the doctoral committee; complete a doctoral dissertation under the general supervision of a committee; and defend their dissertation in a final oral examination. With the approval of the candidate's doctoral committee, a scheduled departmental seminar may be substituted in lieu of the final oral examination.

Doctoral students select, with the approval of their advisory committee, two areas of study. One area of study must be selected from the list below; the other may be selected from the list, or from an appropriate discipline in other departments. Students must then pass a written comprehensive exam in each of the two areas of study. In addition, the oral qualifying examination must be taken before the end of the ninth quarter following matriculation in the Graduate Division.

1. Ecology with Ecosystem, Evolutionary, Physiological, Plant Community, or Population emphases
2. Algal Physiology, Ecology, and Systematics
3. Behavioral Ecology
4. Biology of Arthropods
5. Biology of Deep Sea Animals
6. Biological Oceanography
7. Bioluminescence
8. Ichthyology
9. Invertebrate Biology
10. Limnology
11. Macroevolution
12. Mathematics Biology
13. Parasitology
14. Plant Systematics and Evolution (Biochemistry Systematics, Biosystematics, Taxonomy)
15. Population Genetics
16. Stream Ecology
17. Vertebrate Evolution, Morphology, and Systematics
18. Comparative Physiology
19. Endocrinology
20. Pharmacology
21. Biogeography and Macroecology

### Emphasis in Computational Science and Engineering

The Departments of Chemical Engineering, Computer Science, Earth Science, Ecology, Evolution and Marine Biology, Electrical and Computer Engineering, Mathematics, and Mechanical Engineering offer an interdisciplinary

master's and Ph.D. degree emphasis in Computational Science and Engineering (CSE). The CSE emphasis offers a broad multidisciplinary educational experience with strong foundations in both the technologies of computer science and applied mathematics and in cutting-edge applications to EEMB's disciplines.

All students pursuing an emphasis in CSE must complete the following core classes:

- Numerical Methods: Computer Science 211A-B-C-D (students must take at least three).
- Parallel Computing: Computer Science 240A-B (students must take at least one).
- Applied Mathematics: Math 214A-B or 215A-B or Chemical Engineering 230A-B.

The specific requirements for the M.A. in Ecology, Evolution and Marine Biology (thesis option only) with the CSE emphasis are: (i) completion of all requirements for an M.A. in EEMB; (ii) completion of the core classes in CSE; (iii) a master's thesis in the area of CSE. The thesis must be written under the supervision of a CSE ladder faculty member, and the thesis committee must include a minimum of three permanent ladder faculty members, at least two from EEMB and one from CSE. The CSE faculty member may be from another department.

The specific requirements for the PhD in Ecology, Evolution and Marine Biology with the CSE emphasis are: (i) completion of all requirements for a PhD in EEMB; (ii) completion of the core classes in CSE; (iii) a dissertation written under the supervision of a EEMB ladder faculty member in the CSE program. The doctoral examination committee must include at least one other CSE ladder faculty member and at least one ladder faculty member from another department.

## Ecology, Evolution, and Marine Biology Courses

### LOWER DIVISION

#### 2. Introductory Biology II—Ecology and Evolution

**(2) RICE, MURDOCH**

Prerequisite: MCDB 1A.

Not open for credit to students who have completed Biology 4B or EEMB 4B or 5B or MCDB 4B or 5B. Lecture, 2 hours.

Introduction to population and community ecology, and evolution. (W)

#### 2L. Introductory Biology Laboratory II

**(1) STAFF**

Prerequisites: MCDB 1A; concurrent enrollment in EEMB 2 and MCDB 1B.

Same course as MCDB 1BL. Not open for credit to students who have completed Biology 4B or EEMB 4B or 5B or MCDB 4B or 5B. Laboratory, 3 hours.

Laboratory investigations illustrate basic principles of animal and plant physiology, ecology, and evolution. (W)

#### 2Z. Selected Topics from EEMB 2

**(1) STAFF**

Prerequisite: consent of department.

Not open for credit to students who have completed Biology 4BZ or EEMB 4BZ or 5BZ or MCDB 4BZ or 5BZ. Lecture, 1-4 hours.

Designed for transfer students who have completed part of EEMB 2 through transfer work. Topics will be selected by the department, as appropriate, to fulfill the introductory biology



**112. Invertebrate Zoology****(5) KURIS, HOFMANN***Prerequisites: EEMB 2 and MCDB 1B; and EEMB 3.**Not open for credit to students who have completed Zoology 112A. Lecture, 3 hours; laboratory, 6 hours.*

An introduction to the classification, structure, life histories, and habits of the major phyla of invertebrate animals (excluding annelids and arthropods), with emphasis on the marine fauna of the Santa Barbara area. (F)

**113. Evolution and Ecology of Terrestrial Vertebrates****(2) ROTHSTEIN***Prerequisites: MCDB 1A; and MCDB 1B and EEMB 2; and EEMB 3; and concurrent enrollment in EEMB 113L.**Not open for credit to students who have completed Zoology 113A. Lecture, 2 hours.*

Evolutionary and ecological principles as demonstrated by amphibians, reptiles, birds, and mammals; competition and other species interactions; diversity and systematics with special emphasis on speciation theory. (F)

**113L. Laboratory and Fieldwork in Vertebrate Biology****(2) ROTHSTEIN***Prerequisite: concurrent enrollment in EEMB 113.**Not open for credit to students who have completed Zoology 113AL. Laboratory, 3 hours; field, 3 hours.*

Weekly field trips to numerous locations and laboratory work emphasizing classification, identification, and observation of local terrestrial vertebrates. Introduction to techniques such as trapping and banding to study vertebrates in the field. (F)

**116. Invertebrate Zoology: Higher Invertebrates****(5) KURIS, CARDINALE***Prerequisites: MCDB 1A; and, MCDB 1B and EEMB 2; and EEMB 3.**Not open for credit to students who have completed Zoology 112B. Lecture, 3 hours; laboratory, 6 hours.*

An introduction to the classification, structure, life histories and habits of annelids and arthropods, with emphasis on the aquatic fauna of the Santa Barbara area. (S)

**117. Flow and Aquatic Ecosystems****(3) MACINTYRE***Prerequisites: EEMB 142A-B-C; and, Mathematics 3A-B or 34A-B.**Recommended preparation: Physics 6A-B-C. Lecture, 2 hours; laboratory, 3 hours.*

Introduction to the interaction of hydrodynamics with aquatic organisms and ecosystems and use of quantitative approaches in aquatic ecology. Case studies include examples from lakes, rivers, kelp forests, and coral reefs. (F)

**119. Ecology and Management of California Wildlands****(5) D'ANTONIO***Prerequisites: Environmental Studies 100 or EEMB 120.**Same course as Environmental Studies 119. One weekend fieldtrip is mandatory. Lecture, 3 hours; laboratory, 5 hours.*

Explores ecological processes in California habitats and the challenges of their management through field trips, discussions with land managers, lectures and readings. Focus on regional habitats including specialized habitats such as coastal salt marsh and vernal pools, and more widespread habitats such as oak savanna and chaparral. (F)

**120. Introduction to Ecology****(4) HOLBROOK***Prerequisites: MCDB 1A; and, MCDB 1B and EEMB 2; and EEMB 3.**Letter grade required for majors. Not open for credit to students who have completed Biology 120. Lecture, 3 hours; discussion, 1 hour.*

Major concepts in population and evolutionary ecology. Theoretical, experimental, and field studies pertaining to population growth and regulation,

competition, predation, diversity, adaptation, and life history strategies. (F)

**120AL. Field and Laboratory Studies in Ecology****(3) HOLBROOK***Prerequisite: EEMB 120 (may be taken concurrently).**Not open for credit to students who have completed Biology 120AI-BL. Laboratory, 3 hours; fieldwork, 3 hours.*

Practical studies in ecology in both field and laboratory, emphasizing the design and analysis of experiments. (F)

**120BL. Field and Laboratory Studies in Ecology****(3) HOLBROOK***Prerequisite: EEMB 120AL.**Not open for credit to students who have completed Biology 120AI-BL. Laboratory, 3 hours; fieldwork, 3 hours.*

Practical studies in ecology in both field and laboratory. Individual projects are emphasized. (W)

**124. Biochemical Ecology****(4) CHAPMAN***Prerequisite: MCDB 1A; and, EEMB 2 and MCDB 1B; and, EEMB 3. Lecture, 3 hours; discussion, 1 hour.*

Introduction to natural products. Discussion of the roles and functions of natural products in animal-plant, plant-plant, and plant-microbe interactions. (F)

**125. Dynamics of Ecological Systems****(4) MURDOCH***Prerequisites: EEMB 120; and, Mathematics 3A or 34A. Lecture, 3 hours; laboratory, 3 hours.*

Examines theory in ecology and applications to real systems.

**126MM. Computational Chemistry and Molecular Modeling****(3) AUE, JACOBS***Prerequisite: Chemistry 109A-B.**Same course as Chemistry 126. Lecture, 3 hours; laboratory, 3 hours.*

Introduction to computational chemistry and molecular modeling. Application of molecular mechanics, quantum mechanics, and computer graphical interfaces to problems in chemistry, biochemistry, drug design, and pharmacology. (S)

**127. Plant Biology and Biodiversity****(4) MAZER***Prerequisite: EEMB 3.**Not open for credit to students who have completed Biology 127.*

Introduction to plant biology; the importance of plants to humans; taxonomic and ecological diversity; and evolutionary processes. Will serve as a foundation for all upper-division plant biology courses. Emphasis on life history variation; pollination; reproduction and mating strategies.

**127L. Plant Biology and Biodiversity Lab****(2) MAZER***Prerequisite: EEMB 3 and EEMB 127 (may be taken concurrently).**Not open for credit to students who have completed Biology 127L.*

Computer, lab, greenhouse, and field experience in studies of plant anatomy, physiology, reproduction, pollination, morphology, and adaptation to different environments. Live material and herbarium collections used to demonstrate plant diversity, speciation, and genetic variation. Independent and team projects.

**128. Foundations of Ecosystem Restoration****(4) D'ANTONIO***Prerequisite: Environmental Studies 100 or EEMB 120. Same course as Environmental Studies 128.*

Integrates ecological principles with practical issues involved in ecosystem restoration. Beginning with the challenge of selecting goals and establishing a target trajectory, students evaluate how ecological knowledge can guide restoration and whether sustainable states or trajectories can be achieved.

**129. Introductory Genetics****(4) HODGES, BUSH***Prerequisites: MCDB 1A; and, MCDB 1B and EEMB 2; and EEMB 3 with a grade of C or better.**Not open for credit to students who have completed Biology 130A-B or MCDB 101A-B. Lecture, 3 hours; discussion, 1 hour.*

Introduction to genetics. Mendel's laws, structure, replication and expression of DNA, linkage and chromosomal aberrations, mutation and recombination, concepts of genetic variability, quantitative and population genetics. (W)

**130. Population Genetics****(4) STAFF***Prerequisite: MCDB 1A with a grade of C or better.**Not open for credit to students who have completed Biology 130C.**Recommended preparation: EEMB 129. Lecture, 3 hours; discussion, 1 hour.*

The consequences of Mendelian principles in diploid populations, including quantitative genetics, genetic correlations, gene frequency, change under selection, the effects of mutation on populations, gene interactions in fitness, and ecological genetics. (S)

**131. Principles of Evolution****(4) SWEET***Prerequisites: MCDB 1A; and, EEMB 2 and MCDB 1B, or Geology 2 and 3.**Same course as Geology 121. Not open for credit to students who have completed Biology 131. Lecture, 3 hours; discussion, 1 hour.*

A foundation course concerning the mechanisms of evolution at micro- and macroevolutionary levels, and interpretation of the resulting patterns of adaptation and organic diversity. (W)

**133. Biodiversity and Conservation Biology****(4) STAFF***Prerequisite: EEMB 3.**Same course as Environmental Studies 133. Not open for credit to students who have completed Biology 133. Lecture, 3 hours; discussion, 1 hour.*

Field methods, literature, computer use, and underlying theory important to biodiversity research. Use of preserved and living collections by ecologists, conservation biologists, and evolutionists to detect evolutionary processes and threats to biological communities; to measure ecological processes and biodiversity. Field trips. (W)

**134. Biology of Seaweeds and Phytoplankton****(5) CHAPMAN***Prerequisites: MCDB 1A; and, MCDB 1B and EEMB 2; and EEMB 3.**Not open for credit to students who have completed Biology 134. Lecture, 3 hours; laboratory, 6 hours.*

Overview on the biology of macroalgae and phytoplankton, with emphasis on living and adapting in the various environments. Topics include form-function, ecophysiology, unique aspects of biochemistry, antiherbivore strategies, applied phycology and mariculture. (W)

**136. Principles of Paleontology****(4) TIFFNEY***Prerequisite: upper-division standing.**Same course as Geology 111. Letter grade required for majors. Not open for credit to students who have completed Biology 111.**Recommended preparation: an introductory biology course. Lecture, 3 hours.*

The ecological structure and evolution of the biosphere as illustrated by the fossil record.

**136L. Principles of Paleontology Laboratory****(2) TIFFNEY***Prerequisite: EEMB 136 (may be taken concurrently).**Same course as Geology 111L. Letter grade required for majors. Not open for credit to students who have completed Biology 111L. Laboratory, 6 hours.*

Exercises and projects in the identification and interpretation of fossil taxa and fossil communities. (W)

**137. Plant Paleobiology****(4) TIFFNEY***Prerequisite: upper-division standing.*

Same course as Geology 141. Letter grade required for majors. Not open for credit to students who have completed Botany 110.

Recommended preparation: Geology 111 or EEMB 136. Lecture, 3 hours.

Examination of the history of land plants; the systematics, morphology, and phylogeny of major groups. Major evolution and biogeographic patterns.

### 137L. Plant Paleobiology Laboratory

(1) TIFNEY

Prerequisite: EEMB 137 or Geology 141 (may be taken concurrently).

Same course as Geology 141L. Letter grade required for majors. Not open for credit to students who have completed Botany 110L. Laboratory, 3 hours.

Anatomy, morphology, and systematics of fossil plants from the specimens. (S)

### 138. Ethology and Behavioral Ecology

(5) ROTHSTEIN, WARNER

Prerequisite: EEMB 2 and MCDB 1B.

Not open for credit to students who have completed Zoology 138. Lecture, 3 hours; discussion, 1 hour; laboratory, 3 hours.

Animal behavior and social organization viewed from evolutionary and whole animal perspectives. Specific topics stress environmental influences and natural selection and include: classical ethology, development and learning, communication, foraging, aggression, territoriality, mating systems, parental care, altruism, and sociobiology. (W)

### 139. Sensory Ecology and Evolution

(4) STAFF

Prerequisite: MCDB 1A; EEMB 2 and MCDB 1B, and EEMB 3; and Mathematics 3A-B or 3A-B.

Recommended preparation: Physics 6A-B-C. Lecture, 3 hours; laboratory, 2 hours.

Sensory mechanisms, their ecological/evolutionary consequences, vision and other senses in natural environments, composition of visual backgrounds, perception of pattern, animal communication, predator-prey relationships, detection of prey/territorial neighbors/mates, polymorphism, detecting, measuring, and predicting natural selection, response to changing environments. (W)

### 140. General Plant Ecology

(4) MAHALL

Prerequisites: MCDB 1A; and, MCDB 1B and EEMB 2; and EEMB 3.

Not open for credit to students who have completed Botany 140. Lecture, 3 hours; discussion, 1 hour.

An introduction to the principles of plant ecology. (F)

### 140L. General Plant Ecology Lab

(2) MAHALL

Prerequisites: MCDB 1A; and, MCDB 1B and EEMB 2; and EEMB 3; and EEMB 140 (may be taken concurrently).

Not open for credit to students who have completed Botany 140L. Laboratory and field, 6 hours. Field and laboratory research techniques. (F)

### 141. Physiological Plant Ecology

(6) MAHALL

Prerequisites: MCDB 1A-1B and EEMB 2 and 3; and, MCDB 117 or 118 or EEMB 140. Lecture, 4 hours; laboratory, 3 hours; field 5 hours.

A study of the environmental and physiological parameters of plant distributions and niches. (S)

### 142A. Aquatic Communities

(4) SCHMITT, EVEN

Prerequisites: MCDB 1A, EEMB 2 and MCDB 1B, and EEMB 3.

Not open for credit to students who have completed EEMB 145C.

Recommended preparation: EEMB 120. Lecture, 3 hours; discussion, 1 hour.

A survey of the patterns of distribution, diversity, and abundance of species in marine and freshwater communities, with an emphasis on the dynamic interactions which shape these patterns. Applied aspects: fisheries, mariculture. (F)

### 142AL. Methods of Aquatic Community Ecology

(3) SCHMITT, EVEN

Prerequisite: concurrent enrollment in EEMB 142A.

Not open for credit to students who have completed EEMB 145CL. Laboratory, 6 hours; discussion, 1 hour.

Experience in the field techniques of aquatic community ecology. (F)

### 142B. Environmental Processes in Oceans and Lakes

(4) MACINTYRE, STAFF

Prerequisites: MCDB 1A; and, MCDB 1B and EEMB 2; and EEMB 3.

Not open for credit to students who have completed EEMB 145A. Lecture, 3 hours; discussion, 1 hour.

A discussion of biological, chemical, physical, and optical processes in marine and freshwater environments and the linkage between these processes. Emphasis on primary production, global biogeochemical cycles, nutrient dynamics, and synoptic mapping of biological and physical patterns. (W)

### 142BL. Chemical and Physical Methods of Aquatic Environments

(3) MACINTYRE

Prerequisite: EEMB 142B (may be taken concurrently).

Not open for credit to students who have completed EEMB 145AL. Laboratory, 8 hours; discussion, 1 hour.

A survey of physical and chemical methods used by limnologists and oceanographers supplemented with field observations. (W)

### 142C. Environmental Processes in Oceans and Lakes

(4) BRZEZINSKI, ALLDREDGE

Prerequisite: EEMB 142B.

Not open for credit to students who have completed EEMB 145B. Lecture, 3 hours; discussion, 1 hour.

A continuation of EEMB 142B with emphasis on secondary productivity, ecology of higher trophic levels including zooplankton and fish, food web dynamics, benthic-pelagic coupling, ocean circulation, and biogeographical aspects of pelagic communities. (S)

### 142CL. Methods of Aquatic Biology

(3) BRZEZINSKI, ALLDREDGE

Prerequisite: EEMB 142C (may be taken concurrently).

Not open for credit to students who have completed EEMB 145BL. Laboratory, 6 hours; field, 3 hours.

Laboratory and field techniques used to measure various biological processes including productivity, and to sample, identify, enumerate, and culture marine organisms. (S)

### 143. Ecological Physiology

(3) CHILDRESS

Prerequisites: MCDB 1A; and, MCDB 1B and EEMB 2; and EEMB 3.

Not open for credit to students who have completed Zoology 143. Lecture, 3 hours.

Consideration of the physiological responses and adaptations of animals to their environments. Emphasis on the underlying physiological and biochemical mechanisms. A comparative approach in nature emphasizing aquatic animals. (F)

### 143L. Laboratory in Ecological Physiology

(2) CHILDRESS

Prerequisite: concurrent enrollment in EEMB 143.

Not open for credit to students who have completed Zoology 143L. Laboratory, 6 hours.

Semi-independent study lab to accompany EEMB 143. Study of the physiological responses and adaptations of animals to their environment. Aquatic animals emphasized. (F)

### 144. Marine Microbiology

(4) CARLSON

Prerequisites: MCDB 1A; and, MCDB 1B and EEMB 2; and EEMB 3.

Recommended preparation: EEMB 145A-B or MCDB 131. Lecture, 3 hours; discussion, 1 hour.

Exploration of evolution, ecology, biochemistry, and genetics of marine bacteria. Topics include: historical

perspective, molecular approaches in microbial ecology, trophic interactions/biogeochemistry, physiological adaptations, and biochemistry and genetics of selected systems (bioluminescence, deep-sea adaptations, cell-surface interactions, starvation survival). (W)

### 144L. Marine Microbiology Lab

(2) STAFF

Prerequisites: MCDB 1A; and, MCDB 1B and EEMB 2; and EEMB 3; concurrent enrollment in EEMB 144 or 142B. Laboratory, 6 hours.

A laboratory survey of the diversity, physiology and ecology of marine prokaryotes, and methods used to identify, quantify and measure their activities. (W)

### 146. Biometry

(4) STEWART-OATEN

Prerequisites: Mathematics 3A-B or 3A-B; and, EEMB 30 or PSTAT 5.

Not open for credit to students who have completed Biology 146A or EEMB 146A. Lecture, 3 hours; laboratory, 3 hours.

Linear models and least squares fitting: simple and multiple linear regression; analysis of variance (fixed, random, and mixed models; crossed and nested effects; balanced and unbalanced designs); analysis of covariance, factorial designs; incomplete layouts; use of transformations. (F)

### 148. Ecology of Running Waters

(4) EVEN

Prerequisites: MCDB 1A; and, MCDB 1B and EEMB 2; and EEMB 3.

Not open for credit to students who have completed Biology 148. Lecture, 3 hours; discussion, 1 hour.

Review of literature on the physics, chemistry, and biology of running water ecosystems. (W)

### 149. Mariculture for the 21st Century: Research Frontiers

(4) CHAPMAN, COLLINS

Prerequisite: upper-division standing.

Same course as MCDB 149. Not open for credit to students who have completed Biology 149. Lecture, 3 hours; discussion 1 hour.

Recent progress and new directions in research increasing production of valuable marine animals, plants and microorganisms. Control of reproduction, development, growth and disease in marine species; problems encountered in commercializing production; regional and biological solutions; the role of modern biotechnology. (S)

### 151. Phytoplankton Photoecology

(3) PREZELIN

Prerequisites: MCDB 1A; and, MCDB 1B and EEMB 2; and EEMB 3 and 142B. Lecture, 3 hours.

How sunlight controls all aspects of phytoplankton biology, thus affecting many large scale ocean processes where phytoplankton play a central role; primarily production, biogeochemical cycling, impacts of climate change on oceans due to global warming and ozone depletion. Topics include photosynthesis, photoadaptation, photoinhibition, and photoregulation of metabolism, behavior and survival strategies. The evolutionary similarities and differences between taxonomic grouping of phytoplankton are examined as well as the present photoecology of harmful algal blooms, picophytoplankton and microalgal symbionts of corals and other marine animals. (S)

### 152. Applied Marine Ecology

(5) SCHMITT, STAFF

Prerequisites: Environmental Studies 100, or EEMB 2 and MCDB 1B, or EEMB 3; and, Mathematics 3A or 34A.

Same course as Environmental Studies 152.

Recommended preparation: EEMB 120. Lecture, 3 hours; discussion, 2 hours.

Introduction to the application of ecological principles and methods to environmental problems in marine habitats. Focus on problems that are local, regional, and global in scale. Concepts illustrated with case studies.

### 153. Ecology of Lakes and Wetlands

(3) MELACK

Prerequisites: EEMB 142B; and, EEMB 142A or 120. Lecture, 3 hours.







**230. Population Genetics****(4) STAFF***Prerequisites: MCDB 101A-B.**Not open for credit to students who have completed Biology 230C. Lecture, 3 hours; discussion, 1 hour.*

The consequences of Mendelian principles in diploid populations, including quantitative genetics, genetic correlations, gene frequency, change under selection, the effects of mutation on populations, gene interactions in fitness, and ecological genetics. (S)

**234. Phycology****(5) CHAPMAN***Prerequisites: MCDB 1A-AL; and, MCDB 1B-BL or EEMB 2-2L; and EEMB 3-3L, or equivalents.**Not open for credit to students who have completed Biology 234.*

Overview on the biology of macroalgae and phytoplankton, with emphasis on living and adapting in the various environments. Topics include form-function, ecophysiology, unique aspects of biochemistry, antiherbivore strategies, applied phycology and mariculture. (W)

**235. Current Topics in Phycology****(3) CHAPMAN***Prerequisite: graduate standing. Seminar, 3 hours.*

Discussion of current research on algae and their economic uses. (F)

**243. Biological Oceanography****(3) BRZEZINSKI, ALLDREDGE***Prerequisite: consent of instructor.**Not open for credit to students who have completed Biology 243. Lecture, 3 hours.*

Current concepts in biological oceanography focusing on the coupling of biotic processes to ocean physics, chemistry and sedimentation. Emphasis on areas of active research with critical evaluation of current and seminal literature. (F)

**244. Marine Microbiology****(4) CARLSON***Prerequisites: MCDB 1A-AL; and, MCDB 1B-BL or EEMB 2-2L; and, EEMB 3-3L; and, MCDB 110, 131, EEMB 145A-B-C; and, Chemistry 1A-B-C; or equivalent.**Not open for credit to students who have completed Biology 252. Lecture, 3 hours; discussion, 1 hour.*

Exploration of evolution, ecology, biochemistry, and genetics of marine bacteria. Topics include: historical perspective, molecular approaches in microbial ecology, trophic interactions/biogeochimistry, physiological adaptations, and biochemistry and genetics of selected systems (bioluminescence, deep-sea adaptation, cell-surface interactions, starvation survival). (W)

**244L. Marine Microbiology Laboratory****(2) STAFF***Prerequisites: MCDB 1A-AL; and, MCDB 1B-BL or EEMB 2-2L; and EEMB 3-3L; and, EEMB 144 (may be taken concurrently) or EEMB 145A; consent of instructor.**Not open for credit to students who have completed Biology 252L. Laboratory, 6 hours.*

A laboratory survey of the diversity, physiology and ecology of marine prokaryotes, and methods used to identify, quantify and measure their activities. (S)

**245. Advanced Population Biology****(4) NISBET***Prerequisites: one course in ecology and consent of instructor.**Not open for credit to students who have completed Biology 245. Lecture, 3 hours; discussion, 1 hour.*

An in-depth look at selected aspects of population and community dynamics of organisms. Extensive reading of original papers.

**246. Biometry****(4) STEWART-OATEN***Prerequisites: Mathematics 3A-B or 34A-B or equivalent; and EEMB 30 or equivalent.**Not open for credit to students who have completed Biology 246A or EEMB 246A. Lecture, 3 hours; laboratory, 3 hours.*

Linear models and least squares fitting: simple

and multiple linear regression; analysis of variance (fixed, random and mixed models; crossed and nested effects; balanced and unbalanced designs); analysis of covariance, factorial designs; incomplete layouts; use of transformations. (F)

**248. Ecology of Running Waters****(4) EVEN***Prerequisite: EEMB 145B.**Not open for credit to students who have completed Biology 248. Lecture, 3 hours; discussion 1 hour.*

Review of literature on the physics, chemistry, and biology of running water ecosystems. (W)

**249. Mariculture: Research Frontiers in Farming the Sea****(4) COLLINS, CHAPMAN***Prerequisite: graduate standing.**Same course as MCDB 249. Not open for credit to students who have completed Biology 249. Lecture, 3 hours; discussion, 1 hour.*

Recent progress and new directions in research increasing production of valuable marine animals, plants and microorganisms. Control of reproduction, development, growth and disease in marine species; problems encountered in commercializing production; regional and biological solutions; the role of modern biotechnology. (S)

**251. Phytoplankton Photoecology****(3) PREZELIN***Lecture, 3 hours.*

How sunlight controls all aspects of phytoplankton biology, thus affecting many large scale ocean processes where phytoplankton play a central role; primarily production, biogeochemical cycling, impacts of climate change on oceans due to global warming and ozone depletion. Topics include photosynthesis, photoadaptation, photoinhibition, and photoregulation of metabolism, behavior and survival strategies. The evolutionary similarities and differences between taxonomic grouping of phytoplankton are examined as well as the present photoecology of harmful algal blooms, picophytoplankton and microalgal symbionts of corals and other marine animals. Different criteria and more sophisticated assignments are used for graduate students.

**253. Ecology of Lakes and Wetlands****(4) MELACK***Prerequisite: EEMB 142B; and, EEMB 142A or 120 or equivalent. Lecture, 3 hours; discussion, 1 hour.*

An examination of ecological aspects of lakes, wetlands and their physical coupling and population and community ecology. Applications of remote sensing and ecological models; human-caused impacts and their management. (S)

**259. Tropical Ecology****(4) EVEN***Prerequisite: one course in introductory ecology.**Not open for credit to students who have completed Biology 259. Lecture, 3 hours; discussion 1 hour.*

Examination of ecological processes in terrestrial and aquatic tropical environments. (W)

**264. Marine Pharmacology****(4) JACOBS***Prerequisite: consent of instructor. Lecture, 3 hours; discussion, 1 hour.*

History and scope of the use of natural product probes in biology and their relationship to physiology, chemistry, and biochemistry. (F)

**264L. Marine Pharmacology Laboratory****(4) JACOBS, COLLINS***Prerequisites: consent of instructor. Laboratory, 8 hours; discussion, 1 hour.*

Characterizing physiological pathways in isolated tissues, organs, and intact animal preparations using natural probes. (W)

**265. Field Studies in Marine Ecological Physiology****(4) HOFMANN***Prerequisites: MCDB 1A-B, and EEMB 2 and 3.*

An integration of field and laboratory approaches to questions in marine ecological physiology. Using local coastal field sites, participants conduct a team research project. Participants collect, analyze, and

present the results. Involves occasional field trips and lab work.

**266. Biology of Reproduction****(4) COLLINS***Prerequisites: MCDB 1A-AL; and, MCDB 1B-BL or EEMB 2-2L; and EEMB 3-3L.**Not open for credit to students who have completed Zoology 156 or EEMB 156.*

Examination of hormonal mechanisms regulating initiation/maintenance of reproductive function in vertebrates. Review of regulation of fertilization/pregnancy/parturition. Endocrine aspects do not duplicate topics covered in EEMB 155, and provides background in physiology for MCDB 226B. (S)

**269. Literature in Pharmacology****(1) JACOBS, WILSON***Prerequisite: graduate standing in biological sciences.**Same course as MCDB 269. Not open for credit to students who have completed Biology 269. Seminar, 1 hour.*

Critical reading and presentation of current literature in topics on pharmacology. (F,W,S)

**271. Ecosystem Processes****(4) SCHIMEL***Prerequisite: Environmental Studies 13 or MCDB 1B-BL or EEMB 2-2L.**Not open for credit to students who have completed Biology 271.**Recommended preparation: EEMB 120. Lecture, 3 hours; discussion 1 hour.*

An examination of carbon and nutrient cycling in terrestrial ecosystems. Specific foci will include plant soil linkages including decomposition and nutrient supply, and the role of above- and below-ground community composition on element cycles. (W)

**272. Theoretical Population Ecology****(4) BRIGGS***Recommended Preparation: MCDB 1A-B; and EEMB 2-3; and Math 3A-B or 34A-B*

Examine the ecological theory pertaining to population dynamics, species interactions, and community properties, and explore how mathematical and computer modeling has influenced the development of ecological theory. Includes case studies and computer exercises

**274. Biomechanics****(3) STAFF***Prerequisite: Mathematics 3A-B or 34A-B; and Physics 6A, or equivalents. Lecture, 3 hours.*

Introduction to fluid dynamics, solid mechanics, thermal mechanics, and materials science as they relate to organism form/function and the interaction of plants and animals with their physical surroundings.

**275. Biochemical Adaptation to the Environment****(4) SUAREZ***Prerequisite: consent of instructor. Lecture, 3 hours; discussion, 1 hour.*

Biochemical mechanisms of physiological and evolutionary adaptation to temperature, pressure, diet and food availability, locomotory activity, and oxygen availability. (S)

**275L. Biochemical Adaptation to the Environment Laboratory****(1) SUAREZ***Prerequisite: consent of instructor. Laboratory, 3 hours.*

Laboratory techniques in the study of biochemical adaptation to the environment, including preparation of buffers and reagents, tissue preparation, enzyme assays, and measurement of respiration rates using subcellular preparations and whole animals. Students are required to read the primary literature in the areas covered, present a lecture based on the literature in the specific area, and summarize the talk in a short paper to be submitted at the end of the course. (S)

**276. Advanced Biostatistics****(5) RICE***Prerequisites: concurrent enrollment in EEMB 276L; graduate standing. Lecture, 4 hours; discussion, 1 hour.*

Accelerated overview of parametric and nonparametric statistical techniques that are used in the biological sciences. The course unifies nearly all traditional statistical tests by expressing them all as a

single unified testing protocol.

**276L. Advanced Biostatistics Laboratory**  
(2) RICE

*Prerequisite:* concurrent enrollment in EEMB 276. Laboratory, 3 hours; discussion, 1 hour.

Students use computerized sampling to measure the robustness and power of a wide diversity of parametric vs. nonparametric tests. Students also learn to use computerized software to carry out all the tests described in the lecture class.

**279. Modeling Environmental and Ecological Change**

(4) NISBET

*Prerequisites:* Mathematics 34A-B or 3A-B.

Not open for credit to students who have completed Biology 279.

An introduction to mathematical and computer models in studies of the natural environment with emphasis on population dynamics. Case studies of interacting physical, chemical, and biological phenomena. (F)

**281. Science in the Media**

(2) STAFF

*Recommended Preparation:* One year course in introductory biology

Critical look at science stories in the popular media. Students will learn to read and present scientific papers, write about science, and interpret research.

**288RE. Restoration Ecology Seminar**

(1) THORSCH

Seminar, 1 hour.

Seminar explores current topics in restoration ecology including model projects, techniques, structured research, performance criteria, political and philosophical issues and may include site visits.

**290. Introduction to Faculty Research**

(2) STAFF

*Strongly encouraged for all first year graduate students; open to continuing graduate students; open to undergraduates by consent of instructor. Seminar, 2 hours.*

Presentation and discussion of current EEMB faculty research. Informal discussions follow weekly faculty member research presentations. Exposes graduate students to the breadth of departmental research, facilitates graduate-faculty interaction, and offers an intellectual setting for student interaction.

**292. Advanced Special Topics in Biological Sciences**

(1-4) STAFF

*Prerequisites:* graduate standing and consent of instructor.

*May be repeated for credit in combination with Biology 292. Lecture, 1 to 4 hours.*

Special topics of current importance in biological sciences. Course content will vary. Information on course content may be obtained in the department office.

**295A. Soils and Ecosystems**

(3) CHADWICK, SCHIMEL

*Prerequisite:* graduate standing.

Same course as Geography 295A. Seminar, 3 hours.

Development of the links between the biological and inorganic components of the soil. Water availability and nutrients control plant and soil microbial communities. These in turn affect the soil by enhancing weathering and modifying the local chemical environment. (W)

**500. Teaching Assistant Orientation**

(1) STAFF

*Required of all teaching assistants. No unit credit allowed toward advanced degree. May be repeated for credit in combination with Biology 500. Workshop, 1 hour.*

General orientation regarding the University of California and the Santa Barbara campus; various pertinent regulations, officials and their functions, staff and functions; services available to teaching assistants and to students. Prospective teaching assistants are encouraged to take this course during the fall quarter prior to their employment. (F)

**501. Practicum in Instruction**

(1-4) STAFF

*Prerequisite:* concurrent teaching assistant employment.

*No unit credit allowed toward advanced degree. May be repeated for credit in combination with Biology 501.*

Practical experience in teaching within specified areas of biology. Students will have responsibility for one or more laboratory and/or discussion sections. Staff will periodically observe teaching assistants in actual teaching situations. Evaluation forms will be completed by members of the class sections. (F,W,S)

**502. Techniques of Teaching and Laboratory Class Supervision**

(1-2) EARDLEY, EVEN

*Prerequisite:* concurrent teaching assistant employment.

*Required of all teaching assistants. No unit credit allowed toward advanced degree. May be repeated for credit in combination with Biology 502. Discussion, 1 hour.*

Weekly discussion and readings on techniques of teaching including lecturing, leading discussions, writing and grading exams, student-teacher interactions, classroom dynamics, and teaching philosophy. (F,W)

**503. Research Practicum in Biology**

(1-2) STAFF

*May be repeated for credit in combination with Biology 503. Tutorial, 1-2 hours.*

Basic procedures and methods of research in a specified area as determined by consultation between the supervising faculty member and the research assistant. Includes weekly meetings and consultations, and formal evaluations. (F,W,S)

**508. Levels of Biological Organization I: Individuals and Populations**

(4) STAFF

*Prerequisite:* graduate standing. Lecture, 3 hours; discussion, 1 hour.

This is the first in a set of two advanced courses in ecology and evolution, and includes modules on adaptation and organismal function, life history theory and fitness, and population dynamics. (F)

**509. Levels of Biological Organization II: Communities and Ecosystems**

(4) STAFF

*Prerequisite:* graduate standing.

*Recommended preparation:* EEMB 508. Lecture, 3 hours.

This is the second in a set of advanced courses in ecology and evolution, and includes modules on the origins of diversity, species interactions and coexistence, the causes and consequences of food-web complexity, and ecosystem level processes.

**510. Professional Development for Graduate Students**

(2) HOFMANN

*Prerequisite:* graduate standing. Lecture, 1 hour; other, 1 hour.

Survey of topics significant to graduate student professional development, including CV preparation, grant proposal writing, and publication. Course participants have the opportunity to enhance specific academic skills through interaction with peers and the faculty instructor in a workshop format.

**511. Scientific Writing**

(2) SCHIMEL

*Prerequisite:* consent of instructor. Seminar, 2 hours.

A hands-on workshop to polish writing skills. Modules focus on "story telling" to make ideas compelling, streamlining to make writing compact and effective, and developing flow of ideas and paragraphs. Students work on a chapter, paper, or proposal. (W)

**590. EEMB Colloquium**

(2) STAFF

*Prerequisite:* graduate standing.

*May be repeated for credit in combination with Biology 590.*

Presentation and discussion of recent work in ecology, evolution, behavioral ecology, evolutionary ecology, physiological ecology, and marine biology, by

eminent and nationally and internationally well known biologists. Optional individual discussion in addition to formal lecture.

**595AA-ZZ. Group Studies**

(2) STAFF

*Prerequisite:* consent of instructor.

*Individual letter designations may be repeated for credit to a maximum of 36 units. Seminar, 2 hours.*

A critical review of research in selected fields of biology. Subject matter for those seminars will be selected from the following list:

- A. Ecology and Evolution: Levine, Rice
- AA. Evolutionary Ecology: Staff
- AL. Energetics of Animal Locomotion: Staff
- B. Manipulating Reproduction: Staff
- BN. Behavioral Neurobiology: Staff
- BC. Advanced Community Ecology: Cardinale
- C. Systematics: Staff
- CE. Community Ecology: Staff
- D. Plant Ecology: Staff
- DD. Group Studies: Staff
- DL. Contemporary Approaches to Marine Biology: Staff
- DS. Ecological Data Synthesis: Levine
- EE. Symbiosis: Staff
- EG. Evolutionary Genetics: Staff
- EM. Ecosystem Management: Staff
- EN. Environmental Endocrinology: Staff
- ET. Ecological Toxicology: Staff
- EV. Evolutionary Biology: Staff
- FF. Photosynthesis: Staff
- GC. Global Change and Ecology; Gaines
- GG. Evolutionary Morphology: Staff
- H. Marine Molecular Ecology and Physiology: Hofmann
- J. Evolutionary and Behavioral Ecology of Vertebrates: Staff
- K. Biometry: Staff
- L. Philosophy of Science: Staff
- M. Reproductive Ecology and Evolution: Staff
- MM. Marine Microbial Ecology: Carlson
- MR. Metabolic Regulation: Staff
- MS. Marine Science: Prezelin, Alldredge, Brzezinski
- O. Ecological Genetics: Staff
- P. Advanced Population Ecology: Staff
- Q. Aquatic Biology: Staff
- RR. Research Reviews in Aquatic Ecology: Staff
- S. Plant Systematics and Evolution: Staff
- T. Parasitology: Staff
- TE. Theoretical Ecology and Evolution: Staff
- TP. Terrestrial Plant and Ecosystem Ecology: Staff
- Z. Ecological Physiology: Staff

**596. Directed Reading and Research**

(2-12) STAFF

*Prerequisite:* consent of instructor. *May be repeated for credit in combination with Biology 596 up to half of the graduate units required for the M.A. degree.*

Hours and credit by arrangement with faculty.

**597. Individual Study for Master's Comprehensive Examinations and Ph.D. Examinations**

(1-12) STAFF

*Prerequisites:* graduate standing and consent of instructor. *May be repeated for credit in combination with Biology 597. No unit credit allowed toward advanced degree. Students are limited to 24 units per examination, and 12 units per quarter.*

Individual study for M.A. comprehensive examinations and Ph.D. examinations.

**598. Master's Thesis Research and Preparation**

(1-12) STAFF

*Prerequisites:* M.A. (thesis) candidate and consent of committee chair. *May be repeated for credit in combination with Biology 598 to a maximum of 12 units. No unit credit allowed toward advanced degree.*

For research underlying the thesis and writing of the thesis.

**599. Ph.D. Dissertation Preparation**

(1-12) STAFF

*Prerequisites:* Ph.D. candidate and consent of instructor. *May be repeated for credit in combination with Biology 599 to a maximum of 12 units.*

For writing of the dissertation.

# Economics

Department of Economics  
Division of Social Sciences  
North Hall 2127

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Website: www.econ.ucsb.edu

Department Chair: *Charles Kolstad*

## Faculty

**Robert W. Anderson**, C.P.A., B.A., UC Santa Barbara, Lecturer (accounting)

**Philip Babcock**, Ph.D., UC San Diego, Assistant Professor, (labor economics, human capital, social dynamics, networks)

**Kelly Bedard**, Ph.D., Queen's University, Maxwell C. and Mary Pellish Professor (labor economics, economics of education, health economics)

**Theodore C. Bergstrom**, Ph.D., Stanford University, Aaron and Cherie Raznick Professor (microeconomic theory, public economics, evolutionary economics)

**Javier Arturo Birchenall**, Ph.D., University of Chicago, Assistant Professor (growth and development, population economics, labor economics, economics history)

**Henning Bohn**, Ph.D., Stanford, Professor (macroeconomics, fiscal and monetary policy, public economics, international economics)

**Gary Charness**, Ph.D., UC Berkeley, Professor (experimental and behavioral economics, game theory, labor economics, )

**William S. Comanor**, Ph.D., Harvard University, Professor (industrial organization, applied microeconomics)

**Robert T. Deacon**, Ph.D., University of Washington, Professor (natural resource and environmental economics, public finance)

**Stephen J. DeCanio**, Ph.D., Massachusetts Institute of Technology, Professor (economics of the global environment, economic history, econometrics and statistics, applied microeconomics)

**Olivier Deschenes**, Ph.D., Princeton University, Associate Professor (labor economics, applied econometrics, econometrics)

**H. E. Frech, III**, Ph.D., UC Los Angeles, Professor (industrial organization, economic theory, health economics, law and economics)

**Rodney J. Garratt**, Ph.D., Cornell University, Professor (game theory, experimental economics, consumer choice)

**Zachary Grossman**, Ph.D., UC Berkeley, Assistant Professor (psychology and economics, experimental economics, game theory)

**Coby Harmon**, C.P.A., B.A., UC Santa Barbara, Lecturer (accounting)

**Marek Kapicka**, Ph.D., University of Chicago, Assistant Professor (macroeconomics, dynamic public finance)

**Tee Weeachart Kilenthong**, Ph.D., University of Chicago, Assistant Professor

(macroeconomics, contract theory, developmental economics )

**Charles D. Kolstad**, Ph.D., Stanford University, Professor (environmental and resource-energy economics, industrial organization)

**Peter J. Kuhn**, Ph.D., Harvard University, Professor (labor economics)

**Finn Kydland**, Ph.D., Carnegie Mellon University, Professor and Jeffrey Henley Chairs, Nobel Laureate 2004 (macroeconomics, economic growth, monetary economics, international economics)

**Gary Libecap**, Ph.D., University of Pennsylvania, Professor, (property rights, economics and law, natural resource economics, economic history)

**Lisa Maass**, C.P.A., B.A., UC Santa Barbara, Lecturer (accounting)

**Neeru Mehra**, M.B.A., Columbia University, Lecturer (finance)

**Rajnish Mehra**, Ph.D., Carnegie Mellon University, Professor (capital markets, corporate finance, international finance, capital and growth theory)

**Mary J. Nisbet**, Ph.D., University of Glasgow, Senior Lecturer with Security of Employment (finance, accounting)

**Glenn Owen**, C.P.A., B.A., UC Los Angeles, Lecturer (accounting)

**Cheng-Zhong Qin**, Ph.D., University of Iowa, Professor (microeconomics, game theory)

**Heather Royer**, Ph.D., UC Berkeley, Assistant Professor (labor, health economics)

**Peter Rupert**, Ph.D., University of Rochester, Professor (microeconomic theory, game theory, managerial incentives)

**Henry Sander**, C.P.A., B.A., University of Connecticut, Lecturer (accounting)

**Nicholas J. Schneider**, B.A., J.D., C.P.A., Lecturer (tax, business law)

**Perry Shapiro**, Ph.D., UC Berkeley, Professor (microeconomic theory, public economics, econometrics)

**Jon Sonstelie**, Ph.D., Northwestern University, Professor (urban economics, public finance)

**Douglas Steigerwald**, Ph.D., UC Berkeley, Professor (econometrics, finance, environmental economics)

**Charles Stuart**, Ph.D., University of Lund, Professor (public finance, economic theory, law and economics)

**Richard B. Watson**, Ph.D., UC Santa Barbara, Lecturer (accounting)

## Emeriti Faculty

**Mortimer Andron**, Ph.D., University of Illinois, Professor Emeritus (finance, investments)

**Robert L. Crouch**, Ph.D., University of Essex, Professor Emeritus (economic theory)

**Stephen LeRoy**, Ph.D., University of Pennsylvania, Professor Emeritus (finance)

**Donald R. Loster**, C.P.A., B.S., Woodbury College, Lecturer Emeritus (accounting)

**Clement G. Krouse**, Ph.D., UC Los Angeles, Professor Emeritus (industrial organization, capital theory)

**John Marshall**, Ph.D., Massachusetts Institute of Technology, Professor Emeritus (economic theory, economics of uncertainty)

**Walter J. Mead**, Ph.D., University of Oregon, Professor Emeritus (natural resource economics)

**Lloyd J. Mercer**, Ph.D., University of Washington, Professor Emeritus (economic history, water resource economics, microeconomic theory)

**W. Douglas Morgan**, Ph.D., UC Berkeley, Professor Emeritus (public finance, applied microeconomics, water-resource economics)

**Llad Phillips**, Ph.D., Harvard University, Professor Emeritus (labor economics, econometrics, economics of criminal justice)

**John E. Pippenger**, Ph.D., UC Los Angeles, Professor Emeritus (open economy-macroeconomics, monetary economics)

**Jati K. Sengupta**, Ph.D., Iowa State University, Professor Emeritus (econometrics, operations research, economic development)

**John G. Traller**, C.P.A., M.B.T., University of Southern California, Lecturer Emeritus (accounting)

**Harold L. Votey, Jr.**, Ph.D., UC Berkeley, Professor Emeritus (economics of criminal justice, international trade, economic development)

## Affiliated Faculty

**Dennis Aigner**, Ph.D., UC Berkeley, Professor (econometrics, corporate environmental management); Donald Bren School of Environmental Science and Management

**Benjamin J. Cohen**, Ph.D., Columbia University, Louis G. Lancaster Professor of Political Economy (international relations, international political economy); Political Science Department

**Christopher Costello**, Ph.D., University of California, Berkeley, Assistant Professor of Environmental Science and Management (Natural Resource Economics, Biodiversity, Uncertainty, Dynamics)

**Matthew Kotchen**, Ph.D., University of Michigan, Assistant Professor (Environmental, Public, and Natural Resource Economics); Bren School of Environmental Science and Management

**Svetlozar Rachev**, Ph.D., Steklov Mathematical Institute, Moscow, Professor of Probability and Statistics

The undergraduate programs in business economics, economics, and economics/mathematics are designed to serve several objectives. Completed in combination with other courses in the College of Letters and Science, the majors provide the opportunity for general cultural and intellectual development. They are particularly useful as preparation for professions such as law, journalism, and accounting. The economics and economics/mathematics majors provide a solid foundation for graduate study in economics, administration, and/or management.

Academic counseling is available for undergraduates from undergraduate advisors and peer advisors, and for graduate students from the advisor for graduate affairs.

The Department of Economics encourages majors to participate in the Education Abroad Program (EAP) and the University of California, UCSB Washington Center option. In most cases, EAP courses can be substituted for equivalent offerings of the Department of

Economics to fulfill major requirements.

Students with a bachelor's degree in economics who are interested in pursuing a California Teaching Credential should contact the credential advisor in the Graduate School of Education as soon as possible.

### Senior Honors Program

The senior honors program in the Department of Economics consists of Economics 196A-B. This two-quarter seminar sequence allows a small group of students to work closely with a faculty member, and to do independent research in economics with a culminating project at the end of the second quarter. Access to the 196 series requires the completion of Economics 100A and 100B with a 3.50 average, and an overall grade-point average of at least 3.5. Students in the honors program will be granted access to any master's level course for which they meet the prerequisite, and will be encouraged to take master's level courses in place of undergraduate courses.

Students who earn A grades in the 196 series will graduate with distinction in the major.

### Five-Year Combined Bachelor's/ Master's Program

The Department of Economics offers a program allowing students to earn a combined bachelor of science degree in engineering and a master of arts degree in economics with a business economics emphasis. See the description below under "Graduate Program."

## Undergraduate Program

### Bachelor of Arts— Business Economics

Before admission to the business economics major, students must complete all economics preparation courses for the major with a grade-point average of 2.85 or above; these courses may not be taken on a passed/not passed basis. Students may declare a pre-business economics major after they have completed at least three courses required for the pre-major with at least a 2.85 grade-point average in all pre-major courses completed at that time. Students who declare the pre-major are responsible for satisfying degree requirements in effect at the time they declare the major. Pre-major status does not, however, guarantee admission to full major status. Once in the major, students must maintain a continuous 2.00 grade-point average in all major courses (preparation and upper-division) while attending the University of California. At its discretion, the department may discontinue students from the major who do not maintain the continuous 2.00 grade-point average in all pre-major and major courses. When preparation requirements are satisfied, students must complete a change of major petition, available in the Economics Undergraduate Office.

**Preparation for the major.** To qualify for admission into the business economics major, students must complete Economics 1, 2, 3A, 3B, PSTAT 5E, and Mathematics 34A-B with a GPA of 2.85 or above. No grade lower than C in pre-major courses will be accepted. In addition, Writing 109AC or 109EC or 109SS must be completed with a grade of C or above; the grade

will not be used in computing the pre-major GPA but will apply to the overall major GPA.

**Upper-division major.** Forty upper-division units in economics, including Economics 100A or 104A, 100B or 104B, 101 or 105 and 134A are required. Two upper-division economics elective courses from the following: Economics 100C, 106, 114, 115, 116A-B-C, 117A, 120, 122, 127, 130, 133, 134B, 135, 140A-B-C, 143, 150A-B, 152, 153, 155, 170, 171, 174, 175A-B, 176, 177, 180, 181, 184; Four additional upper-division economic electives from either previous list or from the following: 111, 112A-B, 113A-B, 118, 119, 128, 132A-B, 136A-B-C, 137A-B, 138A-B, 139, 160, 182, 183, 185, 187, 189. The following restrictions apply to the major: Economics 109 may not be used to fulfill upper-division requirements; credit is not allowed for both Economics 100A and 104A, 100B and 104B, or 101 and 105. A maximum of 12 units of Economics 199 will apply to the upper-division major.

#### Note for prospective transfer students:

Transfer students who wish to declare the Economics major, must complete the following four courses with a 2.75 grade-point average before admission to UCSB: one microeconomics course, one macroeconomics course, one calculus course and one statistics course. Once admitted to UCSB, students who have not yet completed all of the pre-major courses must complete the remaining courses with a UC grade-point average of 2.85 or better. Transfer grades from another UC will be used in the 2.85 grade point average calculation. Transfer grades (from a non-UC school) will not be used in 2.85 grade-point average calculation. Transfer grades will only be used as criteria for admission to UCSB in one of the economics majors.

### Emphasis in Accounting

The emphasis will appear on the student's official transcript. The degree is listed as a Bachelor of Arts in Business Economics.

**Preparation for the major.** To qualify for admission into the business economics major, students must complete Economics 1, 2, 3A, 3B, PSTAT 5E, and Mathematics 34A-B with a GPA of 2.85 or above. No grade lower than C in pre-major courses will be accepted. In addition, Writing 109AC or 109EC or 109SS must be completed with a grade of C or above; the grade will not be used in computing the pre-major GPA but will apply to the overall major GPA.

**Upper-division major.** Fifty three upper-division units in economics, including Economics 100A or 104A, 100B or 104B, 101 or 105 and 134A are required. Two upper-division economics elective courses from the following: Economics 100C, 106, 114, 115, 116A-B-C, 117A, 120, 122, 127, 130, 133, 134B, 135, 140A-B-C, 143, 150A-B, 152, 153, 155, 170, 171, 174, 175A-B, 176, 177, 180, 181, 184; In addition, Economics 118, 136A-B-C, and 137A must be taken along with two classes from the following list: 132A-B, 137B, 138A-B, 139, 182, 183, 185, 189.

**Note:** Economics 185 and 189 do not count towards the CPA's required 36 quarter units of accounting related courses. The following restrictions apply to the major: Economics 109 may not be used to fulfill upper-division re-

quirements; credit is not allowed for both Economics 100A and 104A, 100B and 104B, or 101 and 105. A maximum of 12 units of Economics 199 will apply to the upper-division major.

#### Note for prospective transfer students:

Transfer students who wish to declare the Economics major, must complete the following four courses with a 2.75 grade-point average before admission to UCSB: one microeconomics course, one macroeconomics course, one calculus course and one statistics course. Once admitted to UCSB, students who have not yet completed all of the pre-major courses must complete the remaining courses with a UC grade-point average of 2.85 or better. Transfer grades from another UC will be used in the 2.85 grade point average calculation. Transfer grades (from a non-UC school) will not be used in 2.85 grade-point average calculation. Transfer grades will only be used as criteria for admission to UCSB in one of the economics majors.

### Bachelor of Arts—Economics

Before admission to the economics major, students must complete all economics preparation courses for the major with a grade-point average of 2.85 or above; these courses may not be taken on a passed/not passed basis. Students may declare a pre-economics major after they have completed at least three courses required for the pre-major with at least a 2.85 grade-point average in all pre-major courses completed at that time. Students who declare the pre-major are responsible for satisfying degree requirements in effect at the time they declare the major. Pre-major status does not, however, guarantee admission to full major status. Once in the major, students must maintain a continuous 2.00 grade-point average in all major courses (preparation and upper-division) while attending the University of California. At its discretion, the department may discontinue students from the major who do not maintain the continuous 2.00 grade-point average in all pre-major and major courses. When preparation requirements are satisfied, students must complete a change of major petition, available in the Economics Undergraduate Office

**Preparation for the major.** To qualify for admission into the economics major, students must complete Economics 1, 2, PSTAT 120A, and Mathematics 3A-B-C with a GPA of 2.85 or above. No grade lower than C in pre-major courses will be accepted. In addition, Writing 109AC or 109EC or 109SS must be completed with a grade of C or above; the grade will not be used in computing the pre-major GPA but will apply to the overall major GPA.

**Upper-division major.** Forty-four upper-division units in economics, including Economics 100A-B-C, 101 and 140A-B are required. Five upper-division economics elective courses from the following: Economics 106, 111, 112A-B, 113A-B, 114, 115, 116A-B-C, 117A, 119, 120, 122, 127, 128, 130, 133, 134A-B, 135, 140C, 143, 150A-B, 152, 153, 155, 160, 170, 171, 174, 175A-B, 176, 177, 180, 181, 183, 184; One course may be from the following: 111, 112A-B, 113A-B, 119, 128, 160, 183, 187. The following restrictions apply to the major: Economics 109 may not be used to fulfill upper-division

requirements; credit is not allowed for both Economics 100B and 104B, or 101 and 105. A maximum of 12 units of Economics 199 will apply to the upper-division major.

**Note for prospective transfer students:**

Transfer students who wish to declare the Economics major, must complete the following four courses with a 2.75 grade-point average before admission to UCSB: one microeconomics course, one macroeconomics course, and two calculus courses. Once admitted to UCSB, students who have not yet completed all of the pre-major courses must complete the remaining courses with a UC grade-point average of 2.85 or better. Transfer grades from another UC will be used in the 2.85 grade point average calculation. Transfer grades (from a non-UC school) will not be used in 2.85 grade-point average calculation. Transfer grades will only be used as criteria for admission to UCSB in one of the economics majors.

**Bachelor of Arts—  
Economics/Mathematics**

**Preparation for the major.** Before admission to the economics/mathematics major, students must complete all preparation for the major courses with a grade-point average of 2.70 or above; these courses may not be taken on a passed/not passed basis. The following courses are required: Economics 1 and 2; Mathematics 3A-B-C, 5A-B-C, and 8; and PSTAT 120A. No grade lower than C- in pre-major courses will be accepted.

**Upper-division major.** Forty-four upper-division units are required, including the following courses: Economics 104A-B, 101 or 105, Mathematics 108A-B, 117. Students must also complete Economics 140A-B and 12 upper-division economics elective units chosen from the following: Economics 100C, 106, 114, 115, 116A-B-C, 117A, 120, 122, 127, 130, 133, 134A-B, 135, 143, 150A-B, 152, 153, 155, 170, 171, 174, 175A-B, 176, 177, 180, 181, 184. Economics 109 cannot be used to fulfill the upper-division requirements. Students should consult closely with their advisor in the Department of Economics or Mathematics to assure an appropriate program of study. Note: 104A-B and 105 should be taken fall, winter, and spring of junior year.

**Note for prospective transfer students:** Transfer students who wish to declare the Economics/Mathematics major, must complete the following four courses with a 2.75 grade-point average before admission to UCSB: one microeconomics course, one macroeconomics course, and two calculus courses. Once admitted to UCSB, students who have not yet completed all of the pre-major courses must complete the remaining courses with a UC grade-point average of 2.70 or better. Transfer grades from another UC will be used in the 2.70 grade point average calculation. Transfer grades (from a non-UC school) will not be used in 2.70 grade-point average calculation. Transfer grades will only be used as criteria for admission to UCSB in one of the economics majors.

**Graduate Program**

Applicants must fulfill University requirements for admission to graduate status described in

the chapter “Graduate Education at UCSB” in addition to the departmental requirements for admission detailed below.

**Master of Arts—Economics**

**Admission**

Admissions decisions are made by faculty of the Economics Department. Admission to the program is based on intellectual potential, scholarly promise, academic achievement, programmatic fit and available space. A bachelor’s degree in economics is not required for admission to the Masters program, but the department does require that specific courses, particularly economic theory, be passed with distinction (grade B+ or better). Strong mathematical aptitude is needed. At least two quarters of calculus and one basic statistics course are required. One year is recommended.

The Graduate Record Examination (GRE) is required of all applicants to the graduate program. Applicants, whose native language is not English, are required to take either the Test of English as Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exam. The minimum TOEFL score for consideration is 550 when taking the paper-based test (PBT), or 80 when taking the internet-based test (IBT). The minimum IELTS score for consideration is an Overall Band Score of 7 or higher. TOEFL or IELTS scores can be no more than two years old at the time of application to UCSB.

**Degree Requirements**

The M.A. may be obtained under either of the two plans described below, both of which require passing a comprehensive examination. There is no thesis option for the M.A. in economics. There is no language requirement for the M.A. degree. Both Master of Arts programs are designed so that a well-prepared student can obtain the degree in one academic year. Plan A is designed for students who wish specifically to acquire the M.A. degree; Plan B is designed for students in the Ph.D. program who wish to acquire the M.A. degree.

**Plan A:** Thirty-six units of coursework, including 20 units of core courses: Economics 205A-B, 208, and 240A-B, that must be passed with a grade of B or better in each course, along with 16 units of elective field courses. Plan A requires successful completion of a comprehensive examination that covers Microeconomic Theory and Quantitative Methods. (Note: All graduate students who follow the comprehensive exam option are required to complete a minimum of 24 units of graduate-level coursework in courses numbered 200-299 or 596.)

**Plan B:** Thirty-six units of core courses must be completed with a grade of B or better: Economics 204A-B-C, 210A-B-C, 241A-B-C. The Ph.D. preliminary examinations in Microeconomic Theory, Macroeconomic Theory and Econometrics must be passed with an M.A. Pass or better in order to receive a Master of Arts degree.

**Master of Arts—Economics—  
Business Economics Emphasis**

The Master of Arts in Economics with an emphasis in Business Economics (M.A.B.E.)

has the same admission requirements as the M.A. in economics. Well-prepared students can obtain the M.A. in Economics with a Business Economics emphasis in one academic year. There is no language requirement for the M.A.B.E.

Students must complete 36 units of coursework, including 20 units of core courses: Economics 205A-B, 208, and 240A-B, and 16 units of field courses: Economics 234A-B, 240C, and 273A. All courses must be passed with a grade of B or better. Also required is the successful completion of a written comprehensive examination that covers microeconomic theory and quantitative methods.

**Five-Year Combined  
Bachelor of Science Engineering/  
Master of Arts Economics—  
Business Economics Emphasis**

A program which provides an opportunity for outstanding students from any engineering major (including computer science, to earn both a B.S. in engineering and a Master of Arts in Economics with an emphasis in Business Economics degree in five years. Information about these programs is available in the College of Engineering Undergraduate Office or from the Department of Economics Graduate Office. Interested students should inform the Economics Graduate Office of their interest in the program at the end of the sophomore year in order to plan their upper-division classes appropriately.

**Doctor of Philosophy—  
Economics**

**Admission**

Admissions decisions are made by the departmental Graduate Admissions Committee, which is chaired by the Director of Graduate Studies. Admission to the program is based on intellectual potential, scholarly promise, academic achievement and programmatic fit. A bachelor’s degree is required, though not necessarily with a major in economics. The department does require that specific courses, particularly economic theory and econometrics, be passed with distinction. Prospective students are advised to take as much statistics and mathematics as possible: at least one mathematical statistics course, a year of calculus, and a course in matrix algebra are mandatory. An additional year of calculus and some course work in stochastic processes and linear algebra is highly recommended.

The Graduate Record Examination (GRE) is required of all applicants to the graduate program. Applicants, whose native language is not English, are required to take either the Test of English as Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exam. The minimum TOEFL score for consideration is 600 when taking the paper-based test (PBT) or 100 when taking the internet-based test (IBT). Successful applicants typically score above 260 on the paper-based test or 105 when taking the internet-based test. The minimum IELTS score for consideration is an Overall Band Score of 7 or higher. TOEFL or IELTS scores can be no more than two years old at the time of application to UCSB.

## Degree Requirements

Ph.D. students must successfully complete one year of required courses in Microeconomic Theory (Economics 210A-B-C), Macroeconomic Theory (Economics 204A-B-C), and Econometrics (Economics 241A-B-C). The Microeconomic Theory, Macroeconomic Theory and Econometrics courses must be completed with a grade of B or better in each course.

At the end of the first year, students must pass preliminary examinations in Microeconomics, Macroeconomics and Econometrics. Grading categories for the preliminary examinations are Fail, M.A. Pass, Ph.D. Pass, and Ph.D. Pass with Distinction. To proceed in the Ph.D. program, students must receive a Ph.D. Pass or better. Those receiving an M.A. Pass or better on both examinations are entitled to the Master of Arts degree, as long as they fulfill the Plan B requirements for the M.A. degree specified above.

Ph.D. students take eight elective courses during the second and third years. The electives must include specializations in two fields. The fields are: Econometrics, Environmental and Natural Resources, Experimental and Behavioral Economics, Finance and Money, Industrial Organization, International Trade and Finance, Labor Economics, Macroeconomic Theory and Policy, Mathematical Economics, and Public Finance.

In the second year, students begin a research project to launch their dissertation research. When they complete the project and defend proposals for the rest of their dissertation in an oral qualifying examination administered by their doctoral committee, they advance to candidacy for the doctorate. The goal is to reach this important milestone by the end of Fall quarter of the third year. The normal time for completion of the Ph.D. is five years; a few students finish in four years. The Ph.D. is completed by the submission of a dissertation acceptable to the student's committee. Defense of the dissertation is at the discretion of the student's committee.

## Economics Courses

### LOWER DIVISION

#### 1. Principles of Economics—Micro (4) BERGSTROM, SONSTELIE

An introduction to microeconomic analysis. Economic theory related to demand, production, competitive and noncompetitive product markets, input markets, and welfare. Applications of microeconomic theory including its use in evaluating and forming public policy.

#### 2. Principles of Economics—Macro (4) STAFF

*Prerequisite:* Economics 1.  
An introduction to macroeconomic analysis. Analysis of income, employment, and the price level. Applications of macroeconomic theory including its use in evaluating and forming public policy.

#### 3A-B. Financial Accounting (4-4) SANDER, HARMON, ANDERSON

*Prerequisite:* For 3B: Economics 3A.  
*Recommended preparation:* Economics 1 and 2  
A two-quarter series providing an introduction to the purposes, conceptual framework, measurement principles and reporting issues of accounting. Particular emphasis will be placed on the links between accounting, economics, and finance.

#### 3AH. Financial Accounting - Honors (1) STAFF

*Prerequisite:* Concurrent with Econ 3A.

Students receive one unit for the honors seminar. Intended for highly motivated and well prepared students. (F, W, S)

#### 3BH. Financial Accounting - Honors

(1) STAFF

*Prerequisite:* Concurrent with Econ 3B.

Students receive one unit for the honors seminar. Intended for highly motivated and well prepared students. (F, W, S)

### UPPER DIVISION

*Note:* Upper-division courses are open to full majors only.

#### 100A. Intermediate Microeconomic Theory

(4) GARRATT, STUART, BERGSTROM

*Prerequisite:* Economics 1 and 2, or 109; PSTAT 5E or PSTAT 120A; Mathematics 34A-B or 3A-B or equivalent.

*Credit not given for both Economics 100A and 104A.*

Economic theory relating to demand, production, and competitive product markets with emphasis on applications of theory.

#### 100B. Intermediate Microeconomic Theory

(4) STAFF

*Prerequisite:* Economics 100A.

*Credit not given for both 100B and 104B.*

Economic theory relating to imperfectly competitive product markets, input market, and welfare, with emphasis on applications. Includes an introduction to game theory.

#### 100C. Intermediate Microeconomic Theory

(4) BERGSTROM

*Prerequisites:* Economics 100A-B or 104A-B.

Covers topics including externalities, law and economics, information technologies, public goods and asymmetric information. These topics are essential to understanding real markets but are currently not included in the Economics 100A-B sequence.

#### 101. Intermediate Macroeconomic Theory

(4) STAFF

*Prerequisite:* Economics 100A.

*Credit not given for both 101 and 105.*

*Recommended preparation:* Economics 100B.

Contemporary analysis of income, employment, price level, and public policy using static general equilibrium framework with emphasis on applications of theory. Long term economic growth is also covered.

#### 104A. Intermediate Microeconomic Theory

(4) QIN

*Prerequisites:* Economics 1 and Economics 2, or 109; PSTAT 5E or 120A; and Mathematics 3A-B-C.

*Credit not given for both Economics 104A and 100A.*

Economic theory relating to demand, production, and competitive product markets, using techniques from the calculus.

#### 104B. Intermediate Microeconomic Theory

(4) QIN

*Prerequisite:* Economics 104A.

*Credit not given for both Economics 104B and 100B.*

Economic theory relating to imperfectly competitive product markets, input markets, and welfare, using techniques from the calculus. Basic capital theory and game theory are covered.

#### 105. Intermediate Macroeconomic Theory

(4) STAFF

*Prerequisites:* Economics 100A or 104A; and Mathematics 3A-B-C.

*Not open for credit to students who have completed Economics 101.*

Contemporary analysis of income, employment, and price level and public policy using a static general equilibrium framework with emphasis on pure theory and use of techniques from the calculus.

### 106. Managerial Economics

(4) SENGUPTA

*Prerequisites:* Mathematics 3A-B or 34A-B; and, Economics 100A-B or 104A-B.

Economic principles will be applied to practical decision-making situations. Methods of price and output determination, capital budgeting, and choices under uncertainty. Methods of economic analysis and their application will be emphasized.

### 109. Introduction to Economics

(4) WATSON, PHILLIPS

*Course cannot be used to satisfy any economics major requirements. Repeat Comments:* If Economics 109 is completed first, then full credit will be allowed for Economics 1, 2 and 109. Two units of credit will be allowed for Economics 109 if credit has been previously awarded for Economics 1 or 2 or its equivalent. No unit credit will be allowed for Economics 109 if credit has been previously awarded for both Economics 1 and 2 or their equivalents.

A broad survey of economic principles, including both microeconomics and macroeconomics.

### 111. Economic History of Ancient Civilization

(4) STAFF

*Prerequisites:* Economics 1 and 2; or Economics 109.

A survey of the economies of the ancient Near East, Egypt, Greece, and Rome with emphasis on important issues in their economic history.

### 112A. European Economic History to 1850

(4) STAFF

*Prerequisites:* Economics 1 and 2; or Economics 109.

Analysis of the economic development of Europe from the Middle Ages through the English Industrial Revolution.

### 112B. European Economic History Since 1850

(4) STAFF

*Prerequisites:* Economics 1 and 2; or Economics 109.

Analysis of the economic development of Europe since the English Industrial Revolution.

### 113A. Economic History of the United States to 1900

(4) STAFF

*Prerequisites:* Economics 1 and 2; or Economics 109.

Key issues and episodes in American economic history, such as the sources of economic growth, slavery and the nineteenth century southern economy. Populism and the rise of regulation, and macroeconomic history.

### 113B. Twentieth Century United States Economic History

(4) STAFF

*Prerequisites:* Economics 1 and 2; or Economics 109.

A survey of United States economic development in the twentieth century with emphasis on issues related to the growth, instability, and distribution of income. The impact of public policy on economic growth, instability, and income distribution will be an important theme of the course.

### 114. Economic Development

(4) STAFF

*Prerequisites:* Economics 1 and 2; or Economics 109.

*Recommended preparation:* Economics 100A.

Applications of economic theory to the problems of developing nations.

### 115. Environmental Economics

(4) KOLSTAD

*Prerequisite:* Economics 100A-B.

*Same course as Environmental Studies 175.*

Course provides a rigorous treatment of environmental economics. Topics include welfare analysis, ethical dimensions of economic criteria for protecting the environment, measuring the demand for environmental goods, property rights, economic incentives, including marketable permits and emission fees, and regulating risk.

### 116A. Industrial Organization Principles

(4) KROUSE, COMANOR

*Prerequisite:* Economics 100B or 104B.

*Not open for credit to students who have completed Economics 116.*

Analysis of competition, monopolistic competition, oligopoly, and monopoly theories and practices.

**116C. Antitrust Economics****(4) KROUSE, COMANOR***Prerequisite: Economics 100B or 104B.*

The antitrust treatment of monopoly and monopolization, including both horizontal and vertical market arrangements and controls, and in-depth analyses of major antitrust decisions.

**117A. Law and Economics I****(4) FRECH***Prerequisite: Economics 100B or 104B.*

Application of economic analysis to the law. Includes an introduction to common law, constitutional law, and legal processes. Topics may include property law, contract law, and tort law.

**118. Financial Accounting Analysis and Planning****(4) WATSON, LOSTER, MAASS***Prerequisites: Economics 2 or 109; Economics 3B; and PSTAT 5E or PSTAT 120A.*

An economic analysis of financial statements in a macroeconomic environment. Topics include evaluation of short term and long term liquidity, profitability, capital structure and the forecast of earnings and financial position using financial and economic models.

**118H. Financial Accounting Analysis and Planning - Honors****(1) STAFF***Prerequisite: Concurrent enrollment in Econ 118.*

Students receive one unit for the honors seminar. Intended for highly motivated and well prepared students. (F, W, S)

**119. United States Business History****(4) STAFF***Prerequisites: Economics 1 and 2; or Economics 109.*

A survey of the development and change of business organization in the United States in the context of the growth and development of the economy and changes in society. Particular attention is paid to the relationship between business and government.

**120. Urban and Regional Economics****(4) SONSTELIE***Prerequisite: Economics 100B or 104B.*

Economic analysis applied to current urban and regional problems.

**122. Natural Resource Economics****(4) DEACON***Prerequisite: Economics 100B or 104B.**Same course as Environmental Studies 179.*

Microeconomic theory and capital theory applied to problems of conservation and management of natural resources. Analysis of public policy with special emphasis on non-renewable energy resources, management of forests, deforestation and species extinction, and use of fish and game resources.

**128. Literature and Economics****(4) DECANIO***Prerequisite: upper-division standing.*

Issues in history, political economy and social theory as reflected in major works of literature. Content and readings will vary from quarter to quarter. Extensive writing by students will be required.

**130. Public Finance****(4) STUART***Prerequisites: Economics 100B or 104B; and, Economics 101 or 105.*

Fiscal theory and policy. Incidence and effects of taxation, government expenditure programs, and benefit cost analysis.

**132. Auditing****(4) LOSTER***Prerequisite: Economics 118 and 136A-B-C.*

Developing and understanding of concepts and practices for audits of financial statements. Studying professional standards, ethics, and legal liability. The audit process is covered in-depth: planning, internal control, audit risk, materiality, evidence, program design, sampling, completing the audit, and reporting.

**132AH. Auditing - Honors****(1) STAFF***Prerequisite: Concurrent enrollment in Econ 132A.*

Students receive one unit for the honors seminar. Intended for highly motivated and well prepared

(F, W, S)

**132B. Forensic Accounting****(4) LOSTER***Prerequisites: Economics 132 or 132A; open to business economics, economics, and economics math majors only.*

Application of special skills in accounting, auditing, finance, quantitative methods, certain areas of the law, research, and investigative skills for the purpose of resolving financial issues in a manner that meets standards required by courts of law. Topics include accounting and legal fundamentals, tools and techniques, and selected applications: financial statement fraud, fraud against the organization, tax fraud, bankruptcy, divorce, and identity theft, organized crime and terrorism investigation, business valuation, and dispute resolution and litigation services. Case studies and guest speakers are used. (F,W,S,M)

**132BH. Forensic Accounting - Honors****(1) STAFF***Prerequisite: Concurrent enrollment in Econ 132B.*

Students receive one unit for the honors seminar. Intended for highly motivated and well prepared students. (F, W, S)

**133. Topics in Macroeconomic Theory****(4) BOHN***Prerequisite: Economics 101 or 105.*

Topics may include fiscal policy and government budget deficits, monetary policy and inflation, investment and economic growth, theories of the business cycle, rational expectations and the Lucas critique, optimal taxation and the time consistency of government policies. Content may vary from year to year.

**134A. Financial Management****(4) LEROY***Prerequisite: Economics 100B or 104B.*

Discounting of certain future cash flows. Principles of evaluation of investment projects. Demand and supply of investment funds. Risk and the valuation of asset prices. Analysis of a firm's debt and dividend policies; the effect of taxes and inflation on these policies.

**134B. Financial Management****(4) LEROY***Prerequisite: Economics 134A.*

This course is devoted to the testing and application of theories developed in Economics 134A. The specific characteristics and uses of warrants, options, futures, bonds, and stocks are studied. The microcomputer lab may be used for homework projects.

**135. Monetary Economics****(4) BOHN***Prerequisite: Economics 101 or 105.**Recommended preparation: Economics 134A.*

Survey of monetary theory, the banking system and the supply of money, monetary policy, and current issues.

**136A-B-C. Intermediate Accounting****(5-4-4) HARMON, SANDER, MAASS, ANDERSON***Prerequisites: Economics 118 (for 136A); Economics 136A (for 136B); Economics 136A-B (for 136C).*

An in-depth analysis of recognition, measurement, classification, and valuation issues in financial reporting within the framework of generally accepted accounting principles. Case studies and microcomputer analysis software will be integrated into the course.

**136AH. Intermediate Accounting - Honors****(1) STAFF***Prerequisite: Concurrent enrollment in Econ 136A.**Designed for majors.*

Students receive one unit for the honors seminar. Intended for highly motivated and well prepared students. (F, W, S)

**136BH. Intermediate Accounting - Honors****(1) STAFF***Prerequisite: Concurrent enrollment in Econ 136B.**Designed for majors.*

Students receive one unit for the honors seminar. Intended for highly motivated and well prepared students. (F, W, S)

**136CH. Intermediate Accounting - Honors****(1) STAFF***Prerequisite: Concurrent enrollment in Econ 136C.*

Students receive one unit for the honors seminar. Intended for highly motivated and well prepared students. (F, W, S)

**137A-B. Managerial Accounting****(4-4) WATSON, MAASS***Prerequisites: Economics 1, 2, and 3A-B.**Not open for credit for students who have completed Economics 137.*

A two-quarter series covering the theory and application of managerial accounting concepts. The course investigates the interaction between economic theory, financial accounting, and management decision making for planning and control.

**137BH. Managerial Accounting - Honors****(1) STAFF***Prerequisite: Concurrent with Econ 137B.*

Students receive one unit for the honors seminar. Intended for highly motivated and well prepared students. (F, W, S)

**138A-B. Income Taxation****(4-4) SCHNEIDER***Prerequisite: Economics 3A-B (for 138A); Economics 138A (for 138B).*

An introduction to taxation. The basic theories, concepts, and general rules of federal income tax and their interrelationships with personal, business, and financial transactions. The course provides an understanding of tax policies and the interrelationship between tax and financial decisions.

**139. Advanced Accounting****(4) HARMON***Prerequisites: Economics 136A-B.*

Accounting for business combinations and preparation of consolidated financial statements, principles of fund accounting (governmental and non-profit entities), foreign currency translation and transactions, partnership formation, operation, and liquidation.

**139H. Advanced Accounting - Honors****(1) STAFF***Prerequisite: Concurrent with Econ 139.*

Students receive one unit for the honors seminar. Intended for highly motivated and well prepared students. (F, W, S)

**140A. Introduction to Econometrics****(4) STEIGERWALD***Prerequisite: Economics 100B or 104B; and, Economics 101 or 105; and PSTAT 120A.*

Estimation and hypothesis testing in classical linear regression models as well as violations of each classical assumption. Discrete dependent variable models and systems of simultaneous equations are also covered.

**140B. Introduction to Econometrics****(4) DESCHENES***Prerequisite: Economics 140A.*

Time-series econometrics including stationary ARMA models, estimation and hypothesis testing in the presence of unit roots, and financial models with conditional heteroskedasticity.

**140C. Introduction to Econometrics****(4) BEDARD***Prerequisites: Economics 140A-B.*

Applied econometrics. An empirical project forms the basis of the course, designed to build on the principles taught in Economics 140A. Lectures concentrate on tools of applied analysis and may include, limited-dependent variable models, duration analysis, and systems estimation.

**150A. Labor Economics****(4) KUHN, BEDARD, DESCHENES***Prerequisite: Economics 100B or 104B.**Not open for credit to students who have completed Economics 150.*

Analyzes the determinants of labor supply, labor demand, and equilibrium. Topics include the work-incentive effects of income-support programs and the effects of immigration on labor markets.

**150B. Labor Economics****(4) KUHN, BEDARD, DESCHENES***Prerequisite: Economics 100B or 104B.*

Analyzes the structure of wages. Determinants of earnings studied include compensating differentials, human capital in the form of education and training, and immigrant assimilation.

### 152. Personnel Economics

(4) KUHN

*Prerequisite: Economics 100B or 104B.*

Studies the allocation and pricing of labor within firms. Topics covered include employee selection, design of optimal piece rates, advantages and disadvantages of seniority-based pay, tournaments and promotions, and incentives in team production.

### 153. Economics of Education

(4) BEDARD

*Prerequisite: open to business economics, economics and economics math majors only.*

Economic theory, basic econometric techniques as they apply to economics of education. Specific areas of focus include production and financing of education, contribution of education to economic growth and development, organization of education industry, and bias and discrimination in education.

### 155. Economics of Insurance

(4) MARSHALL

*Prerequisite: Economics 100B or 104B.*

Topics may include behavior under uncertainty, markets in contingent claims, insurance law and institutions, insurance as financial management, valuation of insurance companies, regulation of insurance, disaster insurance, health insurance, moral hazard, adverse selection, public policy toward insurance.

### 160. Economics of Crime and Justice

(4) PHILLIPS, VOTEY

*Prerequisites: Economics 1 and 2; or Economics 109.*

Examines social policy to minimize the losses to crime and the costs of crime control. Develops the economics of crime generation, law enforcement, prosecution, corrections, and punishment.

### 170. Health Economics

(4) FRECH

*Prerequisite: Economics 100B or 104B.*

Application of economic and statistical principles to health and health services. Topics may include the determinants of health, demand for health care and health insurance, competition and monopoly in health care and insurance of health care, HMOs and managed care plans, public policy and international comparisons.

### 171. Introduction to Game Theory

(4) CHARNESS

*Prerequisite: Economics 134A or Mathematics 3C.*

A rigorous study of strategic interaction. Topics include normal and extensive form games, existence and uniqueness of equilibrium, randomization, minimax, dynamics and equilibrium selection, auctions and bargaining, principle-agent incentives, voting, private contributions to public goods, oligopoly competition, market entry and burning money, wars of attrition.

### 174. Negotiations

(4) CHARNESS

*Prerequisite: open to business economics, economics and economics math majors only.*

Applied theories as guides to improving negotiations. Develop and sharpen negotiating skills by participating in realistic negotiating simulations. A number of cases will be presented; individuals make choices about actions and tactics within the negotiation.

### 176. Experimental Economics

(4) CHARNESS

*Prerequisite: open to business economics, economics and economics math majors only.*

Introduction to the idea that economics, like all of the natural sciences, can be a laboratory science. Focus on performing and engaging in experiments. Students design experiments and discuss the designs of others.

### 180. International Trade

(4) STAFF

*Prerequisite: Economics 100B or 104B.*

International trade theory and policies with examples from current issues and problems.

### 181. International Finance

(4) STAFF

*Prerequisite: Economics 101 or 105.*

International money and capital markets and their impact on the domestic and world economies; international financial institutions and policies.

### 182. International Accounting and Financial Management

(4) NISBET

*Prerequisites: Economics 118 and 134A.*

Accounting and financial management issues in the multinational enterprise including the global development of accounting and disclosure practice, international reporting and the management of global enterprise resources.

### 183. Economics of Entrepreneurship

(4) STAFF

*Prerequisite: Economics 1 and 2; or Economics 109.*

Study of entrepreneurs as risktakers, innovators, combiners of resources, and managers, and of the legal and institutional environments that encourage (and discourage) such activity.

### 184. Decisions Under Uncertainty

(4) MARSHALL

*Prerequisites: Economics 1 and 2; and, PSTAT 5E or 120A.*

Analysis of decision-making by businesses, consumers and public agencies when conditions are uncertain. Topics include probability, utility, maximization, representation of decision problems in practical applications, updating probabilities in light of new data, and valuation of information.

### 185. Information Systems

(4) OWEN

*Prerequisites: Economics 1 or 109; and Economics 3A-B.*

A study of the analysis, design, and implementation of accounting information systems.

### 187. Corporate Finance

(4) LOWES

*Prerequisites: open to business economics, economics and economics math majors only.*

Financial function organization, management theories, financial careers and cross functional relationships, and issues and challenges for the future. Develop functional organizational awareness, career perspective and jump start effectiveness, leadership, and team management skills and success.

### 189. Business Law and Ethics

(4) SCHNEIDER

*Prerequisites: Economics 1 and 2.*

Course provides a basic understanding of ethics and the legal framework within which U.S. businesses operate. Includes a broad overview of court procedures and in-depth coverage of selected topics including contracts, securities, and property rights.

### 191AA-ZZ. Special Topics in Economics

(4) STAFF

(4) STAFF

*Open to economics majors only. May be repeated for credit to a maximum of 30 units. Up to 8 units may be applied to the major providing letter designations are different.*

Lectures in special areas of interest in economics. Consult the department office regarding proposed course topics.

### 193. Internship in Economics

(1) STAFF

*Prerequisite: open to business economics, business economics with accounting, economics, and economics/mathematics majors only.*

Course enables students to obtain credit for economics-related internship experience. A seven to eight page written report is required for credit.

### 194AA-ZZ. Group Studies

(1-4) STAFF

*Prerequisite: upper-division standing; consent of instructor.*

*Subject to departmental approval, students may repeat this course; however, only four units may count toward major.*

Intensive study and research on a topic in economics selected by the student with the guidance and approval of a faculty member.

### 196A-B. Senior Honors Seminar

(4-4) STAFF

*Prerequisite: admission to Department of Economics senior honors program (for 196A): Economics 196A (for 196B).*

Students undertake independent research project(s) under direction of faculty member. The research results are presented as an honor paper at the end of the second term (196B).

### 199. Independent Studies in Economics

(1-5) STAFF

*Prerequisites: upper-division standing in the major; completion of two upper-division courses in economics; consent of department and instructor.*

*Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. Only 12 units of Economics 199 may apply toward the major.*

Coursework shall consist of academic research supervised by a faculty member. This course is not intended for internship credit.

### 199RA. Independent Research Assistance in Economics

(1-5) STAFF

*Prerequisites: upper-division standing in the major; completion of two upper-division courses in economics; consent of department and instructor.*

*Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

Coursework shall consist of faculty supervised research.

## GRADUATE COURSES

### 204A. Macroeconomic Theory

(4) BOHN

*Prerequisite: Economics 210A-B.*

Introduction to modern macroeconomics. Study of economic growth and dynamic optimization. Representative agent, overlapping generations and monetary models will be covered.

### 204B. Macroeconomic Theory

(4) STAFF

*Prerequisite: Economics 204A.*

Modern business cycle analysis, fiscal and monetary policy in a dynamic framework.

### 205A-B. Economic Decisions

(4) COMANOR

*Prerequisite: Knowledge of differential calculus and economic theory. Economics 100A-B, Economics 101 or equivalent courses.*

This course presents the basic concepts of microeconomics by emphasizing their application to actual situations and their use in problem-solving. It covers the theory of choice in the first term and the theories of the firm and of markets in the second.

### 208. Topics in Macroeconomic Theory and Policy

(4) STAFF

(4) STAFF

*Prerequisite: Economics 100A-B and 101, or equivalent.*

Keynesian, New-Classical, and New-Keynesian theory of income determination, and policy prescriptions thereof. Additional topics include rational expectations and policy effectiveness, introduction to the intertemporal approach in macroeconomics, modern business cycle theory, and theory and evidence on economic growth.

### 210A. Theory of Consumption and Production

(4) GARRATT, KOLSTAD, MARSHALL, QIN

*Prerequisites: Mathematics 3A-B-C; and, Economics 104A-B or Economics 205A-B.*

Preferences, revealed preference, utility, constrained optimization, demand, expenditure, indirect utility, cost, production, and profit.

### 210B. Game Theory

(4) GARRATT, QIN

*Prerequisites: Mathematics 3A-B-C; and, Economics 104A-B or Economics 205A-B.*

Risk, expected utility, cooperative games, non-cooperative games, equilibrium, duopoly, oligopoly, bargaining and auctions.



**210C. Markets and Incentives****(4) KOLSTAD, MARSHALL, QIN***Prerequisites: Economics 210A-B.*

Partial equilibrium methods for the analysis of competitive markets, monopoly, externalities and public goods; applications of game theory to oligopoly; topics in asymmetric information, including adverse selection, signaling and screening.

**210D. General Equilibrium and Welfare****(4) MARSHALL***Prerequisite: Economics 210C.*

Existence of general, price-taking equilibrium, welfare theorems, examples, the core, equilibrium in risk markets, and intertemporal equilibrium.

**211A. The Economic Foundations of Human Behavior****(4) STAFF**

Theoretical analysis of human capital accumulation, the allocation of time, household production, and the family as a decision making unit with respect to non-market behavior. Application of the preceding to such topics as fertility, marriage, criminality, health, education, discrimination.

**214A. Economic Development****(4) SENGUPTA**

A study of problems faced by the less developed countries. Elements of new growth theory. Endogenous growth and learning by doing. Topics considered include population growth, labor supply, capital accumulation, openness in trade, and technological change.

**214B. Economic Development****(4) STAFF**

A study of the special problems faced by the less developed countries and the initial conditions and economic mechanisms that must be taken into account in raising living standards. Topics considered include population growth, labor supply, capital accumulation, the use of foreign resources, and effects of technological change.

**216A-B. Organization of Industry****(4-4) COMANOR, FRECH, KROUSE**

Theoretical and empirical analyses of "imperfect" competition. Individual or firm optimization and market equilibrium are considered. Topics include oligopoly, monopolistic competition, information, determinants of market structure, complex pricing, vertical relations. Antitrust, regulatory, and government ownership policies will be examined.

**225. Heterogeneous Agent Macroeconomics****(4) KAPICKA***Prerequisites: open to economics majors only.*

Dynamic general equilibrium models with heterogeneous agents. Covers economies where aggregation is possible, economies with exogenously incomplete markets and economies where the market incompleteness is endogenous due to limited commitment or private information.

**229. Macroeconomics Theory and Policy****(4) BOHN***Prerequisites: Economics 204A and 204B.*

Covers dynamic fiscal policy, including optimal taxation and government debt management, time consistency problems of fiscal and monetary policy, government budget deficits and their effects on the economy, and other advanced topics in macroeconomics.

**230A-B. Public Finance****(4-4) BERGSTROM, SHAPIRO, SONSTELIE, STUART**

A. Public goods, taxation, and expenditure theory.

B. Topics vary: public debt management and fiscal policy; advanced topics in public expenditure and taxation theory; analysis of collective choice, political processes, and group decision-making.

**230C. Public Finance****(4) SONSTELIE***Prerequisites: Economics 230A-B.*

Reading and discussion of selected topics and recent literature in public finance and public economics. Emphasis on the development of dissertation research topics. Student presentations required. Course outline and readings will vary from quarter to quarter.

**234A. Introduction to Finance****(4) MEHRA**

Basic principles of financial management and an introduction to the subjects covered in subsequent courses in the Economics 234 sequence. Topics include financial planning, investment criteria, capital structure, and principles of asset valuation.

**234B. Theory of Finance****(4) STAFF**

Rigorous treatment of asset pricing theory. The economics of intertemporal choice and choice under uncertainty are developed and applied to financial markets. Theories of asset pricing are covered including the capital asset pricing model, arbitrage pricing theory, and option pricing theory.

**235A. Finance****(4) LEROY***Prerequisite: Economics 210A-B or 204A.*

Individuals' optimal consumption/portfolio choice under uncertainty and implied asset valuation. Rigorous treatment of the traditional linear asset pricing relations; mean-variance CAPM and APT, and the equilibrium valuation; consumption-based intertemporal asset pricing models.

**235B. Finance****(4) LEROY, MEHRA***Prerequisites: Economics 210D; and, Economics 204A or 208; and Economics 235A.*

Covers the integration of dynamic capital theory and the theory of finance, multiperiod general equilibrium pricing models and tests of those models.

**237. Financial Management****(4) WATSON***Prerequisite: consent of instructor; not open to UCSB Economics M.A. candidates.*

An introduction to concepts from accounting, economics, and finance crucial to understanding the operation of business firms in a market economy. Topics include costs, profits, supply, demand, inflation, capital markets, present value, risk, debt, equity, balance sheets, and income statements.

**240A. Introduction to Econometrics****(4) PHILLIPS, SHAPIRO***Prerequisite: PSTAT 5E.*

Review of probability and statistics with application to statistical decision theory, inference, interval estimation, and hypothesis testing. Introduction to the linear regression model and analysis of variance with applications to the estimation of applied economic models.

**240B. Econometrics with an Emphasis on Cross Section Analysis****(4) FRECH, SHAPIRO***Prerequisite: Economics 240A.*

Extension to multiple regression analysis. Study of various problems, such as heteroskedasticity, serial correlation, non-orthogonal errors, and nested hypothesis testing. Emphasis on oral and written presentation of research projects.

**240C. Econometrics With an Emphasis on Time Series and Forecasting****(4) PHILLIPS***Prerequisites: Economics 140A, 240B, or 241C.*

Time series econometrics with an emphasis on business forecasting. Study of various methods of econometric forecasting including statistical decision theory, Box-Jenkins, adaptive methods, single and simultaneous structural equation models.

**241A. Econometrics****(4) STIEGERWALD***Prerequisites: Mathematics 3A-B-C.*

Elements of probability and statistics for econometrics. Probability density functions, moment-generating functions, central limit theorems, method of maximum likelihood.

**241B. Econometrics****(4) STEIGERWALD***Prerequisite: Economics 241A.*

The intuition and theory underpinning estimation of single and multiple equation regression models.

**241C. Econometrics****(4) STAFF***Prerequisite: Economics 241B.*

Covers extension of the general linear model,

simultaneous equations estimation, identification, dynamic model structure, and limited dependent variable estimation. Emphasis is given to both theoretical development and applications of the basic theory.

**242. Advanced Game Theory****(4) BERGSTROM, GARRATT, QIN***Prerequisites: Economics 210B-C or Mathematics 118.*

*Not open for credit to students who have completed Economics 244B.*

Cournot-Nash equilibrium, bargaining theory, value, and their modern variations including Bayesian-Nash equilibrium and evolutionary stable strategy. Nonequilibrium solution concepts (dominance and rationalizability). Applications to oligopoly, signaling, principal-agent problem, and organization of firms.

**244. Mathematical Economics****(4) STAFF***Prerequisites: Economics 201A-B-C-D, and 249; and Mathematics 118A-B-C.*

*Not open for credit to students who have completed Economics 244A.*

Topics include bargaining, search, matching, mechanism design, voting, auctions, adaptive control, learning dynamics and recent development in game theory and mathematical economics.

**245A. Econometric Theory****(4) STEIGERWALD***Prerequisite: Economics 241C.*

The logic and structure of empirical work. In order: how to quantify theory; sources of data; methods of estimation; informative reporting of results.

**245B. Econometric Theory****(4) STEIGERWALD***Prerequisite: Economics 245A.*

Specification and estimation of dynamic regression models for conditional location and scale. Topics include trending variables (with attention paid to unit root models) and models of volatility for finance (with attention paid to continuous-time diffusion models).

**245C. Econometric Theory****(4) STAFF***Prerequisite: Economics 245A.*

Specification and estimation of models for cross-section data. Topics include models of individual choice (with attention paid to nonparametric estimators) and models for panel data.

**249. Dynamic Optimization****(4) GARRATT***Prerequisite: Economics 210B or Mathematics 118.*

*Not open for credit to students who have completed Economics 201.*

An introduction to the dynamic optimization techniques of the calculus of variations and optimal control theory. Focus on continuous time planning problems in a deterministic setting. Applications include natural resource extraction, energy production, human capital accumulation, and insurance.

**250A. Labor Economics****(4) BEDARD, DESCHENES, KUHN**

Theory and application of labor supply and demand models. Applications include work incentives of social programs, employment effects of minimum wages, and effects of immigration.

**250B. Wage Structure****(4) BEDARD, DESCHENES, KUHN**

Analysis of wage differentials by education, experience, union status, working conditions, and other factors.

**250C. Current Research Topics in Labor Economics****(4) BEDARD, DESCHENES, KUHN**

Areas covered vary from year to year.

**253A. Job Search Theory****(4) RUPERT***Prerequisites: open to economics majors only.*

Theoretical and quantitative aspects of search theory as it applies to labor markets. Includes topics such as bargaining and models of wage determination, vacancies and unemployment.

**260A. Natural Resources****(4) DEACON, KOLSTAD**

Capital theory and welfare economics applied to

the primarily dynamic questions concerning the use of nonrenewable resources such as minerals, the use of renewable resources such as fisheries and forests, and the preservation of species and natural environments.

#### **260B. Environmental Economics**

(4) KOLSTAD

*Prerequisite: Economics 210A-B*

The primarily static theory of externalities and their correction. Covers basic theory of public goods and externalities, regulation theory related to environmental problems and applications, the valuation of environmental goods, transboundary pollution, and international trade and the environment.

#### **265. Environmental and Natural Resource Economics: Collective Action and Open Access**

(4) LIBECAP

*Prerequisites: open to economics majors only.*

Collective action problems addressing open access losses, including uncertainty, heterogeneous parties, and information costs. Covers timing and nature of regulation and the assignment of property rights. Empirical topics include water, fisheries, air pollution, oil and gas extraction, and global warming.

#### **273A. Managerial Accounting**

(4) NISBET, WATSON

A course concerned with the financial statements that are made available to creditors, stockholders, and other interested parties. The goal is to engender a knowledge of the measurement methods used by accountants and the ability to evaluate these methods.

#### **276. Experimental Economics**

(4) CHARNES

*Prerequisite: open to economics majors only.*

Research in experimental economics. Exposure to basic material with further study in individual areas of interest. Professor to meet individually to discuss designing experiments that address the key questions, with student designing final experiment.

#### **280A. Theory of International Trade**

(4) STAFF

Topics include the sources of gains from trade and comparative advantage, trade under increasing returns to scale and imperfect competition, strategic trade policy, political economy of trade policy, and trade and environment issues.

#### **280B. International Finance**

(4) STAFF

*Prerequisite: Economics 204A.*

Topics include current account dynamics, international risksharing, the transmission of business cycles, the determination of exchange rates, and sovereign debt.

#### **291. Workshop in Economics**

(4) STAFF

Self-taught and self-paced.

#### **292. Field Research in Economics**

(1-12) STAFF

Directed field research on a topic in economics.

#### **293. Third Year Graduate Seminar**

(4) STAFF

Students present and discuss their original research papers.

#### **294. Microeconomics Seminar**

(4) STAFF

Current topics in microeconomics.

#### **297. Seminar on the Teaching of Economics.**

(2) STAFF

*Prerequisite: graduate standing.*

Seminar and laboratory work covering the planning, presenting, and evaluating instruction.

#### **594AA-ZZ. Special Topics in Economics**

(1-5) STAFF

*Prerequisites: graduate standing and consent of instructor.*

Special seminar on research subjects of current interest.

#### **595AA-ZZ. Group Studies in Economics**

(4) STAFF

*Prerequisites: graduate standing and consent of instructor.*

Critical review of research in selected fields.

#### **596. Directed Reading and Research**

(2-4) STAFF

*Prerequisites: graduate standing and consent of instructor.*

Individual tutorial.

#### **597. Individual Study for Master's Comprehensive Examinations and Ph.D. Examinations**

(1-12) STAFF

*Prerequisites: graduate standing and consent of instructor.*

*No unit credit allowed toward advanced degree.*

Instructor should be the student's major professor or chair of the doctoral committee.

#### **598. Master's Thesis Research and Preparation**

(1-12) STAFF

*Prerequisites: graduate standing and consent of instructor.*

*No unit credit allowed toward advanced degree.*

Only for research underlying the thesis, writing the thesis. Instructor should be the chair of the student's thesis committee.

#### **599. Dissertation Research and Preparation**

(1-12) STAFF

*Prerequisites: graduate standing and consent of instructor.*

Only for research underlying the dissertation, writing the dissertation. Instructor should be the chair of the student's doctoral committee.

## English

**Department of English  
Division of Humanities and Fine Arts  
South Hall 2607**

**Telephone: (805) 893-8711**

**E-mail: englishinfo@english.ucsb.edu**

**Website: www.english.ucsb.edu**

**Department Chair: Alan Y. Liu**

### Faculty

**Stephanie L. Batiste**, Ph.D., George Washington University, Assistant Professor (African American literature, black performance studies, black cultural studies)

**Heather Blurton**, Ph.D., Columbia University, Assistant Professor (high middle ages)

**Maurizia Boscagli**, Ph.D., Brown University, Associate Professor (gender studies, modern literature)

**Janice Caldwell**, Ph.D., University of Washington, Seattle, Associate Professor (Victorian literature)

**Julie Carlson**, Ph.D., University of Chicago, Professor (English Romantic literature, feminist theory)

**Elizabeth Heckendorn Cook**, Ph.D., Stanford University, Associate Professor (eighteenth-century literature, literature and the environment)

**Andrew Enda Duffy**, Ph.D., Harvard University, Professor (English literature, post-colonial literature, Irish literature)

**L. O. Aranye Fradenburg**, Ph.D., University of Virginia, Professor (medieval literature)

**Patricia Fumerton**, Ph.D., Stanford University, Professor (Renaissance literature and culture)

**Bishnupriya Ghosh**, Ph.D., Northwestern University, Associate Professor (twentieth-century British literature, South Asian literature, film)

**Giles Gunn**, Ph.D., University of Chicago, Professor (American literature and critical theory)

**Carl Gutierrez-Jones**, Ph.D., Cornell University, Professor (Chicano and American literature)

**Ken Hiltner**, Ph.D., Harvard University, Associate Professor (Renaissance literature, literature and the environment)

**Yunte Huang**, Ph.D., State University of New York, Buffalo, Professor (Asian-American literature, American modernism, twentieth-century American poetry, trans-Pacific literature)

**James Kearney**, Ph.D., University of Pennsylvania, Assistant Professor (Renaissance literature)

**Stephanie LeMenager**, Ph.D., Harvard University, Associate Professor (nineteenth-century American literature, literature and the environment)

**Shirley Geok-Lin Lim**, Ph.D., Brandeis University, Professor (Asian-American literature, post-colonial literature, ethnic and feminist writing)

**Alan Y. Liu**, Ph.D., Stanford University, Professor (Romantic literature, literary theory, literature and information culture)

**David Marshall**, Ph.D., Johns Hopkins University, Professor (eighteenth-century European literature)

**Mark Maslan**, Ph.D., UC Berkeley, Associate Professor (American literature)

**Christopher Newfield**, Ph.D., Cornell University, Professor (American literature)

**Michael O'Connell**, Ph.D., Yale University, Professor (Renaissance poetry and drama)

**Carol Braun Pasternack**, Ph.D., UC Los Angeles, Associate Professor (medieval studies)

**Rita Raley**, Ph.D., UC Santa Barbara, Associate Professor (Digital Humanities, Global English)

**Russell Samolsky**, Ph.D., University of Colorado, Boulder, Assistant Professor (postcolonial literature)

**Theresa Shewry**, Ph.D., Duke University, Assistant Professor (Anglophone literatures, Literature and Environment)

**Candace Waid**, Ph.D., Yale University, Associate Professor (regional American literature)

**William B. Warner**, Ph.D., Johns Hopkins University, Professor (eighteenth-century literature, the novel, history and theory of media, technology and literature)

**Kay Young**, Ph.D., Harvard University, Associate Professor (Victorian literature, the novel)

### Emeriti Faculty

**H. Porter Abbott**, Ph.D., University of Toronto, a Research Professor Emeritus (narrative, autobiography, 19th- and 20th-century literature)

**Steven Allaback**, Ph.D., University of Washington, Professor Emeritus (fiction, American literature, fiction writing)

**Elliott Butler-Evans**, Ph.D., UC Santa Cruz, Associate Professor Emeritus (Marxist cultural theory, gender and sexuality studies, narrative theory, cultural semiotics, African-American literature and culture)

**Robert A. Erickson**, Ph.D., Yale University,

Professor Emeritus (seventeenth- and eighteenth-century English literature)

**Michael A. Fernandez**, M.A., California State University, San Francisco, Lecturer Emeritus

**Donald Guss**, Ph.D., University of Wisconsin, Professor Emeritus (English literature 1500-1660, Italian Petrarchism, Renaissance-literary history)

**Paul Z. Hernadi**, Ph.D., University of Vienna, and Ph.D., Yale University, Professor Emeritus (literary theory, history of criticism, comparative literature, modern drama)

**Edward Loomis**, Ph.D., Stanford University, Professor Emeritus

**William S. Marks III**, Ph.D., Stanford University, Professor Emeritus (19th-century American fiction, modern-British and Continental fiction)

**Patrick J. McCarthy**, Ph.D., Columbia University, Professor Emeritus (Victorian literature)

**Stephen Miko**, Ph.D., Yale University, Professor Emeritus (modern novel)

**Anne Pidgeon**, M.A., University of Michigan, Lecturer with Security of Employment Emerita

**John Ridland**, Ph.D., Claremont Graduate School, Professor Emeritus (writing, poetry, teaching of writing and poetry)

**Mark Rose**, Ph.D., Harvard University, Professor Emeritus (Shakespeare, early modern cultural studies, authorship and intellectual property)

**Logan Speirs**, M.A., Cambridge University, Professor Emeritus (English and comparative literature)

**T.R. Steiner**, Ph.D., Columbia University, Professor Emeritus (18th-century literature, criticism and theory, detective fiction)

**Alan Stephens**, Ph.D., University of Missouri, Professor Emeritus

**Garth St. Omer**, M.F.A., Columbia University, Ph.D., Princeton University, Professor (modern fiction and the writing of fiction)

**Homer Swander**, Ph.D., University of Michigan, Professor Emeritus

### Affiliated Faculty

**Sheridan Blau**, Ph.D., Brandeis University, Senior Lecturer with Security of Employment (English education, seventeenth-century literature)

**Susan Derwin**, Ph.D. (Germanic, Slavic, and Semitic Studies)

**Jody Enders**, Ph.D. (French and Italian)

**James Lee**, Ph.D. (Asian American Studies)

**George Lipsitz**, Ph.D. (Black Studies)

**Constance Penley**, Ph.D. (Film and Media Studies)

**Chéla Sandoval**, Ph.D. (Chicana and Chicano Studies)

**Barbara Tomlinson**, Ph.D. (Feminist studies)

**W**hat does it mean to study English today? The English department engages that question by offering its students the opportunity to explore Old English texts, Internet texts, American novels, minority writing, Anglo-Irish literature, queer textuality, science fiction, women's literature, literature of the body, modern poetry, post-colonial texts, Shakespeare, etc.—all kinds

of “literatures” written in English. We study the complex interactions between literature, culture, and history. At the heart of literary study lies the simple yet striking recognition that language is both a technology of thought and a constituent of human reality. The major in English transforms this recognition into a program of study that develops the critical skills required to negotiate complicated literary and cultural texts. Together, we spend time working on questions like these: How do historical and cultural contexts lend written texts their intelligibility and convey their strange power? How do gender and minority discourses inform our understanding of literature? How does the study of English engage the public sphere in its intersection with other fields, such as cognitive science, social science, and information science?

What can one “do” with a degree in English? Graduate and professional schools and employers seek people who can read, write, speak, and analyze—the basic skills acquired by our English majors. Students who study English learn how to think, and to think independently. They are trained to read a variety of literary and cultural works from across centuries and continents, to write proficiently, and to make lively arguments. English majors learn about how the past informs the present, become “keepers” of past works and present cultures, and leave college thinking and feeling more deeply about life and how to live it.

Current and prospective English majors are urged to consult the departmental undergraduate advisor for assistance in preparing programs of study. Students may also consult faculty advisors about academic and career aspects of their studies. Students should check the English department website at [www.english.ucsb.edu](http://www.english.ucsb.edu) for up-to-date information on the department.

English majors are also encouraged to explore the opportunities for study abroad provided by the University of California's Education Abroad Program. Students may fulfill both major requirements and electives through exchanges with universities in the United Kingdom, Ireland, Australia, and New Zealand. At most European universities and in Israel, students may fulfill elective requirements while taking courses in a foreign language. Because all courses taken through EAP are accepted as UC courses, students may spend a year of study in a foreign university with no loss of time in completing their degrees. The departmental advisor for the Education Abroad Program can assist in the choice of programs and courses that will best meet the goals of the major.

The Writing Program offers required and elective courses at freshman and advanced levels. Specifically, Writing 1, 2, 50, and 109AA-ZZ are offered through the Writing Program. See the Writing Program listing in this catalog for information about these courses.

Students with a bachelor's degree in English who are interested in pursuing a California Teaching Credential should contact the credential advisor in the Graduate School of Education as soon as possible.

## Undergraduate Program

### Bachelor of Arts—English

All courses to be applied to the major require-

ments must be completed on a letter-grade basis. Requires 56 units in English, at least 44 of which must be upper-division units.

**Preparation for the major.** Required, with a grade-point average of 2.0 or higher: a choice from either English 10, 10AC, 10EM or 10LC, in addition to English 15; one optional lower-division elective English course (4 units). Students entering the major with upper-division standing may substitute English 105A or 105B for the English 15 requirement. Students electing this option may not apply their English 15 substitute toward the minimum 44 upper-division units also.

**Foreign language requirement.** Students must complete either Option 1 or Option 2 below. Option 1 is recommended. Election to Phi Beta Kappa requires Option 1. Students who contemplate graduate study should consult their prospective graduate schools to determine if specific languages are required.

**Option 1:** Completion of the fifth quarter or its equivalent in any foreign language currently taught at UCSB.

**Option 2:** Complete A and B, as follows: (A) Quarter three or equivalent of any foreign language currently taught at UCSB. (B) Three upper-division foreign language literature in translation courses (see department advisor for list of options).

**Upper-division major.** At least 44-48 units, including 20 units in the following courses: English 101, 102, 103A or 103B, 104A or 104B and 197. Twenty-eight upper-division units of electives required if no lower-division elective English course is completed; 24 units required if a lower-division elective English course is completed.

**Specializations.** The English department offers students the opportunity to specialize in one of five areas: 1. American Cultures and Global Contexts, 2. Early Modern Studies, 3. Literature and the Culture of Information, 4. Literature and the Environment, and, 5. Literature and the Mind. Students also have the opportunity to fashion their own specialization, working in concert with a faculty mentor. Material describing these areas of specialization is available in the English department and at: [www.english.ucsb.edu](http://www.english.ucsb.edu).

For the content of any particular English course, refer to the website at [www.english.ucsb.edu](http://www.english.ucsb.edu).

### Special Opportunities, Programs, and Awards

**Honors Program.** The honors program in English provides the opportunity for qualified majors to pursue advanced literary research and writing.

Application to the program is normally in Fall of the junior year. To qualify for the program, students must maintain a grade-point average of 3.5 (overall and/or in the major). The honors program consists of 2 quarters of the honors seminar (198A & 198B, each for 2 units) taken winter and spring of the junior year and a 4-unit independent study (196) taken fall of the senior year during which the senior thesis is written. Successful completion of the honors program merits the award of Distinction in the Major at graduation. For information on appli-

cation to the honors program, students should consult the English Department.

Students are also encouraged to apply for admission to the College of Letters and Science Honors Program as early as possible in their college careers.

**Supplemental Seminars.** Students may take advantage of honors seminars that are sometimes offered in conjunction with large lecture courses. These seminars provide an opportunity for motivated students to work closely with faculty members while enriching their large lecture experience.

**Research Assistant Program.** By application, qualified upper-division students may gain experience in academic research, while earning academic credit, as research assistants to the English faculty.

**Awards.** The William Frost Award is given annually to a senior or upper-division English major and carries a substantial stipend. Entrants are judged on their academic records, as well as on a critical essay which represents the student's best work. The Kieth E. Vineyard Honorary Scholarship is awarded annually to an undergraduate in recognition of outstanding skills in creative writing. Entry dates are announced during the winter quarter.

In recent years the department has sponsored several other awards and contests, some that recognize excellence in creative writing, both poetry and fiction, and others that honor academic excellence in combination with financial need.

**English Club.** The English Club, a student-organized group, arranges programs of interest for all English undergraduates throughout the academic year. The English department undergraduate listserv disseminates information for and about the English Club and other topics of interest to English majors. To subscribe to the listserv, refer to the website at: [www.english.ucsb.edu](http://www.english.ucsb.edu).

### Minor—English

The English Department offers two alternative plans for a minor. Students may choose from plans 1 and 2 below. In either plan, all courses to be applied to the minor must be completed on a letter-grade basis, including courses offered in the English Department as well as those offered by other departments and applied to the minor. (Only one course substitution outside the department of English can be petitioned.)

#### Plan 1—Core Plan:

Twenty units, distributed as follows:

**Preparation for the minor.** Four lower-division units in English. May include English 10 but not courses in English composition.

**Upper-division minor.** Twenty units, distributed as follows:

- A. Four units of literature pre-1700, selected from the following courses: English 101, 105A-B-C, 110A, 110B, 115, 119, 119X, 144, 152A, 157, 162.
- B. Four units of literature from the 1700s to the 1900s, selected from the following courses: English 102, 103A, 103B, 126B, 126C, 137A, 169, 172, 179, 180.
- C. Twelve units of English electives.

Depending on course content, the following courses may apply to Area A or Area B of the upper-division minor: English 114AA-ZZ, 128AA-ZZ, 131AA-ZZ, 133AA-ZZ, 134AA-ZZ, 146AA-ZZ, 147AA-ZZ, 148AA-ZZ, 151AA-ZZ, 165AA-ZZ. Any of these courses apply automatically to Area C. Contact the department to see which courses will apply to Areas A and B in a given quarter. Information can also be obtained at [www.english.ucsb.edu](http://www.english.ucsb.edu).

*Note: Substitutions and waivers are subject to approval by the chair of the department. Please see "Academic Minors" for special conditions governing minors in the College of Letters and Science.*

#### Plan 2—Thematic Plan:

**Preparation for the minor.** Four lower-division units in English. May include English 10 but not courses in English composition.

**Upper-division minor.** Twenty units, chosen according to an interest or theme designed by the individual student. One course among these twenty units may be an independent study with a faculty instructor resulting in some variety of research project (e.g., essay, online project, etc.). Students must meet with a faculty member to choose a topic and a plan of study. Final approval of the student plan by the faculty undergraduate committee is required.

*Note: Substitutions and waivers are subject to approval by the chair of the department. Please see page 118 for special conditions governing minors in the College of Letters and Science.*

## Graduate Program

The Department of English offers two closely related graduate programs: an M.A./Ph.D. program for students who have completed the B.A., and a Ph.D. program for those who come to UCSB with an M.A. from another institution. Both programs include extensive coursework in English and American literature, two qualifying examinations (the first of which also serves as the M.A. examination), and a doctoral dissertation. The M.A./Ph.D. is normally a five-year program. The Ph.D. program for students who enter with an M.A. is designed as a four- or five-year program. In addition to departmental requirements, candidates for graduate degrees must meet university degree requirements found in the chapter "Graduate Education at UCSB."

Students entering either the M.A./Ph.D. or the Ph.D. program should be aware that they are undertaking not only to deepen their enjoyment and understanding of major literary texts, modes, and movements, but also to explore their potential as interpreters, scholars, and in most cases, teachers of literature and language. They are embarking on a systematic course of study designed to ensure an understanding of literary history and its major achievements and to make them fully participating members of a professional community of scholars.

### Admission

In addition to departmental requirements for admission, applicants must also meet the university requirements for admission described in the chapter "Graduate Education at UCSB." Students admitted to the M.A./Ph.D. program will normally have completed an undergraduate

major in English or have done extensive undergraduate work in English. For admission to the Ph.D. program applicants must have completed an M.A. in English or a closely related field. Admission to both programs is based on five criteria: (1) transcripts; (2) letters of recommendation; (3) scores on the Graduate Record Examination (GRE) general test and subject test in English literature; (4) a writing sample; (5) a statement of purpose. The writing sample should normally be a substantial paper written in an upper-division or graduate English literature course.

### Awards

The Yvonne Gartrell Memorial Scholarship is awarded on an annual basis to a deserving incoming graduate student. The William and Marjorie Frost Award for Scholarly Writing by a Graduate Student is given each year to one graduate student in the English department for a scholarly essay. The Pearl Butler Evans Memorial Award is made annually for outstanding writing by a graduate student on any aspect of African-American literature. The Donald Pearce award is given annually to one outstanding graduate student in support of dissertation work. The Outstanding Teaching Assistant in English Award is given annually to three English graduate teaching assistants. In addition to these awards, the department and graduate division make a number of fellowships available to incoming students on a competitive basis. Continuing students may compete for other graduate division fellowships as well.

## Master of Arts—English

### Degree Requirements

Requirements for the M.A. include the successful completion of (1) 36 units of graduate coursework; (2) an examination or coursework in one foreign language; (3) a comprehensive first qualifying examination. Only those students who complete their graduate coursework and the first qualifying examination with sufficient distinction will be invited to continue working toward the Ph.D.

## Doctor of Philosophy—English

### Degree Requirements

Requirements for the Ph.D. include (1) 12 units of graduate coursework beyond the M.A. (from UCSB), or 36 units of graduate coursework for students entering with the M.A. from another institution; (2) an examination or coursework in one foreign language for students entering with the M.A. from another institution; (3) a second qualifying examination; (4) the dissertation. Students entering the Ph.D. program directly with an M.A. from another institution must also take the first qualifying examination no later than their sixth quarter of residence.

Additional information concerning both the M.A./Ph.D. program and the Ph.D. program can be found in the English Department's graduate brochure and handbook, and on the website at [www.english.ucsb.edu](http://www.english.ucsb.edu).

### Optional Ph.D. Emphasis in Global Studies

Students pursuing a Ph.D. in certain departments may petition to add an emphasis in

global studies. The departments for which the emphasis is available include anthropology, English, history, political science, religious studies, and sociology. To be eligible for admission to the Ph.D. emphasis, students must be admitted to the Ph.D. program in one of the departments choosing to offer this emphasis with their existing Ph.D. program and petition successfully to add the optional emphasis.

The student's dissertation committee must have one member from a participating department other than the student's own department. The student may also elect a global emphasis for his or her department field/area/specialization exam, if such an emphasis is offered within the department. The chair of the Coordinating Committee will determine when the student has successfully completed all of the requirements for the emphasis.

By "global" we refer to transnational economic, political, environmental, social, and cultural interactions and flows that operate at a global (i.e., trans-continental) scale. "Global studies" views the world as comprised of increasingly interdependent processes, rather than as shaped exclusively or even primarily by the interplay of discrete nation-states.

Petitions for adding the emphasis can be made at any time in a student's graduate career, but typically will be made after at least one successful year of study in the home department. Work completed prior to admission in the emphasis that meets emphasis requirements (as determined by the Ph.D. Emphasis Coordinating Committee) may be counted towards completion.

To satisfy the Ph.D. emphasis in global studies, students are required to take four one-quarter graduate-level courses. One course is Global 201, the introductory gateway seminar, offered by the Global and International Studies Program. Three additional courses must be chosen from among qualifying global theory and global issues courses offered by participating departments. These courses will be selected from an approved list of global theory and global issues graduate courses prepared by the Ph.D. Emphasis Coordinating Committee each spring, for the following academic year. At least one of these three courses must be a global theory course, and at least one must be a global issues course. Courses will typically be taken for a letter grade.

At least one of these three courses will be taken from the student's home department, and at least two must be taken from the six other participating departments or the Global and International Studies Program. No more than one of the three seminars (excluding Global 201) can be taken from a single instructor.

For additional information, please contact the graduate advisor in one of the participating departments or global studies.

### ***Optional Ph.D. Emphasis in Women's Studies***

The Department of Feminist Studies, with almost fifty core and affiliated faculty members in over nineteen disciplines, serves as a model of interdisciplinary work and scholarly collaboration at UCSB. Women's Studies doctoral emphasis students are required to successfully complete four seminars that will enhance their

understanding of feminist pedagogy, feminist theory, and topics relevant to the study of women, gender and/or sexuality. Women's Studies as an inter-departmental set of conversations and intellectual questions supports a multifaceted undergraduate curriculum at UCSB. Doctoral emphasis students are encouraged to apply to teach Feminist Studies courses as teaching assistants and associates as part of their Feminist Studies training.

Applicants must first be admitted to, or currently enrolled in, a UCSB Ph.D. program participating in the Women's Studies graduate emphasis. Anthropology; Comparative Literature; Counseling, Clinical, and School Psychology; English; French and Italian; Germanic, Slavic and Semitic Studies; History; History of Art and Architecture; Linguistics; Political Science; Religious Studies; Sociology; Spanish and Portuguese; or Theater and Dance. Candidates complete four graduate courses and select a member of the Feminist Studies faculty or affiliated faculty to serve on their dissertation committees. Applications to the Women's Studies Doctoral Emphasis may be submitted at any stage of Ph.D. work, and applications will be considered throughout the year.

### ***Doctoral Emphasis Coursework***

Students pursuing the emphasis in Women's Studies will successfully complete four graduate courses that have been approved by the Doctoral Emphasis advisor.

1. **Feminist Theories.** A one quarter graduate seminar in interdisciplinary feminist theory offered by any department, including Feminist Studies 250 AA-ZZ.
2. **Issues in Feminist Epistemology and Pedagogy** (Feminist Studies 270). A one quarter seminar that considers Feminist Studies as a distinct field. It offers an interdisciplinary exploration of feminist theories of knowledge production and teaching practices. Readings cover past and present critical debates and provide theoretical approaches through which to analyze interdisciplinary epistemological and pedagogical issues.
3. **Graduate Seminar in Feminist Studies** (Feminist Studies 200-290 or 594 AA-ZZ). A one quarter seminar offered by a Feminist Studies faculty member on topics of central concern to the field.  
Or,  
**Research Practicum** (Feminist Studies 280). A cross-disciplinary seminar in which fundamental questions in contemporary feminist research practice are considered in light of students' own graduate projects.
4. **Topical Seminar.** A one quarter graduate seminar that addresses topics relevant to the study of women, gender, and/or sexuality. This seminar must be taken outside the student's home department; it may be fulfilled either by another graduate seminar in Feminist Studies or a seminar in another department.

### ***Optional Ph.D. Emphasis in European Medieval Studies***

The Medieval Studies Program offers an interdisciplinary doctoral emphasis to students previously admitted to a Ph.D. program in the Departments of Theater and Dance, English,

French and Italian, History, History of Art and Architecture, Music, Religious Studies, and Spanish and Portuguese. Students pursuing the emphasis in European medieval studies must receive a grade of B or better in each of the following: Medieval Latin (Latin 103); one course in a vernacular, western European or Middle Eastern medieval language (English 205, English 230, French 206, Spanish 222A, Spanish 222B, Portuguese 222, Religious Studies 148A, Religious Studies 148 B, Religious Studies 210); Paleography and/or Diplomatics (History 215S, History 215T); Medieval Studies 200A-B-C; and 8 additional units in graduate courses on medieval topics. Students may petition to have appropriate courses from other institutions, or independent study, substituted for these requirements. Medieval Studies 200A-B-C is the program's colloquium series; graduate students in the emphasis attend the series and write brief papers on each colloquium (one per term), to be reviewed by the chair of the program (2 units). To qualify for the emphasis, at least one member of a Ph.D. candidate's dissertation committee must be an affiliated faculty member of the European Medieval Studies Program. Contact the European Medieval Studies Program for additional information on faculty interests, course offerings, and program requirements, or visit our website at [www.medievalstudies.ucsb.edu](http://www.medievalstudies.ucsb.edu).

### ***Optional Ph.D. Emphasis in Technology and Society***

Students pursuing a Ph.D. in this department may petition to add an emphasis in technology and society. The emphasis brings together doctoral students in engineering, social sciences, and the humanities to engage in multidisciplinary coursework and research into the cultural and societal changes resulting from the use of new information technologies. The emphasis features a structured set of courses that may be taught individually and collaboratively by faculty across disciplines: Anthropology, Communication, Computer Science, English, History, Media Arts and Technology, Political Science, and Sociology.

To be eligible for admission to the emphasis, students must be enrolled in good standing in the department. Petitions for adding the emphasis can be made at any time in a student's graduate career, but typically will be made after at least one successful year of study in the home department. Work completed prior to admission that meets emphasis requirements (as determined by the Ph.D. Emphasis Faculty Executive Steering Committee) may be counted towards its completion.

Requirements for completing the optional emphasis in technology and society include:

1. **Gateway Technology and Society Colloquium.** Students must complete a 1-unit colloquium that brings together students and faculty from multiple disciplines to explore various approaches to studying technology and society. In addition to helping students understand similarities and differences in conceptualization and knowledge production across disciplines, the seminar promotes interaction among students from different departments.

**2. Graduate Coursework.** Students must complete four 4-unit courses with a grade of B or better, two each from Area 1 (Culture and History) and Area 2 (Society and Behavior). Area 1 courses explore the humanistic study of cultures, histories and meanings as they intersect with technology. Area 2 investigates the social scientific study of technology in relationship to human behavior, organizations, and social structures.

One course from the student's home department can be applied toward meeting this requirement. Students can petition to substitute a non-listed course, subject to approval by the Technology and Society Faculty Executive Committee.

**3. Dissertation.** A student's dissertation must have relevance to at least one of the two Emphasis areas. In addition, the student's dissertation committee must include a member from another department participating in the emphasis. Exceptions are subject to approval by the Technology and Society Faculty Executive Committee.

For additional information and a current list of courses, please contact the graduate advisor or visit [www.technology-society.ucsb.edu](http://www.technology-society.ucsb.edu)

## English Courses

Detailed descriptions of English courses for the next quarter may be found in the *Course Outline Booklet* available in the department office prior to registration and on the departmental Web site at [www.english.ucsb.edu](http://www.english.ucsb.edu).

### LOWER DIVISION

#### 10. Introduction to Literary Study

(4) STAFF

Prerequisite: Writing 2.

Course recommended as alternative to Writing 50 or 109 for students who plan to major in English or literary study. Not open for credit to students who have completed English 10AC, 10EM, or 10LC.

Acquaints students with purposes and tools of literary interpretation. Introduces techniques and vocabulary of analytic discussion and critical writing. Some emphasis on poetry with attention also to drama, essay, and the novel.

#### 10AC. Introduction to Literary Study - Exploring American Cultures

(4) STAFF

Prerequisite: Writing 2.

Course recommended as alternative to Writing 50 or 109 for students who plan to major in English or literary study. Not open for credit to students who have completed English 10, 10EM, or 10LC.

Acquaints students with purposes and tools of literary interpretation. Introduces techniques and vocabulary of analytic discussion and critical writing. Emphasis is on American identities and global crisis. The class introduces students to the American Cultures and Global Contexts Center located within the English Department.

#### 10EM. Introduction to Literary Study - Exploring Early Modern Studies

(4) STAFF

Prerequisite: Writing 2.

Course recommended as alternative to Writing 50 or 109 for students who plan to major in English or literary study. Not open for credit to students who have completed English 10, 10AC, or 10LC.

Acquaints students with purposes and tools of literary interpretation. Introduces techniques and vocabulary of analytic discussion and critical writing. Emphasis is on early modern studies. The class also introduces students to the Early Modern Center located within the English Department.

#### 10LC. Introduction to Literary Study - Exploring Literature and the Culture of Information

(4) STAFF

Prerequisite: Writing 2.

Course recommended as alternative to Writing 50 or 109 for students who plan to major in English or literary study. Not open for credit to students who have completed English 10, 10AC, or 10EM.

Acquaints students with purposes and tools of literary interpretation. Introduces techniques and vocabulary of analytic discussion and critical writing. Emphasis is on literature and the culture of information. Introduces students to the Transcriptions Project located within the English Department.

#### 15. Introduction to Shakespeare

(4) STAFF

Introduction to Shakespeare in which a number of major plays are read with close attention to language, dramatic structure and historical context.

#### 15S. Seminar on Shakespeare

(1) STAFF

Prerequisites: concurrent enrollment in English 15; consent of instructor.

A seminar course for a select number of students enrolled in English 15 designed to enrich the large lecture experience for the motivated student. Course includes either supplementary readings or more intensive study of the English 15 reading list, as well as supplemental writing.

#### 25. Introduction to Literature and the Culture of Information

(4) STAFF

Introduction to the age of information in its relation to history, society, and the arts. Topics include the history of information, hypertext, virtual reality, cyberspace, and the role of literature and literacy in the digital age. Introduction of practical skills and technologies associated with the digital age.

#### 30. Introduction to American Literature

(4) STAFF

Introduction to major works and themes of American literature designed for lower-division students and non-majors. Topics vary from one quarter to another.

#### 38A. Introduction to African-American Literature (Part I)

(4) BATISTE, J. STEWART, STRONGMAN

African-American literature from colonial times through the Harlem Renaissance.

#### 38AS. Seminar on African-American Literature (Part I)

(1) BATISTE

Prerequisite: Concurrent enrollment in English 38A; consent of instructor

Seminar course for a select group of students enrolled in English 38A designed to enrich the large lecture experience for the motivated student. Course includes supplementary readings or more intensive study of the English 38A reading list, and supplemental writing.

#### 38B. Introduction to African-American Literature (Part II)

(4) BATISTE, J. STEWART, STRONGMAN

African-American literature from the 1930s to the present.

#### 38BS. Seminar on African-American Literature (Part II)

(1) BATISTE

Prerequisite: Concurrent enrollment in English 38B; consent of instructor.

Seminar course for a select group of students enrolled in English 38B designed to enrich the large lecture experience for the motivated student. Course includes supplementary readings or more intensive study of the ENGL 38B reading list, and supplemental writing.

#### 50. Introduction to U.S. Minority Literature

(4) LIM

An introduction providing historical and cultural contexts to one or more American minority literatures usually taken to signify writing from an ethnic community: African American, Asian American,

Chicano/a, and Native American.

#### 50S. Seminar on U.S. Minority Literature

(1) LIM

Prerequisites: concurrent enrollment in English 50; consent of instructor.

A seminar course for a select number of students enrolled in English 50 designed to enrich the large lecture experience for the motivated student. Course includes either supplementary readings or more intensive study of the English 50 reading list, as well as supplemental writing.

#### 65AA-ZZ. Topics in Literature

(4) STAFF

Prerequisite: Writing 2 or its equivalent.

Open to non-majors. May be repeated to a maximum of 12 units provided the letter designations are different.

Topics will vary from quarter to quarter.

#### 99. Introduction to Research

(1-4) STAFF

Prerequisite: English 10 or 10AC or 10EM or 10LC; minimum 3.0 cumulative grade-point average; and consent of instructor and department.

Designed for majors

Introduction to research in English. Independent research under the guidance of a faculty member in the department. Course offers exceptional students the opportunity to undertake independent research or work in a research group.

### UPPER DIVISION

#### 100AA-ZZ. Honors Seminar

(1) STAFF

Prerequisite: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing; consent of instructor.

Student must be enrolled in corresponding English course.

A seminar course for a select number of students enrolled in one of the following courses: English 113AA-ZZ, 114AA-ZZ, 122AA-ZZ, 128AA-ZZ, 131-134AA-ZZ, 165AA-ZZ, 182AA-ZZ, and 187AA-ZZ.

Designed to enrich the lecture experience for the motivated student. Course includes either supplementary readings or more extensive study of the reading lists as well as supplementary writing.

#### 101. English Literature from the Medieval Period to 1650

(4) STAFF

Prerequisite: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.

Not open for credit to students who have completed English 20.

An introduction to English literature from the medieval period to 1650. The organizing thread of this course, and the selection of texts to be studied vary from quarter to quarter. Consult the department's Course Description Booklet to see what will be taught in any particular quarter.

#### 101S. Seminar on English Literature from the Medieval Period to 1650

(1) STAFF

Prerequisites: concurrent enrollment in English 101; consent of instructor.

A seminar for a select number of students enrolled in English 101 designed to enrich the large lecture experience for the motivated student. Course includes either supplementary readings or more intensive study of English 101 reading list, as well as supplemental writing.

#### 102. English and American Literature from 1650 to 1789

(4) STAFF

Prerequisite: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.

Not open for credit to students who have completed English 30.

An introduction to English and American literature from 1650 to 1789. The organizing thread of this course, and the selection of texts to be studied, vary from quarter to quarter. Consult the department's *Course Description Booklet* to see what will be taught in any particular quarter.

**102S. Seminar on English and American Literature from 1650 to 1789****(1) STAFF***Prerequisites: concurrent enrollment in English 102; consent of instructor.*

A seminar for a select number of students enrolled in English 102 designed to enrich the large lecture experience for the motivated student. Course will include either supplementary readings, or more intensive study of English 102 reading list, as well as supplemental writing.

**103A. American Literature from 1789 to 1900****(4) STAFF***Prerequisite: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.**Not open for credit to students who have completed English 136B.*

An introduction to American literature from 1789 to 1900. The organizing thread of this course, and the selection of texts to be studied, vary from quarter to quarter. Consult the department's *Course Description Booklet* to see what will be taught in any particular quarter.

**103AS. Seminar on American Literature from 1789 to 1900****(1) STAFF***Prerequisites: concurrent enrollment in English 103; consent of instructor.*

A seminar for a select number of students enrolled in English 103A designed to enrich the large lecture experience for the motivated student. Course will include either supplementary readings or more intensive study of English 103A reading list, as well as supplemental writing.

**103B. British Literature from 1789 to 1900****(4) STAFF***Prerequisite: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.**Not open for credit to students who have completed English 40.*

An introduction to British literature from 1789 to 1900. The organizing thread of this course, and the selection of texts to be studied, vary from quarter to quarter. Consult the department's *Course Description Booklet* to see what will be taught in any particular quarter.

**103BS. Seminar on British Literature from 1789 to 1900****(1) STAFF***Prerequisites: concurrent enrollment in English 103; consent of instructor.*

A seminar for a select number of students enrolled in English 103B designed to enrich the large lecture experience for the motivated student. Course includes either supplementary readings or more intensive study of English 103B reading list, as well as supplemental writing.

**104A. American Literature from 1900 to Present****(4) STAFF***Prerequisite: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.**Not open for credit to students who have completed English 136C.*

An introduction to American literature from 1900 to the present. The organizing thread of this course and the selection of texts to be studied, vary from quarter to quarter. Consult the department's *Course Description Booklet* to see what will be taught in any particular quarter.

**104AS. Seminar on American Literature from 1900 to Present****(1) STAFF***Prerequisites: concurrent enrollment in English 104; consent of instructor.*

A seminar for a select number of students enrolled in English 104A designed to enrich the large lecture experience for the motivated student. Course will include either supplementary readings or more intensive study of English 104A reading list, as well as supplemental writing.

**104B. British Literature from 1900 to Present****(4) STAFF***Prerequisite: Writing 2 or 50 or 109AA-ZZ or English**10 or upper-division standing.*

An introduction to British literature from 1900 to the present. The organizing thread of this course, and the selection of texts to be studied, vary from quarter to quarter. Consult the department's *Course Description Booklet* to see what will be taught in any particular quarter.

**104BS. Seminar on British Literature from 1900 to Present****(1) STAFF***Prerequisites: concurrent enrollment in English 104B; consent of instructor.*

A seminar for a select number of students enrolled in English 104B designed to enrich the large lecture experience for the motivated student. Course will include either supplementary readings or more intensive study of English 104B reading list, as well as supplemental writing.

**105A. Shakespeare, Poems and Earlier Plays****(4) STAFF***Prerequisite: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.*

Major poems and plays of Shakespeare, 1593-1602, including such works as the Sonnets, *Hamlet*, *A Midsummer Night's Dream*, *Henry the Fourth*, *Twelfth Night*.

**105AS. Seminar on Shakespeare: Poems and Earlier Plays****(1) STAFF***Prerequisites: concurrent enrollment in English 105A; consent of instructor.*

A seminar for a select number of students enrolled in English 105A designed to enrich the large lecture experience for the motivated student. Course includes either supplementary readings or more intensive study of English 105A reading list, as well as supplemental writing.

**105B. Shakespeare, Later Plays****(4) STAFF***Prerequisite: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.*

Major works of Shakespeare from 1603-1613, including such plays as *King Lear*, *Macbeth*, *Antony and Cleopatra*, *Othello*, *The Tempest*.

**105BS. Seminar on Shakespeare: Later Plays****(1) STAFF***Prerequisites: concurrent enrollment in English 105B; consent of instructor.*

A seminar for a select number of students enrolled in English 105B designed to enrich the large lecture experience for the motivated student. Course includes either supplementary readings or more intensive study of English 105B reading list, as well as supplemental writing.

**105C. Shakespeare Advanced Studies****(4) STAFF***Prerequisite: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.*

Advanced study of Shakespearean topics.

**106. Creative Writing****(4) STAFF***Prerequisite: consent of instructor.*

*May be repeated for credit to a maximum of 8 units.*

Writing in such forms as the short story, poetry, and fiction.

**107. Writing of Fiction****(4) STAFF***Prerequisite: consent of instructor.*

*May be repeated for credit to a maximum of 12 units.*

Workshop and practice in fiction writing.

**107S. Seminar in Fiction Writing****(4) STAFF***Prerequisite: consent of instructor.*

*May be repeated for credit to a maximum of 12 units but only 8 units may be applied to the major.*

Advanced seminar in fiction writing.

**109. Writing of Verse****(4) STAFF***Prerequisite: consent of instructor.*

*May be repeated for credit to a maximum of 12 units.*

Workshop and practice in verse writing.

**110A. Old English****(4) STAFF***Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.*

Introduction to language, prose, and shorter poems of seventh to tenth century Anglo-Saxons. Computerized exercises for grammar and syntax. Readings include *The Dream of the Rood* and *The Wanderer*, as well as riddles and selections from the *Chronicles*.

**110B. Old English****(4) STAFF***Prerequisite: English 110A.*

Reading and translation of Beowulf. Analysis of meter and style study of the manuscript; and discussion of critical issues.

**110C. Topics in Old English Literature****(4) PASTERNAK***Prerequisite: English 110A.*

*May be repeated for credit to a maximum of 12 units, but only 8 units count towards the major.*

Readings in Old English Literature, in the original language.

**111. The History of the English Language****(4) STAFF***Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.*

English in its old, middle, and modern forms. Such introductory topics as language families and change; etymology, semantics; grammars, syntax; oral, written; groundwork for such methods of literary analysis as stylistics.

**113AA-ZZ. Studies in Literary Theory and Criticism****(4) STAFF***Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.*

English in its old, middle, and modern forms. Such introductory topics as language families and change; etymology, semantics; grammars, syntax; oral, written; groundwork for such methods of literary analysis as stylistics.

*May be repeated for credit to a maximum of 12 units providing letter designations are different.*

Exploration in traditions and innovations of critical theory, literary interpretation, and philosophy. Topics vary from quarter to quarter, but will focus on the major critical figures or movements (from Aristotle to the present) that have shaped our notion of "literature."

**114AA-ZZ. Women and Literature****(4) STAFF***Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.*

*May be repeated for credit providing the letter designations are different, but only 8 units may be applied toward the major.*

The courses offered will include at different times such subjects as feminist theory, women writers, and women in literature.

**115. Medieval Literature****(4) STAFF***Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.*

English and Continental literature through the fifteenth century, exclusive of the *Canterbury Tales* but including such works as *Beowulf*, *Morte d'Arthur*, *Sir Gawain and the Green Knight*, and selected romances and lyrics.

**116A. Biblical Literature: The Old Testament****(4) STAFF***Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.*

A literary approach to the Hebrew scriptures and the Apocrypha.

**116AS. Seminar for Biblical Literature: The Old Testament****(1) STAFF***Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing; concurrent enrollment in English 116A; consent of instructor.*

A seminar course for a select number of students enrolled in English 116A designed to enrich the large lecture experience for the motivated student. Course includes either supplementary readings or more intensive study of the English 116A reading list, as well as supplementary writing.

**116B. Biblical Literature: The New Testament****(4) STAFF***Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.**Recommended preparation: English 116A.**A literary approach to the New Testament.***116BS. Seminar for Biblical Literature: The New Testament****(1) STAFF***Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing; concurrent enrollment in English 116B; consent of instructor.*

A seminar course for a select number of students enrolled in English 116B designed to enrich the large lecture experience for the motivated student. Course includes either supplementary readings or more intensive study of the English 116B reading list, as well as supplementary writing.

**119. Studies in Medieval Literature****(4) STAFF***Prerequisites: Writing 2 or 50 or 109 or English 10 or upper-division standing.*

Topics will vary from quarter to quarter. To see what is being taught in any particular quarter, students should consult the department's course outline booklet.

**119X. Medieval Literature in Translation****(4) BROWN, ENDERS***Prerequisite: Department approval to finalize registration.**Same course as French 153A.*

A study of one or more major medieval works in translation such as *The Song of Roland*, the romances of Chretien de Troyes, the *Lais of Marie de France*, or *The Romance of the Rose*.

**120. Modern Drama****(4) STAFF***Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.*

European and American drama from Ibsen to the present.

**121. The Art of Narrative****(4) STAFF***Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.*

An exploration of traditions and functions of storytelling; may include a range of forms from the anecdote to the novel.

**122AA-ZZ. Cultural Representations****(4) STAFF***Prerequisite: Writing 2 or upper-division standing.**May be repeated for credit to a maximum of 12 units providing letter designations are different.*

A study of literary works, paintings, films, and other representational forms as they influence cultural attitudes. The courses offered focus on such topics as the body, the city, the everyday, the marketplace, and the machine.

**122LE. Cultural Representations: Literature and the Environment****(4) HILTNER***Prerequisite: Writing 2 or upper-division standing.*

Environmental survey of Western literature that explores the often-ignored literary history of the natural world.

**122NE. Cultural Representations: Nature and the Environment****(4) STAFF***Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.**Same course as Environmental Studies 122NE.*

Perceptions of nature have changed throughout the history and vary across cultures. Course explores changing expressions of our changing relations to the world we live in, with emphasis on cultural movements (films, literature, newspapers, etc.) that have affected contemporary American experience.

**124. Readings in the Modern Short Story****(4) STAFF***Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.*

Consult the *Course Outline Booklet* in the department office for the authors read in any

particular quarter.

**124S. Seminar on the Short Story****(1) STAFF***Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing; concurrent enrollment in English 124; consent of instructor.*

A seminar course for a select number of students enrolled in English 124 designed to enrich the large lecture experience for the motivated student. Course includes either supplementary readings or more intensive study of the English 124 reading list, as well as supplemental writing.

**126A. Survey of British Fiction (I)****(4) STAFF***Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.*

The eighteenth century. Such writers as Defoe, Richardson, Fielding, Smollet, and Sterne.

**126B. Survey of British Fiction (II)****(4) STAFF***Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.*

The nineteenth century to 1850. Such writers as Austen, the Brontes, Thackeray, and Dickens (earlier novels).

**128AA-ZZ. Literary Genres****(4) STAFF***Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.**May be repeated for credit to a maximum of 12 units providing letter designations are different, but only 8 units may be applied toward the major.*

Detailed readings in, and critical examinations of, specific literary forms. Recently taught genres have included autobiography, comedy, romance, satire.

**129. Queer Textuality****(4) STAFF***Prerequisite: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.*

Investigation of the interrelations between writing and queer sexualities, i.e. those sexualities (gay, lesbian, transsexual, transgender, etc.) which represent an averse or contestatory relation to normative heterosexuality. Specific topics will vary by quarter.

**131AA-ZZ. Studies in American Literature****(4) STAFF***Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.**May be repeated for credit to a maximum of 12 units providing letter designations are different, but only 8 units may apply toward the major.*

Topics will vary from quarter to quarter. To see what is being taught any particular quarter, students should consult the department's *Course Outline Booklet*.

**132AA-ZZ. Studies in American Writers****(4) STAFF***Prerequisite: Writing 2 or upper-division standing.**May be repeated for credit to a maximum of 12 units providing letter designations are different.*

Courses in individual American writers such as Hawthorne-Melville (132HM); Henry James (132J); Mark Twain (132T); Ernest Hemingway (132H); William Faulkner (132F); Emily Dickinson (132 D); Robert Frost (132FR); Walt Whitman (132W).

**133AA-ZZ. Studies in American Regional Literature****(4) STAFF***Prerequisite: Writing 2 or upper-division standing.**May be repeated for credit to a maximum of 12 units providing letter designations are different.*

Courses on American writing associated with particular regions such as the South, the West, New England.

**134AA-ZZ. Studies in the Literature of Cultural and Ethnic Communities in the United States****(4) STAFF***Prerequisite: Writing 2 or upper-division standing.**May be repeated for credit to a maximum of 12 units providing letter designations are different.*

Studies in literature of cultural and ethnic communities in the United States. Courses on writing produced by, or associated with, cultural communities

in America such as Afro-Americans, Chicanos, Asian-Americans.

**137A. Poetry in America before 1900****(4) STAFF***Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.*

Developing traditions of American poetry within a variety of historical and cultural contexts from the beginnings to the modern era.

**137B. Poetry in America since 1900****(4) STAFF***Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.*

Developing traditions of American poetry with a variety of historical and cultural contexts: modern to contemporary.

**140. Contemporary American Literature****(4) STAFF***Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.*

An intensive study of American writing from World War II to the present.

**146AA-ZZ. Literature of Technology****(4) STAFF***Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.**May be repeated for credit provided letter designations are different.*

Studies of literary genres, authors, periods, or themes that engage or exemplify technology, whether historical technologies or contemporary digital, bio, nano, and other technologies. Examples of topics include Pynchon's novels and information theory, hypertext fiction, the new poetry of codework, cyberpunk science fiction, nineteenth century literature and steam technology, and literature of industrialization.

**147AA-ZZ. Media History and Theory****(4-8) STAFF***Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.**May be repeated for credit provided letter designations are different.*

Studies in historical and contemporary media systems including orality, writing, print electronic media (telegraph, phone, radio, film, TV video, satellite communications), and digital media (the Internet, word-processing, etc.) in their relation to literary or cultural expression. Example topics include: Enlightenment media, modern literature, and graphic design, film and literature, twentieth century media theory.

**148AA-ZZ. Society, Culture, and Information****(4) STAFF***Prerequisites: Writing 2 or 50 or 109AA-ZZ or upper-division standing.**May be repeated for credit provided letter designations are different.*

Courses on the social, political, legal, economic, gender, race, and other aspects of information technology and its institutions as these affect or are affected by the realm of cultural or symbolic expression, including literature and art. Examples of topics include free speech and censorship from print to the Internet, globalism, etc.

**149. Media and Information Culture****(5) WARNER, STAFF***Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10.*

Focuses on the history and theory of twentieth and twenty-first century media. Students study and create media projects. Media topics include film, radio, television, computer hypertext, the internet, and computer games. Course includes lecture and lab. The lab teaches the skills needed to do web-based projects and media presentations.

**150. Anglo-Irish Literature****(4) STAFF***Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.*

A study of twentieth century Irish literature written in English against a background of Irish history during the struggle for independence and later. Major emphasis on Yeats, Joyce, Synge, and O'Casey; other



writers of the period, such as Stephens, O'Flaherty, O'Connor, and Behan, will also be touched on.

### 150S. Anglo-Irish Literature Seminar

(1) STAFF

*Prerequisites: Writing 2 or 50 or equivalents; concurrent enrollment in English 150; upper-division standing; consent of instructor.*

Seminar course for a select number of students enrolled in English 150 designed to enrich the large lecture experience for the motivated student. Course includes either supplementary readings, or more intensive study of English 150 reading list, as well as supplemental writing.

### 151AA-ZZ. Studies in British Writers

(4) STAFF

*Prerequisite: Writing 2 or upper-division standing.*

*May be repeated for credit to a maximum of 12 units providing letter designations are different.*

Courses in individual writers such as Spenser, Jonson, Dryden, Pope, Swift, Richardson, Fielding, Blake, Wordsworth, Dickens, Lawrence, and Yeats.

### 152A. Chaucer: Canterbury Tales

(4) STAFF

*Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.*

Intensive study of the Canterbury Tales.

### 152AS. Seminar on Chaucer: The Canterbury Tales

(1) STAFF

*Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing; concurrent enrollment in English 152A; consent of instructor.*

A seminar course for a select number of students enrolled in English 152A designed to enrich the large lecture experience for the motivated student. Course includes either supplementary readings or more intensive study of the English 152A reading list, as well as supplemental writing.

### 157. English Renaissance Drama

(4) STAFF

*Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.*

A course in the English drama of the period from 1500 to 1642, excluding Shakespeare. Such writers as Marlowe, Jonson, Dekker, Heywood, and Webster.

### 162. Milton

(4) STAFF

*Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.*

Intensive study of Milton.

### 165AA-ZZ. Topics in Literature

(4) STAFF

*Prerequisite: Writing 2 or upper-division standing.*

*May be repeated for credit to a maximum of 12 units providing letter designations are different.*

Studies of topics not limited to a specific author, period, or literary form. Specific course titles will be announced prior to the beginning of each quarter.

### 169. Restoration and Eighteenth Century Drama

(4) STAFF

*Prerequisites: Writing 2 or 50.*

Such dramatists as Dryden, Etherege, Wycherley, Congreve, and Sheridan.

### 172. Studies in the Enlightenment

(4) STAFF

*Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.*

*May be repeated with consent of department chair to a maximum of 8 units if course content varies.*

A course in the neoclassical literature of England and the Continent. Topics will vary from quarter to quarter. To see what is being taught in any particular quarter, students should consult the department's *Course Outline Booklet*.

### 179. British Romantic Writers

(4) STAFF

*Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.*

Such writers as Blake, Wordsworth, Coleridge, Byron, Keats, Shelley, Lamb, and Hazlitt.

### 181AA-ZZ. Studies in the Nineteenth Century

(4) STAFF

*Prerequisite: Writing 2 or 50 or equivalents.*

*May be repeated for credit with consent of department chair to a maximum of 12 units if course content varies.*

A course in the Romantic and Victorian periods. Topics will vary from quarter to quarter. To see what is being taught in any particular quarter, students should consult the department's course outline booklet.

### 182AA-ZZ. Craft of Prose

(4) STAFF

*Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.*

*May be repeated for credit up to a maximum of 12 units providing letter designations are different.*

Reading of selected fiction and other relevant prose emphasizing analysis and understanding of literary methods, kinds, techniques, and objectives from the viewpoint of the practicing writer.

### 183AA-ZZ. Craft of Verse

(4) STAFF

*Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.*

*May be repeated for credit to a maximum of 12 units providing letter designations are different.*

Reading of selected poems and critical statements by the authors emphasizing analysis and understanding of literary methods, kinds, techniques, and objectives from the viewpoint of the practicing writer.

### 184. Modern European Literature

(4) STAFF

*Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.*

Helps to fulfill the English major requirement in foreign language (Option 2). Such authors as Dostoyevsky, Tolstoy, Proust, Kafka, Mann, and Sartre in translation.

### 185. Modernism in English

(4) STAFF

*Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.*

A survey of English Modernism. Reading may include works by immediate precursors of English Modernism (Pater, Wilde), but will concentrate on representative texts by such central figures as Eliot, Pound, HD, Williams, Yeats, Stein, Woolf, Conrad, and Barnes.

### 187AA-ZZ. Studies in Modern Literature

(4) STAFF

*Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.*

*May be repeated for credit to a maximum of 12 units providing letter designations are different, but only 8 units may apply toward the major.*

Topics will vary from quarter to quarter. To see what is being taught in any particular quarter, students should consult the department's *Course Outline Booklet*.

### 189. Contemporary Literature

(4) STAFF

*Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.*

Study of English and American contemporary drama, fiction, and poetry written since 1960.

### 190AA-ZZ. World Literature in English

(4) STAFF

*Prerequisite: Writing 2 or upper-division standing.*

*May be repeated for credit to a maximum of 12 units providing letter designations are different.*

Literature in English from such countries as India, the Caribbean, and the African nations.

### 191. Afro-American Fiction and Criticism, 1920s to the Present

(4) STAFF

*Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.*

Such early writers as Hughes, Hurston, Wright, Ellison, Baldwin, and such contemporary writers as Reed, Walker, Morrison, Bambara within various cultural and theoretical contexts.

### 192. Science Fiction

(4) STAFF

*Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.*

*Suitable for majors as well as non-majors.*

The course examines science fiction as a literary genre. Emphasis throughout is upon the nature and development of the genre in its historical and cultural context.

### 193. Detective Fiction

(4) STAFF

*Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.*

Critical and historical study of fiction from the classics of Poe, Conan Doyle, and Christie to the many contemporary kinds.

### 193S. Seminar on Detective Fiction

(1) STAFF

*Prerequisites: concurrent enrollment in English 193; consent of instructor.*

A seminar course for a select number of students enrolled in English 193 designed to enrich the large lecture experience for the motivated student. Course includes either supplementary readings or more intensive study of English 193 reading list, as well as supplemental writing.

### 194AA-ZZ. Research Seminar in Literature and Culture of Information

(4) STAFF

*Prerequisite: a prior course in English 146AA-ZZ or 147AA-ZZ or 148AA-ZZ series. (If you have taken lower-division courses in the Literature and Culture of Information specialization, including English 10LCI and English 25, and would like to use those as your prerequisite, please consult the instructor.)*

*Repeat Comments: May be repeated for credit to a maximum of 12 units provided letter designations are different.*

Team based independent research under the supervision of a faculty member on issues related to contemporary or historical cultures of technology, media, and information including the topics covered in English 146AA-ZZ, 147AA-ZZ, and 148AA-ZZ. Student teams choose topics and conduct research using methods that include online and library research, interviews with experts, field visits, etc. Results are put online in an online research magazine managed by the English department.

### 195I. Internship in English

(1-4) STAFF

*Prerequisites: upper-division standing; consent of department; English majors only.*

*Students must have a minimum 3.0 GPA. May be repeated for credit to a maximum of 8 units but only 4 units can be applied to the major.*

Under supervision of English department faculty, English majors may obtain credit for work without pay in publishing, editing, journalism, or other employment related to English literature. Required are works hours, weekly meeting with the professor, and a final paper or journal.

### 196. Honors English Senior Thesis

(4) STAFF

*Prerequisite: Writing 2 or upper-division standing; consent of department; successful completion of English 198A and 198B.*

For students in the English department's honors program only. English 196, which is taken after English 198A and 198B in the honors program, focuses on the writing of a 35+ page senior thesis.

### 197. Upper-Division Seminar

(4) STAFF

*Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.*

Content will vary with each instructor. Students will be asked to do a project that acquaints them with some of the resources of the library and results in their reading beyond the primary course materials.

### 198A. Honors English Senior Thesis Preparation

(2) STAFF

*Prerequisite: Writing 2 or upper-division standing; consent of department.*

Focus on the aims, norms, methods, professional

goals, and purposes of advanced literary study. In consultation with their faculty mentor, students begin preparatory research, draft the proposal, and create initial bibliographies for their honors thesis.

### 198B. Honors English Senior Thesis Preparation

(2) STAFF

*Prerequisite:* Successful completion of English 198A.

Students will research their honors thesis, presenting materials to the class and also meeting individually with their mentors.

### 199. Independent Studies in English

(1-5) STAFF

*Prerequisites:* upper-division standing; completion of two upper-division courses in English; consent of instructor and department.

Students must have a minimum 3.0 grade-point average for the preceding 3 quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. Students may apply a maximum of 8 units of 199/199AA-ZZ course work toward the English major.

Reading and conference for students with upper-division standing.

### 199RA. Independent Research Assistance in English

(1-5) STAFF

*Prerequisites:* upper-division standing; completion of two upper-division courses in English; consent of instructor and department.

Students must have a minimum 3.0 grade-point average for the preceding 3 quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. Students may apply a maximum of 8 units of 199/199AA-ZZ course work toward the English major.

Coursework shall consist of faculty supervised research assistance.

## GRADUATE COURSES

### 200AA-ZZ. Methods of Literary Study

(4) STAFF

*Prerequisite:* graduate standing.

Providing that letter designations are different, the course may be repeated for credit with the consent of the graduate advisor.

Course on literary theory and critical methods required for all graduate students in the department. Specific authors and topics vary from class to class.

### 205A. Old English

(4) STAFF

*Prerequisite:* graduate standing.

Introduction to the language, prose, and shorter poems.

### 205B. Old English

(4) STAFF

*Prerequisite:* Graduate standing; English 205a.

Beowulf.

### 205C. Old English

(4) STAFF

*Prerequisites:* 205A; graduate standing.

May be repeated for credit with consent of the chair of the department graduate committee.

Topics in Old English literature.

### 225. The Arts of Writing: Theories, Pedagogies, and Practices for Creative Writing

(4) STAFF

*Prerequisite:* graduate standing.

Examines theories of creativity and linkages between philosophical, rhetorical, and psychoanalytical concepts and current creative writing pedagogies. Experiments with classroom practices, with focus on the participants' own creative work.

*Contents of "studies" courses listed below will vary from quarter to quarter, therefore; these may be repeated for credit with the consent of the chair of the department graduate committee.*

### 230. Studies in Medieval Literature

(4) STAFF

### 231. Studies in Renaissance Literature

(4) STAFF

### 232. Studies in Restoration and Eighteenth Century Literature

(4) STAFF

### 233. Studies in Nineteenth Century Literature

(4) STAFF

### 234. Studies in Twentieth Century Literature

(4) STAFF

### 235. Studies in American Literature

(4) STAFF

### 236. Studies in Literary Criticism and Theory

(4) STAFF

### 265. Seminar in Special Topics

(4) STAFF

*Prerequisite:* Graduate standing.

Content of course will vary from quarter to quarter and may be repeated for credit with the consent of the chair of the departmental graduate committee.

Topics vary.

### 274A-B-C. American Cultures and Global Contexts

(1-1-2) GUNN

*Prerequisite:* graduate standing.

A 3-quarter in-progress course with final grade assigned after completion of English 274C.

Explores connections between theorizations of the nature and history of globalization and recent reconceptualizations of American literary and cultural studies and explores issues for future research into potentially productive intersections. Includes readings in the latest research, student presentations, and a research paper.

### 297. Graduate Studies

(4) STAFF

*Prerequisite:* graduate standing.

Maximum of 4 units will count towards M.A. degree with consent of the graduate advisor. No unit credit allowed toward Ph.D. degree.

Graduate tutorial involving regular conferences with instructor and directed research toward seminar paper(s). Attendance at relevant upper-division lectures also required.

### 500. Directed Teaching

(4) STAFF

*Prerequisite:* appointment as a teaching assistant.

No unit credit allowed toward advanced degrees.

Supervision and instruction of teaching assistants. Teaching assistants must register for this course.

### 591. Doctoral Colloquium

(1) STAFF

*Prerequisite:* graduate standing.

Course provides support for graduate students when developing their dissertation ideas. Focus on research in the humanities at a practical level.

### 592. Transcriptions Colloquium

(1) STAFF

*Prerequisite:* graduate standing.

Provides graduate students: a) introduction to the hardware and software used in advanced webpage design; b) an overview of the intellectual issues of "digital culture;" c) a context for developing a web-authoring project.

### 593. Graduate Technology Colloquium

(1) STAFF

*Prerequisite:* graduate standing.

No unit credit allowed toward advanced degrees.

Provides guidance, training, a forum, and a common center for the various technical research endeavors engaged in by student assistants.

### 594. American Cultures and Global Contexts Center (ACGCC) Colloquium

(1) STAFF

*Prerequisite:* graduate standing.

Explores connections between theorizations of the nature and history of globalization and recent reconceptualizations of American literary and cultural studies with an eye to exploring issues for future research into potentially productive intersections.

### 595. Early Modern Center (EMC) Colloquium

(1) STAFF

*Prerequisite:* Graduate standing.

No unit credit toward advanced degrees allowed.

Trains students in the use of EMC databases and courses; webpage design; colloquia and conference organization. Includes an exploration of research facilities both on and off campus.

### 596. Directed Reading and Research

(1-4) STAFF

*Prerequisite:* graduate standing.

Individual tutorial. A written proposal for each tutorial must be approved by the graduate advisor.

### 597. Individual Study for Master's Comprehensive Examinations and Ph.D. Examinations

(1-12) STAFF

Maximum of 12 units per quarter. S/U grade.

Enrollment limited to 24 units per examination. No unit credit allowed toward advanced degree(s).

Instructor should be the student's major professor or the chair of the doctoral committee.

### 599. Dissertation Research and Preparation

(1-12) STAFF

Only for research underlying the dissertation, writing the dissertation.

## Related Courses in Other Departments

Education: see SE 394, SE 396

Linguistics: see 160

# English as a Second Language

English as a Second Language Program  
Department of Linguistics  
Division of Humanities and Fine Arts  
South Hall 3507

Telephone: (805) 893-7258

E-mail: mlee@linguistics.ucsb.edu

Website: www.esl.ucsb.edu

Director: Jan Frodesen

## Faculty

Jan M. Frodesen, Ph.D., UC Los Angeles, Senior Lecturer with Security of Employment

Roberta L. Gilman, M.A., UC Santa Barbara, Lecturer

Jeff M. Hanson, M.A., UC Santa Barbara, Lecturer

Randall S. Rightmire, M.A., California State University, Dominguez Hills, Lecturer

## ESL Advisory Committee

Dorothy M. Chun, Ph.D. (Germanic, Slavic, and Semitic Studies)

Carol Dixon, Ph.D. (Graduate School of Education)

Jan M. Frodesen, Ph.D., (English as a Second Language)

Joao Hespanha, Ph.D. (Electrical and Computer Engineering)

Karen J. Lunsford, Ph.D., (Writing Program)

Arthur Schwartz, Ph.D. (Linguistics)

The English as a Second Language (ESL) Program offers courses for undergraduate and

graduate students for whom English is not the first language. The primary goal of the ESL program is to prepare students for participation in an American academic community. All incoming graduate students whose first language is not English are required to take the written and oral English Language Placement Examination (ELPE). Placement in ESL courses is based on students' performance on these examinations. In addition, all prospective teaching assistants are required to take the TA Language Evaluation in order to be certified for sole classroom teaching responsibility.

New undergraduates whose first language is not English may be required to enroll in ESL courses as determined by their performance on the Analytical Writing Placement Exam. Students placed in these ESL courses must successfully complete them before they can enroll in the required freshman writing sequence.

See the Department of Linguistics entry in this catalog for a listing of courses. Contact the ESL program or visit our website: [www.esl.ucsb.edu](http://www.esl.ucsb.edu) for course descriptions, schedule of classes, examination dates, and further information.

# Environmental Studies

**Environmental Studies Program**  
**Division of Mathematical, Life, and Physical Sciences**  
**Bren 4312**

**Telephone: (805) 893-2968**  
**E-mail: [esprogram@es.ucsb.edu](mailto:esprogram@es.ucsb.edu)**

**Website: [www.es.ucsb.edu](http://www.es.ucsb.edu)**

**Program Chair: Joshua P. Schimel**

## Faculty

**Peter S. Alagona**, Ph.D., UC Los Angeles, Assistant Professor (science and technology in American environmental politics, political history of species conservation)

**Oliver A. Chadwick**, Ph.D., University of Arizona, Professor (soil sciences, soil genesis and classification, advanced pedology, and soil geomorphology)

**Jordan F. Clark**, Ph.D., Columbia University, Associate Professor (geochemistry, hydrologic sciences, and environmental geology)

**David A. Cleveland**, Ph.D., University of Arizona, Professor (diversity and sustainability in agricultural systems, human population and the environment)

**Matthea H. Cremers**, Ph.D., UC Santa Barbara, Lecturer (tourism, gender and environment)

**Carla M. D'Antonio**, Ph.D., UC Santa Barbara, Schuyler Professor of Environmental Studies (plant biology, restoration ecology)

**William R. Freudenburg**, Ph.D., Yale University, Dehlsen Professor of Environmental Studies (environmental sociology)

**Gregory R. Graves**, Ph.D., UC Santa Barbara, Lecturer (environmental history)

**Edward A. Keller**, Ph.D., Purdue University, Professor (environmental and engineering geology, geomorphology)

**Bridget A. Lewin**, M.A., UC Santa Barbara, Lecturer (environmental education and instruction and the use of technology in education)

**Melvyn S. Manalis**, Ph.D., UC Santa Barbara, Senior Lecturer (renewable and solar energy)

**Michael A. Osborne**, Ph.D., University of Wisconsin, Professor (history of biological sciences)

**Simone Pulver**, Ph.D., UC Berkeley, Assistant Professor (global environmental politics, sociology of development, dynamics of social movements)

**Joshua P. Schimel**, Ph.D., UC Berkeley, Professor (terrestrial ecosystem ecology)

**Susan C. Stonich**, Ph.D., University of Kentucky, Professor (ecological anthropology and Third World environmental problems)

**Paul Wack**, M.P.A., University of Southern California, Lecturer (environmental planning)

**Robert C. Wilkinson**, Ph.D., UC Santa Barbara, Senior Lecturer (water policy, climate change, and issues of environmental policy and sustainability)

## Emeriti Faculty

**Daniel B. Botkin**, Ph.D., Rutgers University, Professor Emeritus (ecology)

**David Brokensha**, Ph.D., Oxford University, Professor Emeritus (cultural ecology, modernization)

**J. Marc McGinnes**, J.D., UC Berkeley, Senior Lecturer Emeritus (environmental law, policy, and dispute resolution)

**Roderick F. Nash**, Ph.D., University of Wisconsin, Professor Emeritus (environmental history)

**Arent H. Schuyler, Jr.**, Ph.D., UC Los Angeles, Lecturer Emeritus (energy policy)

## Affiliated Faculty

**Robert T. Deacon**, Ph.D. (Economics)

**Steven D. Gaines**, Ph.D. (Ecology, Evolution, and Marine Biology)

**Charles D. Kolstad**, Ph.D. (Economics)

**Stephanie LeMenager**, Ph.D. (English)

**Hugo A. Loaiciga**, Ph.D. (Geography)

**Russell J. Schmitt**, Ph.D. (Ecology, Evolution, and Marine Biology)

**Jo-Ann Shelton**, Ph.D. (Classics)

**Eric R.A.N. Smith**, Ph.D. (Political Science)

(In addition to the listed faculty, community professionals not listed in the catalog teach courses in the Environmental Studies Program.)

**T**he Environmental Studies Program at UCSB was established as an academic program more than 39 years ago. It was one of the first such programs in the country and remains one of the strongest in terms of student demand and national reputation, with over 4,500 alumni.

Today, the Environmental Studies Program has approximately 475 students and employs 13 tenured faculty, 9 affiliated faculty, and several outside professionals who teach courses in their field of expertise. The Environmental Studies

Program offers three undergraduate degrees, two of which encourage an interdisciplinary approach to environmental studies: (1) The bachelor of arts degree in environmental studies provides a breadth of social science, natural science, and humanities courses necessary to understand the many facets of our environment. (2) The bachelor of science degree in environmental studies also emphasizes the importance of an interdisciplinary approach; however, it also provides a strong introduction to the role that the natural and physical sciences play in environmental problems. (3) The Environmental Studies Program is also home to one of the first academic programs on the West Coast to offer a bachelor of science degree in hydrologic sciences and policy. This degree is specifically designed to study the significant role water plays in our environment.

## Majoring in Environmental Studies

The environmental studies curriculum is designed to provide students with the scholarly background and intellectual skills necessary to understand complex environmental problems and formulate ecologically sound solutions. The curriculum is interdisciplinary, drawing upon not only environmental studies faculty, but also the resources of a variety of environmentally related departments and disciplines at UCSB as well as the local Santa Barbara community. Although the program offers two environmental degrees, both majors recognize and emphasize the interrelationships between the humanities, social sciences, and natural sciences.

The bachelor of arts degree in environmental studies addresses these interdisciplinary relationships by providing the flexibility necessary for students to explore the social, cultural, and scientific issues pertaining to the environment. For their major preparation, students in the B.A. degree program enroll in a variety of introductory social science, humanities, and natural science courses. At the upper-division level, depending on their own area of interest, students may pursue either a specific or multidisciplinary environmental emphasis by choosing a combination of elective courses from within the Environmental Studies Program. The last part of the major is a 20-unit upper-division outside concentration where students complete courses from one or more UCSB departments or programs relating to their emphasis. Approximately one-third of all environmental studies B.A. majors elect to use this section to complete either a double major or minor, or to participate in a field studies or study abroad program.

The goal of the bachelor of science degree in environmental studies is to train students to become proficient in the natural and physical sciences, as well as to be aware of social and cultural influences upon environmental problems facing society today. The B.S. degree follows a curriculum design similar to the B.A. degree in environmental studies. However, in addition to introductory social science courses, the bachelor of science preparation requires a full year of introductory biology, chemistry, physics, and calculus. The upper-division and outside concentration, while still interdisciplinary and flexible, limit the number of social science and humanities courses a student may take. The majority of environmental studies electives, as

well as the outside concentration, are restricted to physical and natural science disciplines.

Upon completion of an undergraduate degree, over one half of all environmental studies graduates go on to conduct research or attend graduate school for further study of the environment. The range of programs attended varies widely depending on a student's choice of degree and emphasis; students are often qualified to pursue disciplines such as public policy/administration, city or regional planning, Geographic Information Systems (GIS), environmental health, environmental engineering, waste management, environmental law, education, natural resource management, forestry, or physical, chemical and biological sciences.

The two degrees in environmental studies have also prepared graduates for positions in diverse occupations including environmental consulting and impact analysis, the National Park Service, the U.S. Forest Service, the Environmental Protection Agency, "green" business, toxicology, the U.S. Department of Energy, public-interest lobbying, water conservation, local and federal government, outdoor recreation, industrial hygiene, the Peace Corps, environmental education, mineral and resource management, and recycling and hazardous waste management. Employment opportunities are enhanced through a synthesis of coursework and faculty-supervised internships in a chosen career field.

In addition to the Environmental Studies Internship Program, other student opportunities include the Environmental Studies Senior Honors Program, a senior thesis course (Environmental Studies 197), and the opportunity to conduct independent research or serve as a research assistant with an environmental studies faculty member (Environmental Studies 199 or 199RA). Specialized writing classes, designed to increase a student's ability to produce comprehensive papers, are linked to some departmental courses. The Environmental Studies Program is also affiliated with study abroad programs and field research schools which provide students the opportunity to receive academic credit while conducting environmental research in places such as Nepal, Africa, Australia, South America, Hawaii, Alaska, and Montana. Students may also conduct independent research at any of the 30 California natural reserves managed by the UC Reserve system.

For more information about these and other opportunities, please contact the program's academic advisor at (805) 893-3185, stop by the Environmental Studies Program main office, or e-mail your inquiries to: [esprogram@es.ucsb.edu](mailto:esprogram@es.ucsb.edu).

The Environmental Studies Program welcomes transfer and continuing students.

### ***Majoring in Hydrologic Sciences and Policy***

Hydrology is a science dealing with the occurrence, circulation, distribution, and properties of the waters of the solid earth and its atmosphere. Many of the significant environmental problems that society is facing today are related to hydrologic or water issues. These include the hydrologic impact of climate change; the transportation of hazardous materials in both

ground and surface water; the maintenance of high quality water for human consumption, industry, irrigation, recreation, energy generation, and agriculture; the understanding of geological hazards; and the management of important aquatic environments. Because water is important to and affected by physical, chemical, and biological principles, the curriculum of the B.S. degree in hydrologic sciences is multidisciplinary.

The main focus of the hydrologic sciences and policy program and major is to provide students with the scientific training needed to understand and solve complex hydrologic problems at local, regional, and global levels. The goal of the hydrologic sciences curriculum is to provide a rigorous framework for students to examine the hydrologic process in our environment. Although the program is housed within the Environmental Studies Program, the curriculum for this degree is offered cooperatively by the departments of Ecology, Evolution, and Marine Biology; Chemistry and Biochemistry; Geography; and Earth Science. Lower-division courses concentrate on the physical and natural sciences. In the upper division, students complete a core group of hydrology courses and then select one of the following three emphases: biology and ecology, physical and chemical sciences, or policy.

Students who graduate with a B.S. degree in hydrologic sciences and policy are prepared to do graduate work in such fields as environmental science, biology, ecology, chemistry, geography, geology, environmental engineering, and a variety of specialty programs in hydrology.

Hydrologic sciences and policy students are also often qualified for positions in environmental consulting and planning, water quality analysis, aquatic resource management, waste water treatment, as well as a variety of jobs with state and federal agencies. Students who are interested in pursuing a career in the hydrologic sciences are encouraged to visit the environmental studies peer advisor's office for additional information pertaining to jobs and careers in the hydrology field.

Students in hydrologic sciences and policy have the opportunity to conduct academic internships. Through the Environmental Studies Internship Program, a student majoring in hydrologic sciences can obtain valuable hands-on experience while earning academic credit towards major requirements. Students majoring in hydrologic sciences and policy may also conduct independent research or serve as a research assistant with faculty members (Environmental Studies 199 or 199RA). In addition, the Environmental Studies Program offers a senior honors program for all qualified hydrologic sciences majors in which a student can receive a "Distinction in the Major" award upon successful completion of the program. The hydrologic sciences program is also affiliated with numerous study abroad programs and schools, which provide students the opportunity to receive academic credit while conducting hydrological research around the world.

The hydrologic sciences and policy major welcomes transfer and continuing students.

### ***Internship Program***

Students majoring in either environmental

studies or hydrologic sciences may choose to complete an internship from the Environmental Studies Internship Program (ESIP). Managed by the environmental studies internship coordinator, this academic program was initiated in 1973 to provide students with experience in their field of interest and to tie classroom learning to practical field applications.

Internships are considered an integral part of the environmental studies and hydrologic sciences curriculum and are fully supported by the faculty. Between 90 and 100 students are placed in internships locally, statewide, nationally, and internationally each year. Positions are available year round and the internship coordinator is available to assist students in selecting appropriate internships to meet their learning objectives. Academic credit (Environmental Studies 192) is awarded to junior and senior level students who successfully complete an internship position. An extensive internship database as well as general information regarding the Environmental Studies Internship Program is available on the Environmental Studies Program's webpage.

### ***Field Studies, Study Abroad, and Research Opportunities***

The Environmental Studies Program strongly encourages its students to participate in experiential elective courses, study abroad programs, or any other academic opportunities which enhance their environmental education. The environmental studies curriculum has a number of special courses which allow students to conduct independent research projects (Environmental Studies 199), work as a research assistant for one of its faculty members (Environmental Studies 199RA), or pursue a senior thesis on a topic of their choice (Environmental Studies 197).

Additionally, through the outside concentration requirement, environmental studies students may earn academic credit towards their major requirements while conducting field research in the outdoors with faculty from all over the globe. Field studies opportunities are available through the program's affiliations with a number of field studies and research programs. Similar opportunities at other institutions offer excellent first-hand experiences, and interested students should consult the Environmental Studies Program advisor for additional information.

Furthermore, the flexibility of the environmental studies curriculum permits students the opportunity to pursue study abroad through the UC Education Abroad Program. Past environmental studies majors have studied up to one full year at universities located in countries such as New Zealand, Ecuador, England, Scandinavia, and the University of Virginia's Semester at Sea. Depending on the coursework taken, academic credit may be petitioned to substitute for a number of units in the environmental studies or hydrologic sciences majors.

Approximately one-half of all environmental studies majors complete at least one field studies or study abroad program before graduating. Additional information about affiliated environmental field studies programs and study abroad programs is available from the environmental studies academic advisor.

### Scholarships and Awards

Each year, undergraduate scholarships and awards are available to students majoring in the Environmental Studies Program. They include the UCSB Foundation's Pearl Chase Scholarship, which awards one or two \$1,500 scholarships recognizing academic excellence within environmental studies; the Environmental Studies Associate's Tom Rogers Scholarship awards up to \$5,000 a year to students who embody the ideals of civic responsibility and leadership; the Mathew Charles Decker Memorial Scholarship annually awards \$1,000 a year to assist a student in participating in an environmental field studies program; the Coeta Barker Scholarship awards money to students who are in good academic standing and participate in an unpaid academic internship; and the J. Marc McGinnes Environmental Advocacy Award. Environmental Studies scholarship and award information is available on the Environmental Studies Program's webpage.

### The Senior Honors Program

Qualified majors are eligible to participate in the Environmental Studies Senior Honors Program, which offers the opportunity to work closely with a faculty advisor to complete a senior thesis. Requirements include senior standing, completion of at least 20 upper-division major units, minimum grade-point average of 3.0, and enrollment in Environmental Studies 197. Students who successfully complete the program and obtain a minimum overall grade-point average set each spring, are eligible for graduation with "Distinction in the Environmental Studies Major."

It is highly recommended that lower-division students interested in participating in the senior honors program should enroll in the honors discussion sections offered with Environmental Studies 1, 2, and 3. Interested students may obtain additional information regarding the senior honors program from the Environmental Studies undergraduate advisor.

## Undergraduate Program

### Bachelor of Arts— Environmental Studies

The major is divided into three parts: preparation for the major, upper-division requirements within environmental studies, and outside concentration in related areas.

**Preparation for the major.** Required: Environmental Studies 1, 2, and 3; MCDB 20 or both MCDB 1A-AL and EEMB 2; Economics 1 or 2 or 109; one course from Geology 1, 2, 4, 20, Geography 3A or 3B; Mathematics 34A or 3A, and one course from Mathematics 3B or 34B or Environmental Studies 25; one course from PSTAT 5A, 5E, 5LS; either Chemistry 1A-AL and Environmental Studies 15 or Chemistry 1A-AL, 1B-BL, 1C-CL. Also required, any two courses from: Anthropology 2; Communication 1; Geography 5; Global Studies 1, 2; History 7; Political Science 1, 6, 7, 12; Religious Studies 1, 14; Sociology 1. Finally, one course from the following list: Philosophy 3, 4, or 6.

**Upper-division requirements within environmental studies.** All environmental studies majors pursuing a bachelor of arts degree must

complete 13 required units and 28 elective units for a total of 41 units within environmental studies. Required upper-division units are: Environmental Studies 100, 115, 190 and either Environmental Studies 106 or 188. Students should select the 28 units of elective courses in consultation with the undergraduate advisor to constitute a plan of study in a variety of areas such as, but not limited to: environmental planning, natural resource management, environmental law, energy, and Third World studies. No more than 4 units each from Environmental Studies 192, 194, 199, and 199RA will apply, and no more than 8 units of these courses combined will be accepted toward the major.

**Outside concentration.** Environmental studies majors must complete an outside concentration consisting of 20 upper-division units of classes taken in another department or undergraduate program within the College of Letters and Science (a double major will satisfy this requirement). Alternatively, students may propose an interdisciplinary concentration, combining 20 upper-division units taken outside the Environmental Studies Program. A plan of study listing the 20 units to be taken must be petitioned and approved by the environmental studies academic advisor or program chair prior to beginning this option. To be approved, the plan must demonstrate a coherent environmental focus. Although a list of UCSB courses most often used to create interdisciplinary emphases is available from the program office, students are welcome to use courses not on the list as long as they form a coherent environmental focus (UC-acceptable upper-division transfer, field studies, or study abroad units may be considered). Note that any course cross-listed with environmental studies and another department found on the outside concentration list may only apply to one required area, not simultaneously to both the elective area and the outside concentration.

### Bachelor of Science— Environmental Studies

The major is divided into three parts: preparation for the major, upper-division requirements within environmental studies, and outside concentration in related areas.

**Preparation for the major.** Required: Environmental Studies 1, 2, 3; Economics 1 or 2 or 109; Geology 1 or 2 or 4 or 20 or Geography 3A or 3B; Mathematics 3A-B-C; Physics 1, 2, 3-L or 6A-AL-B-BL-C-CL; Chemistry 1A-AL-B-BL-C-CL; MCDB 1A-AL and 1B, EEMB 2 and 3-3L, and either MCDB 1BL or EEMB 2L; one course from PSTAT 5AA-ZZ, 133A, or EEMB 30. Also required, one course from: Anthropology 2; Communication 1; Geography 5; Global Studies 1, 2; History 7; Political Science 1, 6, 7, 12; Religious Studies 1, 14; Sociology 1. And one course from the following list: Philosophy 3 or 4 or 6.

#### Upper-division requirements.

**Area A.** All environmental studies majors pursuing the bachelor of science degree must complete 17-18 units in required courses: Geography 172 or PSTAT 120A or 133B or EEMB 146 or 179; Environmental Studies 100 or EEMB 120; 115, 190; one course from: Environmental Studies 106 or 188.

**Area B.** Students pursuing the bachelor of sci-

ence degree must also complete an additional 48 units, 32 of which are selected from upper-division environmental studies courses and the remaining 16 forming an outside concentration of upper-division units of coursework in related natural science departments. The 32 upper-division environmental studies units are split into two sections. In section B1, students must complete 20 units from the following list: Environmental Studies 105, 111, 114A, 114B, 119, 120, 128, 134, 140, 144, 147, 148, 149, 152, 158ES, 162A, 166BT, 166FP, 167, 168, 169, 171 and 197. The remaining 12 units (Section B2) may be satisfied by completing any environmental studies courses number 101-199, excluding the first 20 units used to satisfy Section B1. No more than 4 units each from Environmental Studies 192, 194, 199, and 199RA will apply, and no more than 8 units of these courses combined will be accepted toward the major.

**Outside concentration.** The outside concentration may be composed of 16 upper-division units from one of the following science departments (completion of a double major from one of the following departments will satisfy): molecular, cellular, and developmental biology (MCDB); ecology, evolution, and marine biology (EEMB); chemistry and biochemistry; geography; earth science; mathematics; physics; probability and statistics; or courses listed under the biopsychology major. Note: Geology 101 and Mathematics 100A-B will not apply. Alternatively, students may propose an interdisciplinary outside concentration by combining 16 upper-division units from any of the departments listed above. A plan of study listing the 16 units to be taken must be petitioned and approved by the Environmental Studies academic advisor or program chair prior to beginning this option. To be approved, the plan must demonstrate a coherent environmental focus. Although a list of UCSB courses most often used to create interdisciplinary emphases is available from the program office, students are welcome to use courses not on the list as long as they form a coherent environmental emphasis (UC-acceptable upper-division transfer, field studies, or abroad units may be considered).

Any course cross-listed with environmental studies and another department found on the outside concentrations list may only apply to one required area, not simultaneously to both the elective area and the outside concentration.

### Bachelor of Science— Hydrologic Sciences and Policy

The major is divided into three parts: preparation for the major, upper-division core requirements, and one of three emphases.

**Preparation for the major.** Required: Economics 1 or 109; Mathematics 3A-B-C and 5A; Environmental Studies 3 or Political Science 12; History 7; Chemistry 1A-AL-B-BL-C-CL; Physics 1, 2, 3-3L (highly recommended), or 6A-AL-B-BL-C-CL; Geology 1 or 2; MCDB 1A-AL and 1B, EEMB 2 and 3-3L, and either MCDB 1BL or EEMB 2L; Geography 3B; PSTAT 5A or 5LS.

**Upper-division requirements.** All hydrologic sciences majors must take 25 required units and complete 31 units from one of three emphases. Required upper-division units are Geography 112 and 116; Environmental Studies 144; EEMB

120 or Environmental Studies 100; Environmental Studies 176A; and Geology 168 or 169.

**Emphases.** Majors must complete all required courses of one of the following three emphases. The emphasis will appear on the student's official transcript.

- 1. Biology and Ecology Emphasis.** Required courses: EEMB 128, 148; and 171 (12 units required). 19 elective units from: Geology 114A, 114B, 117, 168, 169; EEMB 117, 119, 120AL-BL, 142B, 142BL, 142C, 142CL, 153, 173, 186; Environmental Studies 149, 176B, 192, 197, 199, 199RA; Geography 114A-B, 162A, 176A, 176B-BL, 176C-CL.
- 2. Physical and Chemical Sciences Emphasis.** Required courses: Geography 114A, 162A; Geology 114A, 117, (17 units required). 14 elective units from: Chemistry 109A-B-C, 113A-AL, 113B-C, 123, 150; EEMB 142B, 142BL; Environmental Studies 119, 128, 149, 176B, 192, 197, 199, 199RA; Geography 110, 114B, 134, 166, 176A, 176B-BL, 176C-CL; Geology 102A-AL-B-BL-C-CL, 103, 104A, 113, 122, 124AA-ZZ, 130, 168, 169, 173-173L.
- 3. Policy Emphasis.** Required courses: Environmental Studies 106, 174; History 173T; Political Science 175 (16 units required). 15 elective units from: EEMB 142B, 142BL, 186; Environmental Studies 119, 128, 149, 176B, 192, 197, 199, 199RA; Geography 135, 135S, 162A, 176A, 176B-BL-C-CL; History 172A-B, 176A-B; 177.

## Environmental Studies Courses

### LOWER DIVISION

#### 1. Introduction to Environmental Studies

(4) FREUDENBURG

"Environmental Studies" requires insights from many disciplines, including the social as well as biophysical sciences and the humanities. This introduction offers an overview of the field, examining both our planet and the ways in which we humans depend on it. (F)

#### 2. Introduction to Environmental Science

(4) MANALIS, KELLER

Not open for credit to students who have completed *Environmental Studies 12*.

Provides integration of fundamental science with environmental topics. Includes impacts of human population increase; principles of systems and change, biogeochemical cycles, ecosystems and global climate; energy and laws of thermodynamics; water supply and pollution; toxicology and risk analysis; air pollution and stratospheric ozone depletion. (W)

#### 3. Introduction to the Social and Cultural Environment

(4) GRAVES

Not open for credit to students who have completed *Environmental Studies 11*.

An introduction to the relationship of societies and the environment from prehistorical times to the present. The course is global in perspective, and includes history, literature, philosophy, economics, science, and culture as evidence for examining the human social environment. (S)

#### 15. Chemistry of the Environment

(4) CLARK

Prerequisite: *Chemistry 1A*.

Application of chemical principles such as kinetics, equilibria, radioactive decay, and thermodynamics to environmental problems. Environmental problems discussed include global cycles, carbonate chemistry, ozone formation, the structure of the atmosphere, and water pollution. The interactions and consequences of

human actions on the chemistry of the environment will be emphasized.

#### 20. Introduction to Shoreline and Watershed Issues, Policy, and Research

(4) STAFF

Students are introduced to shoreline and watershed issues facing the local community by meeting with scholars, researchers, activists, and artists who study coastal preservation, restoration, and related environmental issues. Course includes local field trips, in-class discussions, and elective short-research project. (F)

#### 25. Quantitative Thinking in Environmental Studies

(4) MANALIS

Improve students' ability to deal with quantitative aspects of environmental topics by developing skills in algebra, computer use (Excel), graphing, and processing and conceptualizing environmental data by using numerical modeling. Collaborative learning is emphasized.

### UPPER DIVISION

#### 100. Environmental Ecology

(4) SCHIMEL

Prerequisites: *Environmental Studies 2*; and, *Environmental Studies 1* or *3*; and, *EEMB 20* or *MCDB 20* or, *MCDB 1A-AL* and *EEMB 2*.

A study of principles of ecology and their implications for analyzing environmental problems. Focus on understanding the processes controlling the dynamics of populations, communities and ecosystems. Specific examples emphasize the application of these concepts to the management of natural resources. (F)

#### 103S. History of Surfing

(4) STAFF

Same course as *Environmental Studies 103S*.

The history of surfing from its Polynesian origins to today's global, commercial, and cultural force, with perspectives from history of politics; economics; science and technology; the developing world; sex, ethnicity, gender; popular culture; and special focus on the environment.

#### 104. People, Poverty, and Environment in Central America

(4) STONICH

Prerequisite: *Environmental Studies 1* or *3* or *Anthropology 2*.

Same course as *Anthropology 104H*.

Analysis of the interrelated social, demographic, economic, political, and environmental crises occurring in Central America from an anthropological perspective. Emphasis on the evolution of contemporary problems, current conditions, and future prospects for the region.

#### 105. Solar and Renewable Energy

(4) MANALIS

Prerequisite: *upper-division standing*.

Recommended preparation: *Environmental Studies 1, 2, and 3*.

How solar and renewable energy fits with environmental-energy options in both developed and developing nations. Technologies are studied in terms of their effects on the physical, social, and biological environment. Demonstrations, field trips, and guest lecturers. (S)

#### 106. Critical Thinking About Human-Environmental Problems and Solutions

(4) FREUDENBURG

Prerequisites: *Environmental Studies 1* and *3*.

Recommended preparation: *Environmental Studies 2* and *upper-division standing*.

Focus on two interrelated aspects of human-environment interactions where shortfalls in critical thinking are important - our thinking about human-related "problems and causes" and potential "solutions." Gain feel for seductiveness of common misconceptions and learn why to move beyond them.

#### 107C. The Darwinian Revolution and Modern Biology

(4) OSBORNE

Prerequisite: *History 4B* or *4C* or *17B* or *17C* or *Environmental Studies 1* or *2* or *3* or *Philosophy 1*

or *3* (any course may be taken concurrently), or upper-division standing.

Same course as *History 107C*.

Examines the social and scientific impacts of evolutionary ideas from around 1800 through Charles Darwin, the modern evolutionary synthesis, the birth of ecology, and molecular biology. Focus is on America and Western Europe.

#### 107E. History of Animal Use in Science

(4) GUERRINI

Prerequisites: *Environmental Studies 1* and *3*, or *History 4A* or *4B* or *4C* or *17A* or *17B* or *17C*.

Same course as *History 107E*.

Examines history of scientific uses of animals from antiquity to the present. Topics include vivisection, field trials, and the use the development of drugs and vaccines. Changing ethical ideas about animals, including the relationship between animal rights and environmental ethics, is also considered.

#### 107R. History and Ecological Restoration

(4) GUERRINI

Prerequisite: *upper-division standing*.

Same course as *History 107R*.

An examination through case studies of ecological restoration from a historical perspective, featuring the intersection between the historian and the restoration process. Consideration of the definitions of natural and cultural resources and historical artifacts.

#### 108A. The Origins of Western Science, Antiquity to 1500

(4) OSBORNE

Prerequisite: *History 4A* or *4B* or *Environmental Studies 1* or *2* or *3* or *Philosophy 1*

or *3* (any course may be taken concurrently), or upper-division standing.

Same course as *History 106A*.

Examines the emergence and development of science through an examination of ancient cosmology, medicine, natural history, philosophy, and environmental ideas.

#### 110. Disease and the Environment

(4) GUERRINI

Prerequisite: *Environmental Studies 1* or *3*.

The interaction of human and animal disease and the environment through case studies, from the Black Death of 1300's to asthma, AIDS and the Ebola virus. "Environment" is broadly defined to include both natural and built environments. (W)

#### 111. The California Channel Islands

(4) STAFF

Prerequisites: *MCDB 1A-1AL* and *EEMB 2*; or, *MCDB 20* or *EEMB 20* or *Geography 3A* or *3B* or *Geology 2* or *Environmental Studies 2*.

Same course as *Geography 149*.

Recommended preparation: *introductory chemistry*.

Discussion of biological, geological, ecological, anthropological, and oceanographic characteristics of the Channel Islands area as well as the management and human uses of this region. Emphasis on islands and ocean waters off Southern California. (S)

#### 112. World Population, Policies, and the Environment

(4) STAFF

Prerequisite: *upper-division standing*.

History of global population growth, with emphasis on developing nations. Its socioeconomic effects on a society and factors behind migration. Different views of Malthus, Marx, Boserup, and others and governmental policies to check rapid population growth are also discussed.

#### 114A. Soil Science

(5) CHADWICK

Prerequisites: *Chemistry 1A-B*; and, *Geography 3B* or *Geology 2*.

Same course as *Geography 114A*.

Introduction to the chemical, hydrological, and biological characteristics of soils, their global distribution, and their response to management. Field and laboratory projects are designed to provide an understanding of soil-landscape distribution, soil morphology, and the physical and chemical properties that influence management decisions. (F)

**114B. Soil Genesis and Classification****(5) CHADWICK***Prerequisites: Environmental Studies 114A.**Same course as Geography 114B.*

Introduction to the chemical, physical, and biological processes that produce soil and influence their management. The morphology, genesis, classification, and global distribution of soil will be emphasized. Labs cover field site selection, soil description, sampling, laboratory preparation of soil samples and selected chemical and physical analyses.

**115. Energy and the Environment****(4) MANALIS***Prerequisites: Environmental Studies 2; and, Environmental Studies 25 or Mathematics 3A or 34A or Chemistry 1A.*

Focus on learning how to use energy efficiently in accordance with the laws of thermodynamics and in harmony with the environment. Topics include the nature of energy and the fundamentals for a sustainable environmental energy policy.

**116. Building Sustainable Communities****(4) WILKINSON***Recommended preparation: Environmental Studies 1 or 2 or 3 or Geography 5.*

Examines sustainability, communities, and urban systems in a global context. Covers impacts cities have on the environmental systems that support them, and explores ways to improve urban systems through technology, policy, and design. (F)

**117. Science and Policy Dimensions of Climate Change****(4) STAFF***Prerequisite: upper-division standing.*

Climate change and variability due to global warming is a critical environmental, social, and economic issue. Course reviews the scientific basis of our understanding of climate change and policy responses to the problem including "no regrets" and multiple-benefits responses.

**118. Industrial Ecology: Designing for the Environment****(4) MANALIS***Prerequisite: upper-division standing.**Recommended preparation: Environmental Studies 1, 2, and 3.*

Not open for credit to students who have completed *Environmental Studies 193IE*.

Industrial ecology is a philosophical and methodical framework interwoven with concepts in ecology and economics used to aid in understanding how industrial systems interact with the environment. Capital, energy, and material flows are examined and viewed in cultural context.

**119. Ecology and Management of California Wildlands****(5) D'ANTONIO***Prerequisites: Environmental Studies 100 or EEMB 120.**Same course as EEMB 119. One weekend fieldtrip is mandatory. Lecture, 3 hours; laboratory, 5 hours.*

Explore ecological processes in California habitats and the challenges of their management through field trips, discussions with land managers, lectures and readings. Focus on regional habitats including specialized habitats such as coastal salt marsh and vernal pools, and more widespread such as oak savanna and chaparral.

**120. Toxics in the Environment****(4) STAFF***Prerequisites: Environmental Studies 2; EEMB 20 or MCDB 1A-AL and EEMB 2; and, Chemistry 1A-B or Environmental Studies 15.**Recommended preparation: Chemistry 1B-C and a course in introductory statistics.*

Effects and implications for the future of introducing toxins into the biosphere. Examination of physiological and biochemical effects and the mechanisms of action of potential toxins. Discussion of methodological approaches and legal ramifications of studies in environmental toxicology.

**122LE. Cultural Representations: Literature and the Environment****(4) HILTNER***Prerequisite: Writing 2 or upper-division standing.*

Environmental survey of Western literature that

explores the often-ignored literary history of the natural world.

**122NE. Cultural Representations: Nature and the Environment****(4) STAFF***Prerequisites: Writing 2 or 50 or 109AA-ZZ (one course from series) or English 10 or upper-division standing.**Same course as English 122NE.*

Perceptions of nature have changed throughout the history and vary across cultures. Course explores changing expressions of our changing relations to the world we live in, with emphasis on cultural movements (films, literature, newspapers, etc.) that have affected contemporary American experience.

**123. Coastal and Ocean Law and Policy****(4) STAFF***Prerequisite: upper-division standing.*

Explores both the governance of human uses of coastal, marine, and ocean areas and the complex laws, practices, and policies employed to resolve conflicts among competing users. Examines interactions among local, state, federal, and international laws with emphasis on the California coast.

**124. Environmental Dispute Resolution****(4) STAFF***Prerequisites: Environmental Studies 1 or 2 or 3; and upper-division standing.*

An examination of the various formal and informal conflict resolution tools, such as litigation, arbitration, negotiation and mediation, which are utilized in approaching and resolving environmental disputes of all kinds.

**125A. Principles of Environmental Law****(4) STAFF***Prerequisites: Environmental Studies 1 or 2 or 3; and upper-division standing.*

An introduction to the history and methodology of law as it relates to human use of the environment. Case studies are used to examine common law, constitutional and modern environmental laws, with an emphasis on current theories and principles. (W)

**125B. Land Use and Planning Law****(4) STAFF***Prerequisite: Environmental Studies 125A.*

An examination of local, state, and federal laws regulating land use and development. Selected problems analyzed through case studies.

**127. Concepts of Environmental Education and Practicum****(4) LEWIN***Prerequisites: Environmental Studies 1 or 2 or 3; upper-division standing.**Recommended preparation: Environmental Studies 1, 2 and 3.*

Conceptual introduction to Environmental Education (EE) through study and research of EE history, learner characteristics, models of excellence, and professional networks. Students utilize sound educational principles and hands-on experiences to plan, implement, and evaluate a quality EE experience for others. (S)

**128. Foundations of Ecosystem Restoration****(4) D'ANTONIO***Prerequisite: Environmental Studies 100 or EEMB 120.**Same course as EEMB 128.*

Integrates ecological principles with practical issues involved in ecosystem restoration. Beginning with the challenge of selecting goals and establishing a target trajectory, students evaluate how ecological knowledge can guide restoration and whether sustainable states or trajectories can be achieved.

**129. Ecopsychology****(4) STAFF***Prerequisites: Environmental Studies 1 or 2 or 3.*

Course explores the theories and practices of psychologists, educators, and others whose work is focused on the connection between "inner" human nature and "outer" nature within which humans experience themselves and the rest of the world.

**130A. Third World Environments: Problems and Prospects****(4) STONICH***Prerequisite: Environmental Studies 1 or 3 or**Anthropology 2.**Same course as Anthropology 130A.*

Examination of the human dimensions of globalization/global environmental change from the Third World. Emphasis on the sociocultural context of environmental destruction, environmental justice, and interdisciplinary approaches. (F)

**130B. Third World Environments: Conservation and Sustainable Development****(4) STONICH***Prerequisite: Environmental Studies 1 or 3 or**Anthropology 2.**Same course as Anthropology 130B.**Recommended preparation: Environmental Studies 130A or Anthropology 130A.*

Focus on conservation and sustainable development. Includes examination of contending views of sustainable development. Special emphasis on tourism, agricultural, fisheries, and aqua-cultural development in the Third World. (W)

**130C. Third World Environments: Response and Resistance****(4) STONICH***Prerequisites: Environmental Studies 1 or 3 or Anthropology 2.**Same course as Anthropology 130C.*

Concerned with response and resistance to economic globalization, impoverishment, and environmental degradation: household economic strategies; migration, urbanization; social conflict; environmental movements of the poor; the information revolution; and alternative development strategies. (S)

**131. International Environmental Law and Politics****(4) PULVER***Prerequisite: Environmental Studies 1 or 2 or 3.*

An examination of the actors and institutions of international environmental law and politics, with an emphasis on explaining patterns of success and failure in addressing global environmental problems.

**132. Human Behavior and Global Environment****(4) STAFF**

Study of global environmental impacts of major human technological innovations, including the use of fire, development of agricultural tools, and the process of industrialization. Evaluation of prospects for altering human behavior to encourage sustainable development is included.

**134. Coastal Processes and Management****(4) STAFF***Prerequisites: Environmental Studies 2; Mathematics 3A or 34A or Environmental Studies 25; and, Geology 1 or 2 or 4 or 20 or Geography 3A or 3B.**Recommended preparation: introductory biology.*

Using representative coastal regimes, students study the major processes at work in our nation's coastal zones and examine the nature and efficacy of the planning and management programs that have been put in place in these areas.

**135A. Principles of Environmental Planning****(4) WACK***Prerequisite: upper-division standing.*

Introduction to the history, theory, and trends of urban, regional, and environmental planning in both California and the United States. Field trips to local urban areas. (W)

**135B. Advanced Environmental Planning****(4) WACK***Prerequisite: Environmental Studies 135A.*

Advanced seminar applying principles presented in Environmental Studies 135A to regional and local government planning processes. Field analysis of local planning issues. (S)

**144. Form, Process, and Human Use of Rivers****(4) KELLER***Prerequisites: Mathematics 3A-B or 34A-B.**Same course as Geography 144.**Recommended preparation: Physics 1 or 6A/AL or Geological Sciences 117.*

Basic understanding of fluvial (river) hydrology. In-depth evaluation of channel form and fluvial processes and impact of human use on rivers.

#### **146. Animals in Human Society: Ethical Issues of Animal Use**

(4) SHELTON

*Prerequisite:* upper-division standing.

*Recommended preparation:* *Environmental Studies 1 or 3.*

An exploration of the ethical issues which arise when humans interact with other animals, and an examination of conflicting attitudes toward the value of animal life in such specific areas as food production, recreational activities, research and environmental protection.

#### **147. Air Quality and the Environment**

(4) CLARK

*Prerequisites:* *Mathematics 3A or 34A or Environmental Studies 25; and, Chemistry 1A-B or Environmental Studies 15.*

Types, sources, effects, and control of air pollution. Topics include gaseous pollutants particulates, toxic contaminants, atmospheric dispersion, photochemical smog, acid rain control measures, the Clean Air Act and regulatory trends, indoor air.

#### **149. World Agriculture, Food, and Population**

(4) CLEVELAND

*Prerequisite:* upper-division standing.

*Same course as Anthropology 149 and Geography 161.*

Evolution, current status, and alternative futures of agriculture, food, and population worldwide. Achieving environmentally, socially and economically sustainable food systems; soil, water, crops, energy and labor; diversity, stability and ecosystems management; farmer and scientist knowledge and collaboration; common property management.

#### **152. Applied Marine Ecology**

(5) SCHMITT, GAINES

*Prerequisites:* *Environmental Studies 100; or EEMB 2 and MCDB 1B; or EEMB 3; and, Mathematics 3A or 34A.*

*Same course as EEMB 152.*

*Recommended preparation:* *EEMB 120.*

Introduction to the application of ecological principles and methods to environmental problems in marine habitats. Focus on problems that are local, regional, and global in scale. Concepts illustrated with case studies.

#### **158. Cultural and Biological Diversity of Food Plants**

(4) CLEVELAND

*Prerequisite:* upper-division standing.

*Same course as Anthropology 158 and Geography 169.*

*Recommended preparation:* *Environmental Studies 149 or Anthropology 149 or Geography 161.*

The evolution of food plants from domestication to genetic engineering. Patterns of diversity around the world in small-scale, traditionally-based and industrial communities. Class participation in project on local olive diversity includes field work.

#### **160. American Environmental Literature**

(4) STAFF

*Prerequisites:* *Environmental Studies 1 or 3; and Writing 2.*

*Not open for credit to students who have completed Environmental Studies 193EL.*

Assesses contributions of literary texts to American environmental movements. Examines influences of writers such as Thoreau, Rachel Carson, and Edward Abbey upon environmental perceptions, values, and attitudes in American cultural history and upon rhetorics and politics of contemporary environmental debates.

#### **162A. Environmental Water Quality**

(4) LOAICIGA

*Same course as Geography 162A.*

*Recommended preparation:* *Geography 3B, lower-division biology, and chemistry.*

Study of the physico-chemical and biological characteristics of natural waters, analysis of water pollution and treatment, water-quality regulations:

The laboratory; independent research and supervised research of water pollutants and water treatment, quantitative analysis of water-quality data and one-day field work.

#### **165A. Environmental Impact Analysis**

(4) ALMY

*Prerequisites:* upper-division standing.

*Recommended preparation:* *Environmental Studies 116 or 135A.*

Analyzes the historical and theoretical approaches to environmental assessment methodology and procedures for preparing and reviewing environmental impact reports. Explores strengths and weaknesses of current approaches in current public policy context. (F)

#### **165B. Advanced Environmental Impact Analysis**

(4) STAFF

*Prerequisites:* *Environmental Studies 165A; consent of department.*

*Other course work and/or experience may be substituted for Environmental Studies 165A, with the consent of the instructor(s).*

Advanced seminar during which students prepare their own focused environmental impact report on a specific development project. Includes in-depth discussion of baseline, mitigation, impacts, and public comments. Assignments based on research and fieldwork provide reality professional environmental planning experience.

#### **166BT. Biotechnology, Food, and Agriculture**

(4) CLEVELAND

*Prerequisite:* upper-division standing.

*Same course as Anthropology 166BT and Geography 171BT. Course offered every other year.*

*Recommended preparation:* *Environmental Studies 149 or Anthropology 149 or Geography 161. Letter grade only.*

Social, cultural, ethical, biological, and environmental issues surrounding biotechnology (BT) and the food system. Includes theory and method of BT; scientific, social and political control of BT; effect of BT on genetic diversity, small-scale farmers, the environment, food supply, consumer health.

#### **166FP. Small-Scale Food Production**

(5) CLEVELAND

*Prerequisites:* *Environmental Studies 149 or Anthropology 149 or Geography 161.*

*Same course as Anthropology 166FP and Geography 171FP.*

Biological, ecological, social, and economic principles of small food production and their practical application. Includes each student cultivating a garden plot; lab exercises, field trips to local farms and gardens. (S)

#### **167. Biogeography: The Study of Plant and Animal Distributions**

(4) STILL

*Prerequisites:* *Geography 3A or 3B or Environmental Studies 2 or EEMB 2 or Geology 2.*

*Same course as Geography 167.*

Basic processes governing geographic distribution patterns of biota, including migration, evolution, isolation, and endemism. Biogeographic regions and their histories and an introduction to island biogeography. Emphasis on plants and plant geography. One all-day field trip.

#### **168. Aqueous Transport of Pollutants**

(4) CLARK

*Prerequisites:* *Mathematics 3B and Chemistry 1A-B-C. Same course as Geological Sciences 168.*

*Recommended preparation:* *Geology 113 or 173-173L or Geography 116-116L or 144 or Environmental Studies 144.*

Focus on the behavior of dissolved species in rivers. Examination of the basic advection-diffusion model. Particular emphasis on field data. (F)

#### **169. Tracer Hydrology**

(4) CLARK

*Prerequisites:* *Mathematics 3B and Chemistry 1A-B-C.*

*Same course as Geological Sciences 169.*

*Recommended preparation:* *Geology 113 or 173-173L or Geography 116-116L or 144 or Environmental*

*Studies 144.*

Introduction to principles of chemical and isotope tracer hydrology. Emphasis on methods of groundwater dating, the use of tracers as management tools, and contaminate plume monitoring.

#### **171. Ecosystem Processes**

(4) SCHIMEL

*Prerequisite:* *Environmental Studies 100 or EEMB 2 or MCDB 1B.*

*Same course as EEMB 171.*

*Recommended preparation:* *EEMB 120.*

An examination of the key processes that regulate ecosystem productivity and function in terrestrial ecosystems. Specific foci include: plant-soil linkages including decomposition and nutrient supply, and the role of above- and below-ground community composition on element cycles. (W)

#### **172. Integrated Materials and Waste Management**

(4) STAFF

*Prerequisites:* *Environmental Studies 1 or 2 or 3.*

*Recommended preparation:* *introductory chemistry and economics; electives in biology and natural resources.*

Addresses how waste has been regarded and managed through the ages to the present. Emphasis on the technological, policy, and economic dimensions of modern materials and waste management, such as landfill, conservation technologies, waste reduction, recycling and composting.

#### **173. American Environmental History**

(4) GRAVES

*Same course as History 173T.*

Traces the history of American attitudes and behavior toward nature. Focus on wilderness, the conservation movement, and modern forms of environmentalism.

#### **174. Environmental Policy and Economics**

(4) DECANIO

*Prerequisite:* *Economics 1 or 2 or 109.*

Introductory course on economic analysis of environmental policy. Topics include incentives and regulation, protection of the stratospheric ozone layer, global climate change, and equity issues.

#### **175. Environmental Economics**

(4) KOLSTAD

*Prerequisite:* *Economics 100B or 104B.*

*Same course as Economics 115.*

Course provides a rigorous treatment of environmental economics. Topics include welfare analysis, ethical dimensions of economic criteria for protecting the environment, measuring the demand for environmental goods, property rights, economic incentives, including marketable permits and emission fees, and regulating risk.

#### **176A. Water Policy in the West: Linking Science with Environmental and Economic Values**

(4) STAFF

*Recommended preparation:* *Environmental Studies 1 or 2 or 3.*

Examines water supply and use, the science of water systems and watersheds, key concepts in water policy, and the basics of water law as a fundamental element of the history and context for water policy in the West.

#### **176B. Advanced Study of Water Policy**

(4) STAFF

*Prerequisite:* *Environmental Studies 176A.*

Students are in the field full-time for approximately two weeks to study watersheds and water systems including Yosemite/Hetch Hetchy, Mono Lake, and the state and federal water systems in California.

#### **178. Politics of the Environment**

(4) SMITH

*Prerequisites:* *Political Science 12 or Environmental Studies 3; upper-division standing.*

*Same course as Political Science 175.*

Analysis of environmental policy issues and their treatment in the political process. Discussion of the interplay of substantive issues, ideology, institutions, and private groups in the development, management, protection, and preservation of natural resources and the natural environment.



**179. Natural Resource Economics****(4) DEACON***Prerequisite: Economics 100B or 104B.**Same course as Economics 122.*

Microeconomic theory and capital theory applied to problems of conservation and management of natural resources. Analysis of public policy with special emphasis on nonrenewable energy resources, management of forests, deforestation and species extinction, and use of fish and game resources.

**183. Films of the Natural and Human Environment****(4) WACK***Prerequisite: upper-division standing.**Same course as Film Studies 183.**Recommended preparation: Environmental Studies 1 or 2 or 3; and Film Studies 46.*

Course presents a series of popular films and professional documentaries representing a range of trends, images, and issues associated with the natural and human environments. Visual images and critical thinking skills are combined to enhance understanding of environmental issues presented by the media. (W)

**184. Gender and the Environment****(4) STAFF***Prerequisite: upper-division standing.**Recommended preparation: Environmental Studies 1 or Anthropology 2.*

A philosophical, evolutionary, and cross-cultural analysis of the ways women and men may relate differently to their environment resulting in the design of gender-sensitive and sustainable policies for planning and development in both the developing and the developed world.

**185. Human Environmental Rights****(4) STONICH***Prerequisite: Environmental Studies 1 or 3 or Anthropology 2.**Same course as Anthropology 185.*

Introduction to human environmental rights. Examines the expansion of human rights to include human environmental rights, abuses of human environmental rights, associated social conflicts, and emergent social movements including environmental justice and transnational advocacy networks.

**188. The Ethics of Human-Environment Relations****(4) STAFF***Prerequisite: Geography 5 or Environmental Studies 1 or 3.*

Survey of contemporary environmental ethics, focusing on both philosophical and applied issues. Topics include anthropocentrism and its alternatives, the role of science and aesthetics, multicultural perspectives and the problem of relativism, and the conflict between radical and reformist environmentalism. (F)

**189. Religion and Ecology in the Americas****(4) TALAMANTEZ***Same course as Religious Studies 193.*

An overview of the growing field of religion and ecology in the Americas. Focus on spiritual traditions and land-based knowledge indigenous to the Western Hemisphere.

**190. Colloquium on Current Topics in Environmental Studies****(1) STAFF***This course is required by majors for graduation. May be repeated for credit to a maximum of 3 units.*

Required attendance at six public lectures dealing with environmental topics. Weekly discussion sections on the lectures and brief written evaluations of six lectures. Open to all students. (F,W,S)

**192. Internship in Environmental Studies****(1-12) STAFF***Prerequisites: upper-division status; environmental studies majors only; consent of department.*

*Students must have a 3.0 overall grade-point average. May be repeated for credit to a maximum of 12 units but only 4 units count toward the major; offered P/NP only.*

Opportunities to learn about practical approaches to environmental problem solving by working under faculty direction as interns with local, state, and federal agencies concerned with the environment

or with private research and business organizations. Periodic and final reports will be part of the internship. (F,W,S,SS)

**193AA-ZZ. Special Topics in Environmental Studies****(1-5) STAFF***Prerequisite: upper-division standing.*

*May be repeated for credit up to a maximum of 16 units provided letter designations are different, but only 8 units may be applied to the major.*

One-time courses taught by lecturers or guest professors on a special area of interest in environmental studies. Specific course titles and topics to be announced by the Environmental Studies Program each quarter.

**194AA-ZZ. Group Study****(1-5) STAFF***Prerequisites: upper-division standing; consent of instructor.*

*May be repeated for credit up to a maximum of 15 units, but only 4 units may be applied toward the major.*

Directed group reading, study, and research on specific subjects for environmental studies majors. Admission by specific arrangement with the environmental studies chair.

**196. Introduction to Teaching in Environmental Studies****(2-4) STAFF***Prerequisites: upper-division standing; consent of instructor and department.*

*May be repeated for credit up to a maximum of 8 units, but only 4 units may be applied toward the major.*

Students assist instructor in teaching course in which the student previously received a grade of A- or better. Activities determined in consultation with the instructor and may include assisting in laboratories, tutorials, discussion sections and field trips.

**197. Senior Thesis****(6) GRAVES***Prerequisites: upper-division standing; consent of instructor.*

*Students must have an overall grade-point average of 3.0 or higher. Course normally taken fall quarter of the senior year and is required for students completing the environmental studies senior honors program.*

Under the guidance of the instructor, students select a topic and advisor in an environmental field of their choice and develop, write and present a thesis.

**199. Independent Investigation in Environmental Studies****(1-5) STAFF***Prerequisites: upper-division standing; completion of two upper-division courses in environmental studies; consent of instructor and department.*

*Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. No more than 4 units may be counted toward the major.*

Independent research under the guidance of a faculty member in the department. Course offers qualified students the opportunity to undertake research or work in a topic related to the characteristics and problems in the environment. (F,W,S)

**199RA. Independent Research Assistance in Environmental Studies****(1-5) STAFF***Prerequisites: upper-division standing; completion of two upper-division courses in environmental studies; consent of instructor and department.*

*Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. No more than 4 units may be counted toward the major.*

Faculty supervised research assistance. (F,W,S)

**500. Teaching Assistant Training****(1) STAFF***May be repeated for credit.*

Examines effective teaching methods and professional conduct and responsibilities. Emphasis on teaching aids, examination preparation, and grading.

Includes general orientation regarding the University of California and UCSB campus; various pertinent regulations; and services available to teaching assistants and to students. (F)

**501. Teaching Assistant Practicum****(4) STAFF***May be repeated for credit.*

Students gain practical experience in teaching while coordinating one or more discussion/lab sections. Responsibilities include analyses of course texts/materials, discussion/lab sections, and formulation of topics/questions for papers and examinations. Evaluation is completed by members of the class sections. (F,W,S)

**596. Directed Reading and Research****(2-8) STAFF***May be repeated for credit.*

Individual tutorial. Hours and credit by arrangement with an individual faculty member in environmental studies. Written proposal for each tutorial must be approved by the instructor and the department chair. (F,W,S)

# Exercise & Sport Studies

Department of Exercise & Sport Studies  
Division of Social Sciences  
Recreation Center 2102

Telephone: (805) 893-2181

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## Faculty

**Peter T. Aguilar**, M.A., San Diego State University, Lecturer (Applied Kinesiology, Human Physiology, Anatomy of Muscular System)

**Mircea Badulescu**, M.A., Institute of Physical Education and Sport, Bucharest, Romania, Lecturer (intercollegiate gymnastics)

**Robert Brontsema**, M.A., Azusa Pacific University, Azusa, Lecturer (baseball, softball, weight training)

**Susan Ceriale**, M.A., California State University, San Diego, Lecturer (first aid/CPR, exercise physiology, wellness/fitness administration)

**Judith E. Dale**, M.A., UC Santa Barbara, Lecturer (recreation administration, officiating, sports sociology)

**Alfred J. Ferrer**, M.A., California State University, Chico, Lecturer (athletic administration, baseball, sport management, athletic coaching minor)

**Art R. Gilbert**, M.A., UC Santa Barbara, Lecturer (nutrition, exercise physiology, wellness and fitness administration, exercise and health science minor)

**Kathleen M. Gregory**, B.A., California State University, Los Angeles, Lecturer (badminton, volleyball)

**Bobbi L. Houghton**, M.S., UC Los Angeles, Lecturer (first aid/CPR, lifeguarding, Water Safety Instructor)

**Amy E. Jamieson**, M.S., California University of Pennsylvania, Lecturer (methods and principles of fitness/muscular fitness instruction, fitness instruction minor)

**Peter A. Kirkwood**, B.A., California State University, Bakersfield, Lecturer (tennis, weight training)

**Paul K. Lee**, B.A., California State University, Fresno, Lecturer (recreational sports administration)

**Debra Miles-Dutton**, B.A., UC Santa Barbara, Lecturer (aqua aerobics, aquatics administration)

**Richard C. Powell**, M.S., California State University, San Diego, Lecturer (first aid/CPR, substance abuse, tennis, triathlon)

**James A. Romeo**, M.Ed., Springfield College, Lecturer (applied kinesiology, medical aspects, sport management minor)

**Jon A. Spaventa**, M.Ed., Springfield College, Lecturer (administration, movement education, sport psychology)

**Gregg Wilson**, M.A., UC Berkeley, Lecturer (aquatics, swimming)

### Emeriti Faculty

**Arthur J. Aldritt**, M.A., UC Berkeley, Supervisor Emeritus

**Newell D. Breyfogle**, M.A., University of Iowa, Supervisor Emeritus

**Mayville S. Kelliher**, Ed.D., University of Oregon, Supervisor Emeritus

The Department of Exercise & Sport Studies offers a program of basic instruction consisting of 1/2 unit courses and an Exercise & Sport Studies minor with emphases in athletic coaching, fitness instruction, exercise and health science, and sport management.

Basic instruction ("1-" Exercise & Sport Studies courses) is offered at the elementary, intermediate and advanced levels. Courses range in scope from a fitness related emphasis— aerobic, jogging, swimming and weight training—to individual and team sports such as basketball, golf, tennis and volleyball. Courses in the "1-" series with the "Intercollegiate" designation in the title may be repeated up to 12 times for a total of 6 units. No more than 6 units of "1-" courses may be counted toward degree requirements.

A physical examination performed by a private physician is recommended for any student intending to enroll in Exercise & Sport Studies courses.

Fines are imposed by the department for failure to return equipment or clothing on or before the date posted for such return at the end of each quarter, and for failure to close out lockers at the end of each quarter.

The minor in Exercise & Sport Studies features four individual program tracks each consisting of a varying amount of upper-division coursework. The program prepares students for advanced studies in related disciplines as well as career opportunities in the expanding fields of athletic coaching, exercise and health science, fitness instruction and sport management.

Students interested in a Exercise & Sport Studies minor should consult the appropriate advisor by contacting the Exercise & Sport Studies Department Office.

## Undergraduate Program

### Minor— Exercise & Sport Studies—

### Athletic Coaching

The athletic coaching minor is designed for students who wish to coach at the elementary, secondary, collegiate, or club level. The curriculum includes the scientific, social, and technical aspects of the profession. The minor offers students a diversity of coaching opportunities and options.

All courses to be applied to the minor must be completed on a letter-grade basis. This includes both courses offered in Exercise & Sport Studies and those offered by other departments and applied to the minor.

**Preparation for the minor.** ESS 47 and ESS 40.

**Upper-division minor.** Twenty-six units, distributed as follows: Advanced Exercise & Sport Studies 101, 130, 131, 149, 150, 180; one course from the Advanced ESS 170 series (3 units).

*Note: Substitutions and waivers are subject to approval by the chair of the department. Please see page 118 for special conditions governing minors in the College of Letters and Science.*

### Minor—Exercise & Sport Studies—Fitness Instruction

The fitness instruction minor is for students who wish to become personal trainers or group fitness instructors. This comprehensive program includes theoretical, training, and practical components. Students elect to pursue either a personal training emphasis, a group instruction emphasis, or both. Students completing the minor will be prepared to lead exercise in a range of health and fitness settings working with individual clients or a group.

All courses to be applied to the minor must be completed on a letter-grade basis. Students must complete all core classes and courses in the chosen emphasis. This stipulation includes courses for the minor offered in both Exercise & Sport Studies and other departments. Upper-division units total 21 for the group emphasis and 23 for the personal training emphasis.

**Preparation for the minor.** *Group Instruction.* Advanced ESS 3, ES 1-10, ES 1-43, ESS 40, ESS 47.

**Upper-division minor.** Twenty-one units, distributed among the following: Advanced ESS 101, 149, 150, 175A, 176, 181.

**Preparation for the minor.** *Personal Training.* Advanced ESS 3, ES 1-43, ESS 40, ESS 47.

**Upper-division minor.** Twenty-three units, distributed among the following: Advanced Exercise & Sport Studies 101, 101L, 131, 149, 150, 176, 184.

*Note: Substitutions and waivers are subject to approval by the chair of the department. Please see page 118 for special conditions governing minors in the College of Letters and Science.*

*Current CPR certification required upon completion.*

### Minor— Exercise & Sport Studies— Exercise & Health Science

The exercise and health science minor explores the physiological changes produced by exercise and the ways in which they contribute to health and the reduction of disease and stress. This

minor is for individuals interested in corporate wellness, health promotion, and fitness.

All courses to be applied to the minor must be completed on a letter-grade basis.

**Preparation for the minor.** Advanced ESS 3 and 4A, ESS 40, ESS 47.

**Upper-division minor.** Twenty-units, distributed as follows: Advanced Exercise & Sport Studies 100, 101, 101L, 149, 150, 182.

*Note: Substitutions and waivers are subject to approval by the chair of the department. Please see page 118 for special conditions governing minors in the College of Letters and Science.*

*Current CPR certification required upon completion.*

### Minor—Exercise & Sport Studies—Sport Management

The sport management minor provides students with the administrative and managerial theory and skills preparing them for either graduate study or entry into the workplace. Coursework includes but is not limited to the study of current issues and future trends in the field.

All courses to be applied to the minor must be completed on a letter-grade basis.

**Preparation for the minor.** Communication 1, or Sociology 1, or Psychology 1 and Economics 3A, and one course from the following: Communication 87, PSTAT 5A, or Psychology 5.

**Upper-division minor.** Twenty units, distributed as follows: Advanced ESS 100\*, 130, 131\*, 132\*, 140, 160. (Recommended: Advanced Exercise & Sport Studies 183.) \* Must choose two of the three marked by asterisk.

*Note: Substitutions and waivers are subject to approval by the chair of the department. Please see page 118 for special conditions governing minors in the College of Letters and Science.*

## Exercise & Sport Studies Courses

### LOWER DIVISION

The half-unit courses listed below are designed to provide a basic instructional program from which students may acquire elementary, intermediate, and advanced level skills, improve physical conditioning, and develop an appreciation for the rules, strategies and principles of a variety of sports related activities.

Courses with a \$ prefix have a required fee.

Course Overviews:

- A level courses cover elementary skills and strategies and provide basic information.
- B level courses cover intermediate skills and strategies and provide more detailed information.
- C level courses cover advanced skills, strategies, and concepts.

#### 1-2. Intercollegiate Baseball (1/2) STAFF

*Prerequisite: consent of coach.*

*May be repeated to a maximum of 6 units.*

#### 1-4A-B. Badminton (1/2-1/2) STAFF

A. Elementary

B. Intermediate

**1-5B. Baseball**

(1/2) STAFF  
Intermediate baseball.

**1-5C. Advanced Baseball**

(1/2) STAFF  
Provides students with the opportunity to improve their basic physical condition, secure useful neuromuscular development, and gain recreation skills.

**1-6A-B. Basketball**

(1/2-1/2) STAFF  
A. Elementary  
B. Intermediate

**1-6C. Advanced Basketball**

(1/2) STAFF  
Provides students with the opportunity to improve their basic physical condition, secure useful neuromuscular development, and gain recreation skills.

**\$ 1-7A-B. Boating and Sailing**

(1/2-1/2) STAFF  
A. Elementary  
B. Intermediate

**\$ 1-9A. Bowling**

(1/2) STAFF  
Elementary bowling.

**\$ 1-9B. Intermediate Bowling**

(1/2) STAFF  
Provides students with the opportunity to improve their basic physical condition, secure useful neuromuscular development, and gain recreation skills.

**1-10A. Elementary Aerobic and Fitness Conditioning**

(1/2) STAFF  
Introduction to a variety of fitness training techniques that address aerobic conditioning, muscular endurance, muscular strength and flexibility.

**1-10B. Intermediate Aerobic and Fitness Conditioning**

(1/2) STAFF  
Presentation and practice of a variety of fitness training techniques (high/low impact, step and resistance training) addressing aerobic conditioning, muscular strength and muscular endurance.

**1-10C. Advanced Aerobic and Fitness Conditioning**

(1/2) STAFF  
An advanced level course including high/low impact, step, resistance and anaerobic training techniques. Cross-training, injury prevention and body alignment principles will be accentuated.

**1-11. Intercollegiate Basketball**

(1/2) STAFF  
*Prerequisite: consent of coach.*  
*May be repeated to a maximum of 6 units.*

**1-12. Indoor Cycling**

(1/2) STAFF  
Introduction to the basic concepts of indoor cycling. The relationship between indoor cycling and cardiovascular fitness is explored. Appropriate for individuals of all levels of fitness and experience. (F,W,S)

**1-12A. Elementary Cycling**

(1/2) JAMIESON  
Designed to give the student a basic understanding of the principles of cycling, including pedal cadence, shifting, gear ratios, training, safety, and maintenance.

**\$ 1-13A. Fencing**

(1/2) STAFF  
Elementary fencing.

**\$ 1-13B. Intermediate Fencing**

(1/2) STAFF  
Students obtain the basic techniques and theory fundamental to fencing. Satisfactory progress allows advancement to the advanced class.

**\$ 1-13C. Advanced Fencing**

(1/2) STAFF  
Utilized basic fundamental and techniques in acquiring advanced skills of fencing.

**1-14. Intercollegiate Cross Country**

(1/2) STAFF  
*Prerequisite: consent of coach.*  
*May be repeated to a maximum of 6 units.*

**1-16A Elementary Ballroom Dance**

(1/2) STAFF  
Introduction to a variety of movement skills and sequences necessary to perform the foxtrot, swing, tango, waltz, mambo, salsa, and other popular social dances.

**1-16B. Intermediate Ballroom Dance**

(1/2) STAFF  
Provides students with the opportunity to improve upon the variety and sequences necessary to perform the foxtrot, swing, tango, waltz, mambo, salsa, and other popular social dances.

**1-16C. Advanced Ballroom Dance**

(1/2) STAFF  
Provides students with the opportunity to improve upon the variety and sequences necessary to perform the foxtrot, swing, tango, waltz, mambo, salsa, and other popular social dances.

**1-22. Intercollegiate Golf**

(1/2) STAFF  
*Prerequisite: consent of coach.*  
*May be repeated to a maximum of 6 units.*

**1-23. Intercollegiate Gymnastics**

(1/2) STAFF  
*Prerequisite: consent of coach.*  
*May be repeated to a maximum of 6 units.*

**\$ 1-24A-B. Golf**

(1/2-1/2) STAFF  
A. Elementary  
B. Intermediate

**1-25A-B. Tumbling and Free Exercise**

(1/2-1/2) STAFF  
A. Elementary  
B. Intermediate

**1-25C. Advanced Tumbling and Free Exercise**

(1/2) STAFF  
Affords a working knowledge of tumbling skills at an advanced level.

**1-26A-B. Gymnastics Apparatus**

(1/2-1/2) STAFF  
A. Elementary  
B. Intermediate

**\$ 1-29A-B. Racquetball**

(1/2-1/2) STAFF  
A. Elementary  
B. Intermediate

**\$ 1-29C. Advanced Racquetball**

(1/2) STAFF  
Provides student the opportunity to compete in advanced racquetball, improve their physical condition, and refine their skills through vigorous training and neuromuscular development.

**1-30A-B. Soccer**

(1/2-1/2) STAFF  
A. Elementary  
B. Intermediate

**1-31A-B. Softball**

(1/2-1/2) STAFF  
A. Elementary  
B. Intermediate

**1-31C. Advanced Softball**

(1/2) STAFF  
Provides students with the opportunity to improve their basic physical condition, secure useful neuromuscular development, and gain recreation skills.

**1-32. Intercollegiate Softball**

(1/2) STAFF  
*Prerequisite: consent of coach.*  
*May be repeated to a maximum of 6 units.*

**1-33. Intercollegiate Swimming**

(1/2) STAFF  
*Prerequisite: consent of coach.*  
*May be repeated to a maximum of 6 units.*

**1-34A-B. Swimming**

(1/2-1/2) STAFF  
A. Elementary  
B. Intermediate

**1-35A. Elementary Synchronized**

**Swimming**  
(1/2) STAFF

This course provides students the opportunity to learn the skills essential to the successful completion of a synchronized swimming routine. Introduction to routine composition, music selection principles and governing body rules and regulations.

**1-36. Jogging Fitness**

(1/2) STAFF

**1-37. Intercollegiate Tennis**

(1/2) STAFF

*Prerequisite: consent of coach.*  
*May be repeated to a maximum of 6 units.*

**\$ 1-38A-B. Tennis**

(1/2-1/2-1/2) STAFF  
A. Elementary  
B. Intermediate

**\$ 1-38C. Advanced Tennis**

(1/2) STAFF  
Provides students with the opportunity to improve their basic physical condition, secure useful neuromuscular development, and gain recreation skills.

**\$ 1-38D. Tournament Tennis**

(1/2) STAFF

*May be repeated for credit up to 6 units.*  
Emphasizes the development of advanced skills and strategies in singles, doubles, and mixed doubles tournament competitions.

**1-40A-B-C. Volleyball**

(1/2-1/2-1/2) STAFF  
A. Elementary  
B. Intermediate  
C. Advanced

**1-41A-B. Water Polo**

(1/2-1/2) STAFF  
A. Elementary  
B. Intermediate

**1-41C. Advanced Water Polo**

(1/2) STAFF

Provides students with the opportunity to improve their basic physical condition, secure useful neuromuscular development, and gain recreation skills.

**1-42. Intercollegiate Track and Field**

(1/2) STAFF

*Prerequisite: consent of coach.*  
*May be repeated to a maximum of 6 units.*

**1-43A. Beginning Weight Training**

(1/2) STAFF

A course designed for the general college population introducing and supporting concepts, principles and proper techniques of conditioning with an emphasis on strength training.

**1-43B. Intermediate Weight Training**

(1/2) STAFF

A course emphasizing advanced concepts, principles and proper techniques of conditioning with an emphasis on strength training.

**1-43D. Conditioning/Weight Training**

(1/2) STAFF

*May be repeated to a maximum of 6 units.*  
Designed for members of intercollegiate teams who wish to develop and maintain a base level of physical fitness particular to their activity.

**1-43E. Weight Training for Women**

(1/2) STAFF

Designed to improve women's muscular endurance and strength through proper utilization of strength training equipment and other forms of resistance training. Emphasis on anatomical considerations, physical capabilities and individual goals.

**1-43F. Group Strength Training**

(0.5) STAFF

*The student can take 1-43F only once for credit, but may repeat the class up to 11 more times under the 1-99 course for max credits of 6.*

Instructor-led course will focus on muscle and endurance training, using equipment such as free weights, tubes, body bars, core boards, Swiss balls and other types of resistance tools. All exercises are designed and performed in a group format.

**1-45. Intercollegiate Water Polo**

(1/2) STAFF

*Prerequisite: consent of coach.*  
*May be repeated to a maximum of 6 units.*

**1-47. Intercollegiate Volleyball****(1/2) STAFF**

*Prerequisite: consent of coach.  
May be repeated to a maximum of 6 units.*

**1-48. Intercollegiate Soccer****(1/2) STAFF**

*Prerequisite: consent of coach.  
May be repeated to a maximum of 6 units.*

**1-49A. Springboard Diving****(1/2) STAFF**

*Prerequisite: consent of instructor.  
Elementary.*

**1-57A. "Touch" Rugby****(1/2-1/2-1/2) STAFF**

Elementary.

**1-59A-B. Aqua Aerobics****(1/2) STAFF**

A. Elementary  
B. Intermediate

**1-99. Lifetime Activities Interest Class****(1/2) STAFF**

*Prerequisite: consent of instructor.  
Enrollment not to exceed two sections of 1-99 per quarter. May be repeated to maximum of 6 units. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

This class makes it possible for a student to take instruction beyond the elementary, intermediate, and advanced levels of any Exercise & Sport Studies 1-class.

## Advanced Exercise & Sport Studies Courses

**LOWER DIVISION****2. Substance Abuse****(3) POWELL**

Introduces the most widely used abusive drugs: alcohol, nicotine, cannabis, hallucinogens, stimulants and performance enhancing substances. Theories of addiction, pharmacokinetics and pharmacodynamics are also explored.

**3. Nutrition for Health****(3) GILBERT**

An examination of the interdependent relationships between diet, health and disease. Basic nutrition principles, food selection, proper diet and lifetime health habits are emphasized.

**4A. Life Fitness****(2) GILBERT, POWELL, BEAINY**

A progressive series of classes designed to provide a basic understanding of health and fitness. Theoretical frameworks and fitness related activities are pursued at each course level.

**\$ 5A. First Aid and Cardiopulmonary Resuscitation****(3) POWELL, CERIALE, HOUGHTON**

The course develops the knowledge for prevention and the skills necessary for administering immediate care to victims of accidents or sudden illness occurring in home and outdoor environments. Cardiopulmonary resuscitation and personal safety are emphasized. Successful completion may lead to standard first aid and personal safety and CPR certification.

**6A-B. Personal Defense****(2-2) STAFF***Prerequisite: ESS 6A (for ESS 6B).*

A course designed primarily for but not limited to women. Emphasis will be placed on self defense techniques, skills, and "rules of avoidance and safety."

**7. Leadership and Team Building: Theory and Practice****(2) TUCKNOTT**

Introduction to experimental education using a traditional ropes challenge course and group initiatives as the medium. Team building, personal awareness and goal setting skills are developed; overcoming fears, mutual support, and trust are fostered through a supportive yet challenging environment.

**8. Multi-Event Endurance Training: Theory and Practice****(2) POWELL**

*Recommended preparation: students must have ability to swim, bike, and run.*

An opportunity to learn theory and practice methods required of a competitive triathlete. Emphasis on training techniques, injury prevention and mental preparation for competition.

**9. Principles of Health Promotion****(2) STAFF**

Examines lifestyle factors and influences which decrease the possibility of premature disease and death and promote a longer and healthier life. Emphasis is placed on understanding the practices which have the most profound impact on health.

**30A-B-C. Appreciation of Sports****(2-2-2) DALE**

Lecture, demonstrations, and selected learning experiences for the general university student leading to an understanding and appreciation of athletics and recreational sports.

**32E. Principles of Officiating****(2) STAFF**

Focuses on the principles, standards, techniques, and rules of officiating intramural sports. Successful completion may lead to certification for officiating UCSB intramurals.

**32F. Principles of Officiating****(2) STONEY**

*Not open for credit to students who have completed Advanced Physical Activities 32A.*

The principles, standards, techniques, and rules for officiating team and individual sports popular in the fall.

**32W. Principles of Officiating****(2) STONEY**

The principles, standards, techniques, and rules for officiating team and individual sports popular in the fall.

**40. Human Physiology****(3) GILBERT**

Integrated survey of human physiology that includes the skeletal, muscular, nervous, endocrine, respiratory, circulatory, digestive and urinary systems and how they function in homeostasis and human health.

**\$ 41. Fitness, Wellness, and Optimal Performance****(3) STAFF**

Utilizing information from the fields of exercise physiology and nutrition, this course enables students to develop a plan for achieving the mental and physical health necessary for optimal fitness and wellness and an enhanced quality of life.

**47. Anatomy of the Musculoskeletal System****(4) STAFF**

The study of the structure and function of the musculoskeletal system. Focuses on identifying specific structures and their characteristics within the musculoskeletal system as well as providing an overview of connective tissue and the articular system.

**\$ 48. Lifeguard Training and Basic Rescue/Water Safety****(2) HOUGHTON***Prerequisite: Advanced Swimming Proficiency Test.*

Successful completion of the course may lead to the American Red Cross Lifeguard Certificate.

**\$ 49. Water Safety Instruction and Introduction to Health Services Education****(3) HOUGHTON**

Includes analysis and performance of swimming skills related to personal and small craft safety; theory and application of methods for organizing and presenting aquatic materials. Satisfactory completion of the course may lead to American Red Cross Water Safety Instructor's Certificate.

**\$ 50L. Care and Prevention of Athletic Injuries Lab****(1) STAFF**

Students examine basic concepts and practical techniques of athletic taping, as well as various

treatment modalities related to athletic injuries.

**51. Introduction to Exercise Science and Sport****(3) STAFF**

Introduction to the field of sport and exercise science. Philosophical and historical foundations are presented. An overview of current and future trends as well as subdisciplines within the field is examined.

**96. Fieldwork in Exercise Science, Physical Education, and Sport****(1-4) JAMIESON***Prerequisite: consent of instructor.*

*Students must have a minimum 2.5 GPA and have completed 30 units. May be repeated for credit to a maximum of 8 units. Pass/No Pass grading.*

Designed to provide students with the opportunity to obtain practical experience in the field. Fieldwork may be completed in public or private agencies whose focus is exercise science, physical education, or sport.

**98. Readings: Exercise Science, Physical Education, and Sport****(1-4) JAMIESON***Prerequisite: consent of instructor.*

*Students must have a minimum 2.5 GPA and have completed 30 units. Optional grading. May be repeated for credit to a maximum of 8 units. Students are limited to 4 units per quarter and 30 units total in all 98/99/185/193/198/199/199AA-ZZ courses combined.*

Critical review and discussions of selected subjects within exercise science, physical education, and sport.

**99. Introduction to Research****(1-4) JAMIESON***Prerequisite: consent of instructor.*

*Students must have a minimum 3.0 grade-point average. May be repeated for credit to a maximum of 8 units. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

Directed study, oriented towards research to be arranged with individual faculty members. Course offers exceptional students an opportunity to participate in a research or laboratory project on an individual or group basis.

**UPPER DIVISION****100. Research and Inquiry in Exercise Science and Sport****(4) STAFF**

Designed for students wishing to pursue a graduate degree in any of the sport or exercise sciences. Field specific qualitative and quantitative methods are introduced. The class culminates with students applying these methods in small group research projects.

**101. Physiology of Exercise****(4) CERIALE, GILBERT***Prerequisites: ESS 40; upper-division standing.*

Exploration of acute and chronic human physiological adaptations resulting from exposure to exercise. Examination of the theoretical bases and methodology for creating physiological changes in light of current training methods.

**101L Exercise Physiology Laboratory****(1) GILBERT, CERIALE***Prerequisites: ESS 40 and 101.*

A series of laboratory experiments demonstrating the principles of physiological adaptations to exercise. Instruction in exercise stress testing techniques, body composition, pulmonary functions, electrocardiography, and data analysis.

**102. Sport Media Production****(3) STAFF**

Introduces students to the principles and practices of sport media production. Sport writing, sportscasting, camera production, editing, and interviewing are emphasized. Students develop audition tapes and gain experience producing weekly televised shows.

**103. Exercise Programming for Special Populations****(4) AGUILAR***Prerequisite: ESS 101*

Provides understanding of disease and dysfunction

and influence on exercise prescription. Specific analysis and exercise prescription for metabolic, pulmonary, cardiovascular, orthopedic, and immunological disease and dysfunction will be included. Exercise for youth, the elderly, and pregnancy are also discussed.

### 110. Foundations of Strength and Conditioning

(4) AGUILAR

*Prerequisites:* ESS 101 and 149.

Provides a framework of knowledge in athletic conditioning. Examination of exercise technique, program design, periodization, and the development of biomotor abilities. Instruction methods for speed, agility, flexibility, plyometrics, and Olympic lifting are also included.

### 130. Sport Administration

(4) FERRER

*Prerequisite:* upper-division standing.

An introduction to the basic principles and problems of administering (planning, organizing, leading, and evaluating) athletic and recreational sports programs at the community, high school, collegiate, and professional levels.

### 131. Sport and Exercise Psychology

(4) SPAVENTA

*Prerequisite:* upper-division standing.

The scientific study of people and their behavior in sport and exercise settings. Examination of individual and group performance enhancement strategies through application of data, knowledge and skills from psychology and related fields. An overview of the evolving field of sport and exercise psychology is presented.

### 132. Sport Sociology

(4) DALE

*Prerequisite:* upper-division standing.

Examination of the issues and impact of sport in various cultures and subcultures within the context of sociology. Study of sport relevant to how it is influenced by and influences the basic institutions of society: family, economics, politics, religion, and education.

### 136. Movement Education in the Elementary School

(3) SPAVENTA

*Prerequisite:* upper-division standing.

An analysis and study of the principles and practices of movement education with emphasis on the development of basic movement skills, sport skills, and games. The course also includes examination and construction of curriculum for grades K-6.

### 140. Sport Management

(4) FERRER

An overview of professional sport management in North America. The political, historical, social, economic, and cultural impacts are explored. Topics include team management, organizational administration, legal issues, public relations, and facility management.

### 146AA-ZZ. Special Topics in Health and Sport

(1-4) STAFF

*Prerequisite:* upper-division standing.

May be repeated for credit to a maximum of 16 units provided that the letter designations are different.

### 149. Applied Kinesiology

(4) ROMEO

*Prerequisites:* ESS 47; upper-division standing.

Examination of the fundamentals of human movement relevant to sport, exercise and aging. Includes the study of connective tissue, skeletal muscle and the structure and function of major articulations within the body.

### 150. Care and Prevention of Athletic Injuries

(4) ROMEO

*Prerequisite:* ESS 149.

A comprehensive overview of the basic concepts and principles associated with prevention, evaluation, treatment and rehabilitation of athletic injuries within the musculoskeletal system. Particular attention is given to the inflammation response, as well as cryotherapy techniques.

### 151. Advanced Athletic Training

(4) STAFF

*Prerequisite:* ESS 150.

Preparation for advancement in the field of athletic training. Emphasis on the theoretical and clinical application of therapeutic modalities and rehabilitation as applied to athletic injuries. Administrative responsibilities of the athletic trainer is addressed.

### 160. Current Issues in Sport Management

(4) ROMEO

*Prerequisite:* upper-division standing.

Investigates contemporary sport management issues with emphasis on the administrative principles of planning, organizing, leading and evaluating. Facilities construction and maintenance, financial concerns and the structure and function of the NCAA are studied.

### 170A-Q. Techniques and Advanced Analysis of Team Sports

(3) STAFF

*Prerequisite:* upper-division standing.

The technique of teaching individual and team skills of a variety of team sports and advanced analysis of that sport which is essential to a coach of competitive teams at the interscholastic and college level.

- A. Football
- B. Basketball
- C. Baseball
- D. Track and Field
- E. Water Polo
- F. Swimming and Diving
- G. Soccer
- H. Gymnastics
- I. Volleyball
- J. Softball
- K. Wrestling
- L. Racquet Sports
- M. Golf
- N. Lacrosse
- P. Rowing
- Q. Rugby

### 175A. Methods and Principles of Fitness Instruction

(3) JAMIESON

*Prerequisite:* ESS 47; Exercise Studies 1-10A or 1-10B or 1-10C; and ESS 101 and 149.

Training course for students to become qualified fitness instructors. Students analyze, practice, and apply skills necessary for leading individual and group exercise.

### 176. Methods and Principles of Muscular Fitness Instruction

(3) JAMIESON

*Prerequisite:* ESS 47; ESS 101 and 149; Exercise Studies 1-43A or 1-43B or 1-43E.

Training to teach muscular strength, muscular endurance, and flexibility classes. Skills and knowledge are applied to the use of free weights, machines, stability balls, bands, gravity, or other resistive equipment. Focus on isolated muscular contraction and extension.

### 180. Practicum in Athletic Coaching

(3) FERRER

*Prerequisites:* consent of instructor; open only to Exercise & Sport Studies Athletic Coaching minors.

Required for Physical Education minors in the athletic coaching track. Conducting activity classes or coaching athletic teams, under supervision of an experienced instructor or coach.

### 181. Practicum in Fitness Instruction-Group Training

(3) JAMIESON

*Prerequisite:* ESS 175A.

Final preparation for students pursuing a fitness instruction minor with a group fitness emphasis. Students are involved in supervised internships at clubs, exercise facilities, high schools, and colleges.

### 182. Practicum in Exercise and Health Science

(3) GILBERT

*Prerequisites:* ESS 101 and 101L.

Examination of theoretical knowledge and information applied to the field of health promotion and disease prevention. Introduction to applied

techniques and procedures involved in health and fitness testing.

### 184. Practicum in Fitness Instruction—Personal Training

(3) JAMIESON

*Prerequisite:* ESS 176.

Final preparation for Fitness Instruction Minors pursuing a Personal Training emphasis.

### 185. Introduction to Teaching in Exercise Science, Physical Education, and Sports

(1-4) STAFF

*Prerequisites:* upper-division standing; consent of instructor.

Students must have completed 84 undergraduate units, have completed the selected class with a B or better, and have the consent of the instructor.

Under the direction of selected instructors, students assist in teaching a course in which the student has received a B grade or better. Activities determined by the instructor and may include leading discussions, labs, and research or grading assignments.

### 193. Internship in Exercise Science, Physical Education, and Sport

(1-4) JAMIESON

*Prerequisites:* upper-division standing; consent of instructor.

Students must have completed 84 undergraduate units, have a 3.0 GPA for each of the preceding quarters, and be enrolled in one of the Exercise Studies minors. May be repeated for credit to a maximum of 8 units. Pass/No pass grading.

Designed to provide students in the minor with practical experience by working under expert supervision in the field. Internships may be completed in public or private agencies whose focus is exercise, physical education, or sport.

### 199. Independent Studies in Exercise Science, Physical Education, and Sport

(1-4) JAMIESON

*Prerequisites:* upper-division standing; consent of instructor; completion of 2 upper-division courses in Exercise Studies.

Students must have completed 84 undergraduate units, have a 3.0 GPA for each of the preceding quarters, and be enrolled in one of the Exercise Studies minors. Letter grade only. Course may be repeated for credit to a maximum of 10 units. Students are limited to 5 units per quarter and 30 units total in all 98/99/185/193/198/199/199AA-ZZ courses combined.

Provides an opportunity for students in the minor to pursue a particular area of interest under the guidance of a selected faculty member. Course culminates in a report summarizing the inquiry.

# Feminist Studies

(formerly Women's Studies)

Department of Feminist Studies  
Division of Social Sciences  
South Hall 4631

Telephone: (805) 893-4330

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Website: [www.femst.ucsb.edu](http://www.femst.ucsb.edu)

Department Chair: Eileen Boris

## Faculty

Jacqueline Bobo, Ph.D., University of Oregon, Professor (film/television, cultural studies, Black feminist cultural theory)

Eileen Boris, Ph.D., Brown University, Hull Professor of Feminist Studies (gender, race, and class; labor studies; social politics; women, work, and welfare; women and gender history)

**Grace Chang**, Ph.D., UC Berkeley, Associate Professor (women of color, immigrant women; globalization studies, social justice movements for immigrant and welfare rights)

**Ellie Hernández**, Ph.D., UC Berkeley, Associate Professor (Chicana/o and Latina/o cultural production, queer theory, 20th century American literature, and transnational gender culture)

**Barbara Herr Harthorn**, Ph.D., UCLA, Associate Professor (gender, race, and health inequalities; social construction of risk; science and new technologies; geographies in inequality)

**Mireille Miller-Young**, Ph.D., New York University, Assistant Professor (black feminist theory, black sexual politics, the racialized political economy of sex work, and American film and visual cultures)

**Laury Oaks**, Ph.D., Johns Hopkins University, Associate Professor (reproductive politics, anthropology of health, medicine, and science)

**Leila J. Rupp**, Ph.D., Bryn Mawr College, Professor (feminist movements, sexuality, gay/lesbian history, feminist history)

**Barbara Tomlinson**, Ph.D., UC Riverside, Associate Professor (feminist theory and inquiry, rhetoric and feminist politics, cultural studies)

### Emeriti Faculty

**Ursula R. Mahlendorf**, Ph.D., Brown University, Professor Emerita (expressionism, contemporary German literature, feminist theory and inquiry)

### Affiliated Faculty

**Paul Amar**, Ph.D., (Law and Society)

**Ingrid Banks**, Ph.D. (Black Studies)

**Edwina Barvosa-Carter**, Ph.D. (Chicana and Chicano Studies)

**Aaron Belkin**, Ph.D. (Political Science)

**Ann Bermingham**, Ph.D. (Art History)

**Silvia Bermúdez**, Ph.D. (Spanish and Portuguese)

**Kum-Kum Bhavnani**, Ph.D. (Sociology)

**Gayle Binion**, Ph.D. (Political Science)

**Maurizia Boscagli**, Ph.D. (English)

**Mary Bucholtz**, Ph.D. (Linguistics)

**Julie Carlson**, Ph.D. (English)

**Sarah Cline**, Ph.D. (History)

**Patricia Cline Cohen**, Ph.D. (History)

**Sharon A. Farmer**, Ph.D. (History)

**Sarah Fenstermaker**, Ph.D. (Sociology)

**L. O. Aranye Fradenburg**, Ph.D. (English)

**Nancy E. Gallagher**, Ph.D. (History)

**Bishnupriya Ghosh**, Ph.D. (English)

**Avery Gordon**, Ph.D. (Sociology)

**Mary Hancock**, Ph.D. (Anthropology)

**Tania Israel**, Ph.D. (Counseling, Clinical, School Psychology)

**Scott Marcus**, Ph.D. (Music)

**Claudine Michel**, Ph.D. (Black Studies)

**Stephan Miescher**, Ph.D. (History)

**Catherine Nesci**, Ph.D. (French and Italian)

**Christopher Newfield**, Ph.D. (English)

**Lisa Parks**, Ph.D. (Film Studies)

**Constance Penley**, Ph.D. (Film Studies)

**Ann Plane**, Ph.D. (History)

**Erika Rappaport**, Ph.D. (History)

**Horacio Roque Ramirez**, Ph.D. (Chicana and Chicano Studies)

**Chela Sandoval**, Ph.D. (Chicana and Chicano Studies)

**Beth Schneider**, Ph.D. (Sociology)

**Denise Segura**, Ph.D. (Sociology)

**Celine Parreñas Shimizu**, Ph.D., (Asian American Studies)

**Abigail Solomon-Godeau**, Ph.D. (Art History)

**Inés Talamantez**, Ph.D. (Religious Studies)

**Verta Taylor**, Ph.D. (Sociology)

**F. Winddance Twine**, Ph.D. (Sociology)

**Janet Walker**, Ph.D. (Film Studies)

**Xiaojian Zhao**, Ph.D. (Asian American Studies)

**F**eminist Studies is an interdisciplinary department and major that explores the ways that gender, intersecting with race, class, ethnicity, sexuality, nationality, and other differences, shapes and is shaped by social, economic, political, and cultural forces and institutions. The Feminist Studies major is designed to provide the student with the opportunity to understand the dynamics of gender, sexuality, race, class, and other markers of identity; social and political movements for change; and individual and social transformations around the globe. The Feminist Studies curriculum is composed of its own core interdisciplinary courses as well as a variety of courses selected from disciplines within the humanities and social sciences.

The Feminist Studies major can form the core of an excellent liberal arts education. It can also be used as preparation for careers in law, social service, public policy, the arts, publishing, and teaching, and as preparation for graduate study in the social sciences or humanities generally or Feminist Studies in particular.

Students pursuing a bachelor's degree in Feminist Studies who are interested in a California Teaching Credential should contact the credential advisor in the Graduate School of Education as soon as possible.

Incoming students and prospective majors are invited to consult the Feminist Studies faculty and staff advisors. Further descriptions of the Feminist Studies curriculum and of major requirements are available in the department office.

### Honors Program

The Honors Program in Feminist Studies provides the opportunity for qualified undergraduates to undertake advanced research and work individually with a Feminist Studies faculty mentor. To apply to the program, students must have a grade-point of 3.5 in the Feminist Studies major (3.0 overall) and have completed at least two quarters of the junior year. Candidates apply to the Honors Program by submitting to the undergraduate advisor an application form, a proposal for an undergraduate thesis project, and a letter of recommendation from a Feminist Studies faculty member. Interested students should make contact with the undergraduate advisor during the spring prior to their proposed enrollment. The deadline to submit application materials is September 25, 2010.

The Honors Program requires completion of a substantial research project and the sequence of departmental honors courses. In the fall students participate in the Honors Seminar (Feminist Studies 195HA), followed by independent study with the faculty mentor in the winter and spring quarters (Feminist Studies 195HB and 195HC). The Program culminates in a presentation of research at a symposium in the spring. Honors projects are due on the last day of classes in the spring quarter. Successful completion of the research project carries the designation of "Distinction in the Major" at graduation if a student's project is accepted by the faculty mentor and the student maintains a GPA of 3.5 in the Feminist Studies Honors courses and major.

Students enroll for 4 to 8 units of academic credit in the Feminist Studies 195H series.

### Undergraduate Program

All courses to be applied to the major and the minor must be completed on a letter-grade basis, including courses offered in Feminist Studies and those offered by other departments and applied to the major/minor.

### Bachelor of Arts— Feminist Studies

**Preparation for the major.** Fifteen units in lower-division courses are required. Students select 15 units from course offerings in areas A, B, and C.

**Area A: Introduction to Feminist Studies.** One course required, selected from Feminist Studies 20 and 40.

**Area B: Intersectionalities.** One course required, selected from Feminist Studies 60 and 80.

**Area C: Global Feminism.** One course required, selected from Feminist Studies 30 and 50.

**Upper-division major.** Forty-four upper-division units are required, distributed as follows.

**Area A: Tool Kit Courses:** Twelve units required from Feminist Studies 180, 181, 182.

**Area B: Feminist Studies Electives:** Sixteen units of upper-division electives selected only from the Feminist Studies Department: 120, 130, 131, 132, 136AA-ZZ, 138, 139, 142, 143, 144, 146, 150, 151AA-ZZ, 160, 162, 185AA-ZZ, 186AA-ZZ, 190, 195HC, 198, 199.

**Area C: Upper Division Electives:** Sixteen units of upper-division electives selected from the Feminist Studies Electives above or from this additional list: Anthropology 102A-B, 111, 116, 125, 142B, 172, 176; Art History 111E, 143B-C; Asian American Studies 112, 122, 128, 131, 132, 134, 135, 136, 138, 146; Black Studies 106, 122, 125, 127, 133, 136, 138; Chicana/o Studies 112, 114, 147, 148, 149, 151, 153, 154F, 155W, 167, 184A, 189B; Classics 110; Communication 124, 126; Comparative Literature 104; Dance 145W; English 114AA-ZZ, 129; Education 171A; Environmental Studies 184; Film Studies 150PG, 163; French 148A-B, 151B, 153C, 154D, 155A-B-C-D German 164G, 170; Global Studies 180A-B; History 117C-D-Q, 124A-B, 146PW, 146W, 147G, 147Q, 159B-C-P-Q, 163A-B-P, 175D, 188A-B-S; Interdisciplinary 100WS; Italian 142X, 143X, 144AX-ZX; Japanese 162;

Law & Society 140, 141, 155, 166; Linguistics 132; Political Science 106WP, 159; Religious Studies 103B, 114D, 192; Slavic 164C; Sociology 118G-L, 134, 140, 144, 144S, 151, 153, 154A-F, 155A-B-M-T-W, 156A-B, 159LG, 159S, 176A, 185G, 185GT; Spanish 194; Theater 180F-G, 187FG; Feminist Studies 100WS, 115, 117C, 124A, 147G, 147Q, 153, 154A, 155A-B, 159B-C, 159LG, 163A, 167, 171CN; Writing 109WS. (Feminist Studies 136AA-ZZ, 151AA-ZZ, 185AA-ZZ, 186AA-ZZ, 190, 198, and 199 may be repeated for credit. See individual course listings for limitations.)

Special Topics may fulfill Area B or Selected Topics courses outside the department may fulfill Area C, depending on course content and contingent upon Feminist Studies Department approval.

Feminist Studies majors are strongly urged to fulfill the second part of the Area A General Education requirement by taking Writing 109WS. Transfer students are urged to take Writing 109WS, even if they have already fulfilled the Writing 50 requirement. Those majors who are unable to take Writing 109WS are urged to take Writing 109SS, Writing for the Social Sciences.

### Minor—Feminist Studies

All courses to be applied to the minor must be completed on a letter-grade basis, including both courses offered in Feminist Studies and those offered by other departments and applied to the minor.

**Preparation for the minor.** Fifteen units in lower-division courses are required. Students select 15 units from course offerings in areas A, B, and C.

**Area A:** Introduction to Feminist Studies. One course required, selected from Feminist Studies 20 and 40.

**Area B:** Intersectionalities. One course required, selected from Feminist Studies 60 and 80.

**Area C:** Global Feminism. One course required, selected from Feminist Studies 30 and 50.

**Upper-division minor.** Twenty upper-division units, distributed as follows.

**Area A: Tool Kit courses:** Eight units from required courses: Feminist Studies 180 and 181.

**Area B: Feminist Studies electives:** Four units required from the Feminist Studies Department: Feminist Studies 120, 130, 131, 132, 136AA-ZZ, 138, 139, 142, 143, 144, 146, 150, 151AA-ZZ, 160, 162, 185AA-ZZ, 186AA-ZZ, 190, 195HC, 198, 199.

**Area C: Upper Division electives:** Twelve units of upper-division electives selected from the Feminist Studies electives above or from this additional list: Anthropology 102A-B, 111, 116, 125, 142B, 172, 176; Art History 111E, 143B-C; Asian American Studies 112, 122, 128, 131, 132, 134, 135, 136, 138, 146; Black Studies 106, 122, 125, 127, 133, 136, 138; Chicana/o Studies 112, 114, 147, 148, 149, 151, 153, 154F, 155W, 167, 184A, 189B; Classics 110; Communication 124, 126; Comparative Literature 104; Dance 145W; English 114AA-ZZ, 129; Education 171A; Environmental Studies 184; Film Studies 150PG, 163; French 148A-B, 151B, 153C, 154D, 155A-B-C-D German 164G, 170; Global Studies 180A-B; History 117C-D-Q, 124A-B, 146PW, 146W,

147G, 147Q, 159B-C-P-Q, 163A-B-P, 175D, 188A-B-S; Interdisciplinary 100WS; Italian 142X, 143X, 144AX-ZX; Japanese 162; Law & Society 140, 141, 155, 166; Linguistics 132; Political Science 106WP, 159; Religious Studies 103B, 114D, 192; Slavic 164C; Sociology 118G-L, 134, 140, 144, 144S, 151, 153, 154A-F, 155A-B-M-T-W, 156A-B, 159LG, 159S, 176A, 185G, 185GT; Spanish 194; Theater 180F-G, 187FG; Feminist Studies 100WS, 115, 117C, 124A, 147G, 147Q, 153, 154A, 155A-B, 159B-C, 159LG, 163A, 167, 171CN; Writing 109WS. (Feminist Studies 136AA-ZZ, 151AA-ZZ, 185AA-ZZ, 186AA-ZZ, 190, 198, and 199 may be repeated for credit. See individual course listings for limitations.)

*Note: A combined maximum of 8 units of independent studies, Feminist Studies 190, 198, and 199 may be applied to the minor.*

*Note: Substitutions and waivers are subject to approval by the chair of the department. Please see page 118 for special conditions governing minors in the College of Letters and Science.*

### Minor—Lesbian, Gay, Bisexual, Transgender, and Queer Studies

All courses to be applied to the minor must be completed on a letter-grade basis, including both courses offered in Feminist Studies and those offered by other departments and applied to the minor.

Preparation for the minor. Feminist Studies 80.

**Upper-division minor.** Twenty-four upper-division units, distributed as follows:

**Area A:** Feminist Studies 162.

**Area B:** Courses on general LGBTQ Topics. Twelve units (three courses) from the following: Asian American Studies 135; Black Studies 125; Chicana/o Studies 151, 153; English 129, 134LG; Feminist Studies 159LG, 160; History 101G; Political Science 159; Sociology 159LG, 176A.

**Area C:** Courses on Sexuality. Eight units (two courses) from Area B above or this additional list: Anthropology 176; Asian American Studies 112, 122, 134, 138; Black Studies 133; Chicana/o Studies 149; Feminist Studies 124A, 150, 151AA-ZZ; French 151B; History 124A, 188S; Japanese 162; Political Science 159; Sociology 144S, 159S.

## Graduate Program

The M.A./Ph.D. in the Department of Feminist Studies brings together social science and humanities approaches to interrogating the ways that relations of gender, intersecting with race, class, ethnicity, sexuality, age, nationality, religion, ability, and other differences, are embedded in social, political, and cultural formations. The program's three broad areas of concentration are race and nation; genders and sexualities; and productive and reproductive labors. The Department offers an independent M.A. for teachers and those seeking careers in the public sector or non-governmental organizations and joins a select group of universities offering a Ph.D. in this field for those interested in research and teaching at the university level.

### Admission

Students applying to the graduate program must possess a B.A. or B.S. degree from an accredited institution or equivalent and have

major or minored in feminist, women's or gender studies or have basic coursework in gender or sexuality in a disciplinary department or in ethnic studies. Applicants must submit an official transcript, GRE scores (verbal, quantitative, and analytical), personal statement, writing sample, and three letters of recommendation. Candidates should have at least a 3.3 grade point average. International applicants must provide evidence of sufficient English language ability as required by the Graduate Division.

Areas of concentration:

1. "Race and Nation" centers the experiences of African American, Latina, Asian American, Native American, and Arab American women—"the Third World within"—in a global context, attending to both the centrality of race and ethnicity and the inextricability of race and ethnicity (including whiteness) from all other categories of identity and difference.
2. "Genders and Sexualities" concentrates on an interdisciplinary exploration of the historical and global processes by which desires, sexual acts, relationships, gender and sexual identities, communities, and movements have been constructed, transformed, and challenged. A number of our affiliated faculty members specialize in masculinities and queer sexualities, which are part of this concentration.
3. "Productive and Reproductive Labors" focuses on the economic (both paid and unpaid) and reproductive roles and experiences of diverse groups of women globally and historically and the complex relationship between employment and child-bearing and child-rearing.

### Master of Arts—Feminist Studies

The normative time for the M.A. is two years. Students in the M.A./Ph.D. program must first complete the following requirements for the M.A. before continuing toward the doctorate: a) A total of 40 units of coursework, including 20 units of core courses, 12 units of electives, and 8 units of thesis research and preparation. All should be at the 200-level or above, although 100-level courses may be approved by exception. No more than 6 units of 596 may be used to meet the M.A. requirements. At least 24 units must be in Feminist Studies courses. b) Submit a research thesis, under the guidance of a thesis committee; c) pass an oral thesis defense.

Students in the independent M.A. program must complete the following requirements: a) A total of 40 units of coursework, including 20 units of core courses. Independent M.A. students then take a variety of topical courses depending on their interests. b) Submit a research thesis or final project such as a policy paper of curriculum development plan; c) Pass an oral thesis/project defense.

**Core Courses.** Both the independent M.A. and the PhD begin with a core of courses that ground students in the theoretical, methodological, epistemological, and pedagogical traditions of Feminist Studies. The core consists of the following courses: Feminist Epistemologies and Pedagogy, Feminist Theories, Feminist Approaches to Methodology, and the two-quarter Research Seminar.

## Doctor of Philosophy— Feminist Studies

The normative time for the Ph.D. is six years, or five if the student has entered the program with a Master's degree. Ph.D. students concentrate in one of three thematic fields while taking some coursework in all three, thus gaining broad expertise. Students also take a cluster of courses in an outside disciplinary or other interdisciplinary field to complement their work in Feminist Studies. In addition, they engage in extensive original research, both in research seminars and in the completion of a dissertation. Ph.D. students must satisfy the following departmental requirements in order to advance to candidacy:

- A total of 40 units of coursework, including 20 units of core courses. All should be at the 200-level or above, although 100-level courses may be approved by exception. At least 24 units must be in Feminist Studies courses.
- Pass an oral and written qualifying examination;
- Demonstrate reading proficiency in at least one foreign language.
- Serve as a teaching assistant in Feminist Studies courses for at least three quarters. Following advancement to candidacy, students will complete a dissertation based on original research and pass a dissertation defense. In addition to program requirements, candidates for graduate degrees must meet the university degree requirements described in the chapter "Graduate Education at UCSB."

### Optional Ph.D. Emphasis in Women's Studies

The Department of Feminist Studies, with almost fifty core and affiliated faculty members in over nineteen disciplines, serves as a model of interdisciplinary work and scholarly collaboration at UCSB. Women's Studies doctoral emphasis students are required to successfully complete four seminars that will enhance their understanding of feminist pedagogy, feminist theory, and topics relevant to the study of women, gender and/or sexuality. Women's Studies as an inter-departmental set of conversations and intellectual questions supports a multifaceted undergraduate curriculum at UCSB. Doctoral emphasis students are encouraged to apply to teach Feminist Studies courses as teaching assistants and associates as part of their Feminist Studies training.

Applicants must first be admitted to, or currently enrolled in, a UCSB Ph.D. program participating in the Women's Studies graduate emphasis. Anthropology; Comparative Literature; Counseling, Clinical, and School Psychology; English; French and Italian; Germanic, Slavic and Semitic Studies; History; History of Art and Architecture; Linguistics; Political Science; Religious Studies; Sociology; Spanish and Portuguese; or Theater and Dance. Candidates complete four graduate courses and select a member of the Feminist Studies faculty or affiliated faculty to serve on their dissertation committees. Applications to the Women's Studies Doctoral Emphasis may be submitted at any stage of Ph.D. work, and applications will be considered throughout the year.

### Doctoral Emphasis Coursework

Students pursuing the emphasis in Women's Studies will successfully complete four graduate courses that have been approved by the Doc-

toral Emphasis advisor.

- Feminist Theories.** A one quarter graduate seminar in interdisciplinary feminist theory offered by any department, including Feminist Studies 250 AA-ZZ.
- Issues in Feminist Epistemology and Pedagogy** (Feminist Studies 270). A one quarter seminar that considers Feminist Studies as a distinct field. It offers an interdisciplinary exploration of feminist theories of knowledge production and teaching practices. Readings cover past and present critical debates and provide theoretical approaches through which to analyze interdisciplinary epistemological and pedagogical issues.
- Graduate Seminar in Feminist Studies** (Feminist Studies 200-290 or 594 AA-ZZ). A one quarter seminar offered by a Feminist Studies faculty member on topics of central concern to the field.  
Or,  
**Research Practicum** (Feminist Studies 280). A cross-disciplinary seminar in which fundamental questions in contemporary feminist research practice are considered in light of students' own graduate projects.
- Topical Seminar.** A one quarter graduate seminar that addresses topics relevant to the study of women, gender, and/or sexuality. This seminar must be taken outside the student's home department; it may be fulfilled either by another graduate seminar in Feminist Studies or a seminar in another department.

## Feminist Studies Courses

*A list of Feminist Studies courses with descriptions will be available before the beginning of each quarter, as close to the start of registration as possible. Students are urged to consult this list before registering.*

### LOWER DIVISION

#### 20. Women, Society, and Culture

(4) BORIS, OAKS, RUPP

*Not open for credit to students who have completed Women's Studies 20H.*

Introduction to central concepts and issues in women's studies from the perspective of the social sciences. Explores the construction of gender and sexuality and the lives of diverse groups of women in the contemporary U.S. within a global context.

#### 20H. Women, Society, and Culture Honors

(5) BORIS, OAKS, RUPP, WILLIAMS

*Prerequisite: consent of instructor.*

*Not open for credit to students who have completed Women's Studies 20.*

Lecture is concurrent with Women's Studies 20, along with a weekly honors seminar, requiring additional assignments and intensive discussion of the readings. Intended for highly motivated and well prepared students.

#### 30. Women, Development and Globalization

(4) CHANG, HERNÁNDEZ

*Not open for credit to students who have completed Women's Studies 30H.*

Examines the impact of development, policy, and globalization on women's lives. Emphasis is placed on women's activism and feminist critiques of neo-liberal measures intended to rid the third world of poverty.

#### 30H. Women, Development and Globalization Honors

(5) CHANG, HERNÁNDEZ

*Prerequisite: consent of instructor.*

*Not open for credit to students who have completed Women's Studies 30.*

Lecture is concurrent with Women's Studies 30, along with a weekly honors seminar, requiring additional assignments and intensive discussion of the readings. Intended for highly motivated and well prepared students.

#### 40. Women, Representation, and Cultural Production

(4) BOBO, HERNÁNDEZ, OAKS

*Not open for credit to students who have completed Women's Studies 40H.*

This introductory course examines cultural representations of diverse women's lives from a humanities perspective. The focus is on women as cultural producers, subjects, and critics in literature, film, the visual arts, and music.

#### 40H. Women, Representation, and Cultural Production Honors

(5) BOBO, HERNÁNDEZ, OAKS

*Prerequisite: consent of instructor.*

*Not open for credit to students who have completed Women's Studies 40.*

Lecture is concurrent with Women's Studies 40, along with a weekly honors seminar, requiring additional assignments and intensive discussion of the readings. Intended for highly motivated and well prepared students.

#### 50. Global Feminisms and Social Justice

(4) CHANG, OAKS, BORIS

*Not open for credit to students who have completed Women's Studies 50H.*

Historical and contemporary examination of women's activism around the globe in a variety of struggles, including self-named feminist movements and other movements for social justice.

#### 50H. Global Feminisms and Social Justice Honors

(5) BORIS, CHANG, OAKS

*Prerequisite: consent of instructor.*

*Not open for credit to students who have completed Women's Studies 50.*

Lecture is concurrent with Women's Studies 50, along with a weekly honors seminar, requiring additional assignments and intensive discussion of the readings. Intended for highly motivated and well prepared students.

#### 60. Women of Color: Race, Class, and Ethnicity

(4) CHANG, MILLER-YOUNG

*Repeat Comments: Not open for credit to students who have completed Women's Studies 60H.*

Examination of the interlocking dynamics and politics of gender, race, sexuality, class, and culture in the experience of U.S. women of color. Readings focus on oppositional consciousness and resistance to oppression in the scholarship and literature by women of color.

#### 60H. Women of Color: Race, Class, and Ethnicity Honors

(5) CHANG, MILLER-YOUNG

*Prerequisite: consent of instructor.*

*Not open for credit to students who have completed Women's Studies 60.*

Lecture is concurrent with Women's Studies 60, along with a weekly honors seminar, requiring additional assignments and intensive discussion of the readings. Intended for highly motivated and well prepared students.

#### 80. Introduction to LGBTQ Studies

(4) HERNÁNDEZ

*Not open for credit to students who have completed Women's Studies 80H.*

Examines LGBTQ studies from an interdisciplinary perspective. Along with historical, social, cultural, political, artistic, and literary rise to prominence of sexual minorities, the goal of the course is to integrate a discussion of the continuum of LGBTQ identities within their respective social contexts and communities.



**80H. Introduction to LGBTQ Studies Honors****(5) HERNÁNDEZ***Prerequisite: consent of instructor.**Not open for credit to students who have completed Women's Studies 80.*

Lecture is concurrent with Women's Studies 80, along with a weekly honors seminar, requiring additional assignments and intensive discussion of the readings. Intended for highly motivated and well prepared students.

**99. Independent Studies****(1-4) STAFF***Prerequisites: Women's Studies 20 or 40; consent of instructor and department.*

*Students must have a minimum 3.0 cumulative grade-point average. May be repeated for credit to a maximum of 8 units. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ course combined. No unit credit allowed toward the major.*

Research under the direction of a faculty member. Students are offered an opportunity to conduct independent or collaborative research or to act as interns for faculty-directed research projects.

**UPPER DIVISION****115. Marriage in the Ancient World****(4) STAFF***Same course as Classics 115 and Religious Studies 103B.*

Examines marriage customs and rituals in Archaic and Classical Greece, Ptolemaic Egypt, and in the Roman Republic and Imperial Periods within the context of social history, literary, historical, and epigraphic sources.

**117C. Women, the Family, and Sexuality in the Middle Ages****(4) FARMER***Prerequisite: History 4B or upper-division standing.**Same course as History 117C. Not open for credit to students who have completed History 117.*

Family structure; perceptions and ideals of intimate and familial relations; status, perceptions, and experiences of women in western Europe circa 400-1400 A.D. Special attention on social, political, and religious contexts.

**120. Women's Labors****(4) BORIS**

*Recommended Preparation: Upper-division standing or one prior course in feminist studies. Not open for credit to students who have completed Feminist Studies 186EB. Letter grade required for majors and minors.*

What is women's work? How has it changed over time? How is it valued? Explores wage-earning, caregiving, sex work, housework, double days, glass ceilings, and strategies of survival and resistance among American women from various demographic, racial, and ethnic groups.

**124A. Women, Gender, and Sexuality in Europe, 1750-1914****(4) RAPPAPORT***Prerequisite: History 4C.**Same course as History 124A.*

The roles of women, gender, and sexuality in eighteenth and nineteenth century Europe. Exploration of the nature of women and revolution: religious, legal, scientific, and popular conceptions of gender and sexuality; industrialization and family life, the rise of organized feminism.

**130. Perspectives on Women's Health****(4) OAKS***Prerequisite: upper-division standing.*

Investigation of the power that medicine has in shaping health experts' and lay individuals' understandings of health and health practices. Particular attention is paid to how women's health issues come to be seen as "social problems," past and present.

**131. The Politics of Women's Choices: Reproduction and Reproductive Technologies****(4) OAKS***Prerequisite: upper-division standing.*

Exploration of theoretical, popular, and political debates over reproductive technologies in terms of women's power and choices. Investigation of how cultural and historical changes in reproductive practices influence ideas about nature, society, and progress. Examination of case studies on current controversies.

**132. Gender, Science, and Technology****(4) HARTHORN***Prerequisite: upper division standing**Repeat Comments: Same course as Women's Studies 186BH, cannot be taken for repeat credit.*

Examines the role of women in science, feminist critiques of science, gendered construction of technology and technological construction of gender, cross-cultural analysis of emerging technologies, and intersections of gender, ethnicity, class, and sexuality.

**136AA-ZZ. Cultural Analysis of Reproduction and Science****(4) TOMLINSON***Prerequisite: upper-division standing**Repeat Comments: May be repeated for a maximum of 8 units provided letter designations are different, with instructor permission.*

Develop tools to analyze cultural productions, narratives, images, and arguments about women, gender, reproduction, and science. Topics may vary.

**142. Black Women Filmmakers****(4) BOBO***Not open for credit to students who have completed Women's Studies 186JB. Letter grade required for majors and minors.**Recommended preparation: upper-division standing or a prior women's studies course.*

An opportunity to view films (animation, documentary, experimental and narrative), examine the specifics of media production, compare the various works produced by black women, and acquire the skills necessary for media criticism.

**143. Women's Film Narratives****(4) BOBO***Letter grade required for majors and minors. Not open for credit to students who have completed Women's Studies 186JC.*

Examination of the dynamics of family, race, sexuality, resistance, and cultural transformation through women's novels and film adaptations, and other films which have had significant impact on the national consciousness.

**144. Representation and Activism****(4) BOBO***Prerequisite: upper-division standing.**Not open for credit to students who have completed Women's Studies 186JB. Letter grade required for majors and minors.*

Exploration of the strategies by which social groups resist systems of oppression through readings and works from independent filmmakers.

**146. Women of Color Resisting Violence****(4) CHANG***Recommended preparation: upper-division standing or one prior course in women's studies. Letter grade required for majors and minors.*

This is a study of women of color and other marginalized women's experiences of psychological, sexual, physical, social, economic and legal violence, and our personal and collective resistance to these forms of violence in intimate relationships and in broader society.

**147G. Gender and Power in Modern African History****(4) MIESCHER***Prerequisite: History 49 or 49B or 147A or 147B or 147Q or Women's Studies 147Q or upper-division standing.**Same course as History 147G.*

Examination of gender, power, and authority among and between men and women in response to socioeconomic transformations in nineteenth- and twentieth-century Africa. Themes include interpretations of gender, organization of labor, the missionary project, the state and colonial rule.

**147Q. Readings on African History****(4) MIESCHER***Prerequisite: History 49 or 49B or 147A or 147B.*

*May be repeated for credit to a maximum of 8 units. Same course as History 147Q.*

A discussion and reading seminar on selected topics in African history.

**150. Sex, Love, and Romance****(4) RUPP***Not open for credit to students who have completed Women's Studies 150H.*

An examination from historical and global perspectives of sex, love, desire, and intimate relationships in diverse cultures in the contemporary U.S.

**150H. Sex, Love, and Romance Honors****(5) RUPP***Prerequisite: consent of instructor.**Not open for credit to students who have completed Women's Studies 150.*

Lecture is concurrent with Women's Studies 150, along with a weekly honors seminar, requiring additional assignments and intensive discussion of the readings. Intended for highly motivated and well prepared students.

**151AA-ZZ. Sexual Cultures****(4) MILLER-YOUNG***Prerequisite: upper-division standing Repeat**Comments:*

*May be repeated for a maximum of 8 units provided letter designations are different, with instructor permission.*

Seminars focus on the political, social, and cultural dynamics of sexuality in modern society. Offerings may explore sexual representations, economies, laws, identities, performances, literatures, technologies, relationships, communities, and customs in the United States or abroad. Topics may vary.

**153. Women and Work****(4) FENSTERMAKER, SEGURA***Prerequisite: upper-division standing.**Same course as Sociology 153.*

The course will begin with readings and discussion of the sociological features of work in society. The role of women in the labor market will be explored, as well as their lives as unpaid workers in their own homes. Finally, more global issues of sexual inequality and social change will be discussed.

**154A. Sociology of the Family****(4) STAFF***Prerequisite: upper-division standing.**Same course as Sociology 154A.*

A lecture course on family and household organization, past and present. Attention to contemporary issues in the family focusing on gender, class, and cultural variation.

**155A. Women in American Society****(4) FENSTERMAKER***Prerequisite: upper-division standing.**Same course as Sociology 155A.*

The roles and life styles of women in various American subcultures and the ideologies developing around them.

**155B. Sociological Perspectives on Women****(4) FENSTERMAKER, SCHNEIDER***Recommended preparation: Women's Studies 155A.*

Advanced study in the sociology of women. Course format (seminar or lecture) and topics vary year to year. Topics may include: analysis of the status of women in the labor force; women's class position; theoretical and practical aspects of patriarchy.

**159B. Women in American History****(4) COHEN***Prerequisites: two quarters from History 17A-B-C or upper-division standing.**Same course as History 159B.*

Social history of women in America from 1800 to 1900. Changing marriage, reproduction and work patterns, and cultural values about the female role. Attention to racial, class, and ethnic differences. Analysis of feminist thought and the several women's movements.

**159C. Women in Twentieth-Century American History****(4) DEHART, COHEN***Same course as History 159C.*

A continuation of Women's Studies 159A-B from 1900 to the present.

**159LG. Sociology of Lesbian and Gay Communities**  
(4) SCHNEIDER

*Prerequisite:* upper-division standing.

*Same course as Sociology 159LG. Not open for credit to students who have completed Sociology 146.*

Origins and transformation of lesbian and gay communities and social movements, with special attention to ideological development, major social problems, cultural production, race, ethnic and gender differences, organization formation, and political conflict.

**160. Sapphistries**

(4) RUPP

A global exploration of female same-sex sexuality, from the historical Sappho through sapphists, roaring girls, romantic friends, and female husbands, to contemporary lesbians. Considers diverse lives and representations of women who desire and love other women.

**162. Critical LGBTQ Studies**

(4) HERNÁNDEZ

*May be repeated for credit to a maximum of 8 units, but only 4 units can be applied to the major.*

Examines the dynamics of the juridical, social, political, cultural representations of LGBTQ identities. Examines legal cases, policy issues, social matters as well as representations therein in literary and cultural expression in order to study the LGBTQ people in active resistance against dominant power structure.

**171CN. Citoyennes! Women and Politics in Modern France**

(4) NESCI

*Same course as French 155D.*

Focuses on women's fights for the rights of equality and liberty, their exclusion from the public sphere and their access to citizenship (1789-2001). Women's evolving personal and collective aspirations, and the creation of a republican womanhood in modern culture. Taught in English.

**180. Feminist Analysis**

(4) HERNÁNDEZ, TOMLINSON, WILLIAMS

*Prerequisite:* Upper-division standing; open to Women's Studies majors and minors only.

*Letter grade required for majors and minors.*

Methods and tools for analyzing feminist theory and argument.

**181. Feminist Theories**

(4) BORIS, HERNÁNDEZ, TOMLINSON

*Prerequisite:* Upper-division standing; open to Women's Studies majors and minors only.

*Recommended Preparation:* Completion of Women's Studies 180 recommended.

Letter grade required for majors and minors. Introduction to feminist theorizing about gender, race, and sexuality. Focus on key thinkers, traditions, or selected theoretical frameworks.

**182. Feminist Methodologies**

(4) HARTHORN, MILLER-YOUNG, OAKS

*Prerequisite:* upper-division standing; open to Women's Studies majors only.

*Recommended Preparation:* Completion of Women's Studies 180 and 181 recommended.

*Open to Women's Studies minors with consent of instructor. Letter grade required for majors and minors.*

Methods of feminist textual, theoretical, and empirical analysis, including the principles of research design.

**183A. Senior Research Seminar**

(4) STAFF

*Prerequisites:* Women's Studies 180, 181 and 182.

Develops advanced tools of feminist research, theory, and argument. Offers participants the opportunity to complete a project of textual, theoretical, or empirical research. Women's Studies 183A allows students to extend or re-envision the project originating in Women's Studies 182.

**183B. Senior Topics Seminar**

(4) STAFF

*Recommended preparation:* Women's Studies 180, 181 and 182.

Develops advanced tools of feminist research,

theory, and argument. Offers participants the opportunity to complete a project of textual, theoretical, or empirical research. Focuses on different topics each year to allow students to develop a related research project.

**185AA-ZZ. Gender and Culture**

(4) STAFF

*Prerequisite:* upper-division standing.

*May be repeated for credit to a maximum of 12 units provided letter designations are different. Letter grade required for majors and minors.*

Seminar on selected topics in women's studies, with a humanities emphasis.

**186AA-ZZ. Gender and Society**

(4) STAFF

*Prerequisite:* upper-division standing.

*May be repeated for credit to a maximum of 12 units provided letter designations are different. Letter grade required for majors and minors.*

Seminar on selected topics in women's studies, with a social studies emphasis.

**190. Women's Community Organization**

(2-4) STAFF

*Prerequisites:* upper-division standing; open to women's studies majors only.

*May be repeated for credit to a maximum of 8 units, but only 4 units may be applied toward the major.*

Combines independent service in a community organization involved with issues relevant to women's studies with reflection and analysis under the supervision of a faculty member.

**195HA. Senior Honors Project**

(2-4) STAFF

*Prerequisite:* upper-division standing.

*Students must have a minimum 3.0 university GPA and a minimum 3.5 departmental GPA; 4 to 8 units required in honors sequence; minimum of 2 units per quarter.*

Students design, research, write, and present original work on a topic of choice under supervision of a women's studies faculty mentor. Emphasis is placed on project design and initial research.

**195HB. Senior Honors Project**

(2-4) STAFF

*Prerequisites:* Women's Studies 195HA; upper-division standing.

*Students must have a minimum 3.0 university GPA and a minimum 3.5 departmental GPA; 4 to 8 units required in honors sequence; minimum of 2 units per quarter.*

Students design, research, write, and present original work on a topic of choice under supervision of a women's studies faculty mentor. Emphasis is on data gathering and organization.

**195HC. Senior Honors Project**

(2-4) STAFF

*Prerequisites:* Women's Studies 195HA or 195HB; upper-division standing.

*Students must have a minimum 3.0 university GPA and a minimum 3.5 departmental GPA; 4 to 8 units required in honors sequence; minimum of 2 units per quarter.*

Students design, research, write, and present original work on a topic of choice under supervision of a women's studies faculty mentor. Emphasis on writing thesis and preparation for presenting results to an audience of women's studies peers and faculty members.

**198. Readings in Women's Studies**

(1-4) STAFF

*Prerequisites:* upper-division standing; completion of two upper-division courses in women's studies.

*Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. Students may apply a maximum of 4 units of Women's Studies 198/199 courses combined to the major. Women's Studies 198 may be repeated for credit to a maximum of 12 units, but only 4 units may be applied toward the major.*

Directed readings in women's studies under the guidance of a faculty member in the program.

Students wishing to enroll should prepare a short written plan of study.

**199. Independent Studies in Women's Studies**  
(1-4) STAFF

*Prerequisite:* Upper-division standing; completion of 2 upper-division courses in Feminist Studies.

*Up to 8 units of 199 may be applied to the major, and only a combined total of 8 units of 190, 198, 199 may be applied to the major. Open to Feminist Studies majors/minors and LGBTQ Studies minors with departmental approval. May be repeated for credit for a maximum of 12 units.*

Independent research and writing under the guidance of a faculty member in the program. Students wishing to enroll should prepare a short written plan of study.

**GRADUATE COURSES**

**210. Labors**

(4) BORIS

*Prerequisite:* graduate standing.

*May be repeated with different instructor and topic.*

An intensive reading course on diverse forms of labor, both productive and reproductive, in different times and places with a focus on the intersections among gender, race, class, ethnicity, life cycle, abilities, and social and political actions.

**215. Intersectional Perspectives on Gender, Social Politics, and Public Policy**  
(4) BORIS

Intersectional perspectives on the making and implementation of law and social policy in the United States, historically and comparatively. Includes feminist theories of the state and may cover issues of citizenship, immigration, sexuality, reproduction, health, work, welfare, anti-discrimination, marriage, family.

**220. Genders and Sexualities**

(4) RUPP, MILLER-YOUNG

*Prerequisite:* graduate standing.

*May be repeated with different instructor and topic.*

An intensive reading course on diverse sexualities and genders in different times and places with a focus on the interconnections among race, ethnicity, class, gender identities, and sexual desires and acts.

**230. Race and Nation**

(4) CHANG

*Prerequisite:* graduate standing.

*May be repeated with different instructor and topic.*

An intensive readings course on the experiences of women of color, both within the US and globally, with interlocking systems of racism, classism, sexism, homophobia/transphobia, ableism, and colonialism.

**240. Transnational Feminisms**

(4) RUPP

*Prerequisite:* graduate standing.

An intensive reading course on diverse manifestations of feminism and women's movements around the globe.

**250AA-ZZ. Feminist Theories**

(4) BORIS, HERNANDEZ, TOMLINSON

*May be repeated for a maximum of 12 units provided letter designations are different, with instructor permission.*

An intensive reading course in feminist theories. Topics may vary.

**260. Feminist Research Methods**

(4) HARTHORN, OAKS

Examines feminist methodologies for knowledge construction and interdisciplinary social research. Includes practicum on central feminist methods such as ethnography, interviewing, focus groups and oral histories. Considers usefulness of quantitative tools. Develops research proposals for students' own graduate research projects.

**270. Feminist Epistemologies and Pedagogy**

(4) BORIS, OAKS

Acquaints students with the scope and range of

feminist epistemological critiques across disciplines and pursues issues relevant to problematizing of knowledge seeking, such as theories of agency rooted in gender, race, class, and sexuality.

### 280. Research Practicum

#### (4) STAFF

A cross-disciplinary seminar in which fundamental questions in contemporary feminist research practice are considered in light of students own graduate projects.

### 501. Apprentice Teaching in Women's Studies

#### (4) STAFF

*Prerequisite: teaching assistant.*

*May be repeated for credit.*

Students will receive faculty supervision as they lead discussion sections, assist in the preparation and evaluation of exams, and advise on written assignments. Attention will be given to the challenges posed by multidisciplinary materials and perspectives. Weekly meetings with instructor required.

### 594AA-ZZ. Special Topics in Women's Studies

#### (4) STAFF

Special seminar on research topics of current interest.

### 596AA-ZZ. Directed Readings and Research

#### (2-8) STAFF

*Prerequisites: consent of instructor, current graduate enrollment.*

*May be repeated for credit with approval of program chair.*

Individual tutorial relevant to M.A. or Ph.D. projects. Plan of study must be approved by program chair.

# Film and Media Studies

Department of Film and Media Studies  
Division of Humanities and Fine Arts  
Social Sciences & Media Studies 2129

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Department Chair: *Lisa Parks*

## Faculty

**Allison Anders**, B.A., UC Los Angeles, Professor, independent filmmaker

**Jackie Apodaca**, M.F.A., National Theatre Conservatory, Lecturer (film and media production and technology, acting and directing)

**Peter Bloom**, Ph.D, UC Los Angeles, Associate Professor (pre-cinema, film history, post-colonial francophone, African studies)

**Edward Branigan**, Ph.D., J.D., University of Wisconsin, Madison, Professor (film theory, aesthetics, narrative, point-of-view, analysis)

**Anna Brusutti**, Laurea, University of Padua, Italy, Lecturer (Italian cinema)

**Michael Curtin**, Ph.D., University of Wisconsin, Madison, (global studies, media industries, cultural studies)

**Dana Driskel**, M.F.A., University of Southern California, Studio Professor (film production, animation)

**Anna Everett**, Ph.D., University of Southern California, Professor (film and television history and theory, black film, digital media technologies)

**Cynthia Felando**, Ph.D., UC Los Angeles, Continuing Lecturer (youth culture and film, media violence, film history, contemporary trends in international cinema)

**Richard Hebdige**, M.A., Center for Contemporary Cultural Studies, University of Birmingham, U.K., Professor (film, cultural, and media studies)

**Jennifer Holt**, Ph.D., UC Los Angeles, Assistant Professor (media industries, television studies, regulation and policy, film history)

**Nancy Kawalek**, B.S., Northwestern University, Studio Professor; Director, Professional Artists Lab, the *STAGE* International Script Competition, and the STAGE Project (creating and performing for stage and screen)

**Lisa Parks**, Ph.D., University of Wisconsin, Madison, Associate Professor (global media and broadcast history, cultural studies)

**Constance Penley**, Ph.D., UC Berkeley, Professor (film history and theory, media studies, literary and rhetorical studies, cultural studies, feminist theory, science and technology studies, contemporary art)

**Paul Portuges**, Ph.D., UC Berkeley, Lecturer (screenwriting)

**Bhaskar Sarkar**, Ph.D., University of Southern California, Associate Professor (globalization and culture, post-colonial media theory, Indian cinema, Chinese cinema, social trauma and film)

**Greg Siegel**, Ph.D., University of North Carolina, Chapel Hill, Assistant Professor (media studies, cultural studies, science and technology studies)

**Melinda Szaloky**, M.A., Acting Assistant Professor (European film, media theories and practices, philosophy and aesthetics, feminist studies)

**Cristina Venegas**, Ph.D, University of Southern California, Assistant Professor, (Latin American and Latino media, international cinema, and digital media technologies)

**Janet Walker**, Ph.D., UC Los Angeles, Professor (documentary, historiography, trauma studies, women and film)

**Charles Wolfe**, Ph.D., Columbia University, Professor (international film history, American film and cultural history, comedy, documentary, film and media archives)

## Emeriti Faculty

**Naomi Greene**, Ph.D., New York University, Professor Emerita (French and Italian film)

**Alexander Sesonke**, Ph.D., UC Los Angeles, Professor Emeritus (silent comedy, Russian cinema, Jean Renoir)

## Affiliated Faculty

**Michael Berry**, Ph.D. (East Asian Languages & Cultural Studies)

**Denise Bielby**, Ph.D. (Sociology)

**Jacqueline Bobo**, Ph.D. (Feminist studies)

**Kip Fulbeck**, M.F.A. (Art)

**Colin Gardner**, Ph.D. (Art)

**Suzanne Jill Levine**, Ph.D. (Spanish and Portuguese)

**George Lipsitz**, Ph.D. (Black Studies and

Sociology)

**Laurence A. Rickels**, Ph.D. (Germanic, Slavic, and Semitic Studies)

**Celine Shimizu**, Ph.D. (Asian American Studies)

**William B. Warner**, Ph.D. (English)

The Department of Film and Media Studies is a vibrant, rapidly growing department whose faculty members include specialists from across the field of contemporary media studies. The department's strengths are fiction and nonfiction film history and theory, television and broadcasting, digital media, the Internet, video art and activism, cultural studies, political economies, and media globalization. Interdisciplinarity is encouraged by coordinating courses and program research projects with other departments such as Art, Communication, Environmental Studies, Sociology, Black Studies, Feminist studies, and Anthropology, History, History of Art and Architecture, Comparative Literature. Production is not emphasized, but all majors become familiar with the basic tools of filmmaking. Interested students may also take courses in screenwriting and advanced film production.

With a strong base in the liberal arts, the film and media studies major is designed to prepare students for careers in the media industry and media education, as well as archival preservation and research, entertainment law, publishing, and journalism.

Additional language courses are recommended for students interested in spending their junior or senior year with the Education Abroad Program. Students may consider studies from more than 150 programs in 33 countries.

Beyond the core requirements of the film and media studies major, the student may develop an individual program centered around special interests and goals. Students who wish to know more about the film and media studies major are invited to talk with an advisor in the film and media studies office.

Students with a bachelor's degree in film and media studies who are interested in pursuing a California Teaching Credential should contact the credential advisor in the Graduate School of Education as soon as possible.

## Grants, Awards, Prizes

Several universitywide fellowships, awards, and prizes are available to the undergraduate film and media studies major: the President's Undergraduate Fellowship, the May Company Fellowship, the Samuel Goldwyn Writing Awards, UCSB Foundation Honors Awards, and Genesis Research Awards provide grants for students working on projects with anticipated expenses in excess of \$300.

Students are also eligible for department-sponsored awards. The Paul N. and Elinor T. Lazarus Endowed Scholarship in Film Studies is awarded annually to a film and media studies major of exceptional enthusiasm, dedication, accomplishment, and demonstrated talent and promise in film or television writing covering partial registration fees. The Alexander Sesonke Prize is given annually for the best scholarly essays on film and media history, criticism, or theory, with prizes up to \$1,000. The Dorothy and Sherrill C. Corwin Awards are given annu-

ally for best screenplay short film in awards up to \$1,300. The David F. Siegel Award is made annually to a film and media studies major who has demonstrated drive, tenacity, and courage in the face of adversity, in the amount of \$1500. The Dorothy and Sherrill C. Corwin Screenwriting Award for Best Short Screenplay is given annually, with prizes up to \$500.

### **Graduation with Distinction in Film and Media Studies (The Senior Honors Program)**

The honors program in film and media studies provides the opportunity for qualified majors to undertake advanced film research or creative written work. Through successful completion of the honors program, a student will achieve the degree award of Distinction in the Major.

Majors who have completed two quarters of the junior year with a minimum grade-point average of 3.30 will be invited by the Department of Film and Media Studies to apply for admission to the honors program. The application includes: (1) a 500-word prospectus, outlining the nature and scope of the project and the plan for carrying it out; (2) An endorsement by the faculty member who will supervise and evaluate the project. Applications are due no later than the tenth week of classes for admission to the program in the following quarter.

The project is a research or critical essay of not fewer than 40 pages or a completed, feature-length screenplay, accompanied by a critical self-assessment of the project. The program is comprised of two related courses (4 units each) to be taken in two quarters of the senior year. These must be taken consecutively. The first course is Independent Studies (Film Studies 199), which must be taken for a letter grade and will not count as a film and media studies elective. During the quarter the student, guided by the sponsoring faculty member, completes the required research and submits for formal evaluation a draft of the essay or creative work. The second course is a senior honors seminar (Film Studies 196) during which the student completes the honors project.

### **Other Opportunities**

Students can acquire valuable experience during their study at UCSB. They may find work with Instructional Resources, a campus service department where film and video equipment is used daily. Also, students are often able to intern at local commercial or cable television stations, production companies, the Santa Barbara International Film Festival, the CineMedia Festival, and the county film commission office. Summer internship opportunities in the Los Angeles area are plentiful. Academic credit of 2 units is normally granted for intern work. Undergraduate research assistantships with faculty are also available.

The film and media studies journal, *Focus Media Journal*, an annual publication by and for undergraduate film and media studies students, publishes exceptional work including student writing on film, interviews with filmmakers, and book reviews.

*Camera Obscura: Feminism, Culture, and Media Studies*, the only English-language publication devoted to the study of women and representation in the visual media and arts, is

considered to be a foremost journal of film and cultural theory and offers editorial internship opportunities. Based in the Department of Film and Media Studies, the journal is edited by Constance Penley (UCSB).

The department also houses *Screening Noir*, the publication of the African and African-American caucus of the Society for Cinema Studies under the editorship of Anna Everett (UCSB) and the American Film Institute Film Reader Series under the editorship of Edward Branigan and Charles Wolfe.

**Career Opportunities.** Career opportunities go beyond the motion picture industry (production, distribution, and exhibition). The expansion and interrelation of media industries opens up other areas: home entertainment, including television writing and production, interactive media, game design, commercials, industrial films, trailers, and mixed media. Nonprofit and educational media are yet other career paths.

## **Undergraduate Program**

### **Bachelor of Arts—Film and Media Studies**

**Preparation for the major.** Required: Film Studies 46, 70 and 96. One literature course chosen from Asian American Studies 5; Black Studies 38A-B; Comparative Literature 35; English 21, 25, 50; French 50AX-BX-CX; German 31, 43A; Theater Arts 3. One history or culture course chosen from Asian American Studies 1, 2, 3, 4; Black Studies 1, 3, 5, 6, 7, 50, 60A-B; Chicana/o Studies 1A-B-C; German 43C; History 2C, 4C, 7, 8, 17B, 17C, 46, 49B, 80, 87; Philosophy 1, 3, 4, 6, 12, 20C; Religious Studies 1, 7, 9, 15, 80C. One visual or performing arts course chosen from Art Studio 1A, 7A; Art History 6C-F-G, 45MC; Black Studies 14, 45; Dance 35, 45; Music 15, 17.

**Upper-division major.** Required: Forty-nine upper-division units including (1) Film Studies 101A-B and 101C or 101T (each course is worth 5 units); one production course chosen from Film Studies 104F, 104TV, 104NM, 107, 192A and 192B (each worth five units); and (2) 20 additional upper-division units chosen from the following, with at least 4 units each from A, B, and C.

- A. Seminars in Theory and Analysis: Film Studies 187AA-ZZ, 189AA-ZZ, 190AA-ZZ, 191, 193, 194.
- B. National/Transnational Approaches: Film Studies 120, 121, 122AA-ZZ, 123, 124, 124V, 126, 127, 132, 133, 134, 136, 139; Black Studies 162, 171; Chinese 141, French 175X, 178AX, 190X; German 180Z; Italian 180Z; Japanese 159; Slavic 119, 167C; Spanish 126.
- C. Social Issues: Film Studies 125A-B, 140, 161, 163, 165AA-ZZ, 166AA-ZZ, 175, 183; Black Studies 161, 170, 172; Chicana/o Studies 143, 147, 185; Sociology 151; Feminist studies 141, 142, 143, 144; Religious Studies 113.
- D. Other Electives: Film Studies 107, 113AA-ZZ, 128A-B, 130, 142, 143, 144, 147, 148AA-ZZ, 150AA-ZZ, 151A-AA-ZZ, 155AA-ZZ, 169, 184, 188A-B-C-TV; Art 126; Communications 101; English 147AA-ZZ, 148AA-ZZ, 149; French 138X, 178BX, 178CX, German 183.

## **Graduate Program**

The graduate curriculum in film and media studies is composed of a set of six core courses together with supplemental/elective courses designed to make the program strongly disciplinary, interdisciplinary, and international.

### **Admission**

In addition to departmental requirements for graduate admission, applicants must fulfill university requirements described in the chapter "Graduate Education at UCSB." The post-marked deadline for applications is December 1.

To be considered for admission to the Film and Media Studies M.A./Ph.D. or Ph.D.-only graduate programs, a student must show a strong aptitude for scholarly work and demonstrate intellectual maturity. Students who are admitted will be required to attain a basic level of competence in the discipline in conjunction with their specific program of study. Many of the students admitted to the program will have achieved such a base level of competence by having completed an undergraduate major in film and media studies or taken film and media studies courses while majoring in a closely related humanities, arts, or social science discipline (such as literature, dramatic arts, philosophy, history, or women's studies) with an emphasis on critical thinking and writing.

Admission to the program is based on five criteria: (1) a writing sample that demonstrates a high level of ability to write theory, criticism, or historical narrative; (2) a statement of purpose describing reasons for wishing to earn a Ph.D. in film and media studies; (3) three letters of recommendation; (4) GRE scores; and (5) two sets of official transcripts. In addition, departmental policy mandates that international students whose native language is not English obtain a minimum score of 600 on the Test of English as a Foreign Language (TOEFL) prior to admission. An exception to the TOEFL requirement will be considered for those students who have earned an undergraduate or graduate degree at an institution whose primary language of instruction is English.

### **Master of Arts—Film and Media Studies**

#### **Degree Requirements**

The Department of Film and Media Studies does not offer a terminal M.A. program. A total of 68 units are required for the M.A./Ph.D. program. Students in the M.A./Ph.D. program must first complete the requirements for the M.A. before continuing toward the doctorate. The normative time for the M.A. is two years. Students who lack a background in the discipline may be required to complete one or more additional upper-division undergraduate courses in film and media studies prior to conferral of the M.A. These units do not count toward the M.A. degree.

Students enrolled in the M.A. program must satisfy the following departmental requirements in order to continue working toward the Ph.D.: a) In the first two years, six graduate core curriculum courses and five graduate elective courses for a total of eleven courses (out of the seventeen required for the Ph.D.). With the approval of the department's director of graduate

studies, in the first three years up to five elective courses may be taken in other departments. b) By the end of the second year, the student must pass a comprehensive examination administered by the student's master's M.A. committee based on two research papers written and revised by the student during the first two years of the program.

**Core Courses.** The core courses will focus on fundamental areas of competence in history, theory, analysis, and cultural studies. The core consists of the following six courses: Film and Media Studies 220, Textual Analysis; 230, The Philosophy of History; 231 Media Historiographies; 240, Film Theory; 241, Television and New Media Theory; and 250, Cultural Theory.

In lieu of a single research and methods course, the core curriculum distributes methodological training across a series of courses involved with concrete research topics in order to offer a working sense of how one approaches a media object of study from a variety of perspectives. The six critical studies core courses are designed for in-depth study at the graduate level and are entirely separate from undergraduate course offerings.

## Doctor of Philosophy— Film and Media Studies

### Degree Requirements

The Student must, sometime between the second and third years, investigate potential locations for off-campus research. Students enrolled in the Ph.D. program must satisfy the following departmental requirements in order to advance to candidacy:

a) In the third year, the student must complete six graduate courses, some or all of which will contribute to the development of the student's emerging research program. By the end of the third year, each student will have taken and passed a total of seventeen courses.

b) Passed an examination or completed course work as approved by the department that establishes reading knowledge in at least one foreign language. Proficiency can be demonstrated by one of the following (these units do not count towards the degree): Language course at Level 6 (i.e., 6 quarters of study) with a minimum grade of B+, or else completion of an upper-division literature course conducted in the foreign language with a minimum grade of B+, or else completion of a reading course for graduate students, e.g. French 6 or 11A-B and German 2G or 6 and Spanish 6, with a minimum grade of B+. Bilingual or multilingual students will be deemed to have satisfied the foreign language requirement (pending Grad Council approval).

c) Completed the production proficiency requirement, satisfied by one of the following (these units do not count toward the degree):

1. Other production courses at UCSB, subject to the approval of the faculty advisor
2. A record of prior production courses or experience at other universities, subject to the approval of the faculty advisor.
3. A record of previous work experience, or production course work (undergraduate or graduate) from other programs or departments, which resulted in the production of a "substantial, single project", subject to the approval of the faculty advisor.

d) By the end of spring quarter of the third year, the student must form a doctoral committee and select a dissertation topic and three areas of specialization relating to the dissertation topic developed in consultation with the committee.

e) By the end of the fall quarter of the fourth year, the student must pass a written examination administered by the doctoral committee covering the three areas of specialization and pass an oral defense of the exams and a written prospectus.

The student will then file for advancement to candidacy. During the remainder of the fourth year the student will be encouraged to study at a research site abroad or in the U.S. for a period of between three and six months. In the fifth, sixth, and if necessary, the seventh year, the student will complete the writing of the dissertation based on original research and then successfully defend it orally before the dissertation committee at a forum open to the public.

**Ph.D. Only Option.** Students with an M.A. degree from a comparable department or program at another institution may enter directly into the Ph.D. program. A total of 44 units are required for the Ph.D. only program. Students enrolled in the Ph.D. program must satisfy the following departmental requirements: (a) six required core courses (24 units), (b) five graduate elective courses, at least two of which must come from Film and Media Studies (20 units) (c) a written exam in their doctoral fields of choice (d) an oral exam (in year 3). Students entering with an M.A. or M.F.A. from another institution or with an M.A. or M.F.A. in another discipline may be required to complete additional course-work at the discretion of the graduate advisor. Deficiencies in preparation must be completed prior to the end of the second year of the Ph.D. program.

## Film and Media Studies Courses

*A list of film courses with descriptions will be posted outside the film studies office before the beginning of each new quarter, as close to the start of registration as possible. Students are urged to consult this list before registering.*

### LOWER DIVISION

#### 46. Introduction to Cinema

(4) STAFF

*Recommended preparation: Concurrent enrollment in Film and Media Studies 46MS is highly recommended for film and media majors.*

An introduction to the study of film as an aesthetic and social phenomenon, and to various methods of critical analysis. (F,W,S)

#### 46MS. Major Seminar

(2) STAFF

*Prerequisite: concurrent enrollment in Film and Media Studies 46.*

Designed for film and media studies majors and students contemplating a major or concentration in film. An intensive introduction to the study of film and to various methods of critical analysis.

#### 54. Hollywood: Anatomy of an Industry

(2) STAFF

*May be repeated for credit to a maximum of 6 units.*

In-depth analysis of the changing world of the motion picture and television industries through

dialogues with major Hollywood players and distinguished guests. A range of areas such as directing, producing, screenwriting, acting, etc. are covered.

#### 62. Professional Artists Lab: Actors and Directors in Focus

(2) KAWALEK

*May be repeated for credit to a maximum of 6 units.*

Dynamic dialogues, demonstrations, and instruction offered by accomplished Hollywood actors and directors. Course offers unique insight into the artistic and business aspects of these professions. Of interest to anyone considering a career on screen, stage, and/or behind the scenes.

#### 70. Media Criticism

(4) STAFF

Develop the analytical tools required for a critical understanding of the interrelationship between media, culture, and society in America. Special attention given to how social structures shape media and how media products in return affect our cultural practices and patterns.

#### 75. Introduction to Environmental Media

(4) STAFF

*Open to non-majors.*

What are all the ways media and the environment influence, structure and inhabit each other? How are environmental issues figured in documentary and feature films, advertising, and the internet? How does media affect the environment, e.g., the problem of e-debris?

#### 95. Internships in Film/Television

(2) CHAIR

*Prerequisite: open to film and media majors only.*

An opportunity for training, career sampling, and contacts in the film or television industry. Required are approximately 100 hours of work a quarter, a final five-page report, and a supervisor's letter of verification.

#### 96. Advanced Film Analysis

(5) STAFF

*Prerequisite: Film and Media Studies 46 with a minimum grade of C.*

A study of the basic formal dimensions of cinema: narration, causality, space, time, and sound.

#### 99. Independent Studies

(1-4) STAFF

*Prerequisites: consent of instructor and department.*

*Students must have a minimum 3.0 cumulative grade-point average. May be repeated for credit to a maximum of 8 units. Students are limited 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. No unit credit allowed toward the major.*

Selected research under the direction of a faculty member.

### UPPER DIVISION

#### 101A. History of Cinema: The Silent Film

(5) STAFF

*Prerequisites: Film and Media Studies 46 with a minimum grade of C; open to film and media studies majors only.*

International film history from the camera obscura to the close of the silent era in the late 1920's. Historical accounts of film as an aesthetic form, a social force, an economic institution, and a technology are considered. (F)

#### 101B. History of Cinema: The Development of Sound Film

(5) STAFF

*Prerequisites: Film and Media Studies 46 with a minimum grade of C; open to film and media studies majors only.*

International film history from the advent of talkies through the late 1950s. Historical accounts of film as an aesthetic form, a social force, an economic institution, and a technology are considered. (W)

#### 101C. History of Cinema: New Waves and Beyond

(5) STAFF

*Prerequisites: Film and Media Studies 46 with a minimum grade of C; open to film and media studies*

majors only.

International film history since 1959. Historical accounts of film as an aesthetic form, a social force, an economic institution, and a technology is considered. (S)

### 101T. History of Television

(5) STAFF

*Prerequisites:* Film and Media Studies 46 with a minimum grade of C; open to film and media studies majors only.

Surveys the history of television from 1945 to the present. Analysis of this fifty year old important cultural institution, helping students to understand the interconnected relationships between programming, industry, audiences, social contexts, and technology.

### 102. Acting and Directing Workshop

(4) STAFF

*Prerequisites:* Film and Media Studies 46; consent of instructor; open to upper-division film and media majors only.

Designed as an introduction to the fundamentals and interaction of acting and directing in the creative process of producing a film or video. Every student will write, perform in, direct, and record on video a short work.

### 103. Project Development for the Short Film

(4) DRISKEL

*Prerequisites:* Film and Media Studies 46; and, Film and Media Studies 104 or 106A-B; and consent of instructor.

A workshop approach to the development of a short film project. Course covers writing, budget, preparation, and preproduction, with particular attention to final distribution needs.

### 104F. Film Technology

(4) STAFF

*Prerequisite:* Film and Media Studies 46; open to film and media majors only.

Not open for credit to students who have completed Film and Media Studies 104

This lecture-based course addresses the fundamentals of moving image production and technology from the perspective of 16mm and 35mm film practices. Historical and contemporary methods and breakthroughs are examined. Workshop exercises in 16mm are included.

### 104NM. New Media Production

(4) STAFF

*Prerequisite:* Film and Media Studies 46; open to film and media majors only.

This lecture-based course addresses the fundamentals of moving image production and technology from the perspective of entertainment mediums which seek to attract audience through the uniqueness of the medium itself and the medium's potential to create a "new" experience. Historical and contemporary methods and breakthroughs are examined. Workshop exercises are included.

### 104TV. Video Technology

(4) STAFF

*Prerequisite:* Film and Media Studies 46; open to film and media majors only.

Not open for credit to students who have completed Film and Media Studies 105.

This lecture-based course addresses the fundamentals of moving image production and technology from the perspective of television and video practices. Historical and contemporary methods and breakthroughs are examined. Workshop exercises in digital video are included.

### 106A-B. Crew Production

(5-5) DRISKEL

*Prerequisites:* Film and Media Studies 46; and, Film and Media Studies 102 or 104 or 107; consent of instructor.

Instruction in the basic techniques of 16mm filmmaking via the production of crew projects over two consecutive quarters.

- Pre-production through principal photography.
- Post-production through composite print.

### 107. Animation

(4) DRISKEL

*Prerequisites:* Film and Media Studies 46; open to film

and media majors only.

A look at the techniques and history of animation with emphasis on the major styles and methods of production, including cel, direct, photo, three-dimensional, and computer. Close examination of significant films combined with production of a 16mm class project.

### 107S. Contemporary Animation

(4) DRISKEL

*Prerequisite:* Film and Media Studies 107.

Covers the basics of both film and computer animation from a theoretical point of view. Field trips will be taken.

### 108. 16mm Production

(4) STAFF

*Prerequisites:* Film and Media Studies 46; and, Film and Media Studies 104 or 107; consent of instructor; open to film and media studies majors only.

A workshop approach to the production of individual short 16mm film projects. Each student produces a double system, non-dialogue project for public screening at the end of the quarter. Admission to this course is determined by creative portfolio.

### 109AA-ZZ Special Topics in Film Production

(4) STAFF

*Prerequisites:* Film and Media Studies 46 and consent of instructor.

May be repeated for credit provided letter designations are different.

Focus on one or more aspects of film production, such as music, writing, directing, design, acting, independent filmmaking, cinematography, producing. Topics will vary.

### 111A. The Business of Movies: The Hollywood Studio System

(4) STAFF

*Prerequisite:* Film and Media Studies 46.

Not open for credit to students who have completed Film and Media Studies 111.

A seminar covering all phases of the contemporary film industry, including development, production, distribution, exhibition, and international and ancillary rights.

### 111B. The Business of Movies: The Independents

(4) STAFF

*Prerequisite:* Film and Media Studies 46.

Examines the creative marketing and distribution strategies of the Independents, from the role of film festivals and beyond. Topics include financing, production, exposure, and limited screen space.

### 112. Lighting for the Moving Image

(4) STAFF

*Prerequisites:* Film and Media Studies 104; and consent of instructor.

A workshop/seminar approach to explorations in how lighting affects the moving image, from theater to film to the computer.

### 113AA-ZZ. Special Topics in Film and Media Studies

(4) STAFF

*Prerequisites:* Film and Media Studies 46 or upper-division standing.

May be repeated for credit to a maximum of 12 units, but only 8 units count toward major.

Topics in a special area of interest to film and media students.

### 114A. Creating and Performing for Stage and Screen

(4) KAWALEK

*Prerequisites:* Film and Media Studies 46; open to film and media majors only; consent of instructor.

Focuses on learning to act, to direct actors, and to write compelling characters and truthful dialogue through rehearsal/performance of monologues, scenes, and/or student-created adaptations (e.g., of novels, diaries, interviews). Culminates in performance, screening, or completion of an actor's "demo" tape.

### 115. Sound Production

(4) STAFF

*Prerequisites:* Film and Media Studies 104 or 105; and consent of instructor.

A workshop approach to explorations of sound

recording, editing, and mixing in project production.

### 116. Editing

(4) STAFF

*Prerequisites:* Film and Media Studies 104 or 105; and consent of instructor.

A workshop exploration of the methodologies for post-production.

### 117. Three Camera Television Production

(4) STAFF

*Prerequisites:* Film and Media Studies 105; consent of instructor.

A television group production workshop. Students work as crew to produce a multi-camera project. Project is picked through student submissions.

### 118. Sponsored Campus Production

(4) STAFF

*Prerequisites:* Film and Media Studies 105; consent of instructor.

May be repeated for credit to a maximum of 12 units.

An interface with campus "clients" who provide the budget and goals for crew projects.

### 119. Film Festivals

(4) STAFF

*Prerequisites:* Film and Media Studies 46 or upper-division standing.

Course to be held during a film festival. Students attend screenings, lectures, and Q&A sessions.

Writing assignments include: reviews, journals, and expository prose. Preparatory and debriefing meetings and discussion sessions are also part of the course requirements.

### 119ML. Film Programming: Magic Lantern

(4) STAFF

*Prerequisites:* Film and Media Studies 46 and consent of instructor.

May be repeated for credit to a maximum of 8 units, but only 4 units count toward major.

Learn the ins and outs of organizing and executing a film series, using the IV Theater as a lab. Gain hands-on experience programming, tracking down prints, contacting and working with distributors and filmmakers, fund raising, advertising, engaging in audience outreach, theater managing, exhibiting, researching, and reviewing.

### 120. Japanese Cinema

(4) STAFF

*Prerequisite:* upper-division standing.

Same course as Japanese 159.

An introductory scrutiny of major Japanese directors: Mizoguchi, Ozu, Oshima, and Kurosawa. Close attention to their film composition, choices of subject and character, their ideas of the cinematic, and the relationship of cinema to Japanese culture and society.

### 121. Chinese Cinema

(4) STAFF

*Prerequisite:* Film and Media Studies 46 or upper-division standing.

An introduction to major Chinese directors from the People's Republic of China, the Republic of China (Taiwan), and Hong Kong. Film composition, choices of subject and character, ideas of the cinematic, and relationship of cinema to Chinese culture and society.

### 122AA-ZZ. Topics in National Cinemas

(4) STAFF

*Prerequisites:* Film and Media Studies 46 or upper-division standing.

May be repeated for credit provided the letter designations are different, but only 12 units may be applied toward the major.

This course will examine selected national cinemas (e.g., French, Italian, German, Chinese, Spanish, Japanese) in terms of major periods, themes, and formal parameters, and in relation to both national and international cultural histories.

### 124. Indian Cinema

(4) SARKAR

*Prerequisite:* Film and Media Studies 46 or upper-division standing.

Examines the idea of national culture and the cinema of India in terms of major periods, themes, formal parameters, and institutions in relation to both national and international cultural histories.

**124V. Modern Indian Visual****(4) CHATTOPADHYAY, SARKAR***Prerequisite: Film and Media Studies 46 or upper-division standing.**Same course as Art History 136V.*

Introduction of twentieth-century visual culture in India, including painting, architecture, film, television, and graphic arts. Focuses on the themes of nationalism, modernity, and globalization, and the role of the "popular" in Indian visual culture.

**125B. Documentary Film****(4) STAFF***Prerequisite: Film and Media Studies 46 or upper-division standing.*

The history of documentary film, as an aesthetic form and a social force, from World War II to the present.

**126. Cuban Cinema****(4) VENEGAS***Prerequisite: Film and Media Studies 46 or upper-division standing.*

Examines the cinema of Cuba in terms of major periods, themes, and formal practices in relation to both national and international cultural histories.

**127. Latin American Cinema****(4) VENEGAS***Prerequisite: Film and Media Studies 46 or upper-division standing.*

Study of the central issues in the history of Latin American cinema from early developments to the present with an emphasis on the role of nationalism, political and intellectual cultures, aesthetics movements and television in its development.

**127M. Mexican Film and Television****(4) STAFF***Prerequisite: Film and Media Studies 46 or upper-division standing.*

Course explores the historical and political development of film and television in Mexico and interrogates the ways in which discourses of nationalism inform culture and media policy in relation to a local/global dialectic.

**128A. Silent Film Comedy****(4) STAFF***Prerequisite: Film and Media Studies 46 or upper-division standing.*

The study of silent film comedy forms and themes, encompassing the work of Mack Sennett, Mabel Normand, Charlie Chaplin, Buster Keaton, Harold Lloyd, and other contemporaries, within the context of American culture in the 1910s and 1920s.

**128B. Sound Film Comedy****(4) STAFF***Prerequisite: Film and Media Studies 46 or upper-division standing.*

An analysis of the comic tradition in American cinema since the coming of sound, emphasizing comic-dramatic patterns, sources, performance style, and historical/social contents.

**134. French and Francophone Cinemas****(4) STAFF***Prerequisite: Film and Media Studies 46 or upper-division standing.**Same course as French 156C.*

Addresses the interaction between the institutions of French and francophone culture through cinema. The shifting terms of French identity and France among French-speaking communities are examined through national, regional, and immigrant discourses. In English.

**140. The Western****(4) STAFF***Prerequisite: Film and Media Studies 46 or upper-division standing.*

Establishes the forms and rituals of the western genre, and reflects on changes they have undergone. Attention will also be given to the trend toward realism, and the new moral and political revisions of the western's view of society.

**142. The War Film****(4) STAFF***Prerequisite: Film and Media Studies 46 or upper-division standing.*

A study of films depicting and/or discussing

warfare from World War I to Vietnam and beyond. Special emphasis on the relationship between the periods in which the films were made and the manner in which the wars were depicted.

**143. Science Fiction Film****(4) STAFF***Prerequisite: Film and Media Studies 46 or upper-division standing.*

Examines the evolution and shifting limits of the genre from the dawn of narrative cinema through the heyday of the fifties' science fiction thriller through the recent high-tech revival in an age of media transformation.

**144. The Horror Film****(4) STAFF***Prerequisite: Film and Media Studies 46 or upper-division standing.**Same course as German 183.*

Study of the horror film genre and the reasons for its popularity, including new interest in psychoanalysis and reaction to modern mass society and consumerism. Covers issues of sacrifice, simulated catastrophic loss, and other themes of catharsis.

**148AA-ZZ. Special Topics in Film Aesthetics****(4) STAFF***Prerequisite: Film and Media Studies 46 or upper-division standing.*

*May be repeated for credit provided letter designations are different, but only 12 units may be applied toward the major.*

Exploration, in detail, of a single aspect of the film experience in relation to aesthetic and analytical issues. Topics may include the sound track, camera movement, mise-en-scene, color, music, widescreen, acting, narrative, time, art design, editing.

**150AA-ZZ. Topics in Film Genre****(4) STAFF***Prerequisite: Film and Media Studies 46 or upper-division standing.*

*Course may be repeated an unlimited number of times, provided the letter designations are different. However, only 12 units may count toward the major.*

A study in depth of one or two film genres, including historical, theoretical, and social issues. Topics will vary.

**151AA-ZZ. American Film History****(4) STAFF***Prerequisite: Film and Media Studies 46 or upper-division standing.*

*Course may be repeated for credit to a maximum of 12 units provided the letter designations are different, but only 8 units may be counted toward the major.*

Examines major American film directors, genres, and themes within the context of the social concerns of a particular historical period.

**155AA-ZZ. Directors****(4) STAFF***Prerequisite: Film and Media Studies 46.*

*Course may be repeated an unlimited number of times, provided the letter designations are different; 8 units may be counted toward the film and media studies major.*

A study in depth of the films of one or two filmmakers of international stature and significance.

**163. Women and Film: Feminist Perspectives****(4) STAFF***Prerequisite: Film and Media Studies 46 or upper-division standing.*

Survey of the major debates on questions of women and representation in contemporary film criticism. Topics to be covered include the representation of sexuality and the family in the Hollywood cinema; feminism and the avant-garde.

**165. Film and Social Reality****(4) STAFF***Prerequisite: Film and Media Studies 46 or upper-division standing; consent of department.*

An inquiry into the interrelationships between film and history and/or film and ideology. The course examines how cinema reflects and/or influences the attitudes of a society.

**166AA-ZZ. Special Topics in Cultural Studies****(4) STAFF***Prerequisite: Film Studies 46.*

Uses cultural studies as a critical paradigm to closely examine a particular topic or theme.

**169. Film Noir****(4) STAFF***Prerequisite: Film and Media Studies 46 or upper-division standing.*

Study of the conventional themes, structures, and visual motifs of the detective film. American films of the forties and fifties and contemporary American and European works will be considered.

**175. Experimental Film****(4) STAFF***Prerequisite: Film and Media Studies 46 or upper-division standing.*

A survey of the experimental film tracing the major stylistic and thematic trends in the diverse movements that have considered themselves outside of the commercial narrative cinema. Bunuel, Dulac, Cocteau, Leger, Deren, Brakhage, Baillie, Frampton, Snow, Rainer, and others.

**178Z. Technology and Cinema****(4) STAFF***Same course as French 156B.*

Cinema fulfills and breaks down the technological project of "framing" the whole of existence. Themes: humanity and/as technological threat, the decline of language and ethics, the culture industry, science fiction. Screenings include Tarkovsky, Kubrick, Star Wars, Marker, Godard, Melies, Lang. Lectures and readings in English.

**181. Practicum in Internet Writing****(4) STAFF***Prerequisite: Film and Media Studies 46 or upper-division standing.*

Utilizing a relational database and an established website, students research and write articles for inclusion on the site. All research is vetted by an editorial board comprised of student peers and the instructor prior to Internet publication.

**183. Films of the Natural and Human Environment****(4) STAFF***Prerequisite: upper-division standing.**Same course as Environmental Studies 183.*

*Recommended preparation: Environmental Studies 1 or 2 or 3, and Film and Media Studies 46.*

Presents a series of popular films and professional documentaries representing a range of trends, images, issues associated with the natural and human environments. Visual images and critical thinking skills are combined to enhance understanding of environmental issues presented by the media.

**184. Film Music****(4) STAFF***Prerequisite: Film and Media Studies 46 or upper-division standing.*

Examines the musical score as an integral structural element of cinema. Topics include the model of "silent" cinema; the theoretical basis of sound and image synchronicity; the narrative functions of film music; and contemporary development of the film score.

**187AA-ZZ. Topics in Film and Television Analysis****(4) STAFF***Prerequisite: Film and Media Studies 46 or upper-division standing; and consent of instructor.*

*May be repeated for credit to a maximum of 12 units provided letter designations are different, but only 8 units may be applied toward the major.*

A seminar for advanced students examining in-depth a particular problem or issue in the analysis of film and its consequences for a history, theory, or aesthetics of film, television and digital media.

**188A. Basic Screenwriting****(4) STAFF***Prerequisites: upper-division standing; consent of instructor.**Students are required to submit a writing sample.*

A study of the creativity and the technique of

screenwriting for the conventional narrative film and for TV. Students will be required to complete writing exercises, a treatment, and master scenes of a full-length project.

### **188AD. Writing Adaptations**

(4) STAFF

*Prerequisites: upper-division standing; consent of instructor.*

*Open to non-majors. Not open to students who have completed Film and Media Studies 113AD.*

Theory and practice of adapting screenplays from other genres — novels, stories, plays, poems, video games, comics, articles, etc. Lectures and readings in the theory of adaptation. Screenplays written in short form and/or long form, narrative and/or post-modern.

### **188AU. Autobiographical Screenwriting**

(4) STAFF

*Prerequisites: upper-division standing; consent of instructor.*

*Not open to students who have completed Film and Media Studies 113AU.*

An approach to the basics of screenwriting: structure, story, characters, with an emphasis on developing a writing project derived from personal experience. Students are required to complete writing exercises, a treatment, and master scenes of a full-length project.

### **188B. Advanced Screenwriting**

(4) STAFF

*Prerequisite: Film and Media Studies 188A.*

*May be repeated for credit to a maximum of 8 units.*

A course intended for students who have successfully completed Film and Media Studies 188A and have a full-length screenplay in process which they want to complete.

### **188C. Writing Short Films**

(4) STAFF

*Prerequisites: upper-division standing; consent of instructor.*

*Students are required to submit a writing sample.*

An introduction to screenwriting, emphasizing the fundamentals of short film and t.v.: setup, climax and resolution, “character-driven” story and plot, the role of conflict, principles of action, exposition, and premise. Students are required to write two short films.

### **188NM. Writing for New Media**

(4) STAFF

*Prerequisite: consent of instructor.*

Students write scenarios for video games, ipod videos, short internet videos/films, flash fiction, flash poetry, blogs, et. al. Readings provide understanding of new media in their historical, theoretical, and political-social contexts.

### **188TV. Writing for Television**

(4) STAFF

*Prerequisites: consent of instructor, a writing sample, and upper-division standing.*

*Students are required to submit a writing sample.*

Introduction to fundamentals of writing for television including: the situation comedy, the hour-long drama, the MOW, the miniseries, and children's programming. Investigation of the practical and creative tools necessary for navigating successful television scripts.

### **189AA-ZZ. Topics in Contemporary Media Theory**

(4) STAFF

*Prerequisites: Film and Media Studies 96; and Film and Media Studies 192A or 192B; and consent of instructor.*

*May be repeated for credit to a maximum of 12 units provided letter designations are different, but only 8 units may be applied toward the major.*

Topics vary each year and may include such problems as the relation of film and other media to structuralism, semiotics, metaphor/metonymy, point of view, and the writings of Burch, Barthes, Metz, Heath, Bordwell, Willemen, Wollen.

### **190AA-ZZ. Studies in Film and the Other Arts**

(4) STAFF

*Prerequisite: Film and Media Studies 46 or upper-*

*division standing; and consent of instructor.*

*May be repeated for credit to a maximum of 12 units provided letter designations are different, but only 8 units may be applied toward the major.*

An analysis of film in relation to literary and plastic arts such as photography, architecture, and the novel. Topics vary.

### **191. Film Criticism**

(4) STAFF

*Prerequisites: Film and Media Studies 46 or upper-division standing; and consent of instructor.*

An intensive study in the reading and writing of film criticism. A close examination of critical texts from different periods is accompanied by the screening of relevant films; further emphasis is given to analyzing critical papers written for the seminar.

### **192A. Classical Film Theory**

(5) STAFF

*Prerequisites: Film and Media Studies 46 and 96 with a minimum grade of C (in both); upper-division standing.*

*Not open for credit to students who have completed Film and Media Studies 192.*

An introduction to classical film theory through a close analysis of selected writings of such theorists as Munsterberg, Arnheim, Eisenstein, Bazin, Mitry, Metz, Burch, Baudry, and Heath.

### **192B. Contemporary Film and Media Theory**

(5) STAFF

*Prerequisite: Film and Media Studies 46 with a minimum grade of C.*

A survey of the contribution of contemporary critical theory to the study of film and media. Special emphasis on cultural studies approaches to understanding film as popular culture.

### **194. Advanced Readings**

(4) STAFF

*Prerequisites: Film and Media Studies 46 or upper-division standing; consent of instructor.*

*May be repeated for credit to a maximum of 12 units.*

Advanced readings in specific genres, directors, or historical periods.

### **195I. Internship in Film/Television**

(2) STAFF

*Prerequisites: upper-division standing; consent of department. Open to film and media studies majors only.*

*Students must have a minimum 3.0 grade point average for the preceding three quarters.*

An opportunity for training, career sampling, and contacts in the film or television industry. Required are approximately 100 hours of work a quarter, a final five-page report, and a supervisor's letter of verification.

### **196. Senior Honors Seminar**

(4) STAFF

*Prerequisite: admission to senior honors program (see requirements under Film and Media Studies Honors Program).*

A one-quarter directed study, to be conducted as outlined in the description of the Senior Honors Program. Honors candidates will write a senior thesis on a topic approved by film and media studies faculty.

### **199. Independent Studies**

(1-4) STAFF

*Prerequisites: upper-division standing; completion of two upper-division courses in film and media studies; consent of instructor and department.*

*Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

Selected research under the direction of a faculty member.

### **199RA. Independent Research Assistance in Film and Media Studies**

(1-5) STAFF

*Prerequisites: upper-division standing; completion of two upper-division courses in film and media studies; consent of instructor and department.*

*Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

Coursework shall consist of faculty supervised research assistance.

## **GRADUATE COURSES**

### **210. Media Production**

(4) STAFF

*Prerequisite: open to film and media studies majors only.*

Graduate-level instruction in film or video pre-production, production, and post-production.

### **213. Autobiographical Screenwriting**

(4) ANDERS

Explores the creative process in autobiographical screenplay construction through writing exercises as well as film viewing. Seeks innovative means of character and story development including but not limited to internet personas and autobiographical tourism.

### **220. Textual Analysis**

(4) STAFF

Explores various models for the close analysis of film and media texts and the critical frameworks these models explicitly or implicitly employ.

### **222AA-ZZ. Special Topics in Film Analysis**

(4) STAFF

Close examination of an element of film style such as sound, color, or camera movement and its impact on interpretation.

### **223. Black Film Criticism**

(4) STAFF

Explores the social, cultural, aesthetic, and economic contexts of black critical writing on film over the past century. Studies the black critique of racial representation in Hollywood and other cinemas, the black independent cinemas, and issues of black spectatorship.

### **224. Genre Analysis**

(4) STAFF

Genre criticism illuminates the artistic and popular appeal of film and explores the relation of aesthetics to ideology. Analyzes genre criticism through the lens of genre theory, reexamining conventional approaches to the nature and history of formulaic films.

### **225. Film and Media Authorship**

(4) STAFF

Examines theories of authorship in film and television, and how these ideas are redefined and questioned in a poststructuralist and postmodernist paradigm as well as with the evolution of interactive technologies.

### **226. National Cinemas**

(4) STAFF

Close analysis of the leading concepts behind theories of nation, nationalism, and national cinema within a specific cultural context and how these concepts are redefined within a post-colonial and post-national context.

### **230. The Philosophy of History**

(4) WOLFE

Studies works and concepts in the philosophy of history that have informed the researching and writing of film and media history. Also considers the ways in which film and media texts have extended debates about and concepts of historiographic practice.

### **231. Media Historiographies**

(4) STAFF

Comparative analysis of various historical accounts of cinema, television, and digital media that have shaped the field of film and media studies. Emphasis on issues and debates that have dominated efforts to write rigorous, methodologically explicit histories of different media.

### **232AA-ZZ. Special Topics in Film and Media History**

(4) STAFF

Close examination of a topic in film and/or media history.

### **233. Histories of Film Style**

(4) STAFF

Examines different explanatory models for patterns of historical continuity, influence, and change in film style. Also includes comparative study of influential models for the history of style in other art forms, such



as painting, photography, architecture, music, and literature.

### 234. History, Memory and Media

(4) STAFF

Explores how visual and acoustic media have influenced the writing of public histories and the formation of collective memories, and the possibilities and limitations of representing historical events in both fiction and nonfiction audiovisual forms.

### 235. (Auto)biographical Documentary

(4) WALKER

Studies modes of documentary filmmaking in the context of literary and cinematic self-representation including the relationship between personal and collective history in identity construction.

### 236. Historicizing New Media: From Plato's Cave and the Kinetograph to Wireless Communication

(4) STAFF

Looks at issues of media production and consumption along an historical continuum including changing patterns of media literacy, types of apparatuses, ideologies, ethics, and aesthetics.

### 240. Film Theory

(4) STAFF

Examines the history and rhetoric of thinking about the ontology, epistemology, ideology, and aesthetics of film.

### 241. Television and New Media Theory

(4) STAFF

Explores important theoretical writings concerning electronic and digital media. Course readings define the unique properties of these mediums, consider their ontological status, and discuss how they differ from one another and other cultural forms.

### 242AA-ZZ. Special Topics in Film and Media Theory

(4) STAFF

Close examination of a topic in film and/or media theory.

### 243AA-ZZ. Special Topics in Critical Thinkers

(4) STAFF

Explores in depth the work of one particular thinker relevant to the field of media and cultural studies, for example, Freud, Barthes, Benjamin, and others.

### 244. The Rhetoric of Film Theories

(4) BRANIGAN

Examines the forms of languages and conventions of reasoning that sustain major film theories.

### 245. Narrative Theory and Memory

(4) STAFF

Theories of narrative and their relationship to the human mind, traumatic experience, and the evocation of emotion.

### 246. Television Theory

(4) PARKS

Examines important theoretical works in Television Studies. Considers television in relation to theories of mass culture, and explores how television mediates the public and private spheres, participates in the formation of national cultures, and addresses citizens/consumers/viewers.

### 247. Feminism and Media Theory

(4) STAFF

An intellectual history of feminist film and television theory from the 1970s to the present. Course readings are discussed in relation to gender representations in various screenings. Areas covered include psychoanalysis, structuralism, poststructuralism, queer theory, and cultural studies.

### 248. Digital Media Theory and Practices

(4) STAFF

Studies the emerging theoretical paradigms and creative practices of new media technologies including the Internet, computer games, CD-ROM, DVD, and wireless communication devices. Also examines how technologies mediate, perpetuate, and challenge social, cultural, political, and economic institutions and humanistic values.

### 249. Postcolonial Media Theory

(4) SARKAR

Studies colonial ideologies and representations,

and postcolonial challenges and negotiations, with emphasis on concepts such as imperialism, Eurocentrism, Orientalism, Third Cinema, hybridity, voice and identity. Interrogates the institutions, frameworks and processes involved in the production of knowledge.

### 250. Cultural Theory

(4) SIEGEL

Explores key ideas, issues, and developments in cultural studies and critical theory through close readings of primary texts. Possible approaches include the Frankfurt School, the Birmingham School, Freudianism/Lacanianism, semiotics/structuralism, and postmodernism/post-structuralism.

### 251. Popular Culture

(4) PENLEY

Surveys contemporary approaches to the study of popular culture. Readings include theorists who have critically engaged the Frankfurt School, who have written before and beyond the Birmingham School, or who have taken a comparative international perspective.

### 252AA-ZZ. Special Topics in Cultural Studies

(4) STAFF

Close examination of a topic in cultural studies.

### 255. Gaming Culture

(4) EVERETT

The computer games industry rivals film and television for audience discretionary income. This course focuses on computer game theories, genres, aesthetics, industrial histories and practices, and representational discourses.

### 256. Latin American Popular Culture and Media

(4) VENEGAS

Explores Latin American cultural studies in relation to production of specific Latin American and Latino/a media within a transnational context. Incorporates various media products, including telenovelas, U.S. Spanish language television, popular and art films, popular music, web art, and Web sites.

### 260. Film and Ethnography

(4) STAFF

Brings the techniques of film analysis to bear on the films, videos, and writings of leading visual anthropologists, such as Tim Asch, Jean Rouch, Jorge Preloran, and Dennis O'Rourke.

### 262AA-ZZ. Special Topics in Film and/or Media Globalization

(4) STAFF

Close examination of a topic in the globalization of film and/or media.

### 263. Cultural Translation

(4) STAFF

Defines and examines the problematic "translation" as the circulation of cultural texts beyond borders and boundaries (temporal, linguistic, institutional, communal, national, regional, and disciplinary).

### 266. Political Economy of Global Media

(4) STAFF

Examines media institutions and networks of exchange, focusing on their transformation, shifting power relations, and emerging geopolitical imaginations.

### 267. Media Law and Regulation

(4) STAFF

Explores institutions and practices related to governmental regulation of media and addresses historical shifts in policymaking. Topics include intellectual property law, first amendment law, censorship issues, media ownership and trade regulations, and fair use doctrine.

### 268. Paradigms of Globalization

(4) STAFF

Examines various theories of globalization: underdevelopment, world system, postcolonialism, cultural imperialism, etc. and interrogates how our daily lives are mediated by transnational flows of capital, information, technology, people, image, and cultural practices beyond national confines.

### 295I. Professional Internship

(1-4) STAFF

*Prerequisites:* Open to Film and Media Studies majors only; consent of department.

*Students must have a minimum 3.0 GPA.*

An opportunity for training, career sampling, and contacts in the media industry.

### 501. Teaching Assistant Practicum

(4) STAFF

*May be repeated for credit.*

Designed to accommodate graduate students who serve as teaching assistants. Includes analyses of texts and materials, discussion section teaching techniques, formulation of topics and questions for papers and examinations, and grading papers and examinations under instructor supervision.

### 594AA-ZZ. Special Topics in Film and Media

(4) STAFF

*Prerequisite:* graduate standing.

A seminar on research subjects of current interest.

### 595AA-ZZ. Group Studies

(1-4) STAFF

*Prerequisite:* graduate standing.

*May be repeated for credit provided letter designations are different. No credit allowed toward advanced degrees.*

Provides guidance, training, a forum, and a common center for various research endeavors.

### 596AA-ZZ. Directed Reading and Research

(1-8) STAFF

*Prerequisite:* graduate standing; consent of instructor.

Individual tutorial.

### 597. Master's Oral Exam Preparation

(4) STAFF

*Prerequisite:* graduate standing.

*No credit allowed toward advanced degrees.*

Master's oral exam preparation.

### 598. Preparation for Dissertation Prospectus

(4) STAFF

*Prerequisite:* graduate standing; to be taken prior to the qualifying exam.

Preparation for the Ph.D. qualifying exam and writing of the dissertation prospectus.

### 599. Dissertation Research and Writing

(1-12) STAFF

*Prerequisite:* graduate standing.

Only for the research and writing of dissertation. Instructor should be chair of the student's doctoral committee.

# French and Italian

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## Faculty

Luisella Bovio Arnold, Ph.D., UC Los Angeles,  
Lecturer (Italian studies, medieval studies,  
Boccaccio)

Carla Borromeo, Laurea, University of  
Florence, Lecturer (Italian studies)

Cynthia J. Brown, Ph.D., UC Berkeley,

Professor (Medieval and early Renaissance literature, late medieval poetry, the transition from manuscript to print culture)

**Tiziana de Simone**, University of Naples, Lecturer (Italian studies)

**Angela Ellis**, University of Bologna, Lecturer, Italian Language Supervisor

**Jody Enders**, Ph.D., University of Pennsylvania, Professor (Medieval literature, history of rhetoric, performance theory, interrelations of law and literature)

**Camilla Fiorina**, M.A., Catholic University of Milan, Lecturer (Italian literature)

**Claudio Fogu**, Ph.D., UC Los Angeles, Associate Professor (modern and contemporary Italian history, Modern Italian literature and cultural studies, Mediterranean studies)

**Dominique Jullien**, Ph.D., Université de Paris III-Sorbonne Nouvelle. Fellow, École Normale Supérieure. Agrégée de Lettres Modernes, Professor (modern European literature, Proust studies, Borges studies, intertextuality, and travel narratives)

**Didier Maleuvre**, Ph.D., Yale University, Professor (19th- and 20th-century literature, philosophy, aesthetic theory, philosophy and history of art)

**Anne Beate Maurseth**, Ph.D., University of Trondheim, NTNU, Norway, Assistant Professor (18th-century French and comparative literature, Enlightenment studies, aesthetics, epistemology and science, Scandinavian literature)

**Catherine Nesci**, Ph.D., Université de Paris—VII—Jussieu. Fellow, École Normale Supérieure. Agrégée de Lettres Modernes. Professor (modern literature and culture, literary theory, feminist studies, and intellectual history)

**Valentina Padula**, Ph.D., University of Maryland, Lecturer (Italian studies, comparative and international politics)

**Eric Prieto**, Ph.D., New York University, Associate Professor (20th-century literature, Francophone literature, culture, music and literature, narrative poetics, and aesthetics)

**Jean Marie Schultz**, Ph.D., UC Berkeley, Director, French Language Program, Lecturer S.O.E. (foreign language pedagogy, second language acquisition, applied linguistics, foreign language writing, and modern literature)

**Cynthia Skenazi**, Ph.D., University of Michigan, Doctorate, Université Libre de Bruxelles, Professor (Renaissance culture and literature, Belgian literature; literature and architecture)

**Jon R. Snyder**, Ph.D., Yale University, Professor (early modern Italian literature, comparative literature, Renaissance/Baroque studies, and literary theory)

**Ernest Sturm**, L.L.B., New York University School of Law; Ph.D., Columbia University, Professor (18th-century French literature, existentialism, literature and philosophy)

**Ronald W. Tobin**, Ph.D., Princeton University, Professor (17th-century French literature, French classical theatre, and food in literature)

### Emeriti Faculty

**William J. Ashby**, Ph.D., University of Michigan, Professor Emeritus (linguistics)

**Alfredo A. Bonadeo**, Ph.D., UC Berkeley,

Professor Emeritus (Italian literature)

**Jean-Jacques Courtine**, Doctorat d'État de Linguistique, Université de Paris X, Professor Emeritus (linguistics and cultural studies)

**Anne G. Cushing**, Ph.D., University of Colorado, Professor Emerita (20th-century poetry)

**Naomi Greene**, Ph.D., New York University, Professor Emerita (20th-century literature, film, Artaud)

**Harry Lawton**, M.A., B. Litt., Oxford University, Senior Lecturer S.O.E. Emeritus (Italian literature, film)

**Sydney Lévy**, Ph.D., UC Irvine, Professor (contemporary French poetry, literary theory, fantastic literature, science and literature)

**André Malécot**, Ph.D., University of Pennsylvania, Professor Emeritus (phonetics)

**Jack Murray**, Ph.D., Yale University, Professor Emeritus (20th-century literature)

**Jacqueline Simons**, Diplôme d'Études Supérieures, Senior Lecturer with Security of Employment Emerita (pedagogy)

**Mark J. Temmer**, Ph.D., Yale University, Professor Emeritus (18th-century literature)

**Philip D. Walker**, Ph.D., Yale University, Professor Emeritus (19th-century literature)

### Affiliated Faculty

**Peter Bloom**, Ph.D. (Film Studies)

**Susan Derwin**, Ph.D. (Comparative Literature)

**Simonetta Falasca-Zamponi**, Ph.D. (Sociology)

**Sharon A. Farmer**, Ph.D. (History)

**David Marshall**, Ph.D. (English)

**William F. Prizer**, Ph.D. (Music)

**Abigail Solomon-Godeau**, Ph.D. (History of Art and Architecture)

**Elisabeth Weber**, Ph.D. (Germanic, Slavic, and Semitic Studies)

The Department of French and Italian offers students a comprehensive course of study in the language, literature, and cultural heritage of France and Italy, and provides them with the tools necessary for understanding the kinds of influence that these nations continue to exert in today's global community. Students gain a solid foundation in the grammatical, conversational, and compositional skills of the target language, and then pursue an in-depth study of the culture. The emphasis is on the study of language and literature in their historical and social context, but the department seeks above all to foster the types of analytic and creative thinking that will enable students to make use of that study in meaningful ways. The approach is international in outlook, sensitive to a diversity of perspectives, and challenges students to grow intellectually.

The Department of French and Italian offers the bachelor of arts in French and in Italian Studies. There are also minors in French and Italian. The graduate program in French offers the M.A. and the Ph.D. in French literature. In addition, the department collaborates with the Comparative Literature Program, the Department of Film and Media Studies, the Medieval Studies Program, the Renaissance Studies Program, and the Feminist Studies Program.

**The junior year abroad.** The opportunity to live and study in France or Italy for a year is something to be remembered for a lifetime. It is one thing to visit these countries as a tourist, and quite another to live among French or Italian people, attend a French or Italian university, and become immersed in either of these cultures. One's perspective on the world is never quite the same again. The Education Abroad Program sends French majors to the universities of Bordeaux, Grenoble, and Lyon, as well as to the UC Paris Study Center and to various programs at Sciences Po in Paris. Qualifying Italian Studies majors are sent to the universities of Padua and Bologna, although students may apply to the prestigious Bocconi University in Milan (economics and international business). Semester programs at the UC Study Centers in Siena (Italian language and culture), and Rome ("Rome through the Ages") are also available. Education Abroad participants pay the same fees that they would pay at UCSB, as well as room, board, books and personal travel and living expenses. Majors who study abroad must complete at least 20 units of upper-division courses in the department on the UCSB campus. Full details regarding EAP courses and regulations are available at the EAP Office, 2431 South Hall (telephone: 805-893-2958), or at [www.eap.ucop.edu](http://www.eap.ucop.edu).

**Le Club de Français and Club Italiano.** These clubs meet two or three times per quarter for food, films, conversation, and general fun, under the leadership of native French speakers and native Italian speakers. All levels of fluency are welcome. For details, contact the department, or visit [www.french-ital.ucsb.edu](http://www.french-ital.ucsb.edu).

### Awards and Honors

Pi Delta Phi is a nationwide French honor society. Juniors and seniors with a 3.5 GPA in French and a 3.5 grade-point average overall will be invited to join, as will qualifying graduate students. The annual Pi Delta Phi reception is held in May. In addition, French and Italian Studies majors of senior standing may be invited to participate in the senior honors program. This entails writing a 20-page paper as an independent study project (up to 4 units course credit). Those who successfully complete this project will graduate with honors; their diplomas and transcripts will read "Distinction in the Major." In addition, French senior honors students may submit their essays for consideration for the Hermione Chevalier Prize, a modest cash award that is given at the Pi Delta Phi reception, while Italian Studies senior honors students compete for the Honors Thesis Prize, a substantial cash award sponsored by the Italian Cultural Heritage Foundation of Santa Barbara.

### Senior Honors Program

French majors or Italian studies majors of senior standing may be invited to participate in the departmental honors programs. Details are available from the department office and website: [www.french-ital.ucsb.edu](http://www.french-ital.ucsb.edu).

## Undergraduate Program

### Bachelor of Arts—French

The French major introduces students to France's rich literary and cultural heritage, from

the Middle Ages, the French Renaissance, and the Classical Age to Enlightenment philosophy, the rise of modernist aesthetics, and contemporary writings dealing with history, memory, and changes in French identities. Third year courses in advanced grammar, creative writing and linguistics help students improve their linguistic competence and heighten their awareness of how language is a living reflection of diverse cultural influences. In addition to advanced courses on French and Francophone literatures of various periods, the department also offers courses that deal with other forms of knowledge and modes of artistic expression: film, art history, popular culture, postcolonial narratives, law, and science. Students who major in French are well-equipped to pursue careers in law, education, government service, international trade and finance, travel, communications and publishing.

**Preparation for the major.** Required: French 1, 2, 3, 4, 5, 6, 26 or equivalent. French majors must maintain at least an average grade of C in French courses taken prior to the junior year; transfer students may be required to take an examination.

**Upper-division major.** Forty-four upper-division units in French, including (1) 12 units required from introductory courses to French and Francophone literary and cultural studies (101A-B-C); (2) 8 units from courses in advanced grammar, linguistics, or creative writing (104A-B-C-D); (3) 20 units of upper-division electives from the program, including a minimum of 12 units taught in French from the French 147, 148, 149, 151 and 152 series, with at least one course from the 148 A-E series. Upper-division courses may also come from Comparative Literature, by petition, provided the course is taught by the faculty from the French and Italian department; or from the following list: Art History 117F; History 121C, 137A-B; Film Studies 134; Linguistics 101, 124; Sociology 185F. A maximum of 4 units may come from courses taught outside the Department of French and Italian, except for double majors. A maximum of 8 units may come from courses taught in English. (4) French 197, the senior seminar (or 198, the honors senior seminar, if the student qualifies).

#### **Undergraduate Offerings in French Studies Grouped by Subject Matter**

##### **I. Core Courses:**

- 1-3. Beginning French
- 4-6. Intermediate French
- 26. Advanced Composition
- 101A-B-C. Introduction to Literary and Cultural Analysis

104A. Expository Writing

104B. Writing the Self

104C. Advanced French Grammar

104D. Problems in French Linguistics

##### **II. Elective Courses in French:**

###### **1. Literary Genres; Translation Studies**

147A. French and Francophone Poetry

147B. French and Francophone Theatre

147C. French and Francophone Prose Fiction

147D. Literary Translation: Theory and Practice

###### **2. Medieval, Renaissance and Classical Studies**

148A. Law and Literature in the Middle Ages

148B. Trials of Desire in the Middle Ages

148C. Women in the Middle Ages

148D. The Rise of the Individual in Renaissance

Europe

148E. The Age of Louis the XIV

###### **3. Enlightenment, Modern and Contemporary Studies**

149A. The French Enlightenment

149B. The Politics of Paradise

149C. Reading Paris (1830-1890)

149D. Post-War Avant-Gardes

149E. Belgian Literature and Art

149F. Littératures de la Francophonie

###### **4. Topics in French and Francophone Studies**

151A. Medieval Urban Legends

151B. Gender and Sexuality in France

151C. French and Francophone Cinema

151D. Literature and the Visual Arts

###### **III. Elective Courses in English:**

###### **1. French and Francophone Literature in Translation**

153A. Studies in Medieval Literature

153B. French Theatre in Translation

153C. Autobiographies and Life Stories

153D. Fantasy and the Fantastic

153E. The Power of Negative Thinking

153F. Existentialist Literature in Translation

###### **2. Literature, History, and Cultural Studies**

154A. Voyages to the Unknown

154B. Creativity in Renaissance Europe

154C. History of France from 1500-1700

154D. Torture: Theory, History, Practice

154E. The Holocaust in France

154F. Time Off in Paris

154G. Post-colonial Cultures

###### **3. Women's and Gender Studies**

155A. Women in the Middle Ages

155B. Women on Trial

155C. French and Francophone Women Writers

155D. Citoyennes! Women and Politics in

Modern France

###### **4. Visual and Film Studies**

156A. French Cinema: History and Theory

156B. French and Francophone Cinema

156C. Modern Images of the Middle Ages (Film, Literature and History)

156D. Technology and Cinema

###### **IV. Advance and Individual Studies**

197. Senior Seminar

197H. Senior Seminar, Honors Section

198. Senior Honors Seminar

199. Independent Studies in French

199RA. Independent Research Assistance in French

#### **Bachelor of Arts—Italian Studies**

The Italian Studies major is interdisciplinary. Perspectives from a broad spectrum of fields such as history, literature, sociology, art history, music, gender and ethnic studies, film studies, and philosophy allow each student to explore the extraordinary resonances of Italian culture in a global context. The major includes electives from Art History, Film Studies, French, Geography, History, Music, and Comparative Literature, in addition to the core curriculum in Italian. The requirements for the major may be filled in a variety of ways and with a greater or lesser degree of specialization, depending upon the individual student's preferences and

background. Students in this major who plan to enroll subsequently in graduate programs should consult an advisor.

Students are strongly encouraged to participate in the Education Abroad Program in Italy. EAP offers a summer quarter program in Siena, a semester program in Rome, Siena and Padua, and year-long programs in Bologna, Milan, and Padua. Students may apply to attend the Bocconi University in Milan (for economics and international business). Students may satisfy up to one-half of the requirements for the major while studying abroad for a year in Italy, or two-fifths of the requirements for the minor. All Education Abroad Program participants should determine credit and unit limitations for their proposed work in Italy, in advance, with the Director of Undergraduate Studies.

Students who complete the major in Italian Studies may enter a variety of careers and graduate programs including law, education, government service, international trade and finance, travel, communications and publishing. It is important to keep in mind that many of these professional careers require training beyond the undergraduate level, and students with such interests should discuss their plans with an advisor as early as possible.

**Preparation for the major.** Italian 1, 2, 3, 4, 5, 6, 20X, 26 or equivalent.

**Upper-division major.** Forty upper-division units are required, including: (1) 4 units from Italian 101 or 102; (2) 12 units of Italian literature taught from any period; (3) 12 units from additional Italian courses, excluding 109 (courses may be taught in English); (4) 12 units of upper-division electives from the following: Art History 105E-F-G-K-L-M, 109A-B-C-D-E-F-G, 110AA-ZZ, 113A-B-D-F, 114AA-ZZ, 184B-C, 186F-G-H; Film Studies 122IT, 122IC; Geography 159; History 113B, 116, 117A-C, 121A-B-Q, 123A-B-C, 129A-B-C-D-E-F; Music 112AB-C, 179, 180, 181. No more than one of these upper division elective courses may be from the Italian Program (or by petition from the Comparative Literature Program provided course is taught by a faculty member from the French and Italian department). Double majors may overlap 8 units in both majors.

#### **Minor—French**

All courses to be applied to the minor must be completed on a letter-grade basis. This includes both courses offered in French and those offered by other departments and applied to the minor.

**Preparation for the minor.** French 1, 2, 3, 4, 5, 6, French 26 or equivalent

**Upper-division minor.** Twenty units, distributed as follows:

A. One course (4 units) from French 104A-B-C-D.

B. Two courses (8 units) from French 101A, and 101B or 101C.

C. Eight units of French electives from courses in French and Italian or in Comparative Literature, by petition, provided that the course is taught by faculty from the Department of French and Italian. A maximum of 4 units may come from courses taught in English or Italian.

*Note: Substitutions and waivers are subject to ap-*

proval by the Chair of the Department. Please see page 118 for special conditions governing minors in the College of Letters and Science.

### Minor—Italian Studies

All courses to be applied to the minor must be completed on a letter-grade basis, including both courses offered in Italian Studies and those offered by other departments and applied to the minor.

**Preparation for the minor:** Italian 1, 2, 3, 4, 5, 6, 20X, 26, or equivalent.

**Upper-division minor.** Twenty units, distributed as follows:

- A. One course (4 units) from Italian 101 or 102.
- B. Two upper-division literature courses taught in Italian (8 units).
- C. Two additional upper-division courses (which may include courses taught in English) from the Italian Studies Program or in Comparative Literature, by petition (provided courses are taught by faculty from the French & Italian Department; or from the following: Art History 105E-F-G-K-L-M; 109A-B-C-D-E-F-G; 110AA-ZZ; 113A-B-C-D-F; 114 AA-ZZ; 184B-C; 186F-G-H; Film Studies 122IC-122IT; Geography 159; History 113B; 116; 117A-B-C; 121A-B-Q; 123A-B-C; 129A-B-C-D-E-F; Music 112A-B-C; 179; 180; 181. (No more than one course may be from any one of these above disciplines, except Italian.)

*Note: Substitutions and waivers are subject to approval by the chair of the department. Please see page 118 for special conditions governing minors in the College of Letters and Science.*

### Graduate Program

French graduate students explore the literatures and theories, past and present, of France and the Francophone world. Moreover, they study recent developments in allied disciplines such as criticism, aesthetics, media, and cultural studies. In addition to departmental admissions and degree requirements, students must meet university admissions and degree requirements, as described under “Graduate Education at UCSB,” in this catalog.

#### Five-Year Combined Bachelor of Arts/Master of Arts — French

The B.A./M.A. program in French allows students to complete undergraduate and graduate degrees in French in five years rather than six. This program is open to undergraduates with strong academic records who complete French 101A, 101B, or 101C by the end of their sophomore year and an academic year of study abroad in France or a Francophone country. Students interested in the B.A./M.A. program in French should inform the undergraduate advisor during their sophomore year, before departure for their year abroad.

#### Master of Arts—French

##### Admission

Applicants must have the B.A. in French or Comparative Literature or its equivalent from an accredited institution by the projected quarter of admission. The admissions commit-

tee considers transcripts, letters of recommendation, GRE scores, the statement of purpose, writing samples, and the recording of spoken French (and the TOEFL, where applicable) in making decisions about admissions.

##### Degree Requirements

The student must take 50 units of graduate-level coursework. Distribution requirements for the M.A. in French include courses in five of the six centuries of French literature from the Middle Ages through the twentieth century, plus one course in literary theory. A third language in addition to French and English is required, as is a 2-unit departmental proseminar (French 202). All M.A. candidates must pass written examinations and an oral examination in French and must serve as teaching assistants for at least two quarters. Continuation to the Ph.D. program upon completion of the M.A. is by no means automatic, as described below. For details on the graduate program, see the departmental website: [www.french-ital.ucsb.edu](http://www.french-ital.ucsb.edu).

#### Doctor of Philosophy—French Admission

Although students are admitted into the M.A./Ph.D. program, continuation to the Ph.D. is not automatic upon completion of the master’s degree. Continuation is highly competitive and is subject to the student’s academic performance being deemed excellent by all standards that the department uses to assess degree progress including: exams, grades, coursework, timely progress toward the degree, and teaching (as evidenced by student evaluations and supervisor’s assessments). Students must demonstrate an ability to work independently and to make innovative and original contributions to the critical literature of the student’s chosen field.

For those applying to the Ph.D. program from another institution, the M.A. in French or its equivalent is required. The admissions committee considers transcripts, letters of recommendation, GRE scores, the statement of purpose, writing samples and the recording of spoken French (and the TOEFL, where applicable) in making decisions about admissions. Students entering the Ph.D. program with an M.A. from another institution must pass a pre-qualifying examination at the end of their first year at UCSB in order to continue in the program.

##### Degree Requirements

Students who earned the M.A. at UCSB must complete an additional 26 units of seminar work. Students with the M.A. from another institution must pass 34 units of seminar work at UCSB. All doctoral students must have a reading knowledge of one foreign language in addition to English and French, and must serve as teaching assistants for three quarters. As a required part of their course of study, all doctoral students must complete the 2-unit departmental pro-seminar (French 202).

All students must pass written as well as oral comprehensive and field examinations. In order to be advanced to candidacy, all students must defend a dissertation prospectus that demonstrates exceptional promise of original contributions to their chosen field, as evidenced by the ability to select, define, and justify their subject;

to grasp the philological and ideological subtleties of their primary sources; to present the state of questions relevant to the field. Full details on the Ph.D. program are available on the department website: [www.french-ital.ucsb.edu](http://www.french-ital.ucsb.edu).

#### Optional Ph.D. Emphasis in European Medieval Studies

The Medieval Studies Program offers an interdisciplinary doctoral emphasis to students previously admitted to a Ph.D. program in the Departments of Theater and Dance, English, French and Italian, History, History of Art and Architecture, Music, Religious Studies, and Spanish and Portuguese. Students pursuing the emphasis in European medieval studies must receive a grade of B or better in each of the following: Medieval Latin (Latin 103); one course in a vernacular, western European or Middle Eastern medieval language (English 205, English 230, French 227A, Spanish 222A, Spanish 222B, Portuguese 222, Religious Studies 148A, Religious Studies 148B, Religious Studies 210); Paleography and/or Diplomatics (History 215S, History 215T); Medieval Studies 200A-B-C; and 8 additional units in graduate courses on medieval topics. Students may petition to have appropriate courses from other institutions, or independent study, substituted for these requirements. Medieval Studies 200A-B-C is the program’s colloquium series; graduate students in the emphasis attend the series and write brief papers on each colloquium (one per term), to be reviewed by the chair of the program (2 units). To qualify for the emphasis, at least one member of a Ph.D. candidate’s dissertation committee must be an affiliated faculty member of the European Medieval Studies Program. Contact the European Medieval Studies Program for additional information on faculty interests, course offerings, and program requirements, or visit our website at [www.medievalstudies.ucsb.edu](http://www.medievalstudies.ucsb.edu).

#### Optional Ph.D. Emphasis in Women’s Studies

The Department of Feminist Studies, with almost fifty core and affiliated faculty members in over nineteen disciplines, serves as a model of interdisciplinary work and scholarly collaboration at UCSB. Women’s Studies doctoral emphasis students are required to successfully complete four seminars that will enhance their understanding of feminist pedagogy, feminist theory, and topics relevant to the study of women, gender and/or sexuality. Women’s Studies as an inter-departmental set of conversations and intellectual questions supports a multifaceted undergraduate curriculum at UCSB. Doctoral emphasis students are encouraged to apply to teach Feminist Studies courses as teaching assistants and associates as part of their Feminist Studies training.

Applicants must first be admitted to, or currently enrolled in, a UCSB Ph.D. program participating in the Women’s Studies graduate emphasis. Anthropology; Comparative Literature; Counseling, Clinical, and School Psychology; English; French and Italian; Germanic, Slavic and Semitic Studies; History; History of Art and Architecture; Linguistics; Political Science; Religious Studies; Sociology;

Spanish and Portuguese; or Theater and Dance. Candidates complete four graduate courses and select a member of the Feminist Studies faculty or affiliated faculty to serve on their dissertation committees. Applications to the Women's Studies Doctoral Emphasis may be submitted at any stage of Ph.D. work, and applications will be considered throughout the year.

### **Doctoral Emphasis Coursework**

Students pursuing the emphasis in Women's Studies will successfully complete four graduate courses that have been approved by the Doctoral Emphasis advisor.

1. **Feminist Theories.** A one quarter graduate seminar in interdisciplinary feminist theory offered by any department, including Feminist Studies 250 AA-ZZ.
2. **Issues in Feminist Epistemology and Pedagogy** (Feminist Studies 270). A one quarter seminar that considers Feminist Studies as a distinct field. It offers an interdisciplinary exploration of feminist theories of knowledge production and teaching practices. Readings cover past and present critical debates and provide theoretical approaches through which to analyze interdisciplinary epistemological and pedagogical issues.
3. **Graduate Seminar in Feminist Studies** (Feminist Studies 200-290 or 594 AA-ZZ). A one quarter seminar offered by a Feminist Studies faculty member on topics of central concern to the field.  
Or,  
**Research Practicum** (Feminist Studies 280). A cross-disciplinary seminar in which fundamental questions in contemporary feminist research practice are considered in light of students' own graduate projects.
4. **Topical Seminar.** A one quarter graduate seminar that addresses topics relevant to the study of women, gender, and/or sexuality. This seminar must be taken outside the student's home department; it may be fulfilled either by another graduate seminar in Feminist Studies or a seminar in another department.

### **Optional Ph.D. Emphasis in Applied Linguistics**

The field of applied linguistics is a growing and vibrant one in universities nationally and internationally. Applied linguistics is an interdisciplinary field of research and instruction that provides theoretical and descriptive foundations for the empirical investigation of language-related issues, especially those of language education (first-language, second-language, foreign-language, and heritage-language teaching and learning), but also issues of bilingualism and biliteracy, language planning and policy, language assessment, translation and interpretation, lexicography, rhetoric, and composition.

Students pursuing a Ph.D. in the Departments of Education, French and Italian, Germanic, Slavic, and Semitic Studies, Linguistics, and Spanish and Portuguese may petition to add an emphasis in applied linguistics. The interdisciplinary program in applied linguistics involves over 35 faculty members in 12 departments on campus.

Students who petition to add the empha-

sis must fulfill the following requirements in addition to the requirements for the Ph.D. in their home department: (1) a minimum of two courses taken from the core group of applied linguistics courses, which provide them with the basics of linguistics, second language acquisition theories, second/foreign language teaching methodologies, and practical applications of theory to teaching (Second Language Acquisition Theory and Research; Second Language Teaching Methodology; Foreign/Second Language Teaching Practicum; Topics in Applied Linguistics); (2) a minimum of two courses in one of five sub-areas (Linguistics, Discourse, Second Language Acquisition; Language and Society, Socio-cultural Perspectives, Multilingualism and Multiliteracy; Language, Literacy and Composition Studies; Language and Cognition, Psycholinguistics; Language Acquisition Using Technology); (3) required independent study (4 units), taken with an appropriate faculty member, leading to a research paper describing theoretical, empirical, or applied work in applied linguistics.

In addition to the course and unit requirements described above (including the research paper), a Ph.D. qualifying examination (or a separate exam) will test the student's knowledge within the applied linguistics emphasis. At least one faculty member of the applied linguistics program shall participate in the qualifying (or separate) examination.

Additional information may be found at: [www.appliedlinguistics.ucsb.edu](http://www.appliedlinguistics.ucsb.edu). Questions may be directed either to a participating faculty member or to Applied Linguistics, c/o Department of Germanic, Slavic, and Semitic Studies, UCSB, Santa Barbara, CA 93106-4130.

### **Summer Institute of French and Francophone Studies**

A three-summer intensive program leading to the M.A. degree in French is designed primarily for secondary school teachers of French. Residence at the institute and observance of a "no English" rule are required.

In addition to Summer French and Francophone Institute requirements for admission, applicants must also meet the University requirements for admission described in the chapter "Graduate Education at UCSB," including the mandatory Graduate Record Examination (GRE).

In addition to Summer French and Francophone Institute requirements for the M.A. in French, degree candidates must fulfill the university degree requirements described in the chapter "Graduate Education at UCSB."

**Prerequisites.** The student must have an undergraduate major in French or its equivalent and must demonstrate proficiency in speaking and writing French.

**Coursework.** The M.A. requires 40 units or ten courses across five areas including language, linguistics, culture, literature, and interdisciplinary studies. Students may elect to write a thesis, but this is optional.

Since this is not a research-oriented degree and is conceived as a terminal degree, the Summer Institute M.A. will not completely fulfill requirements for entry into the Ph.D. program at UCSB.

For additional information and application forms, write to the Summer Sessions Office—Language Institutes, University of California, Santa Barbara, CA 93106-2010; (805) 893-7053; website: [www.summer.ucsb.edu](http://www.summer.ucsb.edu).

## **French Courses**

**French courses numbered 101-152 (except 107X) are taught in French; French courses numbered 153 and higher are taught in English.**

### **LOWER DIVISION**

*Please note: Students who have studied French at other institutions and wish to continue their study at UCSB are urged to take the placement examination given by the department.*

*Any two courses in the series French 1-6 must be taken in sequence and not simultaneously. Also, students may not enroll in a lower level French course than was previously taken in the French 1-6 series.*

#### **1. Elementary French**

**(5) STAFF**

Introductory course for students with no prior exposure to French. Grammar, vocabulary, speaking, reading, and writing taught entirely in French through interactive presentations and activities. Exposure to French and Francophone culture is a hallmark of the program. Four days a week.

#### **2. Elementary French**

**(5) STAFF**

*Prerequisite: French 1.*

A continuation of French 1. Targets students' developing knowledge of the fundamentals of French language, focusing on speaking, reading, and writing abilities through a focus on French and Francophone culture. Meets four days a week; in French.

#### **3. Elementary French**

**(5) STAFF**

*Prerequisite: French 2.*

A continuation of French 2. By course end, students are exposed to the fundamentals of French and have acquired a solid working vocabulary. Writing and speaking encouraged through class discussion and web-based and creative projects. Four days a week; in French.

#### **4. Intermediate French**

**(5) STAFF**

*Prerequisite: French 3.*

First in the three-quarter intermediate French series. Builds on foundation established in first-year and includes thorough review of French grammar. Speaking and writing skills developed through exposure to French and Francophone culture, literature, and film. Four days a week; in French.

#### **5. Intermediate French**

**(5) STAFF**

*Prerequisite: French 4.*

A continuation of French 4. Discussion encouraged through oral reports on such topics as Impressionist art and French film. Readings include poetry, plays, and short stories. Web-based activities add to the interest of the course. Four days a week; in French.

#### **6. Intermediate French**

**(5) STAFF**

*Prerequisite: French 5.*

Continuation of French 5. Students complete their grammar review. Continued emphasis on speaking and writing through an examination of contemporary French culture, with exposure to some of the important trends in French intellectual history, notably Existentialism. Four days a week; in French.

#### **6GS. Intermediate French for Global Studies and Political Science**

**(5) STAFF**

*Prerequisite: French 5 or equivalent.*

Students complete review of French grammar. Continued emphasis on speaking, reading, and writing through study of French and Francophone history, politics, language policy, and culture within a global and larger European context. Four days a week; in French. (F, S)

### 8A. French Conversation

(2) STAFF

Prerequisite: French 3.

Brief exposés are based on centers of vocabulary which have been studied. Debates and discussion on topics given by the instructor are held between the students.

### 8B. French Conversation

(2) STAFF

Prerequisite: French 4.

Brief exposés are based on centers of vocabulary which have been studied. Debates and discussion topics given by the instructor are held between students.

### 11A-B. French for Graduate Students

(4-4) STAFF

Prerequisite: French 11A for French 11B.

A service course for graduate students from other departments who need to satisfy language requirements. Divided into two levels: 11A (Elementary) for those who have no, or hardly any knowledge of French; 11B (Intermediate) open to students who have an appropriate level of knowledge of the language and to continuing students from 11A. Class offers grammatical preparation and practice for translation, but no individual projects.

### 19A-B-C. Cinema for French Conversation

(4-4-4) STAFF

Prerequisite: French 5.

Focuses on dynamic language learning through the analysis of film. Students learn how to discuss films and analyze them in a cultural and historical context. They also develop their knowledge of oral structures and various means of expression. In French.

### 26. Advanced Composition

(5) NESCI, SCHULTZ

Prerequisite: French 6 or French 6GS.

Transitional course between lower-division language and upper-division literature/advanced culture courses. Students develop their writing and speaking skills through the study of contemporary French and Francophone literature, art, and film. Includes a review of grammar. Prerequisite to all upper-division courses taught in French.

### 40X. Memory: Bridging the Humanities and Neuroscience

(3) KOSIK, JULLIEN

Lecture, 3 hours; discussion, 1 hour.

Same course as MCDB 27 and Comparative Literature 27.

Neurosciences now ask some of the same profound questions posed by writers, artists and philosophers for centuries, thus opening surprising perspectives on memory and morality, dreams and perception, identity and agency. This course explores this emerging concordance.

### 50AX-BX-CX. Tales of Love

(4-4-4) BROWN, MALEUVRE, MAURSETH, NESCI, PRIETO

Prerequisite: Writing 2.

A comparative, interdisciplinary and trans-historical approach to the literatures and philosophies of love, desire, and sexuality in the western world, from the Bible's Song of Songs to various configurations of Eros in contemporary theories and cultures. In English.

### 50H. Tales of Love Honors

(1) NESCI, MALEUVRE, BROWN

Prerequisite: concurrent enrollment in French 50AX or 50BX or 50CX; honors standing; consent of instructor.

May be repeated up to 3 times if student enrolls in French 50AX, 50BX, and 50CX.

Eligible students are invited to enroll in the honors seminar which is generally taught by the course instructor.

### 70AX. A Visual History of France

(4) STAFF

Art and artifacts as a means of discovering the social, political, and aesthetic history of France. A variety of media is considered: film, painting,

architecture, prints, engravings, posters, and illustrated manuscripts.

### 99. Independent Study

(1-4) STAFF

Prerequisites: French 3 with a minimum grade of B.

Students must have a minimum 3.0 GPA for the preceding 3 quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.

Individual research project, supervised by a faculty member.

## UPPER DIVISION

*French 26 is prerequisite to all upper-division courses taught in French, unless otherwise noted.*

### 101A. Introduction to Literary and Cultural Analysis

(4) STAFF

Prerequisite: French 26 or equivalent.

An introductory, interdisciplinary approach to literary analysis through an examination of the cultural history and aesthetic movements of the Middle Ages and the Renaissance. Readings of poetry, drama, and fiction. Focus on advanced discussion and writing in French.

### 101B. Introduction to Literary and Cultural Analysis

(4) STAFF

Prerequisite: French 26 or equivalent.

An introductory, interdisciplinary approach to literary analysis through an examination of the cultural history and aesthetic movements from the seventeenth century and the Enlightenment. Readings of poetry, drama, and fiction. Focus on advanced discussion and writing in French.

### 101C. Introduction to Literary and Cultural Analysis

(4) STAFF

Prerequisite: French 26 or equivalent.

An introductory, interdisciplinary approach to literary analysis through an examination of the cultural history and aesthetic movements from the nineteenth to the twenty-first century. Readings of poetry, drama, and fiction. Focus on advanced discussion and writing in French.

### 104A. Expository Writing

(4) NESCI

Course focuses on enhancing students' analytical skills through an examination of French rhetorical and argumentative modes. Reading of expository writing in literature, journalistic essays, political and philosophical works. Organized around such themes as relativism, tolerance, human rights, and women's rights.

### 104B. Writing the Self

(4) PRIETO

Readings in twentieth-century autobiography serving as models for creative writing. Coursework involves analysis of literary works and a long-term "autobiographical project" that may be factual or fictionalized. In French.

### 104C. Advanced French Grammar

(4) SCHULTZ

Designed to provide a thorough review of the rules of French grammar and to situate the discussions within a linguistic context, covering topics such as linguistic signs and structure, semantics, syntax, and morphology.

### 104D. Problems in French Linguistics

(4) STAFF

Recommended preparation: Linguistics 20 and French 26.

A few selected problems in the linguistic analysis of French are studied in depth. The specialized focus changes from year to year. Lectures and readings in French.

### 107X. Second Language Acquisition

(4) STAFF

Prerequisite: upper-division standing.

Same course as German 145 and Linguistics 141.

An introduction to the theories and principles

of how adults acquire a language other than their mother tongue; why it is more difficult than acquiring their first language, and what needs to be learned from linguistic, psychological and social perspectives.

### 147A. French and Francophone Poetry

(4) STAFF

Prerequisite: French 101A-B-C; 2 courses from 104A-B-C-D.

Study of poetic materials and technique. Analysis of the masterpieces of French poetry, including the French Renaissance with the "École de Lyon" and the "Pléiade; Romanticism; Symbolist, Cubists, and Surrealist aesthetics. Content will vary from quarter to quarter. In French.

### 147B. French and Francophone Theatre

(4) STAFF

Prerequisite: French 101A-B-C; 2 courses from 104A-B-C-D.

A study of the origins and development of medieval drama until 1500 with emphasis on the comic genres, and/or French theatre from the seventeenth century to the present, with plays by Molière, Beaumarchais, Hugo, Musset, Ionesco, Beckett, and other playwrights. In French.

### 147C. French and Francophone Prose Fiction

(4) STAFF

Prerequisite: French 101A-B-C; 2 courses from 104A-B-C-D.

Introduction to the techniques of literary analysis for prose fiction. Study of the novel as a cultural form staging the major transformations in French-speaking literature and culture in the broad context of European and World history. In French.

### 147D. Literary Translation: Theory and Practice

(4) JULLIEN, LEVY, MALEUVRE, STURM

Prerequisite: French 101A-B-C; 2 courses from 104A-B-C-D.

Exploration of the various theories of translation. Offers a practical component where students work on a specific translation project. Examination of literary, philosophical, linguistic and theoretical texts by Jakobson, Benjamin, Steiner, Derrida and others.

### 148A. Law and Literature in the Middle Ages

(4) ENDERS

Prerequisite: French 101A-B-C; 2 courses from 104A-B-C-D.

Not only does medieval literature represent and stage constant juridical proceedings (trials, ordeals, executions); law itself is often perceived as entertainment. Analyzing representative epic, theatrical, and legal texts, this course investigates the veritable spectacle of jurisprudence (including its contemporary ramifications).

### 148B. Trials of Desire in the Middle Ages

(4) ENDERS

Prerequisite: French 101A-B-C; 2 courses from 104A-B-C-D.

From Knightly jousting to romantic monologues to lyric debates about fidelity, numerous medieval characters fight about love. Focusing on Chretien de Troyes and the Troubadours, exploration of the literary and cultural ramifications of the representation of love as violent.

### 148C. Women in the Middle Ages

(4) BROWN

Prerequisite: French 101A-B-C; 2 courses from 104A-B-C-D.

A study of the socio-political role of women in France from the twelfth to the fifteenth centuries through an examination of their image in literary texts written by both sexes. Lectures and readings in French.

### 148D. The New Individual in Renaissance Europe

(4) SKENAZI

Prerequisite: French 101A-B-C; 2 courses from 104A-B-C-D.

Discuss new ways of representing the individual, from Petrarch to Montaigne, and the values of the modern world that emerged with the Renaissance, which brought far-reaching changes in European culture from the fourteenth to the sixteenth centuries.

**148E. The Age of Louis XIV****(4) STURM, TOBIN***Prerequisite: French 101B and 8 additional units from 101A, 101C, or 104A-B-C-D.*

The development of literary genres between 1660 and 1680. Pascal, Racine, Molière, La Fontaine, La Rochefoucauld, Mme de La Fayette studied as examples of that ideal which attempts a balance, through tension of mannerism and classicism. Discussions of art and architecture will supplement literary analysis. Lectures and readings in French.

**149A. The French Enlightenment****(4) MAURSETH, STURM***Prerequisite: French 101A-B-C; 2 courses from 104A-B-C-D.*

A reading of basic Enlightenment texts, stressing the fundamental works of Rousseau, Voltaire, Diderot, Laclos, and other major figures of the century. Lectures and reading in French.

**149B. The Politics of Paradise****(4) MAURSETH, STURM***Prerequisite: French 101A-B-C; 2 courses from 104A-B-C-D.*

Rousseau's two *Discourses*, *The Social Contract*, and *Emile*, along with Voltaire's *Candide*, *Le Mondain*, and other works are subjected to content analysis. Focus on rhetoric of utopia and its political infrastructure. Lectures and readings in French.

**149C. Reading Paris (1830-1890)****(4) JULLIEN, NESCI***Prerequisite: French 101A-B-C; 2 courses from 104A-B-C-D.*

This course explores the literary and artistic representations of Paris and its Haussmannization. In works by Balzac, Baudelaire, Zola, Manet and the Impressionists, we explore the painting of modern life, Paris as revolution, and the rise of consumer culture.

**149D. Post-War Avant-Gardes****(4) LEVY, PRIETO***Prerequisite: French 101A-B-C; 2 courses from 104A-B-C-D.*

This course, devoted to aspects of French poetry, fiction, and film since World War II, may treat modern poets, "new novelists" (to be chosen among Sarraute, Duras, Robbe-Grillet, Butor), playwrights of the "absurd" and/or new wave filmmakers.

**149E. Belgian Literature and Art****(4) SKENAZI***Prerequisite: French 101C and 8 additional units from 101A, 101B, or 104A-B-C-D.*

A study of selected texts of nineteenth- and twentieth-century Belgian literature in relation to the visual arts of the period. Works by Maeterlinck, Verhaeren, Ghelderode. Lectures and readings in French.

**149F. Littératures de la Francophonie****(4) NESCI, PRIETO, SKENAZI***Prerequisite: French 101A-B-C; 2 courses from 104A-B-C-D.*

Literature in French by writers outside France. Material includes representative authors and literary movements of Canada, Haiti, Senegal, Zaire, etc. Discussion of questions of national identity and literary relations. Lectures and readings in French.

**151A. Medieval Urban Legends****(4) ENDERS***Prerequisite: French 101A-B-C; 2 courses from 104A-B-C-D.*

Spanning history, fiction, theology, folklore, and popular culture, urban legends remain an intriguing and enduring tradition. We explore and interpret French medieval legends (e.g., monsters and "snuff" drama) which reveal some surprising connections with their modern counterparts. In French.

**151B. Gender and Sexuality in France****(4) BROWN, NESCI***Prerequisite: French 101A-B-C; 2 courses from 104A-B-C-D.*

Role of gender and the function of sexuality in the formation of identities in French culture. Themes of family, love, marriage, political and interpersonal relationships in literary texts, films, paintings, and diverse media.

**151C. French and Francophone Cinema****(4) JULLIEN, MALEUVRE, NESCI, PRIETO***Prerequisite: French 101A-B-C; 2 courses from 104A-B-C-D.*

Explore French-speaking cinema through a variety of social, geographic and philosophical themes. Topics may include the representation of history, and the counterpoint of text and image. Contents will vary according to the instructor.

**151D. Literature and the Visual Arts****(4) STAFF***Prerequisite: French 101A-B-C; 2 courses from 104A-B-C-D.*

Focus on the cross-fertilization between literature and the visual arts in various periods. Topics include the rhetoric of images; the connections that link image and text in high and popular art; poetry and painting; art criticism, and hybrid forms such as comic strips.

**153A. Studies in Medieval Literature****(4) BROWN, ENDERS***Prerequisite: Department approval to finalize registration.**Same course as English 119X.*

A study of one or more major medieval works in translation such as *The Song of Roland*, the romances of Chretien de Troyes, the *Lais of Marie de France*, or *The Romance of the Rose*.

**153B. French Theatre in Translation****(4) SKENAZI**

A study of French theatre through the centuries, considered within the cultural context of the day (Classicism, the Enlightenment, Romanticism, the Absurd, etc.). Plays by Molière, Marivaux, Beaumarchais, Hugo, Musset, Ionesco, and Beckett. Lectures and readings in English.

**153C. Autobiographies and Life Stories****(4) JULLIEN, MALEUVRE**

French autobiographies in translation, from Rousseau, Chateaubriand and Sand to Colette, Sartre, Sarraute, Perec, Duras and Nothomb. Topics include autobiography and self-portrait, autobiography and fiction, the portrayal of childhood and family, women's autobiography. Content will vary according to the instructor.

**153D. Fantasy and the Fantastic****(4) JULLIEN, LÉVY***Same course as Comparative Literature 191.*

Course explores the creation of a space where a fantastic perception of reality developed and thrived, hesitating between the real and the supernatural, in the intermediate space of the unexplained and unexplainable. Works by Balzac, Poe, Stevenson, James, and Borges.

**153E. The Power of Negative Thinking: Sartre, Adorno, and Marcuse****(4) STURM**

Critical perspectives on man and culture by three of the great myth-shattering thinkers of the century. Topics: the social function of art, the Freudian legacy, utopia revisited, work and play, etc. In English.

**153F. Existentialist Literature in Translation****(4) MALEUVRE, STURM**

How much freedom can you take? The course explores the quandaries of the twentieth-century individual, free and self-created, in the world of responsibilities and attachments. Readings include fiction, drama, and philosophical essays by Jean-Paul Sartre, Albert Camus, Simone de Beauvoir.

**154A. Voyages to the Unknown****(4) SKENAZI***Prerequisite: Writing 2 and 50.**Same course as Comparative Literature 107.*

The impact of the voyages of discovery on late 15th- and 16th-century Europe. Readings on real and imaginary voyages: Columbus, Cartier, Lery, More, Rabelais, Montaigne.

**154B. Creativity in Renaissance Europe****(4) SKENAZI**

Explores the renewed sense of human achievement and limitation in Renaissance Europe. Focus on the meanings of creativity in the religious, philosophical and artistic contexts of the time. Authors include

Petrarch, Pico Della Mirandola, Erasmus, Castiglione, Ronsard, Montaigne.

**154C. History of France from 1500-1700****(4) BERNSTEIN***Prerequisite: History 4B or upper-division standing.**Same course as History 121C.*

Politics, religion, and society in France from the reign of Francis I to Louis XIV. Special emphasis on religious disputes and questions of power.

**154D. Torture: Theory, History, Practice****(4) BROWN, ENDERS**

An investigation into the history of torture from classical antiquity to Amnesty International. Discussions focus on its interrelations with literature, law, art history, gender, and violence in the media. Guest lecturers, as available.

**154E. Holocaust in France****(4) DERWIN, NESCI***Same course as Comparative Literature 122B.*

Through analysis of testimonies, memoirs, fiction, and film, this course focuses on France under the Nazi occupation. Topics include the Vichy Regime (1940-1945), The Resistance Movement, the Church under Vichy, anti-Semitism, deportations and concentration camp imprisonment, and national memory after World War II.

**154F. Time Off in Paris!****(4) JULLIEN, NESCI, PRIETO, SCHULTZ***Not open for credit to students who have completed French 169BX.*

Paris and Parisian life in nineteenth- and twentieth-century literature, art and cinema. Drawing upon history, architecture, and art history, we explore the shock of urbanization, the relations between the culture and life of the city, and the rise of avant-garde aesthetics.

**154G. Post-Colonial Cultures****(4) PRIETO***Same course as Comparative Literature 171.*

Study of fiction from the Caribbean, West Africa, and the Maghreb. Provides insights into the vibrancy of contemporary post-colonial societies, the ongoing legacy of colonialism, and the meaning of multiculturalism born of the conflict between and hybridization of widely differing cultural traditions. In English.

**154H. Honors Section****(1) STAFF***Prerequisite: Concurrent enrollment in one of the French 154 series; honors standing.*

Eligible students are invited to enroll in the honors seminar, which is generally taught by the course instructor.

**155A. Women in the Middle Ages****(4) BROWN, ENDERS**

A study of the socio-political role of women in France from the twelfth to the fifteenth centuries through an examination of their image in literary texts written by both sexes. Lectures and readings in English.

**155B. Women on Trial****(4) ENDERS, BROWN**

A study of the cultural construction of femininity through an examination of legal proceedings (actual and literary) in France initiated by or against medieval women for such "crimes" as witchcraft, adultery, pride, theft, vainglory, and seduction. In English.

**155C. French and Francophone Women Writers****(4) BROWN, JULLIEN, NESCI, SCHULTZ**

French-speaking women writers from the Middle Ages to the present. The connections between gender and genre, sexual identity and literary practices, politics and poetics in Marie de France, Lafayette, Staël, Sand, Simone de Beauvoir, Marguerite Duras, Assia Djebar, among others.

**155D. Citoyennes! Women and Politics in Modern France****(4) NESCI***Same course as Women's Studies 171CN.*

Focuses on women's fights for the rights of equality and liberty, their exclusion from the public sphere and their access to citizenship (1789-2001). Women's evolving personal and collective aspirations, and the

creation of a republican womanhood in modern culture. Taught in English.

**156A. French Cinema: History and Theory**  
(4) MALEUVRE, NESCI

*Not open for credit to students who have completed French 178X.*

History of French cinema from 1895-present, covering the silent period, the early classic era, the war years, and the New Wave, with a survey of the major French film theories since the 1920s. In English.

**156B. French and Francophone Cinema**  
(4) BLOOM

*Prerequisite: Film Studies 46 or upper-division standing.*

*Same course as Film Studies 134.*

Addresses the interaction between the institutions of French and Francophone culture through cinema. The shifting terms of French identity in France and among French-speaking communities are examined through national, regional, and immigrant discourse. In English.

**156C. Modern Images of the Middle Ages: The Intersection of Text, History, and Film**  
(4) BROWN, ENDERS

Modern images of the Middle Ages: the intersection of text, history, and film. Course will examine major cultural aspects of the Middle Ages, including courtly love, the Arthurian myth, the legend of Robin Hood, witchcraft, scholasticism, the Inquisition, war and death, through the dual optic of medieval literature and modern film. Taught in English.

**156D. Technology and Cinema**

(4) STAFF

*Same course as Film Studies 178Z.*

Cinema fulfills and breaks down the technological project of "framing" the whole of existence. Themes: humanity and/as technological threat, the decline of language and ethics, the culture industry, science fiction. Screenings include Tarkovsky, Kubrick, Star Wars, Marker, Godard, Méliès, Lang. Lectures and readings in English.

**197. Senior Seminar**

(4) STAFF

*Prerequisite: Senior standing or division courses in French.*

As a culmination of study in the major, this seminar enables students to synthesize knowledge gained in French courses, at UCSB and through the Education Program. It involves investigations theoretical issues related to French literature and culture.

**197H. Senior Seminar, Honors Section**

(1) STAFF

*Prerequisite: Concurrent enrollment in French 197; honors standing.*

*Designed for majors.*

Eligible students are invited to enroll in the honors section, which is taught by the course instructor. It involves discussion of selected texts, students' presentations, and the completion of an independent project on any aspect of the course's chosen theme.

**198. Senior Honors Seminar**

(4) STAFF

*Prerequisite: Consent of instructor; honors standing.*

This seminar is concurrently offered with graduate seminars. It is designed to expand research skills through an investigation of theoretical issues and readings of both literary and critical texts. It involves extensive research, sophisticated analysis, and creative reflection. In French.

**199. Independent Studies in French**

(1-5) STAFF

*Prerequisites: upper-division standing; completed at least two upper-division courses in French.*

*Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

*Individual investigations in literary or linguistics fields.*

**199RA. Independent Research Assistance**  
(1-5) STAFF

*Prerequisites: upper-division standing; completed at least two upper-division courses in French; consent of instructor.*

*Students must have a minimum 3.0 grade-point*

*average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

*Independent research, under the supervision of a consenting faculty member.*

**GRADUATE COURSES**

**216SS. French Linguistics II: Syntax and Semantics**

(4) STAFF

*Prerequisite: Graduate standing.*

Emphasis is on syntax and semantics, with attention to current linguistic theories and language use.

**226AA-ZZ. Literary and Critical Theory**

(4) STAFF

*May be repeated for credit provided letter designations are different.*

Comparative examination of contemporary continental philosophy and of the canonical texts that have defined literary criticism and cultural theory. Critical reevaluation of the field of French studies.

- A. Modern Literary Theory
- B. Feminist Theory and Gender Studies
- C. Rhetoric and Literature

**227AA-ZZ. Medieval and Renaissance Studies**

(4) BROWN, ENDERS, SKENAZI

*May be repeated for credit provided letter designations are different.*

Close literary investigation and cultural analysis (theoretical, rhetorical, codicological, artistic, performative, political and religious) of the most exciting literatures and critical trends in this burgeoning field.

- A. Introduction to Old French
- B. Courtly Love and Courtly Romance
- C. Medieval Theater and Theatricality
- D. Late Medieval Textuality and Poetic Authority
- E. Representations of Medieval Gender
- F. Religion and Skepticism in Renaissance Europe
- G. Renaissance Poetry
- H. Irony in the Renaissance

**228AA-ZZ. Seventeenth and Eighteenth-Century Studies**

(4) STAFF

*May be repeated for credit provided letter designations are different.*

Study of early modern French literature at a time of cultural and political transformation. Practice of theoretical approaches to early modern aesthetics, from Baroque and Classical theater and philosophy to Enlightenment fiction and epistemology.

- A. Classical Tragedy
- B. Classical Comedy
- C. Les Moralistes
- D. Topics in the French Classical Age
- E. The Libertine Novel
- F. "Les Lumières": Fiction and Philosophy
- G. Topics in Enlightenment Studies

**229AA-ZZ. Modern and Contemporary Studies**

(4) STAFF

*May be repeated for credit provided letter designations are different.*

Close readings of nineteenth and twentieth-century literary texts; multi-disciplinary inquiry into the art and character of modernity. Practice of critical approaches for achieving an understanding of the literary, cultural, and social aspects of modernity and post-modernity.

- A. Studies in the Novel
- B. The Theory of Fantastic Literature
- C. Poetry and Poetics
- E. Autobiography, Autoportrait, Autofiction
- F. Topics in Modernism

**230AA-ZZ. Post-colonial and Francophone Studies**

(4) STAFF

*May be repeated for credit provided letter designations are different.*

Study of the literature and culture from French-speaking countries around the world, with emphasis on post-colonial politics and interactions between widely divergent cultural traditions. Theoretical examination of the epistemological issues raised by the

introduction of non-Western perspectives.

- A. Post-Colonial Francophone Narrative
- B. Francophone Literature: The Caribbean
- C. Francophone Literature: West Africa
- D. Francophone Literature: The Maghreb
- E. Literature of Immigration and the Minority Experience

**231AA-ZZ. Cultural Studies and Intellectual History**

(4) STAFF

*May be repeated for credit provided letter designations are different.*

Analyses of literary, historical and philosophical readings that have shaped the ways in which French and European writers represent the human experience of time and space. Close look at the political, moral, and philosophical functions of art and literature.

- A. The French Nation
- B. Modernity and the City
- C. Literature and Travel
- D. The Historical Imagination
- E. Poetics and Politics of Place
- F. The Intellectual and the Republic of Letters
- G. Literature, Philosophy and Religion

**232AA-ZZ. Literature, Science, and the Arts**

(4) STAFF

*May be repeated for credit provided letter designations are different.*

Interdisciplinary studies of the cross-fertilization between literature, the performative and visual arts, and other disciplines.

- A. Topics in Theater Studies
- B. Literature and the Visual Arts
- C. The Medieval Book as Literary Artifact
- D. French Film and Theory
- E. Literature and Science
- F. Music and Literature

**233AA-ZZ. Applied Linguistics, Instructional Theory, Professional Training**

(4) ENDERS, SCHULTZ

*May be repeated for credit provided letter designations are different.*

Theoretical and practical issues in critical reading and writing research with a particular focus on the development of advanced academy literacy skills.

- A. Advanced Critical Writing
- B. Theories of Foreign Language Writing
- C. Literary Theory and Literacy
- D. French Language and Culture

**299. Topics in Applied Linguistics**

(4) STAFF

*Same course as Education 299, EACS 299, German 299, Linguistics 299, and Spanish 299.*

*Specialized topics in the study of applied linguistics.*

**500. Apprentice Teaching**

(4) STAFF

*Units earned in this course, which are required of all teaching assistants, do not apply toward degree.*

Includes orientation week, weekly meetings with supervisor, preparation of examinations, class visitations and discussions, videotaping of classes followed by review with supervisor, occasional workshops.

**596. Directed Readings and Research**

(2-12) STAFF

*Prerequisites: graduate standing; consent of instructor.*

Individual tutorial. Instructor is usually student's thesis advisor. Students doing initial research on the doctoral dissertations may sign up for this course.

**597. Independent Study**

(4) STAFF

*Prerequisite: consent of graduate advisor.*

Individual research projects, supervised by a faculty member. Requires permission of graduate advisor to enroll.

**598. Master's Thesis Research and Preparation**

(1-12) STAFF

*No unit credit allowed toward degree. S/U grade.*

Only for research underlying thesis, writing thesis. Instructor should be chair of student's thesis committee.



### 599. Dissertation Research and Preparation (1-12) STAFF

Reserved for writing of the doctoral dissertation once the student has advanced to candidacy. Instructor should be chair of student's doctoral committee. A progress report must be turned in in order to receive a satisfactory grade for the course.

## Italian Courses

*Courses whose numbers are followed by X, Y, Z are taught in English.*

### LOWER DIVISION

*Italian 1-6 and 26: Students in all sections of a given level progress at the same rate and cover the same amount of material. Students who have studied Italian at other institutions and wish to continue their study at UCSB are urged to take the placement examination given by the department. Any two courses in the series Italian 1-6 must be taken in sequence and not simultaneously. Also, students may not enroll in a lower level Italian course than was previously taken in the Italian 1-6 series.*

#### 1. Elementary Italian

(4) STAFF

Introduction to the most basic elements of Italian grammar. Articles, adjectives, gender. Verbs in the present tense.

#### 2. Elementary Italian

(4) STAFF

*Prerequisite: Italian 1.*

Logical continuation of Italian 1. Direct and indirect pronouns. Verbs in the past tense and the imperfect. Emphasis on the correct writing and speaking of Italian.

#### 3. Elementary Italian

(4) STAFF

*Prerequisite: Italian 2.*

Continuation of Italian 2. Verbs in the future, conditional. Introduction to subjunctive. Further emphasis on the correct writing and speaking of Italian.

#### 4. Intermediate Italian

(4) STAFF

*Prerequisite: Italian 3.*

Intended to develop the linguistic skills of students who have completed the first year. Review of basic grammar structures with emphasis on exceptions, enrichment of vocabulary, reading comprehension and discussion of modern short stories. In Italian.

#### 5. Intermediate Italian

(4) STAFF

*Prerequisite: Italian 4.*

Increases the students' reading, writing, and speaking skills. Review more complex grammar structures through written exercises, enrichment of vocabulary, reading comprehension and discussion of contemporary short stories. In Italian.

#### 6. Intermediate Italian

(4) STAFF

*Prerequisite: Italian 5.*

Further develops the students' reading, writing, and speaking skills. Intensive review of the most advanced grammar structures: subjunctives, passive voice, indirect discourse. Readings and discussion of contemporary short stories. In Italian.

#### 8A. Italian Conversation

(2) STAFF

*Prerequisites: Italian 1; concurrent enrollment in Italian 2 or 3.*

Improves comprehension and conversational skills through the discussion of contemporary issues selected by the instructor.

#### 8B. Italian Conversation

(2) STAFF

*Prerequisites: Italian 3; concurrent enrollment in Italian 4 or 5.*

Improves comprehension and conversational skills through the discussion of contemporary issues selected by the instructor.

#### 20X. Introduction to Italian Culture

(4) FOGU

A sweeping inquiry into Italian culture, from its origins to its current trends. Exploration of the media, sports, gastronomy, art, music, politics, language, regional and ethnic identity, sexuality, the family, and urban life. In English.

#### 20XH. Introduction to Italian Culture,

Honors

(1) FOGU

*Prerequisites: concurrent enrollment in Italian 20X; honors students only; consent of instructor.*

Eligible students are invited to enroll in the honors seminar, which is generally taught by the course instructor.

#### 26. Advanced Grammar and Composition

(4) ELLIS, BOVIO-ARNOLD

*Prerequisite: Italian 6 or equivalent.*

Serves as introduction to upper-division courses; designed to develop students' comprehension and writing skills through readings of contemporary Italian literature. Focuses on expansion of vocabulary and review of advanced Italian language structures. Prerequisite to UD courses taught in Italian.

#### 99. Independent Study

(1-4) STAFF

*Prerequisite: Italian 3 with a minimum grade of B.*

*Students must have a minimum 3.0 GPA for the preceding 3 quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

Individual research project supervised by a faculty member.

#### 99RA. Independent Research Assistance

(1-4) STAFF

*Prerequisite: Italian 3 with a minimum grade of B.*

*Students must have a minimum 3.0 GPA for the preceding 3 quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

Independent research project supervised by a faculty member.

### UPPER DIVISION

*Courses whose numbers are followed by X, Y, Z are taught in English.*

*Italian 1-6 is prerequisite to all upper-division courses taught in Italian.*

#### 101. Advanced Reading and Composition: Modern Italy

(4) STAFF

*Prerequisite: Italian 26.*

Interdisciplinary introduction to modern Italian culture, art, and society from unification (1870) to the present, through readings, oral presentations, and composition. Advanced grammar topics are coordinated with cultural themes, such as nationalism, war, religion and politics.

#### 102. Advanced Reading and Composition: Medieval and Renaissance Italy

(4) STAFF

*Prerequisite: Italian 26.*

Interdisciplinary introduction to Medieval and Renaissance Italian culture, art, and society, through readings, oral presentations, and composition. Advanced grammar topics are coordinated with cultural themes, such as courtly love, the development of Italian city-states, humanism, the role of women, art and artists.

#### 109. Advanced Italian Conversation

(4) STAFF

*Prerequisites: Italian 5; concurrent enrollment in Italian 6 or upper-division standing.*

Discussion of contemporary issues selected by the instructor. Emphasis on idiomatic speech and vocabulary building.

#### 111. Italian Short Fiction

(4) SNYDER, FOGU

*Prerequisite: Italian 26.*

*Recommended preparation: Italian 101 or 102.*

A study of the briefest forms of Italian narrative fiction ranging from the *exemplum* to the TV script, the short story, and the novella.

#### 112. Italian Narrative Fiction

(4) SNYDER, FOGU

*Prerequisite: Italian 26.*

*Recommended preparation: Italian 101 or 102.*

A study of the longer forms of Italian narrative fiction, particularly the prose romance and the novel.

#### 114X. Dante's "Divine Comedy"

(4) SNYDER

Dante's masterpiece, *The Divine Comedy*, remains among the most astonishing works of world literature. This course follows the pilgrim's progress through *Inferno*, *Purgatorio* and *Paradiso* in search of "the love that moves the sun and the other stars." In English.

#### 119. The Art of Translation

(4) STAFF

*Prerequisite: Italian 26.*

*Recommended preparation: Italian 101 or 102.*

An intensive workshop exploring the theory and practice of translation. Students work at translating texts from Italian to English and vice versa.

#### 121. The Art of Italian Drama (Page to Stage)

(4) ARNOLD

*Prerequisite: Italian 26.*

Intensive study of a single text for the Italian theater leading to its staging in the original language with students as actors.

#### 123X. Italian Opera

(4) STAFF

Studies Italian operas, from the eighteenth to the twentieth centuries. Students learn to appreciate these musical masterpieces as literary works as well, through analyzing plots, studying the librettos, and listening to the music. In English.

#### 124. Italian Theater

(4) SNYDER

*Prerequisite: Italian 26.*

*Recommended preparation: Italian 101 or 102.*

A study of the most important Italian theatrical texts and practices from the Renaissance comedy and the "commedia dell'arte" to contemporary works for the stage.

#### 124X. Italian Theater in Translation

(4) SNYDER

A study of the most important Italian theatrical texts and practices from the Renaissance comedy and the *commedia dell'arte* to contemporary works for the stage. In English.

#### 125. Italian Contemporary Writing

(4) STAFF

*Prerequisite: Italian 26.*

*Recommended preparation: Italian 101 or 102.*

A study of current practices of writing in Italy ranging from autobiography to cultural journalism to new avant-garde fictions.

#### 126AA-ZZ. Literature in Italian

(4) STAFF

*Prerequisite: Italian 26.*

*May be repeated for credit to a maximum of 16 units provided letter designations are different.*

The literatures of Italy do not constitute a single canon but include many overlooked regional, migrant, and postcolonial texts all written in various forms of Italian. Consult the department office for specific topics.

#### 138AA-ZZ. Cultural Representations in Italy

(4) STAFF

*Prerequisite: Italian 26.*

*May be repeated for credit to a maximum of 16 units provided letter designations are different.*

An interdisciplinary study of the ways in which representational practices (texts, images, sounds) have affected Italian culture over the ages. Topics include the body, power and politics, science and new media, and revolution.

#### 138XX. Cultural Representations in Italy

(4) STAFF

*May be repeated for credit to a maximum of 12 units provided letter designations are different.*

An interdisciplinary study of the ways in which representational practices (texts, images, sounds) have affected Italian culture over the ages. Topics include the body, power and politics, science and new media, and revolution.

#### 142. Women in Italy

(4) STAFF

An intensive study of writings by and about women from the early modern and modern eras.

#### 142X. Women in Italy

(4) STAFF

An intensive study of writings by and about women from the early modern and modern eras. In English.

#### 144AA-ZZ. Gender and Sexuality in Italian Culture

(4) STAFF

May be repeated for credit to a maximum of 8 units provided letter designations are different.

Studies in the production of gender and the functions of sexuality in Italian culture including plays, films, paintings, and literary texts. In Italian.

#### 144AX-ZX. Gender and Sexuality in Italian Culture

(4) STAFF

May be repeated for credit to a maximum of 8 units provided letter designations are different.

Studies in the production of gender and the functions of sexuality in Italian culture including plays, films, paintings, and literary texts. In English.

#### 148X. Cities of Italy

(4) SNYDER

A close-up look at the great texts, histories, and cultures of Italian cities such as Rome, Venice, Florence, Ferrara, and Naples. In English.

#### 160. Senior Seminar

(4) STAFF

Prerequisite: Italian 101 or 102.

Seminar for Italian majors wishing to participate in intensive study of a major work of Italian culture (filmic, literary, or artistic) of the past or present. See department for further information.

#### 161AX-ZX. The European Union

(4) PADULA

Italian 161AX is the same course as Political Science 145.

Introduction to the history and organization of the European Union (the institutions, policies, goals, and successes in the EU). Focus on the ongoing process of economical, political, social, and cultural integration in Europe since the Second World War. In English.

#### 162AX-ZX. Comparative Cultures: France and Italy

(4) STAFF

May be repeated for credit to a maximum of 8 units provided letter designations are different.

Interdisciplinary comparative study of selected cultural and social issues in France and Italy from the early medieval period to the present day. In English.

AX. From Decadence to Modernism

CX. Early Modern Epic

#### 163X. Early Modern Epic

(4) STAFF

Class investigates myths of national foundation and the literary representation of colonial/imperial enterprises, and problems of narrative and political authority. Problems of cultural continuity and difference are explored through readings in Virgil, Dante, Camoens, Tasso, Rabelais, and Cervantes.

#### 178B. Italian Cinema

(4) FOGU

Prerequisite: upper-division standing.

Not open for credit to students who have completed Italian 178.

Contemporary Italian cinema from neorealism to the present, in light of the themes of Mafia, camorra, 'ndrangheta.

#### 179X. Fiction and Film in Italy

(4) STAFF

Not open for credit to students who have completed Italian 152.

An analysis of the relationship between narrative fiction and film in modern Italy ranging from the great works of Antonioni, Visconti, and Rossellini to recent

versions of "literary classics" shot for television. In English.

#### 180Z. Italian Cinema

(4) FOGU

A survey of the major trends and directors in Italian cinema since World War II. Directors to be studied include: Rossellini, De Sica, Visconti, Fellini, Antonioni, and Rosi. In English.

#### 189A. Italy in the Mediterranean: History, Arts, and Culture

(5) FOGU

Prerequisite: Upper-division standing

Course is open only to students in the Summer Travel Study Program In Italy

Mediterranean perspective of the history, culture, and arts of Italy, and in particular of the greater Gulf of Naples area, from antiquity to the present. Lectures will be combined with on site field trips. (M)

#### 189B. Italy in the Mediterranean: History, Arts, and Culture-Field

(1) FOGU

Prerequisite: Upper-division standing

Course is open only to students in the Summer Travel Study Program in Italy.

Field trip component of Italian 189A. Course can only be taken in conjunction with Italian 189A.

#### 199. Independent Studies in Italian

(1-5) STAFF

Prerequisites: upper-division standing; completed at least two upper-division courses in Italian.

Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.

Individual investigations in literary fields.

#### 199RA. Independent Research Assistance

(1-5) STAFF

Prerequisites: upper-division standing; completed at least two upper-division courses in Italian; consent of instructor.

Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.

Independent research, under the supervision of a consenting faculty member.

### GRADUATE COURSES

#### 500. Teaching Assistant Practicum

(4) STAFF

Units earned in this required course for all teaching assistants do not count toward degree.

Supervised teaching of lower-division Italian courses. Includes orientation workshop, weekly meetings with supervisor, preparation and correction of examinations, preparations of discussion sections, class observations.

#### 596. Directed Reading and Research

(1-6) STAFF

Prerequisites: graduate standing and consent of instructor.

May be repeated for credit.

Individual tutorial.

# Freshman Seminars

#### Freshman Seminars

Office of Student Academic Affairs  
College of Letters and Science  
Cheadle Hall 1117

Telephone: (805) 893-5258

E-mail: freshsem@LTSC.ucsb.edu

Freshman seminar courses are designed to give freshman students an opportunity to study with

distinguished faculty in low-enrollment classes called seminars. Typically, enrollment in freshman seminars does not exceed 20 students.

These one-unit courses, graded P/NP only, touch upon current controversial issues or review interesting research in a narrow field. Recent seminars have included "Case Studies in Medical Ethics," "Musical Instruments of the World," and "Experimental Economics." Freshman Seminars are offered as Interdisciplinary 94AA-ZZ. Students may earn a total of 3 units from all INT 94AA-ZZ courses. No seminars with the same suffix (AA-ZZ) may be repeated. Visit [www.freshsem.ucsb.edu](http://www.freshsem.ucsb.edu) for complete details and a listing of current topics. These courses apply purely as elective credit toward the degree. The College of Letters and Science publishes a list of the topics and instructors for each quarter's freshman seminar courses just before registration for that quarter. For more information, please visit our website at: [www.freshsem.ucsb.edu](http://www.freshsem.ucsb.edu).

# Geography

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Division of Mathematical, Life, and  
Physical Sciences  
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Department Chair: Dar Roberts

### Faculty

**Bodo Bookhagen**, Ph.D., Potsdam University, Assistant Professor (quaternary climate change, geomorphic processes, landscape evolution, and tectonic processes)

**David L. Carr**, Ph.D., University of North Carolina, Chapel Hill, Associate Professor (fertility, migration, population-environment linkages, land use/cover change in Latin America)

**Leila Carvalho**, Ph.D., University of São Paulo, Brazil, Assistant Professor (regional and large-scale climate variability and modeling, global climate change, and scaling processes in geophysics)

**Oliver Chadwick**, Ph.D., University of Arizona, Professor (pedology, soil geomorphology, soil geochemistry, quaternary geology, organic and mineral fluxes during soil, atmosphere, water and vegetation interaction)

**Richard L. Church**, Ph.D., Johns Hopkins University, Professor (facilities location and related computational algorithms, urban and regional modeling/planning, water resources)

**Keith Clarke**, Ph.D., University of Michigan, Professor (cartography and geographic information systems)

**Helen Couclelis**, Ph.D., Cambridge University, Professor (spatial cognition and behavioral geography, urban and regional theory and modeling, planning, the philosophy of science)

**Tommy Dickey**, Ph.D., Princeton University,

Professor (atmosphere-ocean interactions and upper ocean mixing; turbulence and internal waves)

**Catherine Gautier**, Ph.D., University of Paris, Professor (earth radiation budget and cloud processes, radiative transfer and remote sensing, global climate change and earth system science education)

**Reginald G. Golledge**, Ph.D., University of Iowa, Professor (spatial cognition, behavioral geography, decision making, disability, transportation modeling, human wayfinding)

**Michael F. Goodchild**, Ph.D., McMaster University, Professor (spatial analysis and geographic information systems)

**Konstadinos G. Goulias**, Ph.D., University of California, Davis, Professor (transportation systems planning and modeling, applied econometrics and statistics, travel behavior dynamics and microsimulation)

**Jennifer King**, Ph.D., University of California, Irvine, Associate Professor (biogeochemistry, earth system science, global change, ecosystem ecology, plant-soil-atmosphere interactions)

**Phaedon Kyriakidis**, Ph.D., Stanford University, Associate Professor (geostatistics and spatial analysis)

**Hugo A. Loaiciga**, Ph.D., UC Davis, Professor (water resources, surface and groundwater hydrology)

**Joseph P. McFadden**, Ph.D., University of California, Berkeley, Assistant Professor (land-use and land-cover change, biosphere-atmosphere interactions, earth system science, sustainability science, urban ecology)

**Joel Michaelsen**, Ph.D., UC Berkeley, Professor (climatology/meteorology, climate change; temporal and spatial statistics)

**Daniel Montello**, Ph.D., Arizona State University, Professor (spatial/environmental/geographic perception/cognition/affect/behavior, cognitive issues in cartography and GIS, environmental psychology and behavioral geography)

**Martin Raubal**, Ph.D. Techn., Vienna University of Technology, Associate Professor (cognitive engineering for geospatial services, cognitive semantic interoperability, location-based decision services, spatial cognition and wayfinding, time geography, agents and artificial intelligence)

**Dar Roberts**, Ph.D., University of Washington, Professor (remote sensing of vegetation and soils, geobotany and spectroscopy, geology, ecology and ecophysiology)

**David Siegel**, Ph.D., University of Southern California, Professor (interdisciplinary marine science, coupling of physical, biological, optical and biogeochemical marine processes on micro to ocean basin scales using satellite remote sensing, field observations and numerical modeling)

**Terence R. Smith**, Ph.D., Johns Hopkins University, Professor (spatial data processing, spatial analysis, spatial databases, knowledge-based approaches to geographic information systems)

**Christopher J. Still**, Ph.D., Stanford University, Associate Professor (global ecology and biogeography, isotope biogeochemistry, plant ecophysiology, biosphere-atmosphere interactions)

**Stuart Sweeney**, Ph.D., University of North Carolina, Chapel Hill, Associate Professor (urban and regional modeling/planning, formal demography, local economic development, spatial statistics)

**Libe Washburn**, Ph.D., UC San Diego, Professor (physical oceanography, ocean turbulence and mixing processes, ocean bio/optics, air-sea interaction and marine pollution)

### Emeriti Faculty

**Raymond C. Smith**, Ph.D., Stanford University, Professor Emeritus (remote sensing of the oceans)

**Waldo R. Tobler**, Ph.D., University of Washington, Professor Emeritus (cartography)

### Affiliated Faculty

**David A. Cleveland**, Ph.D. (Environmental Studies)

**Frank Davis**, Ph.D., (Donald Bren School of Environmental Science and Management)

**Jeff Dozier**, Ph.D., (Donald Bren School of Environmental Science and Management)

**Thomas Dunne**, Ph.D., (Donald Bren School of Environmental Science and Management)

**James Frew**, Ph.D., (Donald Bren School of Environmental Science and Management)

**Mary Hegarty**, Ph.D., (Psychology)

**Edward Keller**, Ph.D., (Earth Science)

**John M. Melack**, Ph.D. (Ecology, Evolution, and Marine Biology)

**Susan S. Stonich**, Ph.D. (Environmental Studies)

**Christina Tague**, Ph.D., (Donald Bren School of Environmental Science and Management)

**G**eography is the study of the Earth as the home of humanity. As such, it involves analyses of the spatial and temporal phenomena that make up the human and natural environment of Earth, from multiple disciplinary perspectives. The Department of Geography at UCSB is on the cutting edge of geographic research, technologies, and interdisciplinary studies.

The Department of Geography, founded over three decades ago, is now one of the crown jewels of UCSB. With 25 tenure-track faculty, 10 affiliated faculty, 22 administrative and 25 research staff, almost 100 graduate and 200 undergraduate students, the department is not only among the largest geography departments in the country, but it is also one of the highest ranked graduate departments at UC Santa Barbara, according to the National Academy of Sciences.

The department offers two undergraduate and two graduate degrees: Bachelor of Arts (B.A.) in Geography, Bachelor of Science (B.S.) in Physical Geography, Master of Arts (M.A.) in Geography, and Doctor of Philosophy (Ph.D.) in Geography. The majors are designed to provide a fundamental background for students seeking an interdisciplinary understanding of our planet and the varied human and natural systems that interrelate within it.

Undergraduate courses are arranged into four main areas: physical systematics, human systematics, techniques, and regional courses. Physical systematics courses teach students how the Earth's systems work in conjunction with each other. A variety of oceanography,

climatology and meteorology, hydrology, soil science, geomorphology, and biogeography courses are offered each year. Human systematics courses cover the myriad ways that humans interact with each other and with their environment. These issues are discussed in courses on population, migration, and economic geography; transportation systems; urban and regional planning and modeling; human-nature relationships; and behavioral and cognitive geography. Geographic techniques involve the collection, processing, and interpretation of information about geo-referenced phenomena, and are studied in courses on remote sensing, geographic information systems (GIS), cartography and geovisualization, and spatial statistics. The department is well known for its technical training in these rapidly expanding fields, and a number of students from other departments take advantage of our technical courses. Regional courses discuss in an integrated way the physical, human, and historical characteristics of various regions of local and global interest.

The B.A. in Geography is an interdisciplinary program that offers students maximum flexibility with a minimum number of units. This major permits students the freedom of choosing their own path through various courses offered in the human, physical, and technical areas. The interdisciplinary nature of the major is supported by a Related Course List, which contains over one hundred classes from 20 different departments which students can apply towards their upper-division electives. These courses allow students to apply their geographic knowledge toward specific areas like archaeology, land use and planning, plant ecology, or social change in developing nations. The low unit requirement makes this an ideal major for students wishing to pursue multiple objectives. Many geography students complete double majors with related disciplines such as business economics, environmental studies, anthropology, and global studies; others pursue such diverse double majors as geography and art history, renaissance studies, or microbiology.

The B.A. in Geography with an emphasis in Geographic Information Science is intended to build upon the Geography B.A. by adding a focus on the science behind geo-spatial information technologies. The understanding of this science is imperative to the evolution of the technologies and advancement of the fundamental theories that arise from their use. The specialization of Geographic Information Science includes both the methods of geographic information technologies (geographic information systems, computer cartography and geovisualization, remote sensing, global positioning systems, geospatial analysis), and the bodies of theory that relate the tools to problem solving in geography. Students will choose one or more tracks in GIScience specializations, can combine tracks for coverage in breadth and depth, and pursue interests in particular technologies, methods or approaches. Graduates from the emphasis will find themselves well prepared to start a career in any of the geographic information technology fields, or to continue their education in graduate school.

The B.S. in Physical Geography provides majors with rigorous training in earth and environmental science. The degree offers students

the option of choosing a more structured, directed program which emphasizes the quantitative and scientific approaches to studying the Earth's physical environment. At the same time, the major offers the flexibility of deciding on which areas of systematics the student wants to focus on: soils and hydrology, oceanography and meteorology, biogeography and soils or any other combination. B.S. students are offered a specific list of related courses from biology and geology to supplement their selection of systematics courses.

To declare geography as a major, students need to have completed two geography classes and have at least a 2.0 overall grade-point average. All major courses must be completed for a letter grade. The department undergraduate program assistant is available for counseling on matters such as major requirements, quarterly scheduling, honors programs, petitions, internships, career planning, and graduate school information.

### Research Opportunities

Students are encouraged to take part in research within the department. Faculty and graduate students welcome assistance on various research projects. Many faculty members integrate their research projects into teaching and independent studies, and the large number of geography majors participating in internships shows that geographers engage well with the workplace. Our students find employment in a variety of fields in industry, government, and academia. Consult the undergraduate advisor for more information regarding Independent Studies (Geography 199), Independent Research Assistance (Geography 199RA), and Internships (Geography 193).

### Study Abroad

Geography is the study of the Earth and its people, and because of this, geographers need to get out into the world and explore. Our students are encouraged to take part in study abroad opportunities offered by the Education Abroad Program. Similar programs from other schools offer excellent experiential learning opportunities, although degree credit cannot be assured without prior approval.

### Distinction in the Major

Students who maintain a 3.5 overall grade-point average and a 3.6 grade-point average in the major are welcome to pursue Distinction in the Major. In addition to maintaining the GPA, by the time of graduation, students must have completed 8 units of Independent Studies (Geography 199), graduate-level courses, or a combination of the two. Students must obtain permission from a faculty member and the department chair to take part in these courses. Please see the undergraduate advisor for more information.

### Careers in the Major

The undergraduate major is designed to prepare students for careers in many different fields. Geographers find work as meteorologists, cartographers, ecologists, demographers, hydrologists, urban and regional planners, soil conservationists, aerial photo interpreters, marketing analysts, intelligence analysts, transportation planners, GIS technicians, and educators, among numerous other professions.

## Undergraduate Program

### Bachelor of Arts—Geography

**Preparation for the major.**

Area 1 - Geography 3A, 3B.

Area 2 - Geography 5.

Area 3 - Geography 12.

Area 4 - At least one course from either Area A – Natural Science, Area B – Social Science, or Area C—Geography. Area A: Chemistry 1A-1AL; EEMB 2-2L or 20 or 21 or ; MCDB 20; Environmental Studies 2; Geology 2 or 4; Physics 10. Area B: Anthropology 2 or 5; Communication 1; Economics 1 or 2; Environmental Studies 3; Linguistics 20A; Political Science 7; Psychology 1; Sociology 1. Area C: Geography 2, 7, 8, 20

Area 5 - Also required, one introductory statistics course from Communication 87, EEMB 30, PSTAT 5A or 5E or 5LS, or Psychology 5.

**Strongly recommended:** Mathematics 3A, and one course in computer programming.

**Upper-division major.** Forty upper-division units in geography are required, distributed as follows:

A1. 4 units from physical geography courses:

Geography 102, 104, 110, 112, 114A, 114B, 116, 133, 134, 144, 162, 163, 165, 167, 170, 175;

A2. 4 units from human geography courses.

Geography 101, 108, 109, 111A-B, 141A-B-C, 153A-B-C-D-E, 180, 185A-B-C-D, 190;

A3. 4 additional units from either A1 or A2 above;

B. . 8 units from techniques courses: Geography 115A-B-C, 117, 126, 128, 168, 172, 176A-B-BL-C, 183, 184, 191-191L, 193;

C. 8 units from integrative and regional courses: Geography 135, 135S, 140, 148, 149, 150, 155, 158, 159, 161, 169, 171BT, 171FP, 182;

D. 12 units of upper-division geography electives taken from Areas A-C to bring unit total to 40.

*Note: Geography 193, 194, 195, 198, 199, 199RA can be applied to Area A1 or A2 by petition, depending on the subject matter. A maximum of 8 upper-division units from related fields can be counted towards the 40 unit total, if (a) they are selected from an approved list of alternatives, or (b) are approved by petition. The list of alternatives is available in the department office. Geography 193 (Internship) can count at most 4 units towards the major.*

### Bachelor of Arts—Geography—Geographic Information Science Emphasis

**Preparation for the major.**

Area 1 - Geography 3A, 3B, 5, and 12.

Area 2 - One course from Natural Science: Chemistry 1A-1AL; EEMB 2-2L or 20 or 21; MCDB 20, Environmental Studies 2; Geology 2 or 4; Physics 10.

Area 3 - one course from Social Science: Anthropology 2 or 5; Communication 1; Economics 1 or 2; Environmental Studies 3; Linguistics 20A; Political Science 7; Psychology 1; Sociology 1. Area 4 - One computer programming course: CS 5AA-ZZ or CS 8 or by petition.

Area 5 - One introductory statistics course from the following: Communication 87; PSTAT 5A or 5E or 5LS; EEMB 30; Psychology 5.

**Strongly recommended:** Math 3A.

**Upper-division major.** Forty to forty-seven upper-division units in Geography are required, distributed as follows:

A. 24 -29 units from technical courses to be fulfilled by 1) completing two full sequences below or 2) completing one full sequence and at least one course from the remaining three sequences (*one sequence equals three courses plus associated lab sections*).

**Sequence 1 – Air Photos and Remote Sensing:** Geography 102, 115A-B-C.

**Sequence 2 – Cartography:** Geography 126, 128, 183, 184.

**Sequence 3 – Geographic Information Systems:** Geography 176A-176B-BL-176C.

**Sequence 4 – Quantitative Techniques and Theoretical Methods:** Geography 117, 168, 172, 190, 191-191L, 194;

B. 4 units from physical systematics courses: Geography 104, 110, 112, 114A, 114B, 116, 133, 134, 144, 162, 163, 165, 167, 170, 175;

C. 4 units from human systematics courses: Geography 101, 108, 109, 111A-B, 141A-B-C, 153A-B-C-D-E, 180, 185A-B-C-D, 190 (if not used in Area A);

D. 4 additional units from either B or C above;

E. 4 units from integrative and regional courses: Geography 135, 135S, 140, 148, 149, 150, 155, 158, 159, 161, 169, 171BT, 171FP, 182.

*Note: Geography 193, 194, 195, 198, 199, 199RA can be applied to Area B or C by petition depending on the subject matter.*

### Bachelor of Science—Physical Geography

**Preparation for the major.** Fifty-three lower-division units are required, as follows:

Area 1 - Geography 3A-B.

Area 2 - Geography 5.

Area 3 - Mathematics 3A-B-C.

Area 4 - Physics 6A-B-C or Physics 1, 2, 3-3L, 4-4L.

Area 5 - PSTAT 5A or PSAT 5LS or EEMB 30.

Area 6 - Chemistry 1A-AL or 2A-AC.

Area 7 - 12 elective units from the following courses: Chemistry 1B-BL, 1C-CL; 2B-BC, 2C-CC, 95; MCDB 1A-AL, 1B-BL, EEMB 2-2L, 3-3L, 21, 24; Geology 2, 3, 14, 15; Astronomy 1, 2; Math 5A-B-C, 8; (Note: Chemistry 1A-B-C is prerequisite to MCDB 1A-AL)

**Strongly recommended:** Computer Science 12; Geography 12; and any additional courses from those listed above.

**Upper-division major.** Forty-four to fifty upper-division units are required, as follows:

Area A - One class from Statistical Analysis - Geography 172, PSTAT 120A, EEMB 146, or Geology 134.

Area B - Four classes from Introductory Physical Geography Courses - Geography 102, 104, 110, 112, 114A, 134, 167.

Area C - Three classes from Specialized Physical Geography Courses - Geography 114B, 116, 133, 135, 135S, 144, 149, 158, 162, 163, 165, 170, 175, 185D.

Area D - Three classes from Geographical Techniques: Geography 115A-B-C, 117, 126, 128, 168, 176A-B-BL-C, 183, 184, 191-191L.

*Note: Up to 4 units of Geography 193, 194, 195, 198, 199, 199RA can be applied to the B.S. Upper Division Requirements (excluding Geog 172) by petition depending on the subject matter.*

## Graduate Program

In addition to departmental requirements, candidates for graduate degrees must meet university degree requirements found in the chapter "Graduate Education at UCSB."

The Geography Department offers specialized graduate training leading to the M.A. and Ph.D. degrees in a selection of areas including the following:

**Earth System Science (ESS):** This systematic area emphasizes the measurement, analysis, and modeling of hydrologic, atmospheric, oceanic, and terrestrial systems and the interaction between systems. A large proportion of the problems addressed by researchers in ESS involve three common elements: large regional issues; mathematical and computational modeling; and large, spatially-indexed datasets.

**Human Systems (HS):** This systematic area covers the major components of human geography offered by the department, including human spatial behavior and cognition, spatial decision making and decision support, population and development, urban and regional modeling, planning and policy, human movement and transportation systems, resource and environmental management, and human impacts on and response to the changing environment.

**Modeling, Measurement and Computation (MMC):** This area involves the investigation of those sets of techniques from the areas of analysis, statistics and computation that are particularly well-suited to the modeling of the complex, geographic phenomena that are the subject of investigation in both ESS and HER. Important sub-areas include numerical modeling, spatial statistics, remote sensing, computational modeling and database systems (including GIS), and geovisualization, all of which are increasingly dependent on knowledge of computational theory and practice.

### Admission

In addition to the university requirements for admission to graduate status described in the chapter "Graduate Education at UCSB," the department requires a 3.25 undergraduate grade-point average, particularly during the last two years of study. An undergraduate degree in geography is not required. Applicants with strong academic backgrounds in specific systematic study areas are strongly encouraged to apply. All applicants are required to submit verbal, quantitative, and analytical Graduate Record Examination scores; total combined scores on the verbal and quantitative portions of the exam should exceed 1100. Some undergraduate preparation in mathematics, statistics and computer programming is encouraged.

Students applying to the department with an undergraduate degree only are encouraged to apply for the M.A./Ph.D. program if the Ph.D. is their final degree objective. Upon completion of the M.A. thesis, the student's thesis committee chair will submit a recommendation to the department Graduate Committee regarding admission to the Ph.D. program. The Graduate Committee makes the final decision on admission or denial for those M.A. students wishing to continue into the Ph.D. program. Students who have been enrolled in the M.A./Ph.D.

program for at least three regular academic quarters may petition to skip the M.A. and go directly into the Ph.D. program. The petition requires the approval of the student's committee and the graduate advisor.

Applications are accepted for Fall only; the application deadline is December 15.

### Master of Arts—Geography Degree Requirements

**Course Requirements:** All M.A. students are required to take Geography 201 (every quarter offered), 200A-B-C, 210A-B-C, and 500 if they will be teaching assistants.

**Unit Requirement:** The M.A. degree may be obtained under either of two plans. Plan I requires 34 units, at least 20 in 200- and 500-level geography courses exclusive of Geography 201, 200A-B-C, 500, 597, 598, and 599; no more than half may be in 596. A thesis is required. Plan II requires 46 units, at least 24 in 200- and 500-level geography courses exclusive of Geography 201, 200A-B-C, 500, 597, 598, and 599; no more than half may be in 596. A final examination assessing general knowledge of geography and knowledge of the candidate's chosen specialty area is required. Plan I is the required route for students who want to continue into the Ph.D. program.

### Doctor of Philosophy— Geography

#### Degree Requirements

All Ph.D. students must major in a systematic area of study and are expected to develop great depth in techniques areas. No foreign language is required.

All doctoral candidates must serve as teaching assistants for at least one quarter.

Students will be required to take a diagnostic interview to assist in the preparation for undertaking a doctoral program in geography. Normally, students are required to take 201 every quarter offered, 200A-B-C and 210A-B-C. Before advancement to candidacy, students must pass both a written and an oral qualifying examination and secure approval of a dissertation proposal.

Following completion of doctoral research, students will prepare a dissertation which must be approved by each member of their Ph.D. committee.

After receipt of the final draft of the dissertation, a formal oral defense will be scheduled and announced to the department as a whole. The purpose of the defense will be to clarify segments of the dissertation and/or acquaint the candidate with the nature of any further work that needs to be undertaken prior to approval of dissertation.

**Course Requirements:** All Ph.D. students are required to take Geography 201 (every quarter until advanced to candidacy), 200A-B-C, 210A-B-C, and 500.

### Optional Ph.D. Emphasis in Cognitive Science

Doctoral students from Computer Science, Education, Geography, Linguistics, and Psychology may petition to add an emphasis in Cognitive Science to the Ph.D. in their home

department. The program includes faculty and students in the Schools of Letters & Sciences, Education, and Engineering. The subject matter of the Cognitive Science Program reflects the intersecting interests of more than thirty scholars within these departments. The Program provides an organizational structure that facilitates sharing of research interests and collaboration among faculty, and translates these activities into training opportunities for graduate students. Students who meet the requirements of the Cognitive Science Emphasis will graduate with a Ph.D. from their home department along with wording on their transcript stating they have earned an Emphasis in Cognitive Science.

The core requirements are: 1) Participation in the Cognitive Science Seminar (INT 200A, 200B, and 200C) for at least three quarters. (Students are encouraged to participate in this seminar throughout their graduate careers); 2) Completion of at least three cognitive science courses with one each in three different departments. (Generally, these are courses with cognitive science content that are taught by participating faculty. A list of courses is provided each quarter). Further courses can be proposed at any time and will be subject to approval by the Cognitive Science Steering Committee. We also anticipate that Cognitive Science courses taken at other universities will be acceptable electives, subject to approval by the Cognitive Science Steering Committee; 3) Completion of either a) a research project, completed before the dissertation, resulting in a written paper suitable for publication, or b) an extra-mural grant proposal for a study in cognitive science suitable for submission to an identified public or private granting agency. Either product must be prepared under the supervision of a participating faculty member; 4) Presentation of a research paper in a suitable academic forum, such as a Cognitive Science Program Colloquium, departmental colloquium, invited colloquium at another institution, or a professional meeting; 5) A Ph.D. dissertation centrally focused on a question emerging from cognitive science with at least two committee members representing faculty participating in the Cognitive Science Interdisciplinary Emphasis. If one of the committee members is from outside the student's home department, the student will be required to have four faculty members on his/her dissertation committee (including three from the home department).

Note that in addition to the emphasis requirements, students must satisfy all requirements in their home departments. Work completed in satisfaction of departmental Ph.D. requirements may also be used to satisfy emphasis requirements.

On completion, the student will submit his/her records of courses, seminars, and completed products to the Cognitive Science Steering Committee, which will certify to the Graduate Division that the requirements for the emphasis have been met, and send a letter to that effect to the student. The Graduate Division will verify completion of the emphasis and convey this information to the Registrar for inclusion of the emphasis on the final transcript. Students will graduate from their home department with an Emphasis in Cognitive Science. For more information, visit the program website at [www.cogsci.ucsb.edu/](http://www.cogsci.ucsb.edu/).

### Optional Ph.D. Emphasis in Quantitative Methods in the Social Sciences

Students pursuing a Ph.D. in this department may petition to add an interdisciplinary emphasis in quantitative methods in the social sciences (QMSS). This new interdisciplinary emphasis involves faculty from the Ph.D. programs in Communication, Economics, Education, Geography, Political Science, Psychology, Sociology, and Statistics and Applied Probability. The areas of specialization of the participating faculty include advanced regression modeling techniques, multivariate statistics, bootstrap estimation methods, demography, econometrics, psychometrics, social network theory, mathematical psychology, spatial statistics, survey research, and educational and psychological assessment. The QMSS emphasis helps students to attain the competencies needed to conduct quantitative social science research through core design and analysis classes, courses in advanced and specialized methodologies, and participation in interdisciplinary colloquia and research projects.

Each admitted student will develop, with his or her advisor, an individual contract listing the QMSS requirements to be completed. The contract must include the following:

- Two quarters of calculus, one quarter in linear algebra, and a one-year statistics sequence (These requirements can be waived if equivalent courses have already been completed).
- Attendance for at least three quarters at the ongoing QMSS seminar series, including presentation of at least one paper.
- Completion of at least three quantitative methods courses (excluding those listed above) at least two of which are outside the student's home department.
- A Ph.D. dissertation that is centrally focused on an issue that is appropriate to the QMSS emphasis. The dissertation may make a contribution to methodological theory or may involve an advanced or innovative application.
- A dissertation committee that includes at least one QMSS faculty member from outside the student's home department.

Consult the department for additional information.

### Optional PhD Emphasis in Transportation

Transportation Modeling and Simulation (TMS) is a specialty in the geography department integrating the three principal areas of training: Earth System Science (ESS), Modeling, Measurement, and Computation (MMC), and Human Environment Relations (HER). This special emphasis provides training in the methods used in transportation systems planning, design, and operations with key focus areas on data collection, modeling, and simulation. A variety of courses are available within the specialty, and students belonging to the specialty have many opportunities for fellowships and research grants supporting their dissertation research. The specialty has required courses that are tailored to individual student background and research plan. Admission to this specialty follows the same criteria as the department of geography.

For more information, please contact coordinator: Kostas Goulias at [goulias@geog.ucsb.edu](mailto:goulias@geog.ucsb.edu).

### UCSB/San Diego State University Joint Ph.D. Program

The Departments of Geography at San Diego State University (SDSU) and UCSB have joined resources to offer a distinctive doctoral program. It brings together the faculties and facilities of two outstanding institutions. Students will spend a minimum of one year on each campus and will normally finish their work at SDSU. The joint program will complement but not duplicate the existing Ph.D. program at UCSB, which will continue to function separately from the joint doctoral program. Applicants should see the joint doctoral program coordinator at SDSU.

## Geography Courses

### LOWER DIVISION

#### 3A. Oceans and Atmosphere

(4) DICKEY, SIEGEL

Lecture, 3 hours; discussion, 1 hour.

Introduction to the oceans and atmosphere and their role in the Earth's climate and its weather patterns. Focus on the flows of solar energy through the ocean and atmosphere systems. Human impacts of the Earth's climate are also introduced. (F, W)

#### 3B. Land, Water and Life

(4) CHADWICK, ROBERTS, SMITH

Lecture, 3 hours; discussion, 1 hour.

Study of the interactions among water, landforms, soil, and vegetation that create and modify the surface of the Earth. Impacts of physical environment on human societies and humans as agents of environmental change. (W, S)

#### 5. People, Place and Environment

(4) CARR, MONTELLO, SWEENEY

Lecture, 3 hours; discussion, 1 hour.

Survey of spatial differentiation and organization of human activity and human interaction with the Earth's biophysical systems. Sample topics include human spatial decision-making behavior, migration, population growth, economic development, industrial location, urbanization, and human impacts on the natural environment.

#### 7. Oil and Water

(4) GAUTIER

Lecture, 3 hours; discussion, 2 hours.

Oil and water are two key strategic resources dominating the international scene. This class provides an overview of global distribution of oil and water resources and analyzes some of the social, economic, and geopolitical ramifications of these distributions.

#### 8. Living with Global Warming

(4) GAUTIER

Lecture, 3 hours; laboratory, 2 hours.

Overview of global warming and climate change processes. Description of complex relationships between scientific, technological, economic, social, political, and historical facets of global warming and climate change. Introduction to the concept and practice of climate modeling.

#### 12. Maps and Mapping

(4) CLARKE

Lecture, 3 hours; laboratory, 3 hours.

Surveys properties of maps, emphasizing map use and interpretation. Lecture topics include map abstraction, generalization, map projections, and symbolization. Special purpose maps, thematic maps, and the display of quantitative and qualitative information is considered.

#### 20. Geography of Surfing

(4) SWEENEY

Lecture, 3 hours; discussion, 1 hour.

Social and physical science concepts manifested in the sport of surfing. Topics include wave generation

and forecasting, economics of the surf industry, spatial search, strategic behavior under crowding, territorialism, and the generation/diffusion of regional surf cultures.

#### 20H. Field Studies in Surfing

(1) SWEENEY

Prerequisite: concurrent enrollment in Geography 20.

Open to non-majors. Fieldwork, 1 hour.

Field study methods from physical, human, and regional geography applied to surfing. Physical methods focus on coastal engineering: hydrographic surveys, wave measurement, etc. Human methods include spatial population distribution, attitude surveys, etc. Project or term paper, and presentation required.

#### 95AA-ZZ. Basic Topics in Geography

(2-4) STAFF

May be repeated once for credit provided subject matter differs. Tutorial, variable hours.

Geographic curriculum content that lies outside regularly scheduled courses. New classes under development or taught temporarily. Course number-letter combination reflects instructor. Content varies.

#### 98. Basic Reading in Geography

(1-2) STAFF

Prerequisite: consent of instructor.

Students must have a minimum 3.0 grade-point average. May be repeated to a maximum of 6 units. Students are limited to 2 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. Tutorial, variable hours.

Provides introductory directed inquiry into a topic of interest to the student.

#### 99. Basic Independent Studies

(1-3) STAFF

Prerequisite: consent of instructor.

Students must have a minimum 3.0 grade-point average. May be repeated to a maximum of 6 units. Students are limited to 3 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. Tutorial, variable hours.

Independent geographical research conducted under the guidance of Geography faculty. Topic and scope varies, to be specified by student and supervisory faculty member prior to registration.

### UPPER DIVISION

#### 101. Transportation Futures

(4) CHURCH

Recommended Preparation: Geography 5.

Lecture, 3 hours; laboratory, 1 hour.

Introduction to transportation related problems, involving energy, the environment, congestion, infrastructure, and future trends. Begin with a historical perspective of transportation innovations and their impacts on urban form, and then review current problems from the movement of freight, to the development of transit oriented neighborhoods.

#### 102. Introduction to Environmental Optics in Physical Geography

(5) ROBERTS

Prerequisites: Geography 3A-B and 115A.

Recommended preparation: high school trigonometry. Lecture, 3 hours; laboratory, 2 hours.

Basic physical principles of electromagnetic radiation in the environment and their application to physical geography and remote sensing. Radiative transfer in atmosphere, oceans, snow and ice, inland waters, rock, soil, and vegetation. Spectral signatures in remote sensing.

#### 104. Physical Geography of the World's Oceans

(4) WASHBURN

Recommended Preparation: Geog 3A. Lecture, 3 hours; discussion, 1 hour.

Introduction to the processes which control the circulation of the world's oceans. Topics include: wind driven circulation, thermohaline circulation, water masses, waves, and tides.

#### 108. Urban Geography

(4) COUCLELIS

Prerequisite: Geography 5. Lecture, 3 hours; discussion, 1 hour.

Introduction to the study of the economic

geography of cities and regions and its relation to planning: urbanization, internal structure of cities, settlement systems, regional growth and development, migration, transportation, housing.

### 109. Economic Geography

(4) SWEENEY

*Recommended Preparation:* Geography 5.

*Lecture, 3 hours; discussion, 1 hour.*

Introduction to the study of spatial economic theories with applications at the urban, regional, and global scales. Topics include settlement system dynamics and regional development, land economics and land use policies, and regional inequality and poverty.

### 110. Introduction to Meteorology

(4) CARAVLHO, MICHAELSON

*Prerequisite:* Geography 3A. *Lecture, 3 hours; discussion 1 hour.*

An introduction to the dynamics of the earth's atmosphere. Topics include: energy exchange mechanisms, energy balance, condensation and precipitation processes, the dynamics of pressure and wind systems, and the distributions of weather disturbances.

### 111A. Transportation Planning and Modeling

(4) GOULIAS

*Prerequisite:* Geography 5.

*Recommended preparation:* Geography 117 or equivalent, introductory probability and statistics. *Lecture, 3 hours; laboratory, 2 hours.*

Issues, problems, technologies, policies, plans, programs, and the transportation-environment relationship. Transportation systems simulation, trip-based and activity data collection and modeling. Applications in planning, design and operations. Lab: Critically examine transportation plans and programs; explore and analyze travel surveys.

### 111B. Transportation Modeling and Simulation

(4) GOULIAS

*Prerequisite:* Geography 111A.

*Recommended preparation:* A prior course in probability & statistics and regression methods; Economics 140A-B. *Lecture, 3 hours; laboratory, 2 hours.*

Multilevel data in time use, activity, and travel surveys. Revealed and stated choice data collection in laboratory/field studies. Regression models. Systems simulation. Applications in policy analysis and traffic operations. Lab: Data analysis to develop models for typical regional simulations. (W,S)

### 112. Environmental Hydrology

(4) LOAICIGA

*One one-day weekend fieldtrip required.*

*Recommended preparation:* Geography 3B.

*Lecture, 3 hours; laboratory, 1 hour.*

Analysis of the water cycle with emphasis on land-atmosphere interactions; precipitation-runoff, flood, snowmelt, and infiltration processes.

### 114A. Soil Science

(5) CHADWICK

*Prerequisites:* Chemistry 1A-B; and, Geography 3B or Geology 2.

*Same course as Environmental Studies 114A.*

*Lecture, 3 hours; laboratory, 3 hours.*

Introduction to the chemical, hydrological, and biological characteristics of soils, their global distribution, and their response to management. Field and laboratory projects are designed to provide an understanding of soil-landscape distribution, soil morphology, and the physical and chemical properties that influence management decisions.

### 114B. Soil Genesis and Classification

(5) CHADWICK

*Prerequisites:* Geography 114A.

*Same course as Environmental Studies 114B.*

*Lecture, 3 hours; laboratory, 3 hours.*

Introduction to the chemical, physical, and biological processes that produce soil and influence their management. The morphology, genesis, classification, and global distribution of soil will be emphasized. Labs cover field site selection, soil description, sampling, laboratory preparation of soil samples, and selected chemical and physical analyses.

### 115A. The Earth from Above

(5) BOOKHAGEN, CLARKE, MCFADDEN

*Prerequisite:* Geography 3A-B.

*Recommended Preparation:* Geog 12. *Lecture, 3 hours; laboratory, 2 hours.*

Introduction to physical and cultural geographic phenomena as recorded by airborne and satellite remote sensing systems, with emphasis on photo interpretation skills. Lab involves analysis of current and historical aerial photographs and satellite images in hard copy and digital formats.

### 115B. Introduction to Remote Sensing

(5) BOOKHAGEN, CLARKE, MCFADDEN

*Prerequisite:* Geography 115A with a minimum grade of C. *3 hours; laboratory, 3 hours.*

A basic understanding of the acquisition and nature of satellite imagery and the tools required to process data from remote sensing systems. Topics include spectral and spatial enhancement, image classification, geometric and radiometric correction, with emphasis on applications. Lab: Analysis of Landsat and SPOT digital image data using image processing software.

### 115C. Intermediate Remote Sensing Techniques

(5) CLARKE

*Prerequisite:* Geography 115B with a minimum grade of C.

*Lecture, 3 hours; laboratory, 3 hours.*

Examines information extraction and radiative transfer relevant to remote sensing, focusing on applications for environmental monitoring and natural resource management. Lab exercises develop skills for advanced processing of satellite data, including linear transforms, image correction, and change detection. Both commercial and public-domain software packages are employed.

### 116. Groundwater Hydrology

(5) LOAICIGA

*Same course as Geological Sciences 173.*

*Recommended preparation:* Geography 3B.

*Lecture, 3 hours; laboratory, 3 hours.*

Analysis of groundwater flow in aquifers, aquifer properties, study of wells and groundwater contamination, surface water-groundwater interactions. The laboratory: basic groundwater experiments, Darcy's Law, flow nets, solute dispersion, field measurements of bedrock groundwater characteristics, computer analysis of pumping-test data.

### 117. Scientific Research Methods in Geography

(4) MONTELLO

*Prerequisites:* Geography 5; and, Geography 3A or 3B.

*Lecture, 3 hours; laboratory, 1 hour.*

Introduction to scientific research methods in human, physical, and techniques geography. Topics include: scientific logic and philosophy, physical measurement, surveys, experimental and nonexperimental research designs, computational modeling, sampling, data analysis and display, written and oral communication, and research ethics.

### 119. Climatic Change and Its Consequences

(4) MICHAELSEN

*Prerequisite:* Geography 110 with a grade of C or better.

Mechanisms and processes which produce climate change. Methods for reconstructing paleo-climates. Impacts of past climate change on human societies.

### 126. History of Cartography: Maps in Science and Society

(4) CLARKE

*Lecture, 3 hours.*

The growth of geodesy, printing, and technology; exploration of the earth and near planets; topographic surveys and photogrammetry; LANDSAT; relation of contemporary thematic cartography to statistics and graphic science.

### 128. Analytical and Computer Cartography

(4) CLARKE

*Prerequisite:* Geog 12.

*Lecture, 3 hours; laboratory, 2 hours.*

Using computers to create and analyze maps.

Coding, storing and representing geographical data. Accessing spatial data over the internet. Map data structures and transformations. Design and programming issues in map production.

### 133. Tropical Meteorology

(4) MICHAELSEN

*Prerequisite:* a grade of C or better in Geography 110.

*Lecture, 3 hours; laboratory, 1 hour.*

Description of tropical atmosphere. High and low frequency variability: hurricanes, monsoon, El Niño, satellite observations, and modeling.

### 134. Earth System Science

(4) GAUTIER, KING

*Prerequisite:* Geography 3A or Geography 8.

*Recommended Preparation:* Two prior upper-division courses in physical geography. *Lecture, 3 hours; laboratory, 2 hours.*

Description of various components of earth system: climate and hydrologic systems, biogeochemical dynamics, ecological dynamics, human interactions, and global change with an emphasis on the climate components. Observations and modeling of earth system.

### 135. Mock Environmental Summit

(4) GAUTIER

*May be repeated for credit to a maximum of 12 units, but only 4 units count toward the major.* *Lecture, 3 hours.*

A mock summit in which students act as representatives of different countries participating in environmental treaty negotiations. Students work in teams of four or five to prepare a presentation and discussion of environmental issues of concern to the world (e.g., energy, greenhouse gasses, etc.).

### 135S. Mock Environmental Summit

(4) GAUTIER

*May be repeated for credit to a maximum of 12 units, but only 4 units count toward the major. This intensive course is taught for three weeks during the summer quarter only.*

A mock summit in which students act as representatives of different countries participating in environmental treaty negotiations. This three-week course immerses students in the topic of global change and its associated policies thereby mimicking the pressures and intensity that exist at a real environmental summit.

### 140. Environmental Impacts in Human History

(4) ROBERTS

*Recommended Preparation:* Geography 3A or 3B; and Geography 5. *Lecture, 3 hours; discussion, 1 hour.*

Interactions between human history and the environment are explored. Example topics include early Earth history, long term climate change, the origin of agriculture, short term climate change, the origin of importance of disease and invasive species.

### 141A. Population Geography

(4) CARR

*Prerequisite:* Geography 5 or equivalent course.

*Lecture, 3 hours; discussion, 1 hour.*

Various geographic dimensions of human population dynamics: fertility, mortality, and migration. The concepts and language of demography are introduced. The causes and consequences of population dynamics are investigated, including links among population, environment, and development.

### 141B. Population and Development

(4) SWEENEY

*Prerequisite:* Geography 141A. *Lecture, 3 hours; discussion, 1 hour.*

A survey of global and regional of demographic change and their connection to significant economic development issues. Basic methods demographic analysis are introduced study historical and current issues population and development.

### 141C. California Population Analysis and Policy

(4) SWEENEY

*Recommended Preparation:* Geography 141A.

Introduces methods of demographic analysis used in local/regional policy analysis and planning. Course modules focus on population policy issues in California; such as, immigration, K-12 enrollment planning, affordable housing/land preservation, and

planning for an elderly population.

#### **144. Form, Process, and Human Use of Rivers**

(4) KELLER, LOAICIGA

*Prerequisite:* Mathematics 3A-B or 34A-B.

*Recommended Preparation:* Physics 1 or 6A-AL or Geology 117, Geography 3B. *Same course as Environmental Studies 144. Lecture, 3 hours; laboratory, 3 hours.*

Basic understanding of fluvial (river) hydrology. In-depth evaluation of channel form and fluvial processes and impact of human use on rivers.

#### **148. California**

(4) MICHAELSEN

*Lecture, 3 hours.*

The unique landscapes of California and the physical, cultural, and biotic processes which have produced them.

#### **149. The California Channel Islands**

(4) STAFF

*Prerequisites:* MCDB 1A-1AL and EEMB 2; or MCDB 20 or EEMB 20 or Geography 3A or 3B or Geology 2 or Environmental Studies 2.

*Same course as Environmental Studies 111. Lecture, 3 hours.*

Discussion of biological, geological, ecological, anthropological, and oceanographic characteristics of the Channel Islands area as well as the management and human uses of this region. Emphasis on islands and ocean waters off Southern California.

#### **150. Geography of the United States**

(4) MONTELLO

*Lecture, 3 hours.*

Intensive study of the physical and cultural processes that have shaped and are shaping the landscapes of the United States.

#### **153A. Behavioral Geography**

(4) GOLLEDGE, MONTELLO

*Lecture, 3 hours; laboratory 1 hour.*

This course examines aspects of the human-environment interface, emphasizing behavioral processes in spatial contexts including spatial choice and decision making, consumer behavior, migration and other episodic movements, time budgets, spatial cognition, and cognitive mapping.

#### **153B. Introduction to Spatial Decision Making and Behavior**

(4) GOLLEDGE

*Recommended Preparation:* Geography 5 or equivalent. *Lecture 3 hours, laboratory 1 hour.*

Gateway for the spatial decision making and behavior field. Includes environmental cognition; consumer spatial behavior; migration; space-time budgeting; destination and mode choice; risk and hazard perception; spatial preference. Laboratory sessions involve locational and city management simulation games.

#### **153C. Environmental Perception and Cognition**

(4) MONTELLO

*Prerequisite:* Geography 5.

*Lecture 3 hours, laboratory 1 hour.*

Research and theory on human perception and cognition of environments. Topics include spatial perception, spatial learning, knowledge structures, navigation and wayfinding, language and spatial cognition, map use, the spatial skills of special populations, and other issues.

#### **153D. Spatial Decisions in Retailing**

(4) CHURCH, GOODCHILD

*Lecture, 3 hours.*

Applications of spatial decision-making and behavior to retail systems: site selection, site evaluation, trade area estimation, spatial dimensions of retailing, and bricks vs. clicks retailing.

#### **153E. The Geography of Everyday Life**

(4) GOLLEDGE

*Prerequisite:* Geography 5. *Lecture, 3 hours; discussion, 1 hour.*

People have a common sense understanding of geographical environments. This course explores such understandings, formalizes the spatial dimensions and relations of everyday activities, and relates them to human spatial abilities.

#### **155. Geography of Latin America**

(4) CARR

*Prerequisite:* Geography 5 or Global Studies 1 or 2 or Environmental Studies 1 or 2 or 3. *Lecture, 3 hours.*

El Pueblo, a vila, li tenamit: however you call where you live, geography matters. Why are human and physical patterns inscribed where they are on the Latin American landscape? And what are the economic, political, social, and environmental causes and consequences of human-environment interactions across the diverse regions of Latin America?

#### **158. Introduction to Marine Resources**

(4) SIEGEL

*Prerequisite:* Geography 3A-B.

*Recommended Preparation:* Geography 104.

Introduction to the marine resources of the California coast. The interplay of oceanographic, climatic, biogeochemical and geologic factors and the influences of humankind will be addressed. Topics include: climate, circulation, biogeography, fisheries, marine mammals, petroleum, pollution and exploration history.

#### **159. Geography of Europe**

(4) COUCLELIS

*Lecture, 3 hours.*

A systematic approach to the study of the human and physical resources of Europe. Special emphasis placed on the spatial aspects of urban, economic, and social processes.

#### **161. World Agriculture, Food, and Population**

(4) CLEVELAND

*Prerequisite:* upper-division standing.

*Same course as Anthropology 149 and Environmental Studies 149. Lecture 3 hours, discussion 1 hour.*

Evolution, current status, and alternative futures of agriculture, food and population worldwide. Achieving environmentally, socially, and economically sustainable food systems; soil, water, crops, energy and labor; diversity, stability and ecosystems management; farmer and scientist knowledge and collaboration; common property management.

#### **162A. Environmental Water Quality**

(4) LOAICIGA

*Same course as Environmental Studies 162A.*

*Recommended preparation:* Geography 3B, lower-division biology, and chemistry. *Lecture, 3 hours; laboratory, 2 hours.*

Study of the physico-chemical and biological characteristics of natural waters, analysis of water pollution and treatment, water-quality regulation. The laboratory: independent research and supervised research of water pollutants and water treatment, quantitative analysis of water-quality data and one-day field work.

#### **163. Ocean Circulation**

(4) SIEGEL, WASHBURN

*Prerequisite:* Geography 104.

*Not open for credit to students who have completed Geography 163A. Lecture, 3 hours.*

Examination of the general circulation of the oceans and its impact on global climate and climate change. Topics include properties of seawater, forces driving ocean currents, wind and buoyancy generation of basin scale circulations, and their impact on global climate.

#### **165. Waves and Tides in the Ocean**

(4) WASHBURN, SIEGEL

*Recommended Preparation:* Geography 104. *Offered in even-numbered years. Lecture 3 hours, discussion 1 hour.*

Examination of waves and tides in the ocean. Topics include surface waves, wave generation, internal waves, tides, and tide raising forces. Measurement techniques are also discussed. (S)

#### **167. Biogeography: The Study of Plant and Animal Distributions**

(4) STAFF

*Prerequisite:* Geography 3A or 3B or Environmental Studies 2 or EEMB 2 or Geology 2.

*Same course as Environmental Studies 167.*

*Recommended preparation:* a prior course in EEMB. *Lecture, 3 hours; discussion, 1 hour.*

Basic processes governing geographic distribution

patterns of biota, including migration, evolution, isolation, and endemism. Biogeographic regions and their histories and an introduction to island biogeography. Emphasis on plants and plant geography. One all-day field trip.

#### **168. Field Studies in Biogeography**

(4) STAFF

*Recommended Preparation:* Geog 167 or Geog 114A or Env S 100 or EEMB 141.

An intensive field and laboratory course focused on ecological and biogeographical phenomena, including plant and soil processes and microclimate variations. Course will utilize UC Natural Reserves, primarily Sedgwick and Coal Oil Point. Students will be taught field measurements, including vegetation and soil sampling, as well as dendrochronology, ecophysiology, and basic micrometeorology.

#### **169. Cultural and Biological Diversity of Food Plants**

(4) CLEVELAND

*Prerequisite:* upper-division standing.

*Same course as Anthropology 158 and Environmental Studies 158.*

*Recommended preparation:* Geography 161 or Environmental Studies 149 or Anthropology 149. *Lecture, 3 hours; laboratory, 3 hours.*

The evolution of food plants from domestication to genetic engineering. Patterns of diversity around the world in small-scale, traditionally-based and industrial communities. Class participation in project on local olive diversity includes field work.

#### **171BT. Biotechnology, Food, and Agriculture**

(4) CLEVELAND

*Prerequisite:* upper-division standing.

*Same course as Anthropology 166BT and Environmental Studies 166BT. Course offered every other year.*

*Recommended preparation:* Geography 161 or Environmental Studies 149 or Anthropology 149. *Lecture, 3 hours; laboratory, 3 hours. Letter grade only.*

Social, cultural, ethical, biological, and environmental issues surrounding biotechnology (BT) and the food system. Includes theory and method of BT; scientific, social and political control of BT; effect of BT on genetic diversity, small-scale farmers, the environment, food supply, consumer health.

#### **171FP. Small-Scale Food Production**

(5) CLEVELAND

*Prerequisite:* Geography 161 or Environmental Studies 149 or Anthropology 149.

*Same course as Anthropology 166FP and Environmental Studies 166FP. Lecture, 3 hours; laboratory, 3 hours.*

Biological, ecological, social, and economic principles of small-scale food production and their practical applications. Includes each student cultivating a garden plot; lab exercises, field trips to local farms and gardens.

#### **172. Intermediate Geographical Data Analysis**

(5) KYRIAKIDIS, SWEENEY

*Prerequisites:* PSTAT 5AA-ZZ or EEMB 30 or Psychology 5 or Communication 87. *Lecture, 3 hours; laboratory, 3 hours.*

Statistical analysis of geographical data. Topics include spatial auto-correlation, multiple regression in a spatial context, and introductory methods for the statistical analysis of point, area (lattice) and continuous spatial data. Lab includes the use of statistical software for carrying out analyses of various spatial data types.

#### **175. Environmental Data Analysis**

(4) ROBERTS

*Prerequisites:* Geography 3A, 3B, and 110.

*Recommended preparation:* Geography 102. *Lecture, 3 hours; laboratory, 2 hours.*

Introduction to measurement and interpretation of physical-environmental data (temperature, humidity, precipitation) and integrated environmental measures (e.g. potential evapotranspiration). Working with micrometeorological towers deployed across an environmental gradient, students develop and test hypothesis using real-time tower data.



**176A. Introduction to Geographic Information Systems****(4) CLARKE, GOODCHILD, RAUBAL***Recommended Preparation: Geography 12. Lecture, 3 hours; laboratory, 2 hours.*

Comprehensive overview of Geographic Information Systems and Science. Topics include geographic data collection, modeling, and representation; geographic databases; cartographic issues; spatial queries; mobile GIS and GI Services; cognitive and social aspects. Labs provide hands-on experience with GIS software.

**176B. Technical Issues in Geographic Information Systems****(4) GOODCHILD***Prerequisites: Geography 176A with a minimum grade of C; concurrent enrollment in Geography 176BL. Lecture, 3 hours.*

Study of the technical issues underlying Geographic Information Systems, including coordinate systems and analytic geometry, database models and structures, algorithms and analytical procedures.

**176BL. Lab in Geographic Information Systems I****(1) GOODCHILD***Prerequisites: Geography 176A with a minimum grade of C; concurrent enrollment in Geography 176B. Laboratory, 3 hours.*

Laboratory analysis of digital geographic information from physical and social sources, emphasizing the use of standard geographic information system software to illustrate techniques of spatial analysis, map digitizing, digital map display, and decision support.

**176C. GIS Design and Applications****(5) CLARKE, GOODCHILD***Prerequisite: Geography 176B with a minimum grade of C. Lecture, 3 hours; laboratory, 1 hour.*

Applying GIS theory and techniques to solve spatial problems in land and resource management, utilities, and municipal government. Lectures cover all stages of a GIS project, e.g., planning, design, analysis, and presentation of results. In labs, students collaborate in groups to design, develop, and present a GIS pilot study.

**180. Geography of the Information Society****(4) COUCLELIS***Prerequisite: Geography 5; upper-division standing.**Recommended preparation: Geography 108.**Lecture, 3 hours; discussion, 1 hour.*

Examination of urban, regional, and global trends in human activity and interaction caused by the spread of electronic technologies. Topics include land-use change, telecommuting, the "virtual geographies" of the Internet, issues of democracy and power, planning in the information age.

**181A. GIScience Research****(4) CLARKE, RAUBAL***Prerequisite: Geography 176A.*

Introduction to GIScience as an academic research field, conducted through review, discussion, and presentation of seminal works from leading journals. Labs reinforce and develop students' existing techniques on problems of research-level difficulty in spatial analysis, cognition, and mobile GIS. (W)

**181B. GIScience Studies****(4) CLARKE, RAUBAL***Prerequisite: Geog 181A*

Builds on previous course through in-depth examination of topics chosen by interests of leading professor. Labs emphasize development of advanced spatial analytical skills, cutting edge visualization techniques and spatio-temporal modeling. Course concludes with an individual GIScience project. (S)

**182. Global Cities in the Information Age****(4) COUCLELIS***Prerequisite: Geography 5. Lecture, 3 hours; discussion 1 hour.*

Study of the economic, social, and political networks that link together cities of global importance. Specializations and roles of global cities in the information age economy. Examination of individual cities at the top tiers of the global urban hierarchy.

**183. Cartographic Design and Geovisualization****(4) CLARKE, RAUBAL***Prerequisite: Geography 12 or 176A*

Technical introduction to graphic representation and visualization of geographic information. Lectures cover static and dynamic design aspects, thematic mapping, interface design, animation, and 3D. Labs provide hands-on experience in designing thematic maps and constructing basic GeoVis tools with current software.

**184A. Introduction to Cartographic Programming****(4) CLARKE***Prerequisite: Computer Science 5AA-ZZ and Geography 12.**Lecture, 3 hours; laboratory, 4 hours.*

Introduces the student to cartographic programming principles. Instruction will emphasize structured decomposition, device independence and reusability in cartographic software. Lab work will provide students with hands-on experience with implementing a reusable cartographic library.

**185A. Geography Planning and Policy Making****(4) COUCLELIS***Prerequisite: Geography 5 or Environmental Studies 116. Lecture, 3 hours; discussion, 1 hour.*

Relevance of geographic knowledge and skills to aspects of planning and policy making. Includes review of core concepts in decision making, planning theory, systems analysis, information systems, urban and regional modeling, forecasting, impact analysis, implementation of decisions, planning policies.

**185B. Environmental Issues and Location Decision Making****(4) CHURCH***Prerequisite: Geography 3A or 3B or 5 or Environmental Studies 135A. Lecture, 3 hours; laboratory, 1 hour.*

Introduction to decision making techniques with regard to land use allocation and planning. Special emphasis on addressing conflicts involving environmental concerns and multiple objectives. Examples involving water resources development, corridor location (rights-of-way, e.g., transmission lines), preservation of endangered species, disposal of solid waste, and power plant siting are presented.

**185C. Local and Regional Economic Analysis****(4) SWEENEY***Recommended Preparation: Geography 108 or 109.**Lecture, 3 hours; laboratory, 1 hour.*

Introduces methods of economic analysis used in local/regional policy analysis and planning. Course modules focus on planning and policy issues in California related to interregional income inequality, industry structure/competitiveness, and regional occupational labor markets.

**185D. Urban and Environmental System Analysis****(4) CHURCH***Prerequisite: Geography 3A or 3B or 108 or 109.**Recommended Preparation: Mathematics 3A or 34A. Lecture, 3 hours; laboratory, 1 hour.*

Applications of operations research techniques and decision analysis in structuring approaches to urban and environmental problems. Examples are drawn from problems in facility location, regional models, transportation and other networks, utility corridors and similar problems.

**190. Location Theory and Modeling****(4) CHURCH***Prerequisite: Geography 5 or 108 or 109.**Recommended Preparation: Mathematics 3A or 34A. Lecture, 3 hours; laboratory, 1 hour.*

A survey of the basic types of location problems encountered in the modern world and techniques used by analysts in government and industry to solve such problems. Relationships to classic location theory and models will be stressed. Students will have the opportunity to experiment with actual location models on a computer.

**191. Introduction to Optimization Methods for Geographic Problems****(4) CHURCH***Prerequisite: Mathematics 3A, or 34A; upper-division standing.**Offered in even-numbered years. Lecture, 3 hours.*

Introduction to "Operations Research" methods that are used in the analysis of geographic problems, including linear programming, network programming, integer programming, and dynamic programming. Example problems involving spatial temporal decision making are emphasized. (W)

**191L. Laboratory in Optimization Methods for Geographic Problems****(1) CHURCH***Prerequisite: Geography 191 (may be taken concurrently). Laboratory, 1 hour.*

Computer laboratory utilizing special optimization programs and computer graphics devices.

**193. Internship in Geography****(1-4) STAFF***Prerequisites: upper-division standing in geography; consent of department.*

*Students must have an overall grade-point average of 3.0. May be repeated for credit to a maximum of 12 units but only 4 units may count toward the major. Field, 3-12 hours.*

Practical experience and research on geographical problems under faculty direction as interns with local, state, and federal agencies, with private research and development firms, and with other business organizations. Periodic and final reports required.

**194. Field Studies in Geography****(1-4) STAFF***Prerequisite: consent of instructor.**May be repeated for credit. May require course fee. Field, 10-40 hours.*

Field-based investigation of the geographic characteristics of specific places and regions. Human and/or physical phenomena may be emphasized. Field trips may include visits to parks, industrial sites, government facilities, wildlands, or urban areas. Scope, emphasis, and requirement subject to change.

**195AA-ZZ. Selected Topics in Geography****(2-4) STAFF***Prerequisite: upper-division standing in geography.**May be repeated once for credit provided subject matter differs. Lecture, 2-4 hours.*

Geographic curriculum content that lies outside regularly scheduled courses. New classes under development or taught temporarily. Course number-letter combination reflects instructor. Content varies.

**198. Readings in Geography****(1-2) STAFF***Prerequisites: upper-division standing; completion of at least two upper-division courses in geography; consent of instructor.*

*Students must have a minimum 3.0 grade-point average. May be repeated to a maximum of 10 units; no more than 5 may be applied to the major. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

Designed to provide in-depth directed inquiry into a topic of interest to the student.

**199. Independent Studies in Geography****(1-5) STAFF***Prerequisites: upper-division standing; completion of at least two upper-division courses in geography; consent of instructor.*

*Students must have a minimum 3.0 grade-point average. May be repeated to a maximum of 10 units; no more than 5 may be applied to the major. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. Geography 199 is considered an honors course and is required for those seeking distinction in the major.*

Independent geographical research conducted under the guidance of Geography faculty. Topic and scope varies, to be specified by student and supervisory faculty member prior to registration.

**199RA. Independent Research Assistance in Geography****(1-5) STAFF***Prerequisites: upper-division standing; completion of at least two upper-division courses in geography; consent*

of instructor.

Students must have a minimum 3.0 grade-point average. May be repeated to a maximum of 10 units; no more than 5 may be applied to the major. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.

Selected research under the direction of a faculty member.

## GRADUATE COURSES

### 200A. Introduction to Geographic Research

(2) STAFF

Required of all geography graduate students.

Normally taken in fall quarter of entering academic year. Lecture, 2 hours.

Presentation and discussion by department faculty of research areas in the department. Systematic and technique areas of emphasis will be presented, as well as department facilities and research collaborations with other institutions.

### 200B. Introduction to Geographic Research

(4) STAFF

Prerequisites: Geography 200A or approval of Graduate Committee.

Required of all geography graduate students.

Normally taken in winter quarter of entering academic year. Seminar, 3 hours.

Fundamental issues of research in geography and related areas: the geographic perspective, scientific reading/writing and problem formulation, research techniques, the scientific enterprise, and science and society.

### 200C. Introduction to Geographic Research

(2) STAFF

Prerequisites: Geography 200A or approval of Graduate Committee; and Geography 200B.

Required of all geography graduate students.

Normally taken in spring quarter of entering academic year. Seminar, Tutorial, 3 hours.

Directed readings and research leading to a draft thesis proposal (MA students) or a systematic literature review in prospective dissertation area (Ph.D. students); participation in seminars discussing ongoing graduate research.

### 201. Seminar in Geography

(2) STAFF

Required of all geography graduate students every quarter offered. Seminar, 3 hours.

A series of lectures and seminars on diverse research topics in human and physical geography, by visiting speakers or department faculty.

### 201Q. Quantitative Methods in the Social Sciences Colloquium

(2) SWEENEY

Same course as Sociology 212Q, PSTAT 250, and ED 212. May be repeated for credit. Lecture, 2 hours.

Required course for students in the Interdisciplinary Quantitative Methods in the Social Sciences emphasis.

### 202A. Remote Sensing and Environmental Optics

(5) ROBERTS

Prerequisites: Geography 115A. Lecture, 3 hours; laboratory 3 hours.

Principles of radiation emission; radiative transfer equation and some solution methods; surface interactions; instrumentation; applications to remote sensing and energy budgets in atmosphere, ocean, and other media.

### 208. Water Resource Systems Analysis

(4) LOAICIGA

Recommended preparation: Geography 112 and 116; upper-division calculus and statistics; computer programming or object-oriented programming desired (Matlab, Mathematica, Excel). Lecture, 3 hours.

Quantitative methods (operations research, applied mathematics and statistics, numerical simulation) are used to analyze and synthesize complex water resources systems. Topics include economic analysis, hydropower, flood control, groundwater management, and reservoirs.

### 209. Pedology

(4) CHADWICK

Prerequisite: concurrent enrollment in Geography 209L. Lecture, 3 hours.

A process-based quantitative study of soil development as driving variables of climate, biota, lithology, topography and geologic time. Emphasis on interactions among soil and other earth system components: atmosphere, lithosphere, biosphere, hydrosphere.

### 210A. Analytical Methods in Geography I

(4) SIEGEL

Prerequisite: Geography 172-172L or equivalents. Lecture, 3 hours; discussion, 1 hour.

Introduction to analytical methods for geography research. Topics include: calculus, differential equations and linear algebra. Emphasis is placed on solving geographically relevant problems and their documentation.

### 210B. Analytical Methods in Geography II

(4) MICHAELSEN

Prerequisite: Geography 210A.

Not open for credit to students who have completed Geography 206. Lecture, 3 hours; laboratory, 2 hour.

Statistical principles and practice of analyzing geographical data. Topics include bivariate and multiple regression and other multivariate techniques. Emphasis on exploratory data analysis and graphical techniques.

### 210C. Analytical Methods in Geography III

(4) KYRIAKIDIS

Prerequisite: Geography 210B. Lecture, 3 hours; laboratory, 2 hours.

Overview of key concepts in spatial statistics, including measures of spatial association and models for spatial regression, point processes and random fields. Geostatistical methods for analysis and interpolating continuous and area (lattice) data.

### 211A. Transportation Planning & Modeling

(4) GOULIAS

Prerequisite: introductory probability and statistics. Lecture, 3 hours; discussion, 2 hours.

Issues, problems, technologies, policies, plans, and the transportation-environment relationship. Transportation systems simulation, trip-based and activity data collection and model building. Applications in planning, design and operations. Lab: Critically examine transportation plans and programs and explore travel surveys. Lectures same as 111A; graduate students write an issue paper on modeling and discuss it in class.

### 211B. Transportation Modeling & Simulation

(5) GOULIAS

Prerequisite: Geography 211A.

Recommended preparation: Geography 210B-C or equivalent. Lecture, 3 hours; laboratory, 2 hours.

Transportation data collection and travel survey design. Revealed and stated choice data and their collection in laboratory and field studies. Regression models and systems simulation. Applications in policy analysis and traffic operations. Lab: Data analysis to develop models used in typical regional simulation.

### 211C. Activity and Travel Behavior Analysis

(4) GOULIAS

Prerequisite: Geography 211B.

Recommended preparation: Geography 210C or equivalent. Seminar, 3 hours.

Time-use, activity analysis, and travel behavior in space, time, and social context. Cross-sectional and longitudinal data collection and data analysis with emphasis on the use of time, travel, technology, information, and telecommunication. Applications using simultaneous equations, multilevel, latent class, and structural equations models.

### 214A. Advanced Remote Sensing: Passive

(5) ROBERTS

Recommended Preparation: At least one prior course in remote sensing advised.

Passive remote sensing (VIS/NIR, Thermal

microwave). Discussion of advanced sensors, techniques, modeling and applications in each spectral region. Includes a set of computer-based laboratory exercises. A final paper and oral presentation of a research project using remote sensing is required.

### 214B. Advanced Remote Sensing: Active

(5) ROBERTS

Recommended Preparation: At least one prior course in remote sensing advised.

Active remote sensing. Discussion of advanced sensors, techniques, modeling and applications of active remote sensing including Synthetic Aperture Radar (SAR) and Light Detection and Ranging (LIDAR). Includes a set of computer-based laboratory exercises. A final paper and oral presentation of a research project using remote sensing is required.

### 220. Seminar in Regional Analysis

(4) COUCLELIS

Prerequisites: Geography 172-172L.

Seminar, 4 hours.

Study of current research in regional analysis. The topic will differ each year and will be announced in advance.

### 221. Research Methods in Human Geography

(4) MONTELLO

Prerequisites: Geography 200A-B-C (may be taken concurrently). Lecture, 3 hours; laboratory, 1 hour.

Logic and techniques of conducting empirical research in human geography. Covers hypothesis formulation, literature sources, data collection (including surveys), experimental and non-experimental design, data analysis, and ethical treatment of human subjects.

### 224. Methods of Regional Analysis

(4) SWEENEY

Prerequisites: Geography 108 and 185B. Seminar, 3 hours; laboratory, 3 hours.

Advanced seminar in methods of regional economic and population analysis. The population module covers the theory and construction of the multi-regional life table and projection model. The economic module reviews input-output models, regional econometric models, and CGE models. Other topics include data availability, incomplete data analysis, and demo-economic models.

### 225. Urban Problems

(4) COUCLELIS

Recommended preparation: Geography 108 and 153B. Lecture, 1 hour, seminar, 2 hours.

Detailed studies of selected social, economic, and physical problems related to modern cities.

### 229. Environmental Perception and Cognition

(4) MONTELLO

Prerequisite: graduate standing. Lecture, 2 hours, laboratory, 1 hour.

Theories and methods related to acquiring, representing, and analyzing knowledge of complex large-scale environments.

### 230. Behavioral Geography

(4) GOLLEGE, COUCLELIS

Recommended preparation: Geography 153A and/or 153C. Seminar, 3 hours.

Survey of behavioral approaches in a variety of areas of geography.

### 231. Cognitive Issues in Geographic Information Science

(4) COUCLELIS, MONTELLO

Prerequisite: graduate standing. Seminar, 3 hours.

Theory and research on cognitive issues in geographic information science. Perception, memory, reasoning, communication, human factors in digital worlds.

### 234. Seminar in Cartography

(4) CLARKE

Prerequisite: Geography 118. Seminar, 4 hours.

Study and critique of advanced research work in cartography. Topic will vary from year to year.

### 240. Mock Environmental Summit

(5) GAUTIER

Prerequisites: Geography 3A-B, or equivalent with a grade of C or better; and 2 upper-division geography courses.

*Intensive course lasting 3 weeks during the summer and 5 weeks during the winter quarter.*

Summit in which students act as expert scientists of different countries that participate in environmental treaty negotiations. Graduate students advise undergraduates, write documents, write presentations, ensure that science is understood and play a role in the negotiations.

**241A. Population Geography**  
(4) CARR

*Not open for credit to students who have completed Geography 241. Lecture, 3 hours; discussion, 2 hours.*

Advanced substantive investigation of the geography of human population. The geographical dimensions of fertility, mortality and migration are explored. Important recent and classic demographic literature is reviewed.

**241B. Population, Development, and the Environment**  
(4) SWEENEY, CARR

*Lecture, 3 hours.*

Exploration of global and regional patterns of demographic change especially as they relate to significant economic development or environmental issues. Course readings are selected to provide a broad overview of current research frontiers in addition to classic readings.

**241C. Spatial Demography**

(4) SWEENEY

*Prerequisites: Geography 210A, 210B, and 210C or equivalent.*

*Lecture, 3 hours; laboratory, 1 hour.*

An introduction to mathematical and statistical demography. Primary emphasis is on spatially-explicit methods: multiregional life tables, multiregional projection, spatial statistics/econometrics applied to population, and life course analysis of migration. Matlab and SAS are used for applications.

**242. Land Use - Land Cover Change**  
(4) STAFF

*Seminar, 3 hours.*

Examines land use-land cover changes across ecosystems. Theoretical and methodological challenges to linking biophysical, socio-economic, and remote sensing/GIS analysis. Seminar includes review of current literature focusing on detection and monitoring, driving forces, and impacts of land modifications.

**246. Earth System Science: Hydrologic Modeling**

(4) LOAICIGA

*Recommended preparation: Geography 112 and 116; upper-division calculus and statistics; computer or object-oriented programming desired (Matlab, Excel). Lecture, 3 hours; Laboratory, 2 hours.*

Quantitative and computational study of land-atmosphere hydrologic interactions; modeling of surface water and groundwater processes, regional groundwater systems and solute transport.

**253. Global Warming: Causes and Consequences**

(4) GAUTIER

*Prerequisite: Geography 134. Lecture, 3 hours.*

Physical processes involved in global warming: carbon dioxide increase and uptake; role of clouds, oceans and biosphere; consequences: sea level changes, hydrological cycle intensification, etc. Climate modeling and predictions.

**255. Geography of Latin America**

(4) CARR

*Lecture, 3 hours.*

This graduate seminar supplements Geography 155 with a further exploration of primary texts probing historical and spatial patterns of society, politics, demographics, and the environment with an emphasis on human-environment interactions. Students are responsible for participating in class discussions on the assigned readings, for a term paper, and class presentation.

**260. Seminar in Global Biogeochemical Cycles**

(4) STAFF

*Prerequisite: graduate standing. Seminar, 3 hours.*

Examination of the global cycles of carbon, oxygen, nitrogen, and water; focus is on terrestrial environments; topics include photosynthesis, respiration, and interactions of humans with these cycles.

**261. Ocean Optics**

(4) DICKEY, SIEGEL

*Lecture, 3 hours.*

An examination of the optical properties and radiative transfers in natural waters. Applications discussed include modeling of solar radiation penetration, reflectance and transmittance at the air-sea interface, and ocean color remote sensing.

**262. Upper Ocean Physical Processes**

(4) SIEGEL, WASHBURN

*Prerequisite: Geography 263.*

*May be repeated for credit with changes in content and methods. Lecture, 3 hours.*

Detailed studies of upper ocean dynamics and physical processes. Topics may include mesoscale dynamics, mixed layer modeling, radiative transfer, turbulent mixing processes, and internal waves.

**263. Introduction to Physical Oceanography**

(4) DICKEY, SIEGEL, WASHBURN

*Lecture, 3 hours.*

A graduate-level introduction to physical oceanography. Topics discussed include: properties of sea water, derivation and application of the equations of motion for a rotating planet, and the dynamics of wind- and buoyancy-driven general circulation.

**264. Seminar in Oceanography**

(2) DICKEY, SIEGEL, WASHBURN

*Prerequisites: Geography 163 or 263; and, Geography 265. Seminar, 2 hours.*

Graduate seminar in physical, optical, and biological oceanography.

**266. Introduction to Atmospheric Sciences**

(4) MICHAELSEN

*Prerequisite: graduate standing. Lecture, 3 hours.*

Fundamentals in atmospheric processes that are important for understanding the role of the atmosphere in earth's climate and biogeochemistry. Graduate-level introduction to radiation, dynamics, clouds, chemistry, and how they interact.

**275. Seminar in Geographical Information Systems**

(4) GOODCHILD

*Seminar, 4 hours.*

Study of current trends in geographically oriented information processing systems.

**276. Geographical Time Series Analysis**

(3) WASHBURN

*Prerequisite: Geography 172.*

*Not available for credit to students who have completed Geography 276B. Lecture, 3 hours.*

Introduction to time series analysis in geography. Topics will include spatial and temporal sampling, fast fourier transform techniques, linear systems, and digital filtering.

**277. Spatial Environmental Modeling**

(4) ROBERTS

*Prerequisite: Consent of instructor.*

*May be repeated for credit provided topics are different. Seminar, 3 hours.*

Seminar covering topics in spatial environmental modeling. Integrates techniques such as remote sensing and GIS into modeling of spatial processes. Topics include biogeochemical cycles, hydrology, species distribution and habitat disturbance.

**278. Practice of Geostatistical Modeling of Spatial Data**

(5) KYRIAKIDIS

*Prerequisites: Geography 172 or equivalent, and Geography 274.*

*Not available for credit to students who have completed Geography 276A. Lecture, 3 hours; laboratory, 2 hours.*

Practice of geostatistics on large environmental data sets using MATLAB. Methods for modeling spatial patterns, integrating spatial data across multiple spatial scales, and simulating complex spatial distributions.

**279. Seminar in Geostatistics: Advanced Topics in Spatial Statistics**

(3) KYRIADKIDIS

*Prerequisite: Geography 278 or equivalent.*

*Not available for credit to students who have completed Geography 276C. May be repeated for credit. Seminar, 3 hours.*

Research frontiers in geostatistics, and innovative application of spatial statistics to the analysis of geographical data.

**280. Seminar on Climate Change**

(2-4) GAUTIER, MICHAELSON, SIEGEL

*Seminar, 3 hours.*

A series of lectures and seminars on diverse research topics on climate change.

**288AA-ZZ. Special Topics in Geography**  
(2-4) STAFF

*Prerequisite: graduate standing. Seminar, variable hours.*

Geographic curriculum content that lies outside regularly scheduled courses. New classes under development or taught temporarily. Course number-letter combination reflects instructor. Content varies.

**290. Urban and Environmental Systems Analysis**

(4) CHURCH

*Prerequisite: Geography 185B or Economics 1. Lecture, 4 hours.*

Applications of operations research techniques and decision analysis in structuring approaches to urban and environmental problems. Examples are drawn from problems in facility location, regional models, transportation and other networks, utility corridors, and similar problems.

**291. Optimization Models for Geographic Problems**

(4) CHURCH

*Prerequisite: Mathematics 3A or 5A or 34A. Lecture, 3 hours.*

Survey of advanced optimization techniques with applications to geographical problems. Methods include advanced topics in linear programming, dynamic programming, integer programming, networks, and queuing.

**294. Advanced Topics in Location and Transportation Systems**

(4) CHURCH

*Prerequisite: Geography 190 or 191 or 291.*

*May be repeated for credit with changes in content, methods, and applications areas examined. Lecture, 4 hours.*

Study of current research and application of systems models in the analysis, design, operation, and scheduling of transport and location problems.

**295. Advanced Topics in Pedology**

(4) CHADWICK

*Prerequisite: Geography 209.*

*May be repeated for credit with changes in content, methods, and applications areas examined. Seminar, 3 hours.*

Intensive reading and discussions of current topics in soil-geomorphology, soil-geochemistry, and quantitative modeling of soil processes.

**295A. Soils and Ecosystems**

(3) CHADWICK

*Prerequisite: graduate standing.*

*Same course as EEMB 295A. Seminar, 3 hours.*

Development of the links between the biological and inorganic components of the soil. Water availability and nutrients control plant and soil microbial communities. These in turn affect the soil by enhancing weathering and modifying the local chemical environment.

**296. Technical Issues in Geographic Information Systems**

(5) GOODCHILD

*Lecture, 3 hours; laboratory, 3 hours.*

Study of the technical issues underlying Geographic Information Systems, including coordinate systems and analytic geometry, database models and structures, algorithms and analytical procedures.

**500. Teaching Assistant Training**

(4) STAFF

*May be repeated for credit. Seminar, 2 hours;*

laboratory, 1 hour; preparation, 1 hour.

Compulsory course for new teaching assistants to examine geographic teaching methods. Emphasis on use of special equipment and facilities in the department, teaching aids, examination preparation and grading, student advising, and special problems.

### 595. Seminar in Marine Science

(2) DICKKEY, ALLDREDGE

A series of lectures and seminars on diverse research topics in marine science.

### 596. Directed Reading and Research

(2-8) STAFF

Prerequisites: consent of instructor and department.

No more than half the graduate units necessary for the master's degree may be taken in Geography 596. Preparation, 2-8 hours.

Individual tutorial. Instructor is usually student's major professor.

### 597. Individual Study for Ph.D. Examinations

(1-12) STAFF

Prerequisites: consent of instructor and graduate advisor.

S/U grade. Maximum of 12 units per quarter; enrollment limited to 24 units total. Variable hours.

Instructor should be student's major professor or chair of the doctoral committee.

### 598. Master's Thesis Research and Preparation

(1-12) STAFF

Prerequisites: consent of instructor and grad advisor.

S/U grading. Preparation, 1-12 hours.

Research toward and writing of thesis.

### 599. Ph.D. Dissertation Research and Preparation

(1-12) STAFF

Prerequisites: consent of instructor and graduate advisor.

S/U grading. Preparation, 1-12 hours.

Research toward and writing of dissertation. Instructor should be chair of student's doctoral committee.

# Geological Sciences

For Geological Sciences, see Earth Science.

# Germanic, Slavic, and Semitic Studies

Department of Germanic, Slavic, and Semitic Studies

Division of Humanities and Fine Arts  
Phelps Hall 6206

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## Faculty

**Cornelia Becher**, Ph.D., UC Santa Barbara, Lecturer (German language, 18th- and 19th-century literature)

**Dorothy M. Chun**, Ph.D., UC Berkeley, Professor (German linguistics, second language acquisition, intonation and discourse, computer-assisted language learning)

**Susan Derwin**, Ph.D., Johns Hopkins University, Associate Professor (Holocaust studies, 19th- and 20th-century European and American novel, psychoanalysis)

**Jocelyn Holland**, Ph.D., Johns Hopkins University, Assistant Professor (German literature, romanticism, history of science)

**Wolf D. Kittler**, Ph.D., University of Erlangen-Nürnberg, Professor (18th-, 19th-, and 20th-century literature and philosophy, critical theory, deconstruction, history of science and media technology)

**Katia McClain**, Ph.D., UC Los Angeles, Lecturer (Slavic linguistics, discourse and pragmatics, language acquisition, language and gender, folklore, women in Eastern European culture and literature)

**Larry McLellan**, M.A., UC Berkeley, Lecturer (Slavic linguistics, language pedagogy)

**Laurence A. Rickels**, Ph.D., Princeton University, Professor (critical theory, psychoanalysis, deconstruction, 18th-, 19th-, and 20th-century literature)

**Sven Spieker**, Ph.D., Oxford University, Professor (critical theory, psychoanalysis, deconstruction, 19th- and 20th-century literature, especially East European and Russian)

**Evelyn Wade**, Ph.D., UC Santa Barbara, Lecturer (German Language)

**Elisabeth Weber**, Ph.D., University of Freiburg, Professor (18th, 19th and 20th century literature and philosophy, German-Jewish culture, critical theory, deconstruction, psychoanalysis, trauma studies)

**Sara Wheeler**, M.A., UC Santa Barbara, Lecturer (Hebrew linguistics, syntax discourse, language pedagogy, modern Israeli literature)

## Emeriti Faculty

**Gunther H. Gottschalk**, Ph.D., University of Southern California, Professor Emeritus

**Gerhart Hoffmeister**, Ph.D., University of Maryland, Professor Emeritus

**Donald B. Johnson**, Ph.D., UC Los Angeles, Professor Emeritus

**Albert Kaspin**, Ph.D., UC Berkeley, Professor Emeritus

**Roselinde Konrad**, Senior Lecturer Emerita

**Torborg Lundell**, Ph.D., UC Berkeley, Professor Emerita

**Ursula R. Mahlendorf**, Ph.D., Brown University, Professor Emerita

**Devora Sprecher**, Lecturer Emeritas

The Department of Germanic, Slavic, and Semitic Studies offers programs of study leading to the B.A. in German, M.A. and Ph.D. degrees in Germanic languages and literatures, and the B.A. in Slavic languages and literatures. Students in each program acquire an appropriate linguistic background in lower-division courses, study the historical development of the language, and are exposed to the modern language in most upper-division classes. The curriculum for each program is designed to provide a thorough survey of the literature.

Two years of Hebrew language courses are of-

fered, with additional offerings in literature.

Qualified students majoring in German may spend their junior year at the University's Education Abroad Center at Göttingen. In addition, there are opportunities for students to study for a semester in Pottsdam, Göttingen, or Berlin. Qualified students majoring in Slavic languages and literatures are strongly encouraged to spend a semester at UC's Education Abroad Program in Moscow. Hebrew language and literature students are prepared for study in the University of California's Center for Education Abroad in Jerusalem. Prior study of the relevant language is either required or recommended in every case.

Undergraduate and graduate students have access to staff and faculty advisors throughout their studies. Students with a bachelor's degree in Germanic or Slavic languages and literatures who are interested in pursuing a California Teaching Credential should contact the credential advisor in the Graduate School of Education as soon as possible.

## Senior Honors Program in German—Requirements

Students may request nomination for the senior honors program by filing an application form, or they may be nominated by faculty. Qualifying requirements include an overall grade-point average of at least 3.0, with 3.5 in the German major, and at least 105 units completed, including at least two upper-division courses in German.

To earn departmental senior honors, students will work with a professor of their choice for two quarters to complete a senior thesis, while receiving course credit for German 197 (Senior Honors Project). No more than 4 units of 197 credits may be applied to the major requirements. Students who complete departmental honors will receive the notation of "Distinction in the Major" on both official transcripts and their diploma. Students interested in departmental honors should consult with the undergraduate advisor.

## Senior Honors Program in Slavic—Requirements

Students may request nomination for the senior honors program by filing an application form, or they may be nominated by faculty. Qualifying requirements include an overall grade-point average of at least 3.0, with 3.5 in the Slavic languages and literatures major, and at least 105 units completed, including at least two upper-division courses in the Slavic undergraduate program.

To earn departmental senior honors, students will work with a professor of their choice for two quarters to complete a senior thesis, while receiving course credit for Slavic 197. No more than 4 units of 197 credits may be applied to the major requirements. Students who complete departmental honors will receive the notation of "Distinction in the Major" on both official transcripts and their diploma. Students interested in departmental honors should consult with the undergraduate advisor.

## Bachelor of Arts—German

**Preparation for the major.** Required with grades of C or higher: German 1, 2, 3, 4, 5, 6, or

placement beyond German 6 in the departmental placement examination. Recommended: German 8A-B-C.

*Note: Students who have completed a more advanced course in a lower-division sequential series will not be permitted to take a course that is lower in the series.*

**Upper-division major.** The major is designed for students who are interested in a rigorous liberal arts education. Forty-four upper-division units are required, including 2 courses from German 101A or 101B or 101C; 107A and 107B and 107C; 103 or 104; and 115A or 115B or 115C; and 190. The remaining electives will be selected from upper-division German offerings, with no more than 8 units from courses taught in English.

Four units of upper-division electives may be taken in a comparative literature course provided that it is taught by a faculty member of the Department of Germanic, Slavic, and Semitic Studies. In addition to that, another 4 units of upper-division electives in related fields may be accepted into the major by petition. Courses which are taught in English, but where the readings and other requirements, such as papers, are done in German do not fall under this limitation.

A year of study abroad at a German-speaking institution of higher learning is highly recommended. Students are encouraged to supplement their major by completing 20 or more upper-division units in another discipline such as political science or history.

Education Abroad Program participants, working in advance with their advisors, should determine credit and unit limitations for their proposed work at Göttingen, Potsdam, or Berlin, Germany.

### **Bachelor of Arts—Slavic Languages and Literatures**

**Preparation for the major.** Required with grades of C or higher: Slavic 1, 2, 3, 4, 5, 6, or equivalent. Students with proficiency in spoken Russian should not enroll in courses lower than Slavic 4. Recommended: Slavic 33, History 4A-B-C. Students transferring from other institutions may take the Russian Placement Exam for appropriate language placement.

*Note: Students who have completed a more advanced course in a lower-division sequential series will not be permitted to take a course that is lower in the series.*

**Upper-division major.** Forty upper-division units in Slavic courses are required, including 12 units from Slavic 101A-B-C-D-E-F, a minimum of 4 units selected from Slavic 145, 152B; a minimum of 4 units selected from Slavic 121, 122, 124; a minimum of 4 units selected from Slavic 130A-B-C-D-E, and a minimum of 4 units selected from History 135A-B-C, 191C; Political Science 128, 143. The remaining electives will be selected from upper-division Slavic offerings. Up to 4 units of upper-division electives in East/Central European or Russian studies in such areas as comparative literature, political science, history, film and media studies, economics, anthropology, or music may be accepted for the major by petition.

UCSB participates in the University of California Education Abroad Program through

which UC students spend a semester in Moscow. Qualified students are strongly encouraged to take advantage of this opportunity; financial assistance is available. Additional information is available in the department office.

### **Minor—German Studies**

All courses to be applied to the minor must be completed on a letter-grade basis. This includes both courses offered in German and those offered by other departments and applied to the minor.

**Preparation for the minor.** German 1, 2, 3, 4, 5, 6 or equivalent (0-24 units).

**Upper-division minor.** Twenty units, including 2 courses from German 101A or B or C (8 units); and 12 upper-division units selected from courses in German culture, linguistics, or literature. (Courses outside the department must be approved by the department before enrolling to ensure that content is relevant.)

*Note: Substitutions and waivers are subject to approval by the chair of the department. Please see page 118 for special conditions governing minors in the College of Letters and Science.*

### **Minor—Russian**

All courses to be applied to the minor must be completed on a letter-grade basis. This includes both courses offered in Slavic and those offered by other departments and applied to the minor.

**Preparation for the minor.** Slavic 1, 2, 3, 4, 5, 6 or equivalent (0-30 units). Students with proficiency in spoken Russian should not enroll in courses lower than Slavic 4.

**Upper-division minor.** Twenty units, including 4 units from Slavic 101A-B-C-D-E-F, 121, 122, 124, and 16 units of upper-division electives selected from courses in Slavic languages, cultures, linguistics, or literatures.

*Note: Substitutions and waivers are subject to approval by the chair of the department. Please see page 118 for special conditions governing minors in the College of Letters and Science.*

## **Graduate Program**

### **Admission**

Admission is based on six kinds of evidence: (1) transcripts from all postsecondary institutions; (2) three letters of recommendation; (3) scores on the GRE and, if the applicant is not from an English-speaking country, the TOEFL; (4) an audio sample of spoken English or German (tape, CD, digital) not longer than fifteen minutes; (5) a writing sample in German or English; and (6) a statement of purpose. The writing sample should be a substantial essay written in the context of an upper-division or graduate-level course. In addition to departmental requirements, candidates for graduate degrees must meet university degree requirements.

### **Master of Arts—Germanic Languages and Literatures**

#### **Degree Requirements**

The M.A. requires thirty-six units of graduate-level course work. Twenty of these units (equaling five courses) must be taken from the department's series of basic graduate courses

(numbered 200 or higher) in German literary studies and must be completed with a grade of B or better. During the second year, students will take an Independent Study course on a topic of their choice. In addition, graduate students may take one course each quarter in theory or a related field in Germanic, Slavic, or Semitic Studies or in another department, with approval of the graduate advisor. There is a residency requirement of three quarters, and students must maintain a cumulative GPA of at least 3.0.

Students must also fulfill the foreign language requirement. They can either complete, with a grade of B or better, one upper-division course in a language other than German, or they can take a written exam administered by the department.

In addition to the course work and foreign language requirements, candidates for the master's degree must (1) complete a master's thesis that is acceptable to a supervisory committee of at least three ladder faculty members, two of whom must be from the graduate faculty in German, and (2) pass an oral examination covering three areas: two subjects chosen in consultation with the student's master's committee, and a third subject of the student's thesis topic.

### **Doctor of Philosophy—Germanic Languages and Literatures**

#### **Degree Requirements**

Students entering the program with a B.A. need a total of sixty units of graduate-level course work before advancing to doctoral candidacy. For M.A./Ph.D. students, thirty-six of these units are required before passing the M.A. examination. The remaining twenty-four units must be completed with a grade of B or better before beginning work on the dissertation. Additional course work may be deemed necessary to make up for deficiencies. Students must be in residence for six quarters excluding summers, and maintain a cumulative GPA of at least 3.0. The Ph.D. language requirement is competency in one language in addition to German and English. Students may fulfill the foreign language requirement by completing one upper-division course in a language other than German with a grade of B or better, or they take a written translation exam administered by the appropriate department. Students should complete the foreign language requirement prior to advancing to doctoral candidacy.

Ph.D. students must complete a series of tutorials and/or courses in two areas, one of which may be in comparative literatures (studies of different national literatures, e.g. English/German or French/German), the other in an area of German literature. Students should begin these tutorials after passing the M.A. examination if they are on the M.A./Ph.D. track. At this point in the academic program, the student should work on an emphasis as well, such as comparative literature, media technology, theory, etc. The student's course work should be chosen in consultation with his/her advisory committee, which will be selected by the end of the first year of study following the award of the M.A.

This advisory committee, which administers the oral and written doctoral candidacy qualify-

ing examinations and supervises the research and writing of the dissertation, must consist of at least three ladder faculty, of whom at least two will be affiliated with the graduate faculty in German.

Once this part of the course work is completed, the student must pass three field examinations on topics chosen in consultation with the advisory committee from the following list:

(1) German Linguistics or History of Language; (2) Literary Period and/or Genre; (3) Theory and Philosophy (such as German Idealism, Psychoanalysis, the Frankfurt School, Deconstruction); (4) Media Technology; (5) Holocaust Studies; (6) Special Field defined by the candidate in close consultation with the graduate advisor and at least one additional faculty member.

If necessary, students may retake each field exam once. The written examinations are to be followed by an oral examination on the student's proposed dissertation topic administered by the dissertation committee. Students who pass this examination will be advanced to candidacy. The final requirement is the successful completion of a doctoral dissertation including the oral defense.

### **Optional Ph.D. Emphasis in Women's Studies**

The Department of Feminist Studies, with almost fifty core and affiliated faculty members in over nineteen disciplines, serves as a model of interdisciplinary work and scholarly collaboration at UCSB. Women's Studies doctoral emphasis students are required to successfully complete four seminars that will enhance their understanding of feminist pedagogy, feminist theory, and topics relevant to the study of women, gender and/or sexuality. Women's Studies as an inter-departmental set of conversations and intellectual questions supports a multifaceted undergraduate curriculum at UCSB. Doctoral emphasis students are encouraged to apply to teach Feminist Studies courses as teaching assistants and associates as part of their Feminist Studies training.

Applicants must first be admitted to, or currently enrolled in, a UCSB Ph.D. program participating in the Women's Studies graduate emphasis. Anthropology; Comparative Literature; Counseling, Clinical, and School Psychology; English; French and Italian; Germanic, Slavic and Semitic Studies; History; History of Art and Architecture; Linguistics; Political Science; Religious Studies; Sociology; Spanish and Portuguese; or Theater and Dance. Candidates complete four graduate courses and select a member of the Feminist Studies faculty or affiliated faculty to serve on their dissertation committees. Applications to the Women's Studies Doctoral Emphasis may be submitted at any stage of Ph.D. work, and applications will be considered throughout the year.

### **Doctoral Emphasis Coursework**

Students pursuing the emphasis in Women's Studies will successfully complete four graduate courses that have been approved by the Doctoral Emphasis advisor.

1. **Feminist Theories.** A one quarter graduate seminar in interdisciplinary feminist theory offered by any department, including Feminist Studies 250 AA-ZZ.

2. **Issues in Feminist Epistemology and Pedagogy** (Feminist Studies 270). A one quarter seminar that considers Feminist Studies as a distinct field. It offers an interdisciplinary exploration of feminist theories of knowledge production and teaching practices. Readings cover past and present critical debates and provide theoretical approaches through which to analyze interdisciplinary epistemological and pedagogical issues.

3. **Graduate Seminar in Feminist Studies** (Feminist Studies 200-290 or 594 AA-ZZ). A one quarter seminar offered by a Feminist Studies faculty member on topics of central concern to the field.

Or,

**Research Practicum** (Feminist Studies 280). A cross-disciplinary seminar in which fundamental questions in contemporary feminist research practice are considered in light of students' own graduate projects.

4. **Topical Seminar.** A one quarter graduate seminar that addresses topics relevant to the study of women, gender, and/or sexuality. This seminar must be taken outside the student's home department; it may be fulfilled either by another graduate seminar in Feminist Studies or a seminar in another department.

### **Optional Ph.D. Emphasis in Applied Linguistics**

The field of applied linguistics is a growing and vibrant one in universities nationally and internationally. Applied linguistics is an interdisciplinary field of research and instruction that provides theoretical and descriptive foundations for the empirical investigation of language-related issues, especially those of language education (first-language, second-language, foreign-language, and heritage-language teaching and learning), but also issues of bilingualism and biliteracy, language planning and policy, language assessment, translation and interpretation, lexicography, rhetoric, and composition.

Students pursuing a Ph.D. in the Departments of East Asian Languages and Cultural Studies, Education, French and Italian, Germanic, Slavic, and Semitic Studies, Linguistics, and Spanish and Portuguese may petition to add an emphasis in applied linguistics. The interdisciplinary program in applied linguistics involves over 35 faculty members in 12 departments on campus.

Students who petition to add the emphasis must fulfill the following requirements in addition to the requirements for the Ph.D. in their home department: (1) a minimum of two courses taken from the core group of applied linguistics courses, which provide them with the basics of linguistics, second language acquisition theories, second/foreign language teaching methodologies, and practical applications of theory to teaching (Second Language Acquisition Theory and Research; Second Language Teaching Methodology; Foreign/Second Language Teaching Practicum; Topics in Applied Linguistics); (2) a minimum of two courses in one of five sub-areas (Linguistics, Discourse, Second Language Acquisition; Language and Society, Socio-cultural Perspectives, Multilingualism and Multiliteracy; Language, Literacy and Composition Studies; Language and Cogni-

tion, Psycholinguistics; Language Acquisition Using Technology); (3) required independent study (4 units), taken with an appropriate faculty member, leading to a research paper describing theoretical, empirical, or applied work in applied linguistics.

In addition to the course and unit requirements described above (including the research paper), a Ph.D. qualifying examination (or a separate exam) will test the student's knowledge within the applied linguistics emphasis. At least one faculty member of the applied linguistics program shall participate in the qualifying (or separate) examination.

Additional information may be found at: [www.appliedlinguistics.ucsb.edu](http://www.appliedlinguistics.ucsb.edu). Questions may be directed to a participating faculty member or to Applied Linguistics, c/o Department of Germanic, Slavic, and Semitic Studies, UCSB, Santa Barbara, CA 93106-4130.

## **German Courses**

### **LOWER DIVISION**

*Any two courses in the series German 1-6 must be taken in sequence and not simultaneously. Also, students may not enroll in a lower level German course than was previously taken in the German 1-6 series.*

#### **1. Elementary German**

(5) CHUN

Beginning course in German. Student acquires the basic structure of the language, communicative skills, a limited general vocabulary, correct pronunciation, and an ability to read and understand simple cultural texts. Weekly laboratory assignments support and enhance classroom learning.

#### **1G. Introduction to Reading German (for graduate students)**

(4) BECHER

*Prerequisite: graduate standing.*

*May be repeated for credit.*

A brief introduction to the essentials of German grammar with emphasis on aspects of structure that are indispensable for reading skills (while deemphasizing those that are not). Reading texts are included from the beginning.

#### **2. Elementary German**

(5) CHUN

*Prerequisite: Grade of C or better in German 1.*

*Continuation of German 1.*

#### **2G. Introduction to Reading German (for Graduate Students)**

(4) BECHER

*Prerequisite: graduate standing.*

Course is a continuation of German 1G, using the same approach, with reading texts on a more complex level. (W)

#### **3. Elementary German**

(5) CHUN

*Prerequisite: Grade of C or better in German 2.*

*Continuation of German 2.*

#### **4. Intermediate German**

(5) CHUN

*Prerequisite: German 3 with a minimum grade of C.*

Continuation of German 3. Introduction of the last few points of grammar. Web-based Intercultural Exchange (ICE) with university students in a German-speaking country: On-line discussions about a variety of cultural topics, text-based chat sessions, oral interactions in virtual classrooms.

#### **5. Intermediate German**

(5) CHUN

*Prerequisite: German 4 with a grade of C or better.*

Expansion and refinement of linguistic and communicative skills learned in Beginning German.

Greater focus on speaking German with fluency and accuracy, reading short authentic texts, and writing coherent, organized essays.

### 6. Intermediate German

(5) CHUN

*Prerequisite:* Grade of C or better in German 5.

Continuation of German 5.

### 8A-B-C. German Conversation

(2-2-2) STAFF

*Prerequisite:* German 2.

May be repeated for credit to a maximum of 4 units each. Discussion, 2 hours.

Course designed to offer beginning and intermediate German language students communicative strategies needed by speakers and listeners in face-to-face interaction.

### 31. Doubles: Film and Literature

(4) RICKELS

When the double is visualized in film, the double's mention or description disappears from the typeface of literature. At the same time it takes center stage or screen in psychoanalytic theory.

### 43A. Dreaming Revolutions: Introduction to Marx, Nietzsche and Freud

(4) WEBER

Introduction to the revolutionary theories of Karl Marx, Friedrich Nietzsche, and Sigmund Freud. Explorations of three authors whose writings have profoundly changed our world.

### 43B. German Childhood and Youth

(4) STAFF

Not open for credit to students who have completed German 44.

Analyzes the positive (idyllic Heidi happy childhood) and the negative (cruelty of Grimm tales) myths which are popularly attributed to German childhoods through the lens of historians, filmmakers, and writers.

### 43C. Germany Today

(4) HOLLAND

Not open for credit to students who have completed German 49.

Covers Berlin Wall in 1989 through today to explore how writers, artists, musicians, intellectuals, and politicians respond to the question of who or what is "German."

### 50A-B-C. Reading Texts of German Culture

(4-4-4) BECHER

Introductory reading class designed to accompany lecture classes. Meant for students who would like to explore original German text and film materials related to the topics discussed in the lecture classes. No prior knowledge of German is required.

### 55A-B. Contemporary German Pop Culture

(4-4) HOLLAND, WEBER

Study of contemporary film, music, and other facets of pop culture that have shaped the lifestyle of today's nation of Germany.

A. Study of pop music from 1989 to today, and its impact on the new emerging society of post-Wall Germany, focusing on the pointed, humorous, and sometimes scathing lyrics and pop music's ties to German youth culture.

B. Study of contemporary German cinema since 1970, exploring cinematic representations of issues such as immigration, opposition to East Germany's regime, National Socialism and the Shoah, racism, and sexuality.

### 95A. Elementary Yiddish

(4) STAFF

An introduction to the Yiddish language. The goal is to convey the rudiments of the grammar, and to acquire the ability both to read printed Yiddish and to read and write cursive Yiddish.

### 95B. Intermediate Yiddish

(4) STAFF

*Prerequisite:* German 95A.

Continuation of German 95A with further exposure to the grammar of Yiddish. More attention given to standard literary figures (Sholem Aleichem, Peretz, etc.) and their easier works.

### 95C. Advanced Yiddish

(4) SCHWARTZ

*Prerequisite:* German 95B.

Continuation of German 95B with advanced grammatical study. Emphasis on literary texts of some maturity and difficulty as well as contemporary Yiddish in this country, both journalistic and literary.

### 99. Introduction to Research

(1-4) STAFF

*Prerequisite:* consent of department and instructor.

Students must have an overall GPA of 3.0. May be repeated to a maximum of 8 units, but only 4 units may be applied toward the major. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.

Independent research under the guidance of a faculty member. Exceptional students are offered an opportunity to undertake independent or collaborative research or to act as interns for faculty-directed research projects.

## UPPER DIVISION

German majors please note that no more than 8 units of German courses taught in English may be applied toward the major.

### 101A-B-C. Advanced German

(4-4-4) BECHER

*Prerequisite:* German 6.

Speaking, listening, reading, and writing on an advanced level, while exploring contemporary German culture. Systematic review of grammar material. Additional focus on vocabulary building. Written and oral discussions based on newspaper articles, literary texts, German films, and Web sites.

### 103. Phonetics and Phonology

(4) CHUN

*Prerequisite:* German 6.

Introduction to the German sound system and to pronouncing German words and sentences. Focus on describing and producing vowels and consonants, and on improving pronunciation, including attention to rhythmic, stress, and intonational differences between German and English. Taught in German.

### 104. German Language and Society

(4) CHUN

*Prerequisite:* German 6.

Discussion of the dialects of German spoken in Germany, Austria, and Switzerland. Topics include: geographical and social varieties of standard and colloquial German (e.g., Jugendsprache); the language of email and the Internet; "linguistic" problems after reunification. Taught in German.

### 105A-B-C. Advanced Conversation

(2-2-2) STAFF

*Prerequisite:* German 6 (may be taken concurrently).

May be repeated for credit to a maximum of 4 units each.

Emphasizes interactional strategies needed for communication in German, while also giving intermediate and advanced students the opportunity to discuss a wide variety of topics.

### 107A-B-C. History and Culture

(4-4-4) STAFF

*Prerequisite:* German 6.

Careful and close readings from the cultural history of German speaking countries. Materials, which may be revised each academic year, include documents from literature, philosophy, art, music, architecture, science, politics, and law. Taught in German.

### 115A-B-C. Survey of German Literature

(4-4-4) STAFF

*Prerequisite:* German 6.

A. Survey of the literary movements of the twentieth century.

B. Survey of the literature of classicism and romanticism.

C. Survey of the literary movements of the nineteenth century.

### 116A. Representations of the Holocaust

(4) WEBER, DERWIN

*Prerequisite:* upper-division standing.

Same course as Comparative Literature 122A.

Close reading of post-Holocaust literature. Taught in English.

### 138. Psy Fi: German Science Fiction

(4) RICKELS

*Prerequisite:* upper-division standing.

In German culture and thought science fiction provided owner's manual instruction to technologization, modern total war, and psychological warfare. Taught in English.

### 143. The Superhuman

(4) RICKELS

*Prerequisite:* upper-division standing.

Our ongoing technologization received two theoretical frames by the end of the nineteenth century: first the theory of evolution, then psychoanalysis. In this double setting, the fantasy of the superhuman has been opening up new prospects for man-and-God.

### 145. Second Language Acquisition

(4) CHUN, SCHULTZ

*Prerequisite:* upper-division standing.

Same course as Linguistics 141 and French 107X.

An introduction to the theories and principles of how adults acquire a language other than their mother tongue, why it is more difficult than acquiring their first language, and what needs to be learned, from linguistic, psychological and social perspectives.

### 151C. Literature of Central Europe

(4) SPIEKER

*Prerequisite:* upper-division standing.

Same course as Slavic 151C and Comparative Literature 161.

Investigation of the prolific literatures of central Europe, one of the culturally and linguistically most diverse regions of the European continent that has produced writers such as Italo Svevo, Franz Kafka, Robert Musil, Bruno Schultz, and others. Readings in English.

### 164E-G. Great Writers in German Language

(4-4-4) STAFF

*Prerequisite:* Upper-division standing.

May be repeated for credit to a maximum of 32 units provided letter designations are different, but only 12 units may be applied toward the major.

One or more major figures will be studied each quarter. Readings and lectures in English.

E. Kafka

F. Nietzsche in Literature

G. Freud

### 164I. Modern Autobiography and Memoir: Texts and Contexts

(4) STAFF

*Prerequisite:* Upper-division standing.

Not open for credit to students who have completed German 141.

How do life's events shape autobiographical writing? Conversely, how does the writing about a life actually shape its meaning? These and other questions are explored in the works of modern writers and filmmakers. Taught in English.

### 166. Grimm

(4) STAFF

*Prerequisite:* upper-division standing.

Not open for credit to students who have completed German 133.

Explores the Grimm tale of childhood bedtime stories from Germany to Disney.

### 170. Women Writers

(4) HOLLAND

*Prerequisite:* upper-division standing.

Focus on the female voices in German literature, from romanticism to our days: Rachel Varnhagen, Bettina von Arnim, Droste-Hulshoff, Sabine Spielrein, Ingeborg Bachman, Nelly Sachs, and others. Lectures and readings in English.

### 179B. Mysticism

(4) WEBER

*Prerequisite:* upper-division standing.

Same course as Comparative Literature 179B.

Not open for credit to students who have completed German 169.

Analysis of German mystical writing, its roots in ancient Greek texts, revolutionary impact, links with other mystical traditions, influence on secular literature. Texts include Hildegard von Bingen, Meister

Eckhart, Mechthild von Magdeburg, Novalis, Rilke, etc. Taught in English.

### 179C. Mediatechnology

(4) STAFF

*Prerequisite:* upper-division standing.

Same course as Comparative Literature 179C. Not open for credit to students who have completed German 180.

Telegraph, telephone, phonograph, and film are techniques that have engendered new forms of representation, communication, and thinking. Course studies the impact of these transformations in literature and on literature. Taught in English.

### 182. Vampirism in German Literature and Beyond

(4) RICKELS

*Prerequisite:* upper-division standing.

From the earliest eye-witness accounts of vampire attacks in ancient Rome to the novels of Stoker and Ewers, the films of Dreyer and Browning, and the interpretations of Voltaire and Freud, bloodsucking has remained, in our culture, our premier and oldest legacy. Taught in English.

### 183. The Horror Film

(4) RICKELS

*Prerequisite:* Film Studies 46 or upper-division standing.

Same course as Film Studies 144. Study of the horror film genre and the reasons for its popularity, including new interest in psychoanalysis and reaction to modern mass society and consumerism. Covers issues of sacrifice, simulated catastrophic loss, and other themes of catharsis.

### 187. Satan in German Literature and Beyond

(4) RICKELS

*Prerequisite:* upper-division standing.

Explores the rich popular literature dealing with making deals with the devil with focus fixed on the German contributions (for example the Baroque *Trauerspiel*, Luther, versions of *The Faust Legend*).

### 190. Proseminar

(4) STAFF

*Prerequisite:* German 6.

May be repeated for credit to a maximum of 12 units, but only 4 units may be applied toward the major.

Intensive advanced seminar on topic to be determined on a quarterly basis. Taught in German.

### 193. The Creature in German Literature and Beyond

(4) RICKELS

*Prerequisite:* upper-division standing.

Through Freud's *Totem and Taboo* the creature is explored in the long history of fictions of becoming animal and of surviving the threat of evolutionary mutations of "animals."

### 197. Senior Honors Project

(4-8) STAFF

*Prerequisites:* open to senior majors only; consent of instructor.

Students must have a 3.0 overall grade-point average and a 3.5 grade-point average in the major. May be repeated twice.

An independent study course (one to three quarters) directed by a faculty member with a carefully chosen topic and bibliography which will result in a documented project or a senior thesis.

### 198. Readings in German

(1-5) STAFF

*Prerequisites:* upper-division standing; completion of two upper-division courses in German.

Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. May be repeated for credit to a maximum of 8 units.

Independent studies in German. Individual investigations in literary fields.

### 199. Independent Studies in German

(1-5) STAFF

*Prerequisites:* upper-division standing; completion of two upper-division courses in German.

Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.

Individual investigations in literary fields.

### 199RA. Independent Research Assistance in German

(1-5) STAFF

*Prerequisites:* upper-division standing; completion of two upper-division courses in German; consent of instructor and department.

Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.

Coursework shall consist of faculty supervised research assistance.

## GRADUATE COURSES

### 203. German Phonetics and Phonology

(4) CHUN

Introduction to the German phonological system and to pronouncing German words and sentences. Focus on describing and producing vowels and consonants, and on improving pronunciation, including attention to rhythmic, stress and intonational differences between German and English. Taught in German.

### 204. German Language and Society

(4) CHUN

Discussion of the dialects of German spoken in Germany, Austria, and Switzerland. Topics include: geographic and social varieties of standard and colloquial German (e.g., *Jugendsprache*); the language of email and the Internet; "linguistic" problems after reunification. Taught in German.

### 210. Seminar in Literary Theory and Criticism

(4) STAFF

*Prerequisite:* consent of instructor.

Topics in literary theory to be determined on a quarterly basis. Taught in English or German—determined quarterly.

### 214. Greek Myths in German Tragedy

(4) WEBER

*Prerequisites:* graduate standing; consent of instructor.

The tragedies of Antigone, Penthesilea, Medea as read by Hölderlin, Kleist, Grillparzer. Readings by Lessing, Hegel, Nietzsche, Heidegger, and others.

### 222. Deconstructions

(4) WEBER

*Prerequisite:* consent of instructor.

"Deconstruction" is one of the most controversial contemporary theoretical approaches to texts. According to Derrida, "deconstruction" exists only as deconstructions, replacing one solution with a multiplicity of questions, leading to other questions, and to a radically new ethics of multiplicity.

### 227. Reading Goethe

(4) RICKELS

*Prerequisite:* graduate standing.

The problematic reception of Goethe from Schlegel through Thomas Mann to Germanistics today as a crisis in reading allegorized in advance in Goethe's works.

### 229. Faust Tradition

(4) RICKELS

*Prerequisite:* graduate standing.

The legendary figure of German letters is at the same time master of the university. Seminar doubles as exploration of genealogies of modern institutions (the university, the press, commodity and stock markets, the nuclear family, and so on).

### 230A. The Romantic Movement

(4) HOLLAND

*Prerequisites:* German 201A-B or equivalent.

Early German romanticism, with emphasis on theoretical premises and their literary expression.

### 242A. Back to Frankfurt School

(4) RICKELS

*Prerequisite:* graduate standing.

Topics include "The Case of California," quarrels with Habermas, Benjamin's ghosts, and the merger proposals between Marxism and psychoanalysis.

### 243. German Judaism in Literature and Philosophy

(4) WEBER

*Prerequisites:* graduate standing and consent of

instructor.

Analysis of German eighteenth-, nineteenth-, and twentieth-century texts on Judaism. Exploration of historical, philosophical, political contexts of desire for/resistance against "German-Jewish symbiosis." Discussions include German, French, and Israeli commentaries.

### 262A. Applied Linguistics

(4) CHUN

Same course as Interdisciplinary 262A.

Overview of the basic theoretical principles of second language acquisition as they apply to language teaching and learning. Discussion of different methodologies of foreign language teaching and the history of those used in the U.S.; special emphasis on current methodologies.

### 262B. Second Language Acquisition

(4) CHUN

*Prerequisite:* graduate standing.

Same course as Interdisciplinary 262B.

Overview of second language acquisition theories from a range of perspectives (e.g., psychology, linguistics, cognitive science, sociology). Focus on adult SLA including role of the native language, universal grammar, acquisition vs. learning, interlanguage, input and interaction, learner processes and strategies.

### 270. Theories of the Modern

(4) SPIEKER

*Prerequisite:* graduate standing.

Same course as Art History 296A.

Analysis of theories and critiques of modernism and modernity from Benjamin Adorno and Derrida, with special focus on the historical avantgarde.

### 299. Topics in Applied Linguistics

(4) STAFF

Same course as Education 299, EACS 299, French 299, Linguistics 299, and Spanish 299.

Specialized topics in the study of applied linguistics.

### 500. Practicum for Teaching Assistants

(2-4) BECHER

Subject oriented, designed to relate directly to the teaching of a particular course in progress, to improve the skills and effectiveness of the department's teaching assistants. Units earned in this course, which is required of all teaching assistants, do not apply toward completion of the M.A. or Ph.D. requirement.

### 596. Directed Reading and Research

(2-4) STAFF

*Prerequisites:* graduate standing; consent of instructor, graduate advisor, and department chair. Letter grade only.

Individualized instruction. A written proposal must be approved by department chair, to include a description of the course content and a reading list.

### 597. Individual Study for Master's Comprehensive Examinations and Ph.D. Examinations

(1-12) STAFF

*Prerequisites:* graduate standing; consent of graduate advisor.

No unit credit allowed toward advanced degree(s).

Enrollment limited to 12 units per examination.

Instructor should normally be the student's major professor or chair of the doctoral committee. Enrollment must be approved by graduate advisor.

### 598. Master's Thesis Research and Preparation

(1-6) STAFF

*Prerequisite:* consent of instructor.

May be repeated for credit to a maximum of 12 units, but only 4 units may apply toward masters degree in German.

Instructor should be chair of student's thesis committee.

### 599. Ph.D. Dissertation Research and Preparation

(2-8) STAFF

*Prerequisites:* advancement to candidacy; consent of graduate advisor. *S/U* grading only.

Only for preparation of the doctoral dissertation. Instructor should be the chair of the student's Ph.D. committee.



# Hebrew Courses

## LOWER DIVISION

Any two courses in the series Hebrew 1-6 must be taken in sequence and not simultaneously. Also, students may not enroll in a lower level Hebrew course than was previously taken in the Hebrew 1-6 series.

### 1. Elementary Hebrew

(4) WHEELER

The beginning course in Hebrew. Starting with the study of the alphabet, the student is initiated into the rudiments of the language. Basic grammar, vocabulary, and conversation.

### 2. Elementary Hebrew

(4) WHEELER

Prerequisite: Hebrew 1.

Continuation of Hebrew 1.

### 3. Elementary Hebrew

(4) WHEELER

Prerequisite: Hebrew 2.

Continuation of Hebrew 2.

### 4. Intermediate Modern Hebrew

(4) STAFF

Prerequisite: Hebrew 3 or equivalent.

Continuation of Hebrew 3 with emphasis in writing, composition, and reading of Hebrew newspapers. Introduction to modern Hebrew literature: prose and poetry.

### 5. Intermediate Modern Hebrew

(4) WHEELER

Prerequisite: Hebrew 4.

Continuation of Hebrew 4.

### 6. Intermediate Modern Hebrew

(4) WHEELER

Prerequisite: Hebrew 5 or equivalent.

Continuation of Hebrew 5.

## UPPER DIVISION

### 114A-B-C. Readings in Modern Hebrew Prose and Poetry

(4-4-4) WHEELER

Prerequisite: Hebrew 6 or fluency with departmental approval.

Improve language ability and acquire knowledge in Hebrew literature. Reading/analyzing literary texts of modern and contemporary major Hebrew writers. Relationships between land, people and history, social, political, spiritual, and gender issues; impact of war.

# Slavic Courses

## LOWER DIVISION

Any two courses in the series Slavic 1-6 must be taken in sequence and not simultaneously. Also, students may not enroll in a lower level Slavic course than was previously taken in the Slavic 1-6 series.

### 1. Elementary Russian

(5) MCCLAIN, MCLELLAN

Comprehensive introduction to Russian. Focus on developing basic communicative skills (speaking, listening comprehension, reading, writing) within the framework of contemporary Russian culture. Students acquire a basic grammatical framework for further language study. Audio, visual, and web-based materials included.

### 2. Elementary Russian

(5) MCCLAIN, MCLELLAN

Prerequisite: Slavic 1.

Continuation of Slavic 1.

### 3. Elementary Russian

(5) MCCLAIN, MCLELLAN

Prerequisite: Slavic 2.

Continuation of Slavic 2.

### 4. Intermediate Russian

(5) MCCLAIN, MCLELLAN

Prerequisite: Slavic 3.

Focuses on developing fluency, expanding vocabulary, and acquiring basic reading and writing skills. Comprehensive review of basic Russian grammar; introduction to participles and verbal adverbs. Audio, video, and web-based materials are an integral part of the course.

### 5. Intermediate Russian

(5) MCCLAIN, MCLELLAN

Prerequisite: Slavic 4.

Continuation of Slavic 4.

### 6. Intermediate Russian

(5) MCCLAIN, MCLELLAN

Prerequisite: Slavic 5.

Continuation of Slavic 5.

### 8A-B-C. Russian Conversation

(2-2-2) STAFF

Prerequisite: Slavic 2.

Not open for credit to students who have completed Russian 8A-B-C.

Course designed to offer beginning and intermediate Russian language students communicative strategies needed by speakers and listeners in face-to-face interaction. Not appropriate for students with a background in spoken Russian.

### 33. Russian Culture

(4) STAFF

Analyzes crucial trends and issues in Russian culture in their historical, social, and technological settings, from the rise of Moscow in the fifteenth century to post-Soviet Russia. All lectures and readings are in English.

### 99. Introduction to Research

(2-4) STAFF

Prerequisite: consent of department and instructor.

Students must have an overall GPA of 3.0. May be repeated to a maximum of 8 units, but only 4 units may be applied toward the major. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.

Independent research under the guidance of a faculty member. Exceptional students are offered an opportunity to undertake independent or collaborative research or to act as interns for faculty-directed research projects.

## UPPER DIVISION

### 101A-B-C-D-E-F. Advanced Russian

(4-4-4-4-4) MCLELLAN

Prerequisite: Slavic 6.

Continued development of oral and written fluency. Special attention to development of reading skills through a variety of texts related to Russian culture. Systematic review of advanced grammar. Compositions, translations, and oral presentations required. Periodic screenings of Russian films.

### 110A-B-C. Advanced Russian Conversation

(2-2-2) STAFF

Prerequisite: Slavic 5 (may be taken concurrently).

Each course may be repeated for credit to a maximum of 4 units.

The advanced conversation series gives advanced students an opportunity to discuss a wide variety of topics. The course is based on active participation and includes individual presentations. Assignments and testing given orally.

### 117AA-ZZ. Great Russian Writers

(4) STAFF

Prerequisite: upper-division standing.

May be repeated for credit in combination with Russian 117AA-ZZ to a maximum of 24 units provided letter designations are different, but only 12 units may be applied toward the major.

Intensive study of one writer. Readings supplemented by selected criticism. Taught in English.

- Writings of Pushkin
- Writings of Gogol
- Writings of Leskov
- Writings of Turgenev
- Writings of Goncharov
- Writings of Chekhov
- Writings of Dostoevsky

H. Writings of Tolstoy

I. Writings of Nabokov

J. Writings of Bulgakov

### 120. Russian Drama

(4) STAFF

Prerequisite: upper-division standing.

Plays from the classic, romantic, and realistic periods; Chekhov's innovative works, as well as dramas representative of various trends before and after 1917. Readings and discussion in English.

### 121. The Russian Short Story

(4) STAFF

Prerequisites: Slavic 6; upper-division standing.

May be repeated for credit to a maximum of 8 units.

Analysis and discussion of various forms of the short story by Russian writers. Readings in Russian.

### 122. The Russian Novella

(4) STAFF

Prerequisites: Slavic 6; upper-division standing.

May be repeated for credit to a maximum of 8 units, but only 4 units may be applied to the major.

In Russian literature the novella is a genre quite distinct from the short story and the novel. All major writers of the nineteenth and twentieth centuries created important works in this form, so that a vast field for exploration and examination exists for such a genre course. Taught in Russian.

### 123A. Nineteenth-Century Russian Literature I

(4) STAFF

Prerequisite: upper-division standing.

Not open for credit to students who have completed Slavic 115A.

Introduction to Russian literary culture from 1800-1850. Readings by Pushkin, Lermontov, Gogol, Dostoevsky, and others. In English.

### 123B. Nineteenth-Century Russian Literature II

(4) STAFF

Prerequisite: upper-division standing.

Not open for credit to students who have completed Slavic 115B.

Introduction to Russian literary culture from 1850 to 1900. Readings by Dostoevsky, Tolstoy, Goncharov, Turgenev, Leskov, Saltykov-Shchedrin, Chekhov. Taught in English.

### 123C. Twentieth-Century Russian Literature I

(4) STAFF

Prerequisite: upper-division standing.

Not open for credit to students who have completed Slavic 125A.

Intensive study of particular authors, genres, literary movements, and selected topics in Russian literature from 1900-1954. Taught in English.

### 123D. Twentieth-Century Russian Literature II

(4) STAFF

Prerequisite: upper-division standing.

Not open for credit to students who have completed Slavic 125B.

Intensive study of particular authors, genres, literary movements, and selected topics in Russian literature after World War II. Taught in English.

### 124. Twentieth-Century Poetry

(4) STAFF

Prerequisites: Slavic 6; upper-division standing.

Introduction to twentieth-century Russian poetry. The "Silver Age" and Russian Modernism. Avantgarde poetry. Post-war trends in Russian poetry. Readings by Briusov, Blok, Akhmatova, Mandelshtam, Esenin, Mayakovsky, Pasternak, Brodsky, and others. Readings in Russian.

### 130A. The Avantgarde in Russia

(4) SPIEKER

Prerequisite: upper-division standing.

Same course as Art History 144A. Not open for credit to students who have completed Russian 144A or Slavic 144A.

The Russian Avantgarde in its European context. The avantgarde and the revolution of 1917. Analysis of key figures and movements within the Russian Avantgarde. Taught in English.

**130B. Russian Cinema****(4) SPIEKER***Prerequisite: upper-division standing.**Not open for credit to students who have completed Slavic 119.*

Introduction to the development of Soviet cinema from the early days to the present. A focal point is the interaction between politics/ideology and film in Russia. Major directors such as Eisenstein and Tarkovski are covered extensively. Readings and lectures in English.

**130C. Contemporary Art in Russia and Eastern Europe****(4) SPIEKER***Prerequisite: upper-division standing.**Same course as Art History 144C. Not open for credit to students who have completed Russian 144C or Slavic 144C.*

Study of central intellectual and aesthetic trends in the late Soviet period and in contemporary post-Soviet Russia and Eastern Europe. Analysis of literary texts and the visual arts. Taught in English.

**130D. Russian Art****(4) SPIEKER***Prerequisite: upper-division standing.**Same course as Art History 144D. Not open for credit to students who have completed Russian 118 or Slavic 118.*

Introduction to Russian art and aesthetic theory from the beginning to the present. Readings and lectures in English.

**130E. Masters of Soviet Cinema****(4) SPIEKER***Prerequisite: upper-division standing.**Not open for credit to students who have completed Slavic 167C.*

Introduction to some of the great directors in Russian cinema. Analysis of films and theoretical writings. Study of key theoretical concepts. Taught in English.

**136. Eighteenth-Century Culture****(4) SPIEKER***Prerequisite: upper-division standing.*

Introduction to eighteenth-century Russian literature, philosophy, and the visual arts. Taught in English.

**145. Introduction to Slavic Languages and Linguistics****(4) MCCLAIN***Prerequisite: upper-division standing.*

Introduction to the history and development of the Slavic languages. Topics include dialects, language contact, sociolinguistics, gender issues, and language policy. Taught in English.

**151C. Literature of Central Europe****(4) SPIEKER***Prerequisite: upper-division standing.**Same course as Comparative Literature 161 and German 151C.*

Investigation of the prolific literatures of central Europe, one of the culturally and linguistically most diverse regions of the European continent that has produced writers such as Italo Svevo, Franz Kafka, Robert Musil, Bruno Schultz, and others. Readings in English.

**152A. Slavic and East European Folklore****(4) MCCLAIN***Prerequisite: upper-division standing.**Not open for credit to students who have completed Slavic 151.*

Introduction to the calendar cycle, rituals, dance, music, and folkcraft of the Slavs and other East European peoples.

**152B. Language and Cultural Identity****(4) MCCLAIN***Prerequisite: upper-division standing.**Not open for credit to students who have completed Slavic 163.*

Exploration of the way language is used to help construct cultural identity in Eastern Europe. Topics include the relationship between language and dialect and the use of language and other cultural symbols to identify self and others. Taught in English.

**152C. Ideology and Representation****(4) MCCLAIN***Prerequisite: upper-division standing.**Not open for credit to students who have completed Slavic 180.*

How does the representation of the "enemy" during a conflict influence our attitudes toward that conflict? An examination of the images of the opponent in literature, film and journalism. Special emphasis on Eastern Europe.

**156. Concepts of Nothingness****(4) SPIEKER***Prerequisite: upper-division standing.**Not open for credit to students who have completed Russian 156.*

"Nothing" is one of the central concepts of Russian culture and civilization throughout the centuries. The class analyzes "nothingness" in orthodox religion, nineteenth and twentieth-century literature, avantgarde art, and Soviet popular culture. Taught in English.

**164A. Death and Representation****(4) SPIEKER***Prerequisite: upper-division standing.**Not open for credit to students who have completed Slavic 141.*

How do we represent what presupposes our own absence, death? What is the relationship between death, language, and experience? Do texts allow us to "imagine" death? Analysis of these issues through readings of key works of literature and philosophy.

**164B. Science Fiction in Eastern Europe****(4) MCCLAIN***Prerequisite: upper-division standing.**Same course as Comparative Literature 154. Not open for credit to students who have completed Slavic 154.*

The genre of science fiction and its development in literature and film in the various cultures of Eastern Europe. Topics include utopia, dystopia, technology, the "mad" scientist, etc. Taught in English.

**164C. Women in Russian Literature****(4) MCCLAIN***Prerequisite: upper-division standing.**Not open for credit to students who have completed Slavic 162.*

A survey of the roles of women in Russian literature. Course analyzes both the presentation of women by male writers and works by women writers. Authors: Durova, Pavlova, Mandelshtam, Chukovskaya, Ginzburg, Akhmatova, Tsveltaeva, and others. Lectures and readings in English.

**168. Russian Thought and Philosophy****(4) SPIEKER***Prerequisite: upper-division standing.*

Study of key texts and movements in the development of Russian thought, from the Enlightenment to the revolution: Enlightenment, Mysticism, Schellingianism, Chaadaev, Slavophilism, Hegelianism, the 1860's, Populism, Soloviev, Marxism. Taught in English.

**182. On the Margins****(4) MCCLAIN***Prerequisite: upper-division standing.*

An analysis of the representation of marginalized populations in Europe and the United States. How do the stereotypes in literature, film, and journalism help to create and maintain marginalized status?

**197. Senior Thesis in Russian****(4-8) STAFF***Prerequisites: senior standing; consent of instructor.**Students must have a 3.0 grade-point average. May be repeated for credit to a maximum of 8 units. Not open for credit to students who have completed Russian 197.*

An independent study course (one or two quarters) directed by a faculty member with a carefully chosen topic which results in a documented project or a senior thesis.

**198. Readings in Russian****(1-5) STAFF***Prerequisites: upper-division standing; completion of two upper-division courses in Slavic.**Students must have a minimum 3.0 grade-point*

*average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. May be repeated for credit in combination with Russian 198 to a maximum of 6 units.*

Guided reading on a subject not covered in the regularly offered courses.

**199. Independent Studies in Russian****(1-5) STAFF***Prerequisites: upper-division standing; completion of two upper-division courses in Slavic.**Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.***GRADUATE COURSES****596. Directed Reading and Research****(2-4) STAFF***Letter grade. Minimum of 2 units per quarter. No more than half the units necessary for the master's degree may be taken in Slavic 596.*

Individual tutorial. A written proposal for each tutorial must be approved by department chair and filed with Graduate Division.

# Global and International Studies

**Global and International Studies Program  
Division of Social Sciences**

**Social Sciences and Media Studies 2006**

**Telephone: (805) 893-7860**

**Undergraduate email: cutler@global.ucsb.edu**

**Graduate email: gd-global@global.ucsb.edu**

**Website: www.global.ucsb.edu**

**Department Chair: Giles Gunn**

**Faculty**

**Richard Appelbaum**, Ph.D., University of Chicago, Professor (international labor, global economic systems)

**Marguerite Bouraad-Nash**, Ph.D., University of North Carolina, Senior Lecturer (international politics, Middle East politics, global peace and security)

**Raymond Cléménçon**, Ph.D. University of Zurich, Senior Lecturer (international organizations, international and comparative environmental policy)

**Giles B. Gunn**, Ph.D., University of Chicago, Professor (global literature, global theory and ethics)

**Mark Juergensmeyer**, Ph.D., UC Berkeley, Professor (global conflict, global religion and society)

**Esther M. Lezra**, Ph.D., UC San Diego, Assistant Professor (Caribbean and transatlantic cultures and literatures, cultural theory)

**Gurinder Singh Mann**, Ph.D., Columbia University, Kundan Kaur Kapany Chair in Global and Sikh Studies (Sikhism, South Asian religion and society, global diasporas)

**Aashish Mehta**, Ph.D., University of Wisconsin, Madison, Assistant Professor (international economic development, applied economics)

## Affiliated Faculty

**Paul Amar**, Ph.D. (Law and Society)

**Ralph Armbruster-Sandoval**, Ph.D. (Chicana and Chicano Studies)

**Kum Kum Bhavnani**, Ph.D. (Sociology, Feminist Studies)

**Juan E. Campo**, Ph.D. (Religious Studies)

**Sarah Cline**, Ph.D. (History)

**Benjamin J. Cohen**, Ph.D. (Political Science)

**Timothy Cooley**, Ph.D. (Music)

**Eve Darian-Smith**, Ph.D. (Law and Society)

**John Foran**, Ph.D. (Sociology)

**Nancy Gallagher**, Ph.D. (History)

**Lisa Hajjar**, Ph.D. (Law and Society)

**Mary Hancock**, Ph.D. (Anthropology)

**Richard Hecht**, Ph.D. (Religious Studies)

**Jonathan X. Inda**, Ph.D. (Chicana and Chicano Studies)

**Fernando Lopez-Alves**, Ph.D. (Political Science)

**William Robinson**, Ph.D. (Sociology)

**Dwight F. Reynolds**, Ph.D. (Religious Studies)

**Rita Raley**, Ph.D. (English)

**Mayfair Yang**, Ph.D. (Religious Studies and East Asian Languages and Cultural Studies)

## Graduate Programs

### Master of Arts—Global and International Studies

The two-year M.A. program in global and international studies combines courses from the social sciences and humanities with practical training and real-world experience. The program has established partnerships with other globally-oriented educational institutions abroad, and a range of international nongovernmental organizations (NGOs), for study and intern placements. Workshops will also be available for interested students, providing opportunities to learn about such practical matters as grant writing and foundation funding, tracking organizational finances, information management, and computer-based technologies. Details on the program and a brochure are at [www.global.ucsb.edu/magis/](http://www.global.ucsb.edu/magis/)

In addition to departmental admissions and degree requirements, students must meet university admissions and degree requirements, as described under “Graduate Education at UCSB,” in this catalog.

### Admission

Applicants must have the B.A. in an undergraduate degree or its equivalent from an accredited institution by the projected quarter of admission. The admissions committee considers transcripts, letters of recommendation, GRE scores, the statement of purpose, and writing sample (and the TOEFL, where applicable) in making decisions about admissions.

### Degree Requirements

The M.A. requires a minimum of 73 units of graduate-level work in core and elective coursework. The 73 units of graduate level coursework must include 41 units of core coursework with a grade of ‘B’ or better, and a minimum of 12

graduate units of electives in the student’s ‘career emphasis’ and 8 graduate units of electives in the ‘cultural area of specialization.’ Twelve additional graduate level coursework units must be taken in electives, 596, and/or 598 courses.

The first year curriculum consists of Microeconomics for Global Studies, Macro Economics, Trade and Development, Organizational Policy and Management, Global Organizations and Civil Society, Transnational Forces and Political Systems, Global Governance and World Order, and Theories of Intercultural Understanding. Students are also required to take a course on Research Methods in Global and International Affairs, and attend seminars that focus on contemporary issues and on internship preparation.

Global graduate students typically spend the summer of their first year and fall quarter of their second year abroad, taking courses and/or doing internships with nongovernmental organizations, governmental bodies, or businesses.

The second year allows students to choose courses that provide background in particular cultural/geographic regions, and focus on a career emphasis in either global social and economic development or global culture and human rights. Students are also required to take courses in an area specialization of their choice: East Asia, South and Southeast Asia, the Americas, the Middle East, Africa, or Europe. The course on Managing Development Organizations, Non-Profits, and Other NGOs: Theory and Practice is offered as an elective. The second year culminates with a required Post Internship Project/Thesis Preparation workshop.

The M.A. degree program requires two years of a second language with a grade ‘B’ or better in the sixth quarter or fourth semester of study. The second language proficiency requirement can also be met by oral fluency, passing an intensive study program, or by written exam.

In consultation with their advisors, students can select either Master’s Plan I (thesis) or Master’s Plan II (comprehensive project) for their final submission.

### Optional Ph.D. Emphasis in Global Studies

The Global and International Studies Program also offers an optional Ph.D. emphasis for students pursuing the Ph.D. in anthropology, English, history, political science, religious studies, and sociology. To be eligible for admission to the Ph.D. emphasis, students must be admitted to the Ph.D. program in one of the departments choosing to offer this emphasis with their existing Ph.D. program and petition successfully to add the optional emphasis.

The student’s dissertation committee must have one member from a participating department other than the student’s own department. The student may also elect a global emphasis for his or her department field/area/specialization exam, if such an emphasis is offered within the department. The chair of the Coordinating Committee will determine when the student has successfully completed all of the requirements for the emphasis.

By “global” we refer to transnational economic, political, environmental, social, and cultural interactions and flows that operate at a global (i.e., trans-continental) scale. Global Studies

views the world as comprised of increasingly interdependent processes, rather than as shaped exclusively or even primarily by the interplay of discrete nation-states.

Petitions for adding the emphasis can be made at any time in a student’s graduate career, but typically will be made after at least one successful year of study in the home department. Work completed prior to admission in the emphasis that meets emphasis requirements (as determined by the Ph.D. Emphasis Coordinating Committee) may be counted towards completion.

To satisfy the Ph.D. emphasis in global studies, students are required to take four one-quarter graduate level courses. One course is Global 201, the introductory gateway seminar, offered by the Global and International Studies Program. A second course is a capstone pro-seminar, typically taken when the student is nearing completion of his or her dissertation, in which students present their work-in-progress for critical feedback.

Two additional courses must be chosen from among qualifying global theory and global issues courses offered by these participating departments: Anthropology, English, History, Political Science, Religious Studies, and Sociology. These courses will be selected from an approved list of global theory and global issues graduate courses prepared by the Ph.D. emphasis coordinating committee each spring, for the following academic year. At least one of these two courses must be a global theory course, and at least one must be a global issues course. Courses will typically be taken for a letter grade. One will be taken from the student’s home department, and the other from one of the five other participating departments or the Global & International Studies Program. The two seminars must be taken from different instructors. Courses that qualify during each academic year will be posted to the Global & International Studies Program website during early fall. Courses not listed on the website may occasionally be approved, by petition to the director of the Ph.D. emphasis.

*For additional information, please contact the graduate advisor in one of the participating departments or Global Studies.*

# Global Peace and Security

**Global and International Studies Program  
Division of Social Sciences  
Social Sciences and Media Studies 2006  
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Website: [www.global.ucsb.edu](http://www.global.ucsb.edu)**

**Department Chair: Mark Juergensmeyer  
Associate Chair: Marguerite Bouraad-Nash**

### Global Peace and Security Faculty Advisory Committee

**Richard P. Appelbaum**, Ph.D. (Global and International Studies, Sociology)

**Marguerite Bouraad-Nash** (Vice Chair), Ph.D. (Political Science)

**Juan Campo**, Ph.D. (Religious Studies)

**Sarah Cline**, Ph.D. (History)  
**Benjamin J. Cohen**, Ph.D. (Political Science)  
**Douglas Eardley**, Ph.D. (Physics)  
**Richard Flacks**, Ph.D. (Sociology)  
**John Foran**, Ph.D. (Latin American and Iberian Studies, Sociology)  
**Giles Gunn**, Ph.D. (English, Global Studies)  
**Tsuyoshi Hasegawa**, Ph.D. (History)  
**Richard Hecht**, Ph.D. (Religious Studies)  
**R. Stephen Humphreys**, Ph.D. (History)  
**Jacqueline A. Hynes**, Ph.D. (Engineering)  
**Mark Juergensmeyer** (Chair), Ph.D. (Global and International Studies, Sociology)  
**Cynthia S. Kaplan**, Ph.D. (Political Science)  
**Walter Kohn**, Ph.D. (Physics)  
**Fernando Lopez-Alves**, Ph.D. (Political Science)  
**Eric McFarland**, Ph.D., M.D. (Chemical and Nuclear Engineering)  
**Cedric J. Robinson**, Ph.D. (Black Studies)

The Global Peace and Security (GPS) Program at UC Santa Barbara is an affiliated unit of UCSB's Global and International Studies Program. The GPS Program offers students from any discipline the opportunity to complement their major(s) with a challenging interdisciplinary minor in global security issues.

### Minor—Global Peace and Security

All courses to be applied to the minor must be completed on a letter-grade basis.

**Preparation for the minor.** There are no required courses in preparation for the minor.

**Upper-division minor.** Twenty-four units, distributed as follows: Twelve units selected from Global Peace and Security 136, 137, 140, 194, 196, and Global Studies 102, 104, 124; and twelve units selected from GPS courses or electives from Anthropology 104H, 130A-B (same as Environmental Studies 130A-B), 142, 185 (same as Environmental Studies 185); History 105, 106D, 135C; Political Science 118, 121, 124, 125, 127, 128, 136, 143, 150A, 176, 186; Religious Studies 131H (same as Sociology 131H), 140B, 140F, 143; Sociology 130, 130LA, 134, 134T, 166W.

*Note: Although electives from other departments are listed for the Global Peace and Security minor, many of the courses have prerequisites or other departmental restrictions. Check catalog course descriptions for details.*

*Note: Substitutions and waivers are subject to approval by the chair of the department. Please see page 118 for special conditions governing minors in the College of Letters and Science.*

## Global Peace and Security Courses

### UPPER DIVISION

#### 136. Theories of Peace, Conflict and Violence

(4) BOURAAD-NASH

*Prerequisite: upper-division standing.*

*Not open for credit to students who have*

*completed Interdisciplinary 197A.*

Fundamental issues relating to global peace and security: focus on "negative peace"—the problem of war and organized violence; peace as the avoidance of war.

#### 137. World Society in Transformation: Building Enduring Peace

(4) BOURAAD-NASH

*Prerequisite: upper-division standing.*

*Not open for credit to students who have completed Interdisciplinary 197B.*

Fundamental exploration of issues relating to global peace and security with a focus on "positive peace:" peace as human rights, sustainable development, ecological balance, political participation, and other positive aspects of human security.

#### 140. Theory and Practice of Nonviolence

(4) BOURAAD-NASH

*Prerequisite: upper-division standing.*

*Not open for credit to students who have completed Interdisciplinary 140.*

Critical examination of nonviolence as a philosophy of life and as a pragmatic approach to conflict resolution. Philosophical, psychological, cultural, and political aspects. Major theorists of nonviolence, including Gandhi, King, and Sharp. Application to conflict at all levels: interpersonal, intergroup, and international. Case studies.

#### 194. Global Studies for Global Peace and Security

(4) BOURAAD-NASH, JUERGENSMEYER

*Prerequisite: upper-division standing.*

*May be repeated for credit in combination with Interdisciplinary 194GP to a maximum of 12 units, but only 4 units may be applied toward the minor.*

Intensive analysis of topics and themes in global peace and security. Topics will vary with instructor and year.

#### 196. Global Peace and Security Seminar

(4) BOURAAD-NASH, JUERGENSMEYER

*Prerequisite: upper-division standing.*

*May be repeated for credit to a maximum of 12 units, but only 4 units may be applied toward the minor. Not open for credit to students who have completed Interdisciplinary 196GP.*

Intensive analysis of methods and problems of global peace and security. Topics will vary with the instructor and quarter.

# Global Studies

Division of Social Sciences  
 Social Sciences and Media Studies 2006

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### Faculty

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**Gurinder Singh Mann**, Ph.D., Columbia University, Kundan Kaur Kapany Chair in Global and Sikh Studies (Sikhism, South Asian religion and society, global diasporas)

**Aashish Mehtra**, Ph.D., University of Wisconsin, Madison, Assistant Professor (international economic development, applied economics)

Global Studies was established as an interdisciplinary major within the Global and International Studies Program in 1998. It provides an undergraduate major that is distinctive in its emphasis on transnational processes and interactions that bring the world together across traditional national boundaries. It is one of the first programs in the nation to offer a degree with contemporary as well as historical globalizing trends as the central organizing theme.

The major includes two introductory gateway courses on global history, culture, and ideology and on global socioeconomics and politics and is built around three upper-division core courses that provide a coherent introduction to global culture and ethics, global ideologies and world order, and global economy and development. Through its elective requirements, the major also affords students an opportunity to take additional courses offered by other departments and programs in the university: three in global issues and another three in one particular region of the world (Africa, the Middle East, South/Southeast Asia and the Pacific, East Asia, Europe and Eurasia, Latin America, or North America).

The Global Studies major requires three years of language study, which can be fulfilled all in one language or by taking two years of one language and an additional year of a second language. This requirement is consistent with the program's belief that language study is essential to the study of the global and the international, whether it leads to greater facility in a single language or broadened familiarity with the way two different languages can open windows on the world.

The Global Studies major provides a well-rounded liberal arts degree that will help prepare students for a variety of careers in the international arena. It will also help prepare students for further graduate study in international affairs, international business, peace and world order studies, area studies, and the emergent global civil society.

### Undergraduate Program

#### Bachelor of Arts—Global Studies

**Preparation for the major.** Global Studies 1 and 2; one course (4 units) chosen from Anthropology 2, Economics 1 or 2, Environmental Studies 1 or 3, Geography 5, Political Science 6 or 7, Religious Studies 1, Sociology 1, or Feminist studies 20 or 30; one course (4 units) chosen from Art History 6C-E-K, East Asian Cultural Studies 3, 4B, 80; History 4C, 8, 17C, 46, 49B, Middle

East Studies 45; completion of quarter six (or equivalent) of a modern foreign language; and study for one additional year (at least 12 units) either in the same language or beginning year of a second modern foreign language.

**Upper-division major.** Thirty-six upper-division units, distributed as follows (no more than 12 of the 36 units may be from the same department, excluding global studies courses and courses cross-listed with global studies): Global Studies 110, 120, 130; three courses (12 units) selected from the following: Anthropology 102, 110, 111, 113FB, 114, 116, 116B, 118, 120, 122, 125, 139, 146, 148A, 149, 172, 173, 185; Art History 119A-B-D, 136E, 143C; Asian American Studies 107, 130; Black Studies 152, 161; Chicana/o Studies 178A, 177, 189B-C; C Lit 171; Economics 114, 128, 180, 181; English 186; Environmental Studies, 112, 130A-B-C, 131, 132, 184; Film Studies 163; Geography 108, 141A-B, 180, 182; Global 101, 102, 103, 104, 111, 121, 122, 123, 124, 134, 161, 163, 165, 180A-B, 197; History 105, 108, 167E, 191A-B-C; Linguistics 130; Political Science 109, 119, 121, 124, 146, 147, 171, 175; Religious Studies 106, 113, 118A, 131D, 134, 138B, 193B; Slavic 182; Sociology 130, 130GR, 130SG, 134R, 153, 166, 185; Feminist Studies 150, 153.

Students must also complete three courses (12 units) selected from one of the following geographic regions:

- A. **Africa:** Art History 127A-B; Anthropology 156; Black Studies 100, 104, 130A-B, 162, 171; French 154G; History 142, 143, 144, 147A-B, 147G;
- B. **The Middle East:** Art History 132G; History 145D-Q, 146, 146T-; Middle Eastern Studies 145; Political Science 150A-B-; Religious Studies 119A-B-C, 131H, 140A-B-F, 185, 189A;
- C. **South Asia, Southeast Asia and the Pacific:** Anthropology 136, 140, 142, 142B; EACS 189A; Film Studies 124; Global Studies, 142; History 138B, 189-M; Religious Studies 140D, 158B, 162A-C-E, 164A, 169, 170;
- D. **East Asia:** Anthropology, 138A, 157; Art History 134D-F; Chinese 112A, 140, 166A, 170, 171, 172, 173, 183B; EACS 186; Film Studies 120, 121; History 182B, 185B, 187B; Japanese 112, 162, 164, 165; Korean 113, 120, 139; Political Science, 136, 138; Religious Studies 164B;
- E. **North America:** Art History 121C-D-E; Asian American Studies 100AA-ZZ, 118, 122, 127, 128, 132; Black Studies 127, 142, 169CR; Chicana/o Studies 138, 152, 168B, 171, 180, 183, 189; English 104A, 191; Environmental Studies 122NE; Geography 150; History 106D, 109, 159C, 164IA, 166A-B-C, 167CB, 168AA-XX, 170A-B, 171B-C-D, 174C, 175A-B, 179B; Interdisciplinary 150; Music 114; Political Science 127, 134; Religious Studies 138D, 147, 150, 152, 153, 155; Sociology 155A; Spanish 109;
- F. **Latin America:** Anthropology 104H, 134, 135, 141; Art History 123A-C; Chicana/o Studies 177; Film Studies 126, 127, 127M; Geography 155; History 151B-C-FQ-R, 153L, 154LB, 156B, 157B; Latin American and Iberian Studies 101, 102; Political Science 101, 134, 148A, 148B; Portuguese

115A-ZZ, 128AA-ZZ, 125B; Sociology 130LA; Spanish 120A-B, 190;

G. **Europe & Eurasia:** Comparative Literature 113, 122A 161; Economics 112B; English 104B, 150, 184, 185; Feminist Studies 124B; French 153E-F, 154D-E, 155C-D, 156B; Geography 159; German 138, 151C, 179C; Global Studies 151; History 120, 123A-B-C-E, 124B, 131E, 133B-C-Q, 135B-C, 137B, 141B; Italian, 142X, 161AX, 179X, 180Z; Political Science 128, 141, 142, 143; Portuguese 120AAZZ, 125A; Slavic 123C-D, 130A-B, 144A-C-D, 152B, 152C, 164C; Spanish 115B, 153.

## Global Studies Courses

### LOWER DIVISION

#### 1. Global History, Culture and Ideology (4) GUNN, LEZRA

A survey of the historical processes that have brought different areas of the world into closer contact. Topics include ideologies of nationalism, democracy, and liberalism; international trade and migrations; technological changes; colonialism; the globalization of culture; and the reactions to them.

#### 2. Global Socioeconomic and Political Processes (4) APPELBAUM, JUERGENSMEYER

Examination of contemporary social, economic, political, and environmental change in a global context; the emergence of a global economy and new systems of world order; and the debate over "globalization" and whether or not it is desirable.

### UPPER DIVISION

#### 101. Global Literatures (4) GUNN

*Prerequisite:* upper-division standing.  
*Same course as English 190GL.*

Examination of how recent world literature has contributed to, interpreted, and evaluated globalizing processes. Some attention paid to the relations between literature and other expressive forms such as film, photography, and journalism.

#### 102. Global Religion (4) JUERGENSMEYER

*Prerequisite:* upper-division standing.  
*Same course as Religious Studies 108 and Sociology 118GR.*

Examination of the globalization of religious traditions in the modern world. Topics include the polarities between homeland and diaspora, the relationships between transnational religions and nation-states, and how these dynamics change the very nature of religious traditions.

#### 103. Global Ideologies (4) JUERGENSMEYER

*Prerequisite:* upper-division standing.  
Introduction to the major systems of ideas promoting global unity, their attempted implementation, and their critics. Includes Enlightenment Humanism, secular nationalism, colonialism, Marxism, National Socialism, the UN movement, World Federalism, politicized versions of Christianity and Islam, and an emerging globalism.

#### 104. Global Diasporas and Cultural Change (4) MANN

*Prerequisite:* upper-division standing.  
Globalization of the world's population through international migrations; the emergence of diasporic cultures and their relationship to the countries of origin; interactions between immigrant/ethnic cultures and the dominant cultures of the host societies; the nature of transnational identities.

#### 110. Global Culture and Ethics (4) GUNN, LEZRA

*Prerequisites:* Global Studies 1 and 2; upper-division standing.

Explores connections over the last century between global cultural developments and the quest for normative values on a global level. Topics include the communications revolution, cultural ideologies, international migrations and diasporas, the human rights movement, and new cosmopolitanisms.

#### 111. Human Rights in World Affairs (4) STAFF

*Prerequisite:* upper-division standing.  
Examination of the U.N. Declaration of Human Rights as a universal "sacred text," and the responses to it from Islamic, Buddhist, Hindu, Christian, Jewish, and secular philosophical traditions.

#### 120. Global Ideologies and World Order (4) JUERGENSMEYER

*Prerequisites:* Global Studies 1 and 2; upper-division standing.

Deals with conceptions of the world as a unitary political system and how these views come into confrontation with one another. Topics include the nation-state system, political ideologies, international organizations, global conflict, and the emergent civil society.

#### 121. Conceptions of World Order (4) STAFF

*Prerequisite:* upper-division standing.  
Conceptions of world order from the birth of the nation-state to the end of the Cold War. Includes both global systems and regional structures in areas such as East Asia, the Americas and the Indian Ocean.

#### 122. The Contemporary World System (4) APPELBAUM

*Prerequisite:* upper-division standing.  
*Same course as Sociology 166W.*  
Seminar addressing various theoretical perspectives and empirical issues and aspects of the contemporary world system, with emphasis on political, economic, cultural, and social processes and relations.

#### 123. Introduction to International Political Economy (4) COHEN

*Same course as Political Science 186. Not open for credit to students who have completed Political Science 186A.*

Introduction to the politics of international economic relations. Examination of alternative analytical and theoretical perspectives for their value in helping to understand and evaluate the historical development and current operation of the world economy.

#### 124. Global Conflict (4) JUERGENSMEYER

*Prerequisites:* upper-division standing.  
*Same course as Sociology 138G. Not open for credit to students who have completed Global Peace and Security 138 or Interdisciplinary 197C.*

Exploration of some of the major points of tension in global society since the end of the Cold War, with emphasis on the rise of religious nationalism and ethnic strife in the Middle East, South and Central Asia, and Russia.

#### 130. Global Economy and Development (4) APPELBAUM, MEHTA

*Prerequisites:* Global Studies 1 and 2; upper-division standing.

Examines recent theories and perspectives on global political economy and development studies. Topics include, among others, the new global economy, transnational corporations, transnational labor markets, international trade and finance, social and economic development, and North-South relations.

#### 134. Social Analysis of Terrorism (4) JUERGENSMEYER

*Prerequisites:* upper-division standing.  
*Same course as Sociology 134T.*  
A study of terrorist movements and actions, especially those involving religious militants in the Middle East, South Asia, Europe, and the Americas. An exploration of their social causes and effects, and the relationship between religion and violence.

**140. Development and Social Change in South and Central Asia****(4) JUERGENSMEYER***Prerequisites: upper-division standing.**Same course as Sociology 1305A.*

An exploration of post-colonial social changes in India, Pakistan, Sri Lanka, and other South and Central Asia societies, with emphases on the rise of ethnic nationalism, the impact of international economic and communication systems, and indigenous forms of development.

**142. Modern South Asia****(4) MANN***Prerequisite: upper-division standing.*

Selected aspects of the modern history of South Asia, focusing on India and Pakistan. Topics include: religious traditions, British colonialism, the 1947 "Partition," political change, economic development, population pressures, the "Green Revolution" and its social impacts.

**151. Europe in a Global Context****(4) STAFF***Prerequisite: upper-division standing.*

Focuses on the changing meaning of Europe from the seventeenth century to the European Union. Images of Europe among European intellectuals, politicians, and travellers are contrasted with visions from other cultures such as China, India, and the Middle East.

**163. Global Cultures from 17th C to Present****(4) LEZRA***Designed for majors.*

How the figure of the "other" has been represented since early global cultures of the Atlantic World. We will read plays, poems, visual culture and novels that address the racial and colonial "other" since early European colonialisms.

**161. Global Environmental Policy and Politics****(4) CLEMENCON***Designed for majors.*

The evolution of international environmental negotiations, agreements, and organizations, and the role governmental and non-governmental actors are playing in shaping them are examined. Climate change, biodiversity conservation, and equitable global sustainable development are among the critical policy challenges considered.

**180A. Introduction to Women, Culture, and Development****(4) BHAVNANI, HANCOCK***Prerequisite: upper-division standing.**Same course as Sociology 156A and Anthropology 102A.*

Critical examination of relations among women, culture, and development. Topics include colonialism, violence, globalization and the state, health and reproduction, biotechnology, representation, and resistance movements.

**180B. Seminar in Women, Culture, and Development****(4) BHAVNANI, HANCOCK***Prerequisites: Global Studies 180A; upper-division standing.**Same course as Sociology 156B and Anthropology 102B.*

Critical examination of the interrelationship between women, culture and development through individual research projects.

**194. Group Studies****(4) STAFF***Prerequisites: upper-division standing; open to Global Studies majors only.**May be repeated for credit to a maximum of 12 units, but only 8 units may be applied toward the major.*

Themes will vary according to instructor.

**195. Seminar in Global and International Studies****(4) STAFF***Prerequisites: upper-division standing; open to Global Studies majors only.**May be repeated for credit to a maximum of 12 units,**but only 8 units may be applied toward the major.*

Topics will vary according to instructor.

**196. Field Studies in Global and International Studies****(4) STAFF***Prerequisites: consent of instructor; open to Global Studies majors only.**May be repeated for credit to a maximum of 12 units, but only 8 units may be applied toward the major.*

On-site examination of organizations, agencies, or locales in a region of the world relevant to the student's field of study involving the application of methods and techniques of investigation in global and international studies.

**197. Special Topics in Global and International Studies****(4) STAFF***Prerequisites: upper-division standing.**May be repeated for credit to a maximum of 12 units, but only 8 units may be applied toward the major.*

Topics will vary according to instructor.

**198. Directed Readings in Global and International Studies****(1-5) STAFF***Prerequisites: upper-division standing; consent of instructor.*

*Students must have a minimum 3.0 grade-point average for the preceding three quarters. Proposal for study must be submitted to and approved by the program chair. Global Studies 198 may be repeated for credit to a maximum of 15 units, but only 8 units may be applied toward the major. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

In-depth directed inquiry into a topic of interest to the student.

**199. Independent Studies****(1-5) STAFF***Prerequisite: Upper-division standing; consent of program (department) and instructor.*

*Students must have a minimum grade-point average of 3.0 for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. May be repeated for credit to a maximum of 15 units, but only 8 units may be applied toward the minor. Students must have a cumulative 3.0 for the preceding 3 quarter(s).*

Independent studies in global and international studies. Students must be majors in global and international studies or present justification to the program for diverting from this minor.

**GRADUATE COURSES****201. Gateway Seminar****(4) STAFF***Prerequisite: for graduate students doing the Ph.D. emphasis in Global Studies.*

Provides an overview of globalization while at the same time reflecting the specific concerns and key debates within the participating disciplines. Seminar is led by one participating faculty member responsible for content and continuity but involves faculty from participating disciplines.

**202. The Concept of Modernity—A Global History****(4) STAFF***Prerequisite: mainly for Ph.D.-emphasis in Global Studies.*

A transcultural perspective of notions of modernity starting from the mid-eighteenth century. Enlightenment, colonial, Marxist, liberal, and cultural programs are related to their historical backgrounds. The course regards how modernization visions were appropriated in different cultural contexts.

**211. Research Seminar****(4) STAFF***Prerequisite: for graduate students doing the Ph.D. emphasis in Global Studies.*

Provides students with an opportunity to discuss and work on their research-in-progress (most likely, but not exclusively, their dissertations).

**230. Research Methods in Global and International Affairs****(4) APPELBAUM***Prerequisites: graduate standing; consent of department.*

An introduction to basic research skills required in the policy- and decision-making undertaken in international organizations, drawing on a variety of methodologies. Introduction to basic research approaches drawing on a variety of research methodologies. (F)

**231. Theories of Intercultural Understanding****(4) GUNN***Prerequisites: graduate standing; consent of department.*

Introduction to the theories and concepts required for better understanding the importance of culture in shaping ethical, political, economic and social behavior including an exploration of the challenges of cross- and intercultural interpretation and translation. (F)

**232A. Contemporary Issues****(1) APPELBAUM***Prerequisites: graduate standing; consent of department.*

Course is taken by all first year students during fall quarter. It focuses on issues of practical and professional concern to MAG&IS students, including seminar discussions with visiting faculty and practitioners. (F)

**232B. Contemporary Issues****(1) APPELBAUM***Prerequisites: graduate standing; consent of department.*

Course is taken by all first year students during winter quarter. It focuses on issues of practical and professional concerns to MAG&IS students, including seminar discussions with visiting faculty and practitioners. (W)

**232C. Contemporary Issues****(1) APPELBAUM***Prerequisites: graduate standing; consent of department.*

An optional course recommended to first year students during the spring quarter. It focuses on issues of practical and professional concerns to MAG&IS students, and includes seminar discussions with visiting faculty and practitioners.

**233. Transnational Forces and Political Systems****(4) JUERGENSMEYER***Prerequisites: graduate standing; consent of department.*

Exploration of global trends and rise of global civil society responding to population mobility and diasporas, erosion of national cultures, political authority, global communications media, transnational environmental issues, international drug and sex trade, and increased antiglobal protest and religious conflict. (F)

**234. Micro-Macro Economics****(4) MEHTA***Prerequisites: graduate standing; consent of department.*

Introduction to principles of microeconomic and macroeconomic analysis used in evaluating and forming public policy. Topics include the operation and regulation of product and labor markets, issues of social welfare, income distribution, and the management of monetary and fiscal policy. (F)

**235. Organizational Policy and Management****(4) STAFF***Prerequisites: graduate standing; consent of department.*

A foundational understanding of organizational theories, including scholarship of international management and leadership, that focuses on the challenges facing organizations in a rapidly globalizing world. (W)

**236. Global Trade and Finance****(4) STAFF***Prerequisites: graduate standing; consent of department.*

Introduction to concepts and theories relevant

to the analysis of problems in the world economy. Topics include international trade and investment, foreign exchange, financial markets, and economic development, with emphasis on both states and non-governmental actors. (W)

### 237. Global Organizations and Civil Society (4) STAFF

*Prerequisites:* graduate standing; consent of department.

A basic understanding of the development of global organizations, from multinational corporations to global civil society. The course covers the history of governmental organizations and the changing features of NGOs. (S)

### 238. Global Governance and World Order (4) FALK

*Prerequisites:* graduate standing; consent of department.

Exploration of various solutions to the challenge of providing global governance for world order, including changing role of sovereign states, emerging roles of regional actors, international institutions, NGOs, globalizing market forces, international law and morality, religious movements and geopolitical ambitions. (S)

### 239. Policy Analysis and Exercise Seminar (4) STAFF

*Prerequisites:* graduate standing; consent of department.

Group projects draw on knowledge acquired in the core courses to address policy issues facing hypothetical clients in a simulated organizational setting. Students are encouraged to identify the kinds of issues they might encounter in their internships. (S)

### 240. Internship Preparation (1) STAFF

*Prerequisites:* graduate standing; consent of department.

Taken by all first year graduate students spring quarter. Focuses on preparation for the internships and study abroad programs. (S)

### 241. Critical Development Studies (4) BHAVNANI

*Prerequisites:* graduate standing; consent of department.

Explores the implications of centering culture as lived experience within development issues such as women/gender and 'race'/ethnicity and women. Culture and development paradigm using readings, films, case studies, policy writings, and, where appropriate, outside speakers. (W)

### 250. Managing Development Organizations, Non-Profits and other NGOs: Theory and Practice (4) STAFF

*Prerequisites:* graduate standing; consent of department.

The practical application of organizational theories to the non-profit sector and global civil society, particularly organizations concerned with grassroots or sustainable development. (W)

### 251. Policy Workshop (4) STAFF

*Prerequisites:* graduate standing; consent of department.

Group projects that provide an opportunity to apply the knowledge and skills students have acquired throughout the program to practical problem-solving, drawing especially on their internship experiences. (S)

### 291A-B-C-D. Special Topics (1) STAFF

*Prerequisite:* Graduate standing; consent of department.

Seminar in special areas of interest in Global and International Studies. Specific course titles to be announced by the Program each quarter offered. Course content varies. (F, W, S)

### 292AA-ZZ. Special Topics (4) STAFF

*Prerequisites:* graduate standing; consent of department.

Seminar in special areas of interest in Global and International Studies. Specific course titles to be

announced by the Program each quarter offered. Course content varies.

### 501. Teaching Assistant Practicum

(4) STAFF

*Prerequisite:* appointment as a teaching assistant in *Global and International Studies*.

*No unit credit allowed toward degree.*

Analyses of texts and materials, discussion of teaching techniques, conducting discussion sections, formulation of topics and questions for papers and examinations. Designed to meet the needs of the graduate student who serves as a teaching assistant.

### 593. Colloquium

(1-4) STAFF

*Prerequisite:* Graduate standing; consent of department.

A series of discussions involving panels, debates, special speakers, etc. at which the presence of all enrolled graduate students and selected faculty is required. (F, W, S)

### 595AA-ZZ. Group Studies

(1-12) STAFF

*Prerequisites:* graduate standing; consent of department.

Critical review of research in selected fields.

### 596. Directed Reading And Research (1-12) STAFF

*May be repeated for credit upon approval of department chair.*

Individual tutorial. Plan of study must be approved by department chair or MAGIS director.

### 597. Independent Study M.A. Examinations

(4-8) STAFF

Individual study for M.A. examination. Normally taken with the student's committee chair.

### 598. Master's Thesis Research and Preparation (1-12) STAFF

*Prerequisites:* graduate standing; consent of department.

Master's Thesis research and preparation.

# History

Department of History  
Division of Humanities and Fine Arts  
Humanities and Social Sciences 4001

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*Department Chair: Kenneth Mouré*

## Faculty

**Peter Alagona**, Ph.D., UC Los Angeles, Assistant Professor (History and Environmental Studies)

**Anthony Barbieri-Low**, Ph.D., Princeton University, Assistant Professor (pre-modern China)

**Randolph Bergstrom**, Ph.D., Columbia University, Associate Professor (American social policy)

**Hilary Bernstein**, Ph.D., Princeton University, Associate Professor (European renaissance)

**Debra G. Blumenthal**, Ph.D., University of Toronto, Associate Professor (medieval Europe)

**Sarah Cline**, Ph.D., UC Los Angeles, Professor (Mexico, Latin America, Christianity)

**Patricia Cline Cohen**, Ph.D., UC Berkeley, Professor (women, social history)

**Douglas H. Daniels**, Ph.D., UC Berkeley, Professor (American and Afro-American history)

**Elizabeth De Palma Digeser**, Ph.D., UC Santa Barbara, Associate Professor (ancient Rome and late antiquity)

**Francis A. Dutra**, Ph.D., New York University, Professor (Brazil, Portugal)

**Adrienne L. Edgar**, Ph.D., UC Berkeley, Associate Professor (modern Russia and the Soviet Union, central Asia)

**Sharon Farmer**, Ph.D., Harvard University, Professor (medieval Europe)

**Mary O. Furner**, Ph.D., Northwestern University, Professor (19th- and 20th-century U.S. history, history of public policy)

**Nancy E. Gallagher**, Ph.D., UC Los Angeles, Professor (Middle East)

**Gregory R. Graves**, Ph.D., UC Santa Barbara, Lecturer (environmental/public history)

**Pekka Hämäläinen**, Ph.D., University of Helsinki, Associate Professor (Spanish Borderlands of North America)

**Mary E. Hancock**, Ph.D., University of Pennsylvania, Professor (ideology and cultural practice, South Asia, social theory, nationalism, cultural studies, feminist theory, public memory)

**Carl V. Harris**, Ph.D., University of Wisconsin, Professor (American South)

**Tsuyoshi Hasegawa**, Ph.D., University of Washington, Professor (modern Russia)

**R. Stephen Humphreys**, Ph.D., University of Michigan, King Abdul Aziz Ibn Saud Professor of Islamic Studies (Islamic studies)

**Lisa Jacobson**, Ph.D., UC Los Angeles, Associate Professor (U.S. social and cultural history)

**Laura Kalman**, Ph.D., Yale University, Professor (20th-century U.S. legal and political history)

**Carol L. Lansing**, Ph.D., University of Michigan, Professor (medieval Europe)

**John W. I. Lee**, Ph.D., Cornell University, Associate Professor (ancient Greece)

**Nelson N. Lichtenstein**, Ph.D., UC Berkeley, Professor (U.S. labor history, 20th-century U.S.)

**John D. Majewski**, Ph.D., UC Los Angeles, Professor (19th-century American history)

**Harold Marcuse**, Ph.D., University of Michigan, Associate Professor (modern central/eastern European history)

**Patrick W. McCray**, Ph.D., University of Arizona, Professor (history of the physical sciences)

**J. Sears McGee**, Ph.D., Yale University, Professor (Tudor and Stuart Britain)

**S. Cecilia Mendez**, Ph.D., State University of New York at Stony Brook, Associate Professor (Latin American history)

**Stephan F. Miescher**, Ph.D., Northwestern University, Associate Professor (African history)

**Kenneth J. Mouré**, Ph.D., University of Toronto, Professor (Modern France, European economic history)

**Alice M. O'Connor**, Ph.D., The Johns Hopkins University, Professor (20th-century U.S. history of public policy)

**Michael A. Osborne**, Ph.D., University of Wisconsin, Professor (history of biological sciences)

**Ann M. Plane**, Ph.D., Brandeis University, Associate Professor (U.S. colonial history)

**Erika D. Rappaport**, Ph.D., Rutgers University, Associate Professor (modern Britain)

**Luke S. Roberts**, Ph.D., Princeton University, Associate Professor (history of Japan)

**David P. Rock**, Ph.D., Cambridge University, Professor (Latin America and Argentina)

**Paul M. Sonnino**, Ph.D., UC Los Angeles, Professor (early modern Europe)

**Gabriela M. Soto Laveaga**, Ph.D., UC San Diego, Assistant Professor (modern Latin America and Mexico)

**Paul Spickard**, Ph.D., UC Berkeley, Professor (20th-century American social and cultural history)

**John E. Talbott**, Ph.D., Stanford University, Professor (modern Europe, war and society)

**Stefania Tutino**, Ph.D., Scuola Normale Superiore, Italy, Associate Professor (early modern England)

**Zaragosa Vargas**, Ph.D., University of Michigan, Professor (modern U.S., labor, Chicano)

**Salim Yaqub**, Ph.D., Yale University, Associate Professor (U.S. policy in the Middle East)

### **Emeriti Faculty**

**Lawrence Badash**, Ph.D., Yale University, Professor Emeritus (history of science)

**F. A. Bonadio**, Ph.D., Yale University, Professor Emeritus (Civil War and Reconstruction)

**W. Elliot Brownlee**, Ph.D., University of Wisconsin, Professor Emeritus (American economic history)

**Alexander B. Callow**, Ph.D., UC Berkeley, Senior Lecturer Emeritus (American urban history)

**Chi-yun Chen**, Ph.D., Harvard University, Professor Emeritus (ancient China)

**Alexander DeConde**, Ph.D., Stanford University, Professor Emeritus (foreign relations)

**Jane S. DeHart**, Ph.D., Duke University, Professor Emeritus (modern U.S., women, public policy)

**Dimitrije Djordjevic**, Ph.D., University of Beograd, Professor Emeritus (Balkans and Eastern Europe)

**Harold Drake**, Ph.D., University of Wisconsin, Research Professor Emeritus (Rome)

**Abraham Friesen**, Ph.D., Stanford University, Professor Emeritus (Reformation)

**Frank J. Frost**, Ph.D., UC Los Angeles, Professor Emeritus (Greek history)

**Jonathan A. Glickstein**, Ph.D., Yale University, Professor Emeritus (U.S. intellectual history)

**Otis L. Graham, Jr.**, Ph.D., Columbia University, Professor Emeritus (recent U.S. history)

**Harold C. Kirker**, Ph.D., UC Berkeley, Professor Emeritus (U.S. culture)

**Albert S. Lindemann**, Ph.D., Harvard University, Research Professor Emeritus (modern European socialism)

**Leonard M. Marsak**, Ph.D., Cornell University, Professor Emeritus (modern European intellectual history)

**Roderick W. Nash**, Ph.D., University of Wisconsin, Professor Emeritus (American environmental history)

**Richard E. Oglesby**, Ph.D., Northwestern University, Professor Emeritus (American West and California)

**Jeffrey B. Russell**, Ph.D., Emory University, Professor Emeritus (medieval Christianity)

### **Affiliated Faculty**

**Gerardo Aldana**, Ph.D. (Chicana and Chicano Studies)

**Catherine L. Albanese**, Ph.D. (Religious Studies)

**Eileen Boris**, Ph.D. (Feminist studies)

**Brice Erickson**, Ph.D. (Classics)

**Claudio Fogu**, Ph.D. (French and Italian)

**Sabine Frühstück**, Ph.D. (East Asian Languages and Cultural Studies)

**Mario Garcia**, Ph.D. (Chicana and Chicano Studies)

**Allan Grapard**, Ph.D. (East Asian Languages and Cultural Studies)

**Richard D. Hecht**, Ph.D. (Religious Studies)

**Gaye Theresa Johnson**, Ph.D. (20th-century U.S. History)

**George Lipsitz**, Ph.D. (Black Studies)

**Gurinder Singh Mann**, Ph.D. (Religious Studies)

**Robert Morstein-Marx**, Ph.D. (Classics)

**Hyung Pai**, Ph.D. (East Asian Languages and Cultural Studies)

**Horacio Roque Ramirez**, Ph.D. (Chicana and Chicano Studies)

**Leila J. Rupp**, Ph.D. (Feminist studies)

**Ann Taves**, Ph.D. (Religious Studies)

**Christine Thomas**, Ph.D. (Religious Studies)

**Xiaojian Zhao**, Ph.D. (Asian American Studies)

**H**istory is studied to enhance the quality of life for the individual. Without any knowledge of the past, the individual becomes a prisoner of the present—able neither to comprehend the present circumstances and their causes nor to deal intelligently with present problems. As a liberal discipline, history aims to permit students to transcend their own cultural limits and, by the study of other societies in other ages, to open their eyes to the diversity of the human environment. It has often been noted that history is the first truly “interdisciplinary” discipline. This is true because everything, no matter how specialized, has a history, and therefore everything is a proper subject of study for the historian. In this department, for instance, the course offerings range not only from the ancient world to modern times, but also from the history of philosophy and ideas to the history of science and its role in society, from governmental elites to popular culture.

The Department of History offers two undergraduate degree programs: the bachelor of arts in history, and the bachelor of arts in the history of public policy.

The B.A. in the history of public policy, the first to be offered in American higher education, combines comparative studies in history with studies in related academic disciplines. Students are expected to acquire competence in a foreign language, in statistics and computer operations, and in research and writing skills, culminat-

ing in the preparation of a senior thesis. An internship in governmental and public affairs is strongly recommended.

The department offers the M.A. and the Ph.D. in history within two parallel curricula. One, traditional in nature, prepares students primarily, though not exclusively, for teaching careers in higher and secondary education. The second, pioneered at UCSB, is a graduate program in public historical studies, which aims at training historians for careers in the community at large, primarily as researchers and writers.

Although personal enrichment is the prime reason that students choose history as a field of study, the nature of the discipline makes it highly desirable as a training ground for many professional fields. The traditional career for the history major has been in teaching, but the breadth of knowledge acquired by studying history is an advantage to those intending a career in business and government service. The stress on the development of research skills, as well as on the ability to think and write clearly, has proven to be excellent preparation for law school and for a wide variety of research and writing jobs.

Students with a bachelor's degree in history who are interested in pursuing a California Teaching Credential should contact the credential advisor in the Graduate School of Education as soon as possible.

The Department of History designates one of its members each year as principal undergraduate advisor; in addition, certain three faculty members of the department are appointed as undergraduate advisors, each specializing in one of the two majors. M.A. and Ph.D. candidates are advised by their mentors. Separate advisors are provided for M.A. and Ph.D. candidates. Publications describing both undergraduate and graduate programs are available from the department.

### **Phi Alpha Theta**

Membership in the Gamma Iota Chapter of Phi Alpha Theta, the national history honorary society, is open to students who have completed at least five courses in history with a grade-point average of 3.1 or better. Graduate students and faculty also belong to the organization. In addition to regular meetings on campus, the society sponsors student papers at regional and national meetings. Further information about the organization is available at the department office.

## **Undergraduate Program**

### **Bachelor of Arts—History**

**Preparation for the major.** Thirty-two lower-division units, including (1) two of the following sequence of History 2A-B-C, 4A-B-C, and 17A-B-C; (2) 4 units of lower-division units in Asian, African, Latin America, or Middle Eastern history; (3) 4 lower-division units in any history course.

**Upper-division major.** Forty units of upper-division work in history, at least 4 units of which must be in proseminar courses (any course with the letter P or DR after its number). Four units of History 194AH-BH may substitute for the proseminar requirement, but additional units earned in 194AH-BH may not be applied to the major.



**The Research Seminar.** The particular skills of historians are the ability to define issues, to gather information pertinent to a solution, and to digest and report that information in a clear and well-conceived argument. These skills, which are summed up by the word “research,” are especially cultivated in undergraduate research seminars, in which the entire term is devoted to preparing a paper on a specialized topic of research. Majors are required to take at least one such course during their career here, but students serious about developing their research and writing skills are urged to take more than one. Since most faculty offer no more than one research seminar a year and enrollment is restricted, advance planning is essential. A list of courses to be offered in the current year is available at the Department of History office. Once students have chosen a field for the research seminar, they should approach faculty teaching in that field to determine when such a course will be offered, so they may plan their schedules well in advance.

**Foreign language.** Election to Phi Beta Kappa requires proficiency in one foreign language, normally demonstrated by completion of four quarters of a single foreign language. Students contemplating graduate study should consult their prospective graduate schools to determine whether specific languages are required.

### ***Graduation with Distinction in History (The Undergraduate Honors Program)***

The Department of History at UCSB is committed to excellence in undergraduate education. In addition to the lower-division survey courses in world, American, and European history, the department offers equivalent 5-unit honors courses, History 2AH-BH-CH, History 4AH-BH-CH and History 17AH-BH-CH, for students interested in undertaking additional reading and writing assignments.

Students who have successfully completed at least two such courses, or who have completed the department's lower-division historiography course, History 6 (Historical Reasoning), are eligible to enroll in History 100H (Historical Writing). This is an intermediate-level departmental seminar in which major works from a variety of historical periods and regions are studied. Qualified students who have not been able to satisfy the honors prerequisite (transfer students, for instance) may petition the department's honors committee for admission to History 100H.

In their junior year, students who have maintained a grade-point average in the major of at least 3.5 will be invited to join the department's Senior Honors Seminar, History 194AH-BH, in which students pursue research on a topic of considerable depth and complexity. Students who have successfully completed History 100H or a research seminar will be given priority for this course.

Students admitted into the program will enroll in History 194AH-BH for the two quarters of their senior year. History 194AH-BH may be used to satisfy the proseminar requirement for majors. No more than 4 units earned in this seminar may be applied to the 40 upper-division units required of all majors. In the

fall quarter, honors candidates will read, write papers, and build a working bibliography for their thesis. The remaining quarter of the seminar will be devoted to independent research, conducted in consultation with the thesis advisor. At the end of the seminar, students will submit three copies of the thesis to the department. Students who have completed the honors sequence are eligible for graduation with Distinction in the Major.

Students who have not completed the honors seminar will not normally be eligible, although under unusual circumstances, supported by evidence of superior research and writing done in other history courses (such as the research seminars), a student may petition the department's honors committee. In order to graduate with Distinction in the Major, a student must complete a paper that is recognized by a history faculty member (normally the honors seminar director) as distinguished. The department honors committee will be responsible for verifying the final list of students nominated for graduation with Distinction in the Major.

### ***Bachelor of Arts—History of Public Policy***

**Preparation for the major.** A total of 32 lower-division units in history, composed of the following: (1) History 7; (2) two of the following sequence: History 2A-B-C, 4A-B-C, 17A-B-C; (3) 4 additional units in history which must be in the history of countries or cultures outside of Europe and the United States.

**Required work in cognate disciplines:** 16 units (four courses) chosen from among the following, with at least one course in each of three of the disciplines indicated: Economics 1, 2, or 109; Political Science 1, 6, 7, 12; Philosophy 3 or 4; Environmental Studies 1 or 3; Sociology 1; Anthropology 2; Black Studies 5, 6, 20; Global Studies 2; Law and Society 1; Feminist studies 10, 20, 60, 70 (these may also satisfy the General Education requirements).

**Recommended for students who intend graduate study in the field:** PSTAT 5A or 5E or 5S or Sociology 3. Foreign language: 0-25 units (i.e. completion of course 5) in a foreign language appropriate to the area of historical emphasis chosen in the major. Internship: History 196; History 199 (may be fulfilled by UC Washington Center internship).

**Upper-division major.** Required work in history: 40 upper-division units including 8 units from History 170A-B, 171A-B-C-D, 172A-B, 174A-B-C and 178A-B; 24 units including 12 units in the history of one nation, continent, or period, and 12 units in the history of a contrasting nation, continent, or period (exclusive of courses used to satisfy the 8-unit requirement above), selected with the approval of the departmental advisor for public policy students; 8 units of History 195IA-IB (senior seminar).

**Required work in cognate disciplines:** 20 units, taken in one of the following related fields (inclusive of lower- and upper-division courses): Asian American Studies, Black Studies, Chicana/o studies, Global Studies, Law and Society, Feminist Studies, Economics, Political Science, Environmental Studies, Philosophy, Sociology, (or a minor in one of the above listed Disciplines). Courses should be selected with

the approval of the departmental advisor to public policy students. (Courses taken during the lower-division preparation for the major may be counted in satisfaction of this requirement.) Note: Public policy students must secure the departmental advisor's approval for their program each quarter.

### ***Graduation with Distinction in History of Public Policy (The Undergraduate Honors Program)***

History of public policy majors may also enroll in the Honors Program in History, described above. They will do so by fulfilling the listed requirements as to 1-unit honors courses or History 6 (Introduction to History); History 100H; and grade-point average. When invited to join the department's Senior Honors Seminar (History 194AH-BH), which runs for three quarters in the student's senior year, they will do so with the understanding that History 194AH-BH will substitute for History 195IA-IB, the required 8-unit senior thesis requirement in the history of public policy major.

### ***Minor—History***

Students majoring in other disciplines who have an interest in history may gain, albeit less intensively, the benefits described above by completing a minor in history. The minor consists of any 12 units of lower-division history courses and any 20 units of upper-division history courses. Publications suggesting ways to choose courses so as to focus on particular aspects of history (e.g., women, religion, science, ethnicity, East Asia, the United States, Europe, Africa, Middle East) are available from the department.

All courses to be applied to the minor must be completed on a letter-grade basis, including both courses offered in history and those offered by other departments and applied to the minor.

**Preparation for the minor.** Twelve lower-division units in history.

**Upper-division minor.** Twenty upper-division units in history. The department strongly recommends that one of the upper-division courses be a proseminar (undergraduate research seminar).

*Note: Substitutions and waivers are subject to approval by the chair of the department. Please see General Catalog for special conditions governing minors in the College of Letters and Science.*

### ***Minor—Labor Studies***

Although housed in the Department of History, the Labor Studies Minor is interdisciplinary in scope, incorporating a variety of courses throughout the humanities and social sciences to offer students an integrated understanding of work, labor, ethnicity, politics and economy. The Minor combines academic study with an internship experience to prepare students for a variety of relevant careers and/or graduate study. All courses that apply to the minor must be taken for a letter grade.

**Preparation for the minor.** One course from history 2C, 4C, or 17C.

**Choose one:** Asian American Studies 1, Sociology 1, Black Studies 1, Feminist studies 20 or 40, Chicano Studies 1A, Economics 1 or Global Studies 1.

**Upper-division minor.** 24.0 units required distributed as follows: History 167Q; Choose one History 167CA, 167CB, 174B or 174C; Choose four from two different disciplines: History 165, 166B, 166LB, 167CP, 167E, 168A, 168B, 168LA, 168LB; Sociology 131, 134, 157, 185D; Economics 100A, 150A, 150B, 152; English 133GC, 165BC; Black Studies 102, 104, 193Y; Feminist studies 120, 153; Chicano Studies 171, 174A, 177, 178A, 189; Global Studies 130; Asian-American Studies 113, 130, 132.

*Note: Substitutions and waivers are subject to approval by the chair of the department. Please see page 118 for special conditions governing minors in the College of Letters and Science.*

## Graduate Program

In addition to departmental requirements, applicants for admission and candidates for degrees must fulfill University requirements described in the chapter “Graduate Education at UCSB.”

In addition to departmental requirements, applicants for admission and candidates for degrees must fulfill University requirements described in the chapter “Graduate Education at UCSB.”

### Master of Arts—History

#### Admission

The M.A. degree in history is a valuable stage on the path to the doctorate. Although it is understood that some students may choose not to continue beyond the M.A., and that others may not be permitted to do so, the aim of the program is to provide students with research training leading to the doctoral degree. Consequently, the department does not admit students solely for the purpose of obtaining a master’s degree. All applicants are admitted to a single M.A./Ph.D. program.

Applicants to the graduate program in History are expected to show high potential for engaging in advanced historical research and analysis. Applicants must meet general university requirements for admission to graduate standing and should have completed an undergraduate major in History or related fields (approximately 40 upper-division quarter units or approximately 24 upper-division semester units). History is a discipline that benefits from training in other fields, so applicants who do not meet these requirements are still encouraged to apply, but are also strongly urged to contact faculty in their proposed field of study for advice. If admitted, applicants who were not History majors may be required to do some additional course work, which must be completed in the first year and does not count in satisfaction of graduate degree unit or course requirements.

Applicants must submit a suitable sample of historical writing, such as a term paper or equivalent, and three letters of recommendation. These should address the applicant’s academic qualifications for graduate work in history. In addition, applicants ordinarily are expected to have a minimum grade-point average of 3.5 in upper-division history courses (or 3.75 in master’s courses), and minimum scores on the Graduate Record Examination (GRE) of 85th percentile in verbal and either 70th percent

tile in quantitative or 5.0 in analytical writing.

The department admits only in the fall quarter of each year. Applications must be received by December 5th of the year prior to the intended quarter of entrance. Applicants requesting Graduate Division and/or history department financial assistance must have their application in to the department by December 5, including the necessary support materials.

It should be stressed that admission to the program is competitive, and satisfying these minimum requirements does not, by itself, guarantee admission. At the same time, the decision to admit is based on consideration of the entire file, and promising applicants in unusual circumstances whose records fall below the minimum should not be discouraged from applying.

Applicants must be accepted by a major professor with whom they wish to work. Applicants unsure of how to choose a major professor should inquire by e-mail or telephone to the graduate program assistant, Department of History, as to how to proceed. No student will be admitted or allowed to continue without a faculty sponsor.

#### Degree Requirements

The M.A. degree will be awarded to students who satisfy the requirements prescribed by the Graduate Council and who, in addition, meet the following requirements:

**Foreign language.** M.A. candidates must demonstrate reading proficiency in at least one foreign language within one calendar year of taking the M.A. comprehensive examination. Candidates may choose from several options to demonstrate language proficiency. See UCSB History Department Graduate Student Handbook for a complete description of those options.

**Unit requirements.** Students must pass a minimum of 36 units of upper-division and graduate history courses. No course will count for the degree if the grade earned in the class is valued at less than a B grade. At least 24 of these units must be in graduate courses numbered between 200 and 292, with 4 units of History 202 (required of all students who have not had a graduate course in historiography) and at least 8 units in research seminars, which will result in the preparation of an original research paper. Papers produced in these seminars lay the foundation for doctoral work and are taken into account along with the results of the comprehensive examinations in evaluating students for admission to the Ph.D. program. History 596 does not apply to the research seminar unit requirement, but up to 8 units will apply toward the 36-unit requirement. All research seminars last two quarters. Check with the graduate program assistant for credited seminars.

Students in American history must take History 292A-B-C as part of their 36 unit requirement. All coursework must be completed before a student may take the M.A. comprehensive exam.

**Comprehensive examinations.** The student must pass one three-hour written examination in one of the graduate fields listed below. The department offers reading courses in many of these fields to help students prepare for the ex-

amination. History 200 courses are designed to cover large, general fields; History 201 courses cover more specialized fields.

- United States\*
- Colonial Latin America
- National Latin America
- East Asia (pre-1600)
- East Asia (post-1600)
- Africa
- History of Science
- Early Modern Europe (1450-1815)
- Modern Europe (1789-)
- Medieval Europe
- Middle East (600-1700)
- Middle East (1700-)
- Ancient Mediterranean World
- History of Public Policy

\*An Afro-American, Chicano, Asian American, or American-Indian emphasis is acceptable in this field.

### Doctor of Philosophy—History Admission

The M.A. degree in history or a cognate field is normally required for admission into the Ph.D. program. Applicants who do not meet this requirement must complete the M.A. in history before continuing to the Ph.D. The application deadline for those applying with an M.A. degree from another institution is December 5. Students taking the master’s examination at UC Santa Barbara must achieve an average grade of A- or higher. In addition, the candidate must acquire a minimum of three satisfactory recommendations from professors within the department, including at least two from professors who have supervised or reviewed the candidate’s graduate seminar research papers and one from a faculty member who will serve as major professor. These letters must be on file by the third week of the quarter following award of the M.A.

#### The General Fields of History

The Department of History at UCSB offers doctoral study in twelve general fields of history:

- United States
- Latin America
- East Asia
- Africa
- The Middle East
- History of Science
- Ancient Mediterranean World
- Medieval Europe
- Early Modern Europe (1450-1815)
- Modern Europe (1789-)
- History of Public Policy
- Public History
- Comparative Gender\*
- World\*
- Comparative history of race and ethnicity\*

\*Comparative gender, world history, and comparative history of race and ethnicity are offered only as a third field, and not as a possible first or second field. Please refer to “Degree Requirements: General Examinations” for further description of field 3, the outside field in history.

Students will study, and in due time present themselves for examination, in four examination fields, two of them chosen from one of the above general fields, and the third chosen from a second general field. The fourth examination

field will be in an outside academic department or in history (see below, under “General Examinations”). The four professors under whom the students study as they prepare for their examinations constitute their doctoral committee. One of its members is the student’s major professor, who presides.

### Program Supervision

Once admitted to the Ph.D. level, each student will be systematically advised by his or her major professor, who will submit a review of the student’s progress and prospects annually in the spring quarter. The results of the annual review will be individually communicated to the student in writing by the director of graduate studies. If the student’s progress is unsatisfactory, the department will recommend to the Graduate Dean that the student be placed on academic probation. If at the end of that year progress is still unsatisfactory, the department chair will recommend to the Graduate Dean that the student be dismissed from graduate study.

### Degree Requirements

**Unit requirements.** Students in the doctoral program must enroll for at least six regular academic quarters (not summer sessions) on the UCSB campus pursuing a program of full-time study (12 units each quarter) and research. Three consecutive quarters of this residency must be completed in regular session before advancement to candidacy. Students must complete 24 units of history research seminars, 8 units of which can be taken from the M.A. requirements. Check with the graduate program assistant for credited seminars. History 596 does not count as a research seminar. Students must take at least one graduate course in each of the four areas presented for examination (research seminars and courses taken while in the M.A. program satisfy this requirement), and a graduate course in historiography (History 202) if such a course has not been taken prior to admission to the doctoral program. Doctoral students in American history must take History 292A-B-C, in addition to the 24 units of research seminars.

**Foreign language.** The department requires candidates for advanced degrees to demonstrate research proficiency in at least one foreign language. Many sub-fields require additional languages at the Ph.D. level, for which they set their own criteria. Candidates are strongly urged to satisfy the departmental requirement in their first year of study. Candidates may choose from several options to demonstrate language proficiency. See *UCSB History Department Graduate Student Handbook* for a complete description of those options. Additional language requirements pertinent to the field of research may be specified by the major professor with the approval of the graduate committee. Preparation and supervision of these additional language requirements are the responsibility of the major professor, who may or may not use the regular departmental options to determine language proficiency.

Students should plan to satisfy the departmental foreign language requirement as soon as possible, but no later than the end of the second year in the doctoral program. No student will be allowed to take the general examinations

for the Ph.D. without having completed the departmental language requirement, as well as any additional language requirements required by the major professor.

**General examinations.** Upon satisfying the unit and foreign language requirements, students will be eligible to take their general examinations. In consultation with their supervisors, candidates will form an Examination Committee which will supervise preparation in four fields of study—three within the department and a fourth which may be either a cognate field outside the department or a fourth history field in a geographical region different from that of the other three fields. The four fields are:

1. The major field, taken under the student’s major professor. It will be in that professor’s special field, or, with the approval of the graduate committee, in a closely related field. The major field ordinarily provides the intellectual basis for the dissertation and the student’s later emphasis in teaching and research, and the student is expected to achieve depth and breadth of scholarly sophistication and mastery in this field.
2. The general field is the field within which the student’s major field is located (e.g., U.S. history is the general field if the major field is U.S. diplomatic history). The student is expected to show breadth and perspective in this field in order to set his or her specialty within its encompassing framework and to be able to teach survey courses.
3. The outside field in history, chosen from a second of the department’s graduate fields (see above). This field may be either specialized (as in 1 above) or general (as in 2), depending on the mutual decision of the student, the major professor, and the supervisor of the outside field. This requirement affords the student, for comparative purposes, a deep encounter with the history of a period or culture distinct from that studied in Fields 1 and 2 and also enables him or her to offer survey courses in this field.
- 4A. A cognate field outside the discipline of history is chosen from within another academic department. This field should strengthen the student’s grasp of Field 1 and be comparable in depth and richness to Fields 2 and 3.
- 4B. With the approval of the major professor and the director of graduate studies, students may substitute for the cognate field a fourth history field from among a number of other topics. These topics must be sufficiently distinct from the other three fields as to constitute a separate historical specialty. Examples of such topics are environmental history, women’s history, native American history, military history, and religious history.

Three of the field examinations will be written, with the specific three fields determined by the examination committee and approved by the director of graduate studies. Passing grades are B and above (B- fails). Students may retake the examination one time in an effort to improve the result. If students elect to retake the exam, they must retake the entire exam. A student must obtain approval from the Director of Graduate Study to take the exam a third time. The three written examinations in history must all be completed within a period of one month

from the date of the first examination. Each of these examinations will be of three hours’ duration. Within one week of passing the last of these examinations, the student must take an oral examination in all four fields. The minimum time allotted for this examination is two hours, but the time period may be extended as warranted by the four examiners.

**The doctoral dissertation.** The doctoral dissertation must be an original work of historical research in the field of the candidate’s specialization. It must be in clear prose, have intellectual depth, and demonstrate a mastery of historical methodology. The dissertation will be supervised by a dissertation committee which may (but need not) be composed of the same faculty as the examination committee. This committee will be made up of four members, at least three of whom must be History faculty or faculty affiliated with the department. After taking doctoral examinations, the candidate must submit a dissertation prospectus before being advanced to candidacy. These prospectuses may vary, but usually are between 15-30 pages in length and are expected to demonstrate the potential scholarly value of the proposed topic and mastery of pertinent literature related to the topic. The prospectus must be approved by the doctoral committee before the student is advanced to candidacy. When the dissertation is completed, the candidate will normally conduct an oral defense of approximately two hours in length before the dissertation committee.

**Teaching assistantship.** A candidate will be required to qualify for and (subject to the availability of funds) to hold a teaching assistantship or a research assistantship as part of the preparation for the Ph.D. degree.

### Optional Ph.D. Emphasis in Women’s Studies

The Department of Feminist Studies, with almost fifty core and affiliated faculty members in over nineteen disciplines, serves as a model of interdisciplinary work and scholarly collaboration at UCSB. Women’s Studies doctoral emphasis students are required to successfully complete four seminars that will enhance their understanding of feminist pedagogy, feminist theory, and topics relevant to the study of women, gender and/or sexuality. Women’s Studies as an inter-departmental set of conversations and intellectual questions supports a multifaceted undergraduate curriculum at UCSB. Doctoral emphasis students are encouraged to apply to teach Feminist Studies courses as teaching assistants and associates as part of their Feminist Studies training.

Applicants must first be admitted to, or currently enrolled in, a UCSB Ph.D. program participating in the Women’s Studies graduate emphasis. Anthropology; Comparative Literature; Counseling, Clinical, and School Psychology; English; French and Italian; Germanic, Slavic and Semitic Studies; History; History of Art and Architecture; Linguistics; Political Science; Religious Studies; Sociology; Spanish and Portuguese; or Theater and Dance. Candidates complete four graduate courses and select a member of the Feminist Studies faculty or affiliated faculty to serve on their dissertation committees. Applications to the Women’s

Studies Doctoral Emphasis may be submitted at any stage of Ph.D. work, and applications will be considered throughout the year.

### **Doctoral Emphasis Coursework**

Students pursuing the emphasis in Women's Studies will successfully complete four graduate courses that have been approved by the Doctoral Emphasis advisor.

1. **Feminist Theories.** A one quarter graduate seminar in interdisciplinary feminist theory offered by any department, including Feminist Studies 250 AA-ZZ.
2. **Issues in Feminist Epistemology and Pedagogy** (Feminist Studies 270). A one quarter seminar that considers Feminist Studies as a distinct field. It offers an interdisciplinary exploration of feminist theories of knowledge production and teaching practices. Readings cover past and present critical debates and provide theoretical approaches through which to analyze interdisciplinary epistemological and pedagogical issues.
3. **Graduate Seminar in Feminist Studies** (Feminist Studies 200-290 or 594 AA-ZZ). A one quarter seminar offered by a Feminist Studies faculty member on topics of central concern to the field.  
Or,  
**Research Practicum** (Feminist Studies 280). A cross-disciplinary seminar in which fundamental questions in contemporary feminist research practice are considered in light of students' own graduate projects.
4. **Topical Seminar.** A one quarter graduate seminar that addresses topics relevant to the study of women, gender, and/or sexuality. This seminar must be taken outside the student's home department; it may be fulfilled either by another graduate seminar in Feminist Studies or a seminar in another department.

### **Optional Ph.D. Emphasis in European Medieval Studies**

The Medieval Studies Program offers an interdisciplinary doctoral emphasis to students previously admitted to a Ph.D. program in the Departments of Theater and Dance, English, French and Italian, History, History of Art and Architecture, Music, Religious Studies, and Spanish and Portuguese. Students pursuing the emphasis in European medieval studies must receive a grade of B or better in each of the following: Medieval Latin (Latin 103); one course in a vernacular, western European or Middle Eastern medieval language (English 205, English 230, French 206, Spanish 222A, Spanish 222B, Portuguese 222, Religious Studies 148A, Religious Studies 148 B, Religious Studies 210); Paleogeography and/or Diplomatics (History 215S, History 215T); Medieval Studies 200A-B-C; and 8 additional units in graduate courses on medieval topics. Students may petition to have appropriate courses from other institutions, or independent study, substituted for these requirements. Medieval Studies 200A-B-C is the program's colloquium series; graduate students in the emphasis attend the series and write brief papers on each colloquium (one per term), to be reviewed by the chair of the program (2 units). To qualify for the emphasis, at least one member of a Ph.D. candidate's

dissertation committee must be an affiliated faculty member of the European Medieval Studies Program. Contact the European Medieval Studies Program for additional information on faculty interests, course offerings, and program requirements, or visit our website at [www.medievalstudies.ucsb.edu](http://www.medievalstudies.ucsb.edu).

### **Optional Ph.D. Emphasis in Global Studies**

Students pursuing a Ph.D. in certain departments may petition to add an emphasis in global studies. The departments for which the emphasis is available include anthropology, English, history, political science, religious studies, and sociology. To be eligible for admission to the Ph.D. emphasis, students must be admitted to the Ph.D. program in one of the departments choosing to offer this emphasis with their existing Ph.D. program and petition successfully to add the optional emphasis.

The student's dissertation committee must have one member from a participating department other than the student's own department. The student may also elect a global emphasis for his or her department field/area/specialization exam, if such an emphasis is offered within the department. The chair of the Coordinating Committee will determine when the student has successfully completed all of the requirements for the emphasis.

By "global" we refer to transnational economic, political, environmental, social, and cultural interactions and flows that operate at a global (i.e., trans-continental) scale. "Global studies" views the world as comprised of increasingly interdependent processes, rather than as shaped exclusively or even primarily by the interplay of discrete nation-states.

Petitions for adding the emphasis can be made at any time in a student's graduate career, but typically will be made after at least one successful year of study in the home department. Work completed prior to admission in the emphasis that meets emphasis requirements (as determined by the Ph.D. Emphasis Coordinating Committee) may be counted towards completion.

To satisfy the Ph.D. emphasis in global studies, students are required to take four one-quarter graduate-level courses. One course is Global 201, the introductory gateway seminar, offered by the Global and International Studies Program. Three additional courses must be chosen from among qualifying global theory and global issues courses offered by participating departments. These courses will be selected from an approved list of global theory and global issues graduate courses prepared by the Ph.D. Emphasis Coordinating Committee each spring, for the following academic year. At least one of these three courses must be a global theory course, and at least one must be a global issues course. Courses will typically be taken for a letter grade.

At least one of these three courses will be taken from the student's home department, and at least two must be taken from the six other participating departments or the Global and International Studies Program. No more than one of the three seminars (excluding Global 201) can be taken from a single instructor.

For additional information, please contact

the graduate advisor in one of the participating departments or global studies.

### **Optional Ph.D. Emphasis in Technology and Society**

Students pursuing a Ph.D. in this department may petition to add an emphasis in technology and society. The emphasis brings together doctoral students in engineering, social sciences, and the humanities to engage in multidisciplinary coursework and research into the cultural and societal changes resulting from the use of new information technologies. The emphasis features a structured set of courses that may be taught individually and collaboratively by faculty across disciplines: Anthropology, Communication, Computer Science, English, History, Media Arts and Technology, Political Science, and Sociology.

To be eligible for admission to the emphasis, students must be enrolled in good standing in the department. Petitions for adding the emphasis can be made at any time in a student's graduate career, but typically will be made after at least one successful year of study in the home department. Work completed prior to admission that meets emphasis requirements (as determined by the Ph.D. Emphasis Faculty Executive Steering Committee) may be counted towards its completion.

Requirements for completing the optional emphasis in technology and society include:

1. **Gateway Technology and Society Colloquium.** Students must complete a 1-unit colloquium that brings together students and faculty from multiple disciplines to explore various approaches to studying technology and society. In addition to helping students understand similarities and differences in conceptualization and knowledge production across disciplines, the seminar promotes interaction among students from different departments.
2. **Graduate Coursework.** Students must complete four 4-unit courses with a grade of B or better, two each from Area 1 (Culture and History) and Area 2 (Society and Behavior). Area 1 courses explore the humanistic study of cultures, histories and meanings as they intersect with technology. Area 2 investigates the social scientific study of technology in relationship to human behavior, organizations, and social structures. One course from the student's home department can be applied toward meeting this requirement. Students can petition to substitute a non-listed course, subject to approval by the Technology and Society Faculty Executive Committee.
3. **Dissertation.** A student's dissertation must have relevance to at least one of the two Emphasis areas. In addition, the student's dissertation committee must include a member from another department participating in the emphasis. Exceptions are subject to approval by the Technology and Society Faculty Executive Committee.

### **Graduate Program in Public Historical Studies**

The Department of History has established within its graduate program a public history emphasis at the doctoral level and offers that

emphasis in a unique joint doctoral program with the Capital Campus program of California State University in Sacramento, which brings together public history faculty of the two universities to form one faculty offering doctoral instruction between the two campuses.

Public Historical Studies trains professional historians to serve as research historians working within the community at large, rather than in academic institutions. Whether practicing as contracting and consulting historian, as historian for the various types of museums, heritage sites and organizations, or on the staffs of public agencies—public historians will research and write historical studies of problems of concern to particular communities or political jurisdictions; aid them in recapturing and in recording and understanding their histories as communities and as organizations; and serve in a variety of other professional employments, such as giving testimony in court proceedings, preparing family histories, preparing environmental impact statements, conducting surveys of historic properties and other cultural resources, and working in historical agencies.

To meet the wide range of opportunities presented by an always-changing array of publics, the UCSB program prepares public historians as historians, as broadly-trained scholar-professionals fully versed in the literature, methods, and interpretive debates of the discipline, while also especially conscious of and practiced in the special challenges and resources distinctive to the public practice of history. The program offers concentrations in public policy, community, and business history, and public memory and history presentation, and supports students in developing distinctive special research concentrations through the work with individual faculty, interdepartmental, and intercampus committees, under the guidance of the student's advisor. Public History students regularly take advantage of the History Department's large and distinguished faculty to integrate their particular research and reading interests into their program.

Students already holding an M.A. in public history or its equivalent apply directly to the joint UCSB-CSU Sacramento Ph.D. program or the current UCSB Ph.D. program. Students with a B.A. (or M.A. in another field) apply to the M.A. program at CSU Sacramento.

For further information, request from the Department of History a copy of the Public Historical Studies brochure, which describes other aspects of the program. Also, please visit the History Department's website at [www.history.ucsb.edu](http://www.history.ucsb.edu)

## History Courses

### LOWER DIVISION

#### 1AA-ZZ. Freshman Seminar in History (1) STAFF

*Prerequisite: lower-division standing.*

May be repeated for credit to a maximum of 3 units provided letter designations are different. Letter grade required for majors.

A seminar for lower-division students with an interest in history. Content will vary with instructor.

#### 2A-B-C. World History (4-4-4) STAFF

*Not open for credit to students who have completed History 2AH-BH-CH.*

Survey of the peoples, cultures, and social, economic, and political systems that have characterized the world's major civilizations in Europe, Asia, Africa, the Americas, and Oceania.

- A. Prehistory to 1000 CE
- B. 1000 to 1700 CE
- C. 1700 CE to present

#### 2AH-BH-CH. World History Honors (5-5-5) STAFF

*Prerequisites: consent of instructor; honors standing.*

*Not open for credit to students who have completed History 2A-B-C.*

Lecture is in conjunction with History 2A-B-C along with a weekly two hours honors seminar.

#### 3AA-ZZ. Special Topics (1-4) STAFF

Topics will vary per instructor.

#### 4A-B-C. Western Civilization (4-4-4) STAFF

*Not open for credit to students who have completed History 4AH-BH-CH.*

General survey courses, designed to acquaint the student with major developments that have influenced the course of western civilization since the earliest times. These developments are as likely to be in religion, the arts, and sciences as in the more traditional political field. Weekly discussion sections are an important feature of this course, enabling the student to develop and expand upon material presented during the lecture hour.

- A. Prehistory to A.D. 1050 (F)
- B. 1050 to 1715 (W)
- C. 1715 to present (S)

#### 4AH-4BH-4CH. Western Civilization-Honors (5-5-5) STAFF

*Prerequisite: honors standing.*

*Not open for credit to students who have completed History 4A-B-C.*

Lecture will be concurrent with History 4A-B-C, along with a weekly two hour honors seminar.

#### 5. The History of the Present (4) MOURE

Provides essential historical context for understanding major issues and developments in contemporary life; topics vary each year. Coverage ranges from the local to the global, and encompasses current events in politics, economics, social relations, welfare, science, religion, and popular culture.

#### 6. Historical Reasoning

(4) DRAKE

*Prerequisites: a lower-division course in history and consent of instructor.*

Introduction to the development of the history profession, with special attention to the methods and goals of historical research. To develop criteria for judging the value of historical scholarship. Strongly recommended for students considering the Honors Program in History.

#### 7. Great Issues in the History of Public Policy

(4) BERGSTROM

Broad exploration of great issues in the history of public policy from ancient times to the present, to understand basic ways in which societies make their major decisions, the shared dynamics in the process, and how varied settings affect it.

#### 7H. Great Issues in the History of Public Policy-Honors

(1) BERGSTROM

*Prerequisites: concurrent enrollment in History 7 and consent of instructor.*

Students will receive 1 unit for the honors seminar (7H) or a total of 5 units for History 7.

#### 8. Introduction to History of Latin America

(4) CLINE, ROCK, MENDEZ

Deals with major issues in Latin America's historical formation: pre-Hispanic cultures, the Spanish conquest, the role of colonial institutions, the development of trade, eighteenth-century reform, independence, the formation of nations; and identify major issues in current Latin American affairs.

#### 8H. Introduction to History of Latin

### America-Honors

(1) CLINE, ROCK, MENDEZ

*Prerequisites: concurrent enrollment in History 8; honors standing; consent of instructor.*

Students will receive 1 unit for the honors seminar (8H) for a total of 5 units for History 8.

#### 17A-B-C. The American People (4-4-4) STAFF

*Not open for credit to students who have completed History 17AH-BH-CH.*

A survey of the leading issues in American life from colonial times to the present. The course focuses on politics, cultural development, social conflict, economic life, foreign policy, and influential ideas. Features discussion sections.

- A. Colonial through Jacksonian era
- B. Sectional crisis through progressivism
- C. World War I to the present

#### 17AH-17BH-17CH. The American People-Honors

(5-5-5) STAFF

*Prerequisites: honors standing; consent of instructor.*

*Not open for credit to students who have completed History 17A-B-C.*

Lecture will be concurrent with History 17A-B-C, along with a weekly two hour honors seminar.

#### 20. Science, Technology, and Medicine in Modern Society

(4) MCCRAY

Explores how science, technology and/or medicine have helped shape modern societies (roughly 1850-present). Themes include formation of scientific and technical communities, the interactions of science with political and popular culture, and the social context of knowledge production.

#### 25. Violence and the Japanese State

(4) FRUHSUCK

Examines historiographically and sociologically the Japanese State's various engagements in violent acts during war and peace times.

#### 33D. The Holocaust: Interdisciplinary Perspectives

(4) MARCUSE

Basic introduction to the history of the Nazi Holocaust. The examination of approaches taken by other disciplines, such as sociology, psychology, and literary studies, is designed to help students understand how history relates to other disciplines.

#### 46. Survey of Middle Eastern History

(4) GALLAGHER

Course themes include rise of Islam, development of Islamic civilization, the western impact, and current struggles and conflicts.

#### 49A-B. Survey of African History

(4-4) MIESCHER

*Same course as Black Studies 49A-B. Not open for credit to students who have completed History 49.*

An introduction to the history of Africa from the earliest times to the present. Course themes include: organization of production, state formation, Africa and the world economy, colonialism, resistance, power and identities in African societies, current struggles and conflicts.

- A. Prehistory to 1800CE
- B. 1800CE to the present

#### 50. Labor Studies

(4) LICHTENSTEIN

Examines the historical meaning of work and how workplaces have been a terrain of struggle for human rights and democracy in the United States. Also explores what it takes to organize and run a union.

#### 56. Introduction to Mexican History

(4) CLINE

An introduction to the basic issues and themes of Mexican history, from the pre-Hispanic era to the present.

#### 80. East Asian Civilization

(4) BARBIERI-LOW

*Same course as East Asian Cultural Studies 80.*

A basic introduction to the history of East Asia focusing on the emergence and evolution of Chinese civilization and its impact upon the distinctive indigenous cultures of Japan, Korea, and Vietnam.

**82. The Anthropology of Korea****(4) PAI**

Same course as Korean 82. Not open for credit to students who have completed History 80K or Korean 80K.

Introduction to the various features of traditional Korean civilization and society covering its history and topics in anthropology (kinship, inheritance, customs, religion, rice production, and peasant economy).

**83. Chinese Thought****(4) STAFF**

Examines the main Chinese and philosophical traditions from the ancient period through to the present. Focuses on specific themes in the writings of individual thinkers including just rule, human nature, and gender relations.

**87. Japanese History Through Art and Literature****(4) ROBERTS**

Not open for credit to students who have completed History 90.

A basic introduction to the history of Japanese culture from its origins to the present day, with particular emphasis on the evidence of architecture and painting (presented through audiovisual modules). Selected examples of fiction and poetry will also be used.

**88. Survey of South Asian History****(4) HANCOCK**

An introduction to the history of the South Asian subcontinent, with emphasis on the period from 1500 CE to the present.

**99. Introduction to Research****(1-4) STAFF**

Prerequisites: consent of department and instructor.

Students must have an overall grade-point average of 3.0. May be repeated for credit to a maximum of 8 units, but only 4 units may be applied toward the major. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.

Independent research under the guidance of a faculty member. Exceptional students are offered an opportunity to undertake independent or collaborative research or to act as interns for faculty-directed research projects.

**UPPER DIVISION****100H. Historical Writing****(4) TALBOTT**

Prerequisite: consent of instructor.

Students are required to take two courses from the following: History 2AH, 2BH, 2CH, 4AH, 4BH, 4CH, 6, 7H, 8H, 17AH, 17BH, 17CH, 49AH, or 49BH.

Intermediate-level honors seminar in which students read and critique major primary and secondary works from a variety of periods and regions.

**101. Historical Fiction****(4) STAFF**

Examines the relationship between history and fiction through a close readings of a number of historical novels (such as those of Herman Wouk) and viewing a number of historical dramas (such as Amistad and Gandhi).

**101G. Comparative Histories of Same-Sex Practices and Gender Variance****(4) LANSING/MIESCHER**

Exploration of same-sex behavior in ancient Greek, pre-modern Oceania, medieval Europe, modern Africa, and North America. Introduction to the theoretical questions in the study of sexuality and how scholars have used these tools.

**102AA-ZZ. Special Topics****(4) STAFF**

Course is designed for visiting instructors so that they may teach a course in their special field. May be repeated for credit provided letter designation is different.

Topics may vary per instructor.

**103S. History of Surfing****(4) STAFF**

Same course as Environmental Studies 103s.

The history of surfing from its Polynesian origins

to today's global, commercial, and cultural force, with perspectives from history of politics; economics; science and technology; the developing world; sex, ethnicity, gender; popular culture; and special focus on the environment.

**105A. The Atomic Age****(4) MCCRAY**

Prerequisite: History 4C or 17C or upper-division standing.

Not open for credit to those who have completed History 105.

The history of military uses of nuclear energy and the attendant problems. Topics included: Manhattan project, decision to use the bomb, legislation, AEC, arms race, testing, fallout, civil defense, disarmament efforts, foreign programs, espionage.

**105B. The Space Age****(4) MCCRAY**

Prerequisite: History 4C or 17C or upper-division standing.

Course examines history of spaceflight and space exploration in the twentieth century with emphasis on US experience. Considers social, political, and technological aspects of the Space Age with especial consideration to the Cold War era.

**105P. Proseminar in Atomic Age Problems****(4) MCCRAY**

Prerequisite: Upper-division standing.

Recommended Preparation: History 105 or 106C; Writing 109HU. May be repeated for credit to a maximum of 8 units.

Seminar, with research paper, on relationship between science and technology and society. Topics, one each course, will include Hiroshima and Nagasaki, arms race, arms control, science and social responsibility, politics of science, scientific advice to government, civilian uses of nuclear energy.

**105Q. Readings on the Atomic Age****(4) MCCRAY**

Prerequisite: upper-division standing.

May be repeated for credit to a maximum of 8 units.

Reading seminar on relationships between science, technology and society. Topics include Hiroshima and Nagasaki, arms race, arms control, science and social responsibility, politics of science, scientific advice to government, and civilian uses of military.

**106A. The Origins of Western Science, Antiquity to 1500****(4) OSBORNE**

Prerequisite: History 4A or 4B or Environmental Studies 1 or 2 or 3 or Philosophy 1 or 3 (any course may be taken concurrently), or upper-division standing.

Same course as Environmental Studies 108A.

Examines the emergence and development of science through an examination of ancient cosmology, medicine, natural history, philosophy, and environmental ideas.

**106B. The Scientific Revolution, 1500 to 1800****(4) GUERRINI**

Prerequisite: upper-division standing.

The history of science in the West from Copernicus to Lavoisier: the transition from medieval, theocentric views of nature and its operation to secular and mechanistic views in the seventeenth and eighteenth centuries, and the transition from natural philosophy to science. The role of science in Western culture.

**106C. History of Modern Science****(4) OSBORNE**

Prerequisite: History 4A or 4B or upper-division standing.

Science in the late nineteenth- and twentieth-century with emphasis on the physical sciences. Topics include end of classical physics; x-rays and radioactivity; quantum revolution; astronomy and cosmology; nuclear physics; the integration of scientists into the national security state.

**106D. U.S. Science Policy****(4) MCCRAY**

Prerequisite: History 17C or 105 or upper-division standing.

From the time governments first funded scientific projects they had, consciously or not, a science policy.

What were the reasons for these expenditures? Topics covered range from the Lewis and Clark Expedition to contemporary medical, environmental, space, and defense research.

**106P. Proseminar in Science, Technology, and Medicine****(4) STAFF**

Prerequisite: History 105 or 106A or 106B or 106C or 108 or 109 or 110 or upper-division standing.

Proseminar on a diverse range of topics in science, technology, and medicine. Topics vary.

**107C. The Darwinian Revolution and Modern Biology****(4) OSBORNE**

Prerequisite: History 4B or 4C or 17B or 17C or Environmental Studies 1 or 2 or 3 or Philosophy 1 or 3 or upper-division standing.

Same course as Environmental Studies 107C.

Examines the social and scientific impacts of evolutionary synthesis, the birth of ecology, and molecular biology. Focus is on America and Western Europe.

**107E. History of Animal Use in Science****(4) GUERRINI**

Prerequisite: upper-division standing.

Same course as Environmental Studies 107E.

Examines history of scientific uses of animals from antiquity to the present. Topics include vivisection, field trials, and the development of drugs and vaccines. Changing ethical ideas about animals, including the relationship between animal rights and environmental ethics, is also considered.

**107P. Proseminar on Darwinism and its Social Implications****(4) OSBORNE**

Prerequisite: upper-division standing.

Evolution, natural selection, religion, teleology, Social Darwinism, using the writings of Charles Darwin, Karl Marx, Herbert Spencer, and William Graham Sumner.

**107R. History and Ecological Restoration****(4) GUERRINI**

Prerequisite: upper-division standing.

Same course as Environmental Studies 107R.

An examination through case studies of ecological restoration from a historical perspective, featuring the intersection between the historian and the restoration process. Consideration of the definitions of natural and cultural resources and historical artifacts.

**108. Science and Contemporary Culture****(4) MCCRAY**

Prerequisite: a previous course in history.

In-depth examination of contemporary issues in science and technology in their historical contexts. Topics include: biotechnology and the Human Genome Project; weapons of mass destruction; nanotechnology; national science policy; evolution, science, and religion.

**109. Science and Technology in America****(4) MCCRAY**

Prerequisite: History 4C or 17C or upper-division standing.

Science and technology in American intellectual, cultural, religious, and political life with focus on the nineteenth and twentieth centuries. Examples include rise of scientific enterprise and infrastructure; technology and America's economic growth; American research styles; science and the military; space program; environmentalism; biotechnology.

**110. History of Public Health****(4) OSBORNE, GUERRINI, SOTO LAVEAGA**

Prerequisite: upper-division standing.

Course themes include the development of medicine and health care in the United States, women and the medical profession, alternate medical systems, and current crises in medical policy.

**110D. Diseases in History****(4) OSBORNE, GUERRINI**

Prerequisite: upper-division standing.

The role of infectious diseases in human history, mainly in the West, from prehistory to the present. Emphasis on the interaction between diseases and culture, and the assessment of historical accounts of diseases.

**110PP. Proseminar on History of Medicine and Public Health**

(4) STAFF

*Recommended preparation:* History 106A, 106B, 107C, 107E, 110, or 110D; and Writing 109HU.

Research seminar on the history of health, disease, and healing.

**110Q. Seminar in Medical History**

(4) OSBORNE, GUERRINI

*Prerequisite:* History 110 (may be taken concurrently).

May be repeated for credit to a maximum of 8 units.

Topics in Asian, African, European, and American medical systems focusing on their historical evolution in the nineteenth and twentieth centuries.

**111A-B-C. History of Greece**

(4-4-4) LEE

*Prerequisite:* History 2A or 4A or upper-division standing.

- A. Early Greece, 3000-750 B.C.  
 B. Archaic and Classical Greece, 750-323 B.C.  
 C. The Hellenistic World, 323-31 B.C.

**111P. Proseminar in Greek History**

(4) LEE

*Prerequisite:* History 111A or 111B or 111C.

May be repeated for credit to a maximum of 8 units.

Research seminar in Greek history. A research paper is required.

**112A. Roman Imperialism**

(4) DIGESER

*Prerequisite:* History 2A or 4A.

Examines the topic of imperialism under the Roman Republic by examining the circumstances and motivations that encouraged Rome to become an imperial power. The justifications for Roman imperialism and some of its consequences are explored.

**112B. The Roman Revolution**

(4) DIGESER

*Prerequisite:* History 2A or 4A.

Examines the topic of regime change in the Roman Empire by exploring what led to the collapse of Republican institutions, why Romans turned to one-person rule and whether their new institutions resolved the problems of the past.

**112C. Disaster and Reform in Rome**

(4) DIGESER

*Prerequisite:* History 2A or 4A.

Explores the topic of the Roman Empire's response to crisis by exploring the extent to which the more autocratic form of late imperial government was a response to the invasions, persecutions and civil wars of the third century.

**112D. The Roman World in Late Antiquity**

(4) DIGESER

*Prerequisite:* History 2A or 4A or upper-division standing.

Not open for credit for those who have completed History 113C.

A survey of the process by which the late Roman Empire divided into three chief cultural, religious, and political entities (Byzantine, Germanic, and Islamic) between the fifth and eighth centuries.

**112DR. Directed Reading and Research in Ancient History**

(4) DRAKE, DIGESER

*Prerequisite:* History 112A or 112B or 112C or 112D or 113A or 113B or 113C or 113Q.*Recommended preparation:* Writing 109HU.

Focuses on exploring and researching key themes or historical problems in ancient history. The course culminates with a 10-20 page research paper. Topics differ from year to year.

**112P. Proseminar in Roman History**

(4) DRAKE, DIGESER

*Prerequisite:* History 113A or 133B or 113C or History 112A or 112B or 112C or 112D.

May be repeated for credit in combination with History 113P for a maximum of 8 units.

*Recommended preparation:* Writing 109HU.

Students produce a research paper on a topic of their choice in the history of either the republic

or empire. From time to time, a seminar might be devoted to aspects of a particular topic.

**113A-B. Roman History**

(4-4) DRAKE

*Prerequisite:* History 2A or 4A or upper-division standing.

- A. From Neolithic times to the fall of the Republic.  
 B. The Roman Empire.

**113C. The Roman World in Late Antiquity**

(4) DIGESER

*Prerequisite:* History 2A or 4A or upper-division standing.

A survey of the processes by which the late Roman Empire divided into three chief cultural, religious, and political entities (Byzantine, Germanic, and Islamic) between the fifth and eighth centuries.

**113P. Proseminar in Roman History**

(4) DRAKE

*Prerequisite:* History 113A or 113B or 113C.

May be repeated for credit to a maximum of 8 units.

*Recommended preparation:* Writing 109HU.

Students produce a research paper on a topic of their choice in the history of either the republic or empire. From time to time, a seminar might be devoted to aspects of a particular topic.

**113Q. Topics in Roman History**

(4) DIGESER

*Prerequisite:* History 2A or 4A.

May be repeated for credit to a maximum of 8 units.

Topics in ancient Roman history. Potential topics include the motivations of Roman imperialism during the Republic, the rise and function of the Principate, and the religious and political problems of the third and fourth century.

**114A. History of Christianity: Beginning to 800**

(4) DIGESER

*Prerequisite:* History 4A.

The history of Christian communities and doctrines from the first through eighth centuries. Special emphasis on Christians' evolving relationships with Pagan and Jewish communities throughout the Mediterranean world.

**114B. History of Christianity**

(4) TUTINO

*Prerequisites:* any two quarters of History 4A-B-C; upper-division students only.

From 800 to 1300.

**114C. History of Christianity**

(4) TUTINO

*Prerequisites:* any two quarters of History 4A-B-C. From 1300 to 1648**115. The Fall of Rome and the Birth of Europe, 300 to 1050**

(4) LANSING

*Prerequisite:* History 2A or 4A.

The political, economic, and cultural evolution of Europe from the time of Constantine to the mid-eleventh century.

**115P. Proseminar in Medieval History**

(4) LANSING, FARMER, BLUMENTHAL

*Prerequisite:* upper-division standing.

May be repeated for credit to a maximum of 8 units.

Seminar which trains students in the methods of historical research. A research paper will be written on a topic within the general area of medieval European history.

**115X. Medieval Scandals**

(4) LANSING

Explores medieval European politics and culture through a look at notorious scandals: Pope Joan, Heloise and Abelard, the persecution of the Templars, and the Fourth Crusade.

**116. The Civilization of the High Middle Ages: 1050 to 1350**

(4) LANSING, BLUMENTHAL

*Prerequisite:* History 4B.

European civilization during the high Middle Ages. The struggle between church and state, the rise of feudal monarchies, the revival of commerce, and the

flowering of medieval culture.

**117A. Towns, Trade, and Urban Culture in the Middle Ages**

(4) FARMER

*Prerequisite:* History 4B or upper-division standing.

The social and cultural history of medieval towns from the sixth through the sixteenth century: Roman survivals; dark age "commerce"; transition from "gift" to money economy; social unrest; the emergence of urban classes and urban culture.

**117C. Women, the Family, and Sexuality in the Middle Ages**

(4) FARMER

*Prerequisite:* History 4B or upper-division standing.

Same course as Women's Studies 117C and Medieval Studies 100A.

Family structure; perceptions and ideals of intimate and familial relations; status, perceptions, and experiences of women in western Europe circa 400-1400 A.D. Special attention on social, political, and religious contexts.

**117D. Feminist Perspectives on Jewish and Christian Traditions**

(4) FARMER, HECHT

*Prerequisite:* History 4B or upper-division standing.

Same course as Interdisciplinary 185HF.

This seminar examines selected "clanic" texts (Biblical, Talmudic, Patristic) dealing with women, gender, and sexuality; as well as historic and contemporary uses, reinterpretations and responses to those texts.

**117DR. Directed Readings in Medieval History**

(4) FARMER, LANSING, BLUMENTHAL

*Prerequisite:* consent of instructor.*Recommended preparation:* Writing 109HU.

Through readings and discussion students explore a topic or problem in medieval social history. The course culminates with a 10-20 page research paper. Specific topics differ from year to year.

**117E. Society and Nature in the Middle Ages**

(4) FARMER

*Prerequisite:* History 2B or 4B.

Human-environmental interaction from the fall of Rome to environmental and epidemiological disasters of the fourteenth century. Topics include agricultural impact on the environment, introduction of new animal species to northern Europe, and selective breeding of livestock and plant life.

**117P. Proseminar on Medieval Social History**

(4) FARMER

*Prerequisite:* History 115 or 116 or 117A or 117C.*Recommended Preparation:* Writing 109HU.

Undergraduate research seminar on selected topics in medieval social history.

**117Q. History of the Cult of the Virgin Mary**

(4) FARMER

May be repeated for credit to a maximum of 8 units.

This reading/discussion course covers Christian beliefs about the Virgin Mary from the first century CE to the present. Readings include canonical and apocryphal gospels, church fathers, medieval mystics, and accounts of early modern and modern apparitions of the Virgin.

**118A. The Crusades in Cross-Cultural Perspectives**

(4) BLUMENTHAL

*Prerequisite:* History 4A and 4B.

Through the analysis of Latin Christian, Byzantine, Jewish, and Muslim sources, this course considers the development of the concept of the crusade and the progress of the crusading movement from the eleventh to the fifteenth centuries.

**118B. Muslims, Christians, and Jews in Medieval Spain: Conquest, Colonization, and Coexistence**

(4) BLUMENTHAL

*Prerequisite:* History 4A and 4B.

Assesses the more than seven centuries of Muslim, Christian, Jewish coexistence (convivencia)

in the Iberian peninsula, examining intercultural and interfaith relations from the time of the Visigoths (fifth century) to the expulsion of the Moriscos (Muslim converts to Christianity) in 1609.

**119. The Crusades and the Near East, 1095-1291**

(4) HUMPHREYS

*Prerequisite: History 4A and 4B; or upper-division standing.*

Survey of the Crusades from their origins to the fall of Acre in 1291; ideology of the Crusading movement; history and institutions of the crusader states in the Near East; Muslim responses, ideological and political, to the Crusader presence.

**119Q. Topics in the History of the Crusades**

(4) HUMPHREYS

*Prerequisite: upper-division standing.*

*May be repeated for credit to a maximum of 8 units.*

*Recommended preparation: a previous course on Medieval Europe or the Middle East.*

Topics on the period of the crusades. These vary from year to year: e.g., the idea of holy war and Jihad, the development of Mediterranean commerce; cultural contact between Islam and Christendom. Term paper required.

**120. Orwell's Century**

(4) TALBOTT

*Prerequisite: consent of instructor.*

The writings of the author of *1984* read in the light of major twentieth-century themes: imperialism, socialism, the Great Depression, the Spanish Civil War, fascism, World War II, totalitarianism, the collapse of the Soviet Union, and the Bosnian War.

**121A. Renaissance Italy, 1300-1550**

(4) BERNSTEIN

*Not open for credit to students who have completed History 121D.*

The cultural, political, social, and gender history of the Italian city republics and court societies. Examination of how contemporaries viewed their own society, in an attempt to answer the intriguing question of what was the Italian Renaissance?

**121B. Late Medieval and Renaissance Europe, 1348-1550**

(4) BERNSTEIN

*Prerequisite: History 4B or upper-division standing.*

The history of northern Europe from the black death through 1550. Topics include: social disorders, warfare, intellectual and religious culture, changes in northern Europe prompted by spreading Renaissance ideas, explorations of the "New World," and religious dispute.

**121C. History of France from 1500-1700**

(4) BERNSTEIN

*Prerequisite: History 4B or upper-division standing.*

*Same course as French 154C.*

Politics, religion, and society in France from the reign of Francis I to Louis XIV. Special emphasis on religious disputes and questions of power.

**121D. Crime and Punishment in Early Modern Europe**

(4) BERNSTEIN

*Prerequisite: History 4B or upper division standing*

Examines the varying judicial systems of early modern Europe and looks at how crime and criminals were defined and treated in a social, religious, and political context. Topics will also include beggars, violence, heretics, and witches.

**121M. Renaissance Monarchy in Thought and Practice**

(4) BERNSTEIN

*Prerequisite: History 4B or 121B.*

Seminar in the theories and practices of Renaissance monarchy. Topics include: contemporary discussions of the powers and limitations of kingship; warfare and foreign affairs; royal court and the role of pageantry; female rulers; civil war and rebellion.

**121P. Proseminar in Renaissance Europe**

(4) BERNSTEIN

*Prerequisite: History 121A or 121B.*

*Recommended preparation: Writing 109HU.*

A seminar on Renaissance Europe, 1300-1600.

Students develop research skills and use them to complete a research topic in Renaissance history.

**121Q. Cultures of Renaissance Europe, 1450-1650**

(4) BERNSTEIN

*Prerequisite: History 4B or 121A or 121B.*

*May be repeated for credit to a maximum of 8 units.*

Through original texts and historical commentary, seminar explores individual lived experiences, as manifested through issues of popular and elite cultures, witchcraft, gender relations, nobility, and law.

**122A-B. Europe in the Age of the Reformation: 1500-1648**

(4-4) TUTINO

*Prerequisite: History 4B.*

The political, economic, social, and cultural evolution of Europe, 1500-1648.

**123A. Europe in the Nineteenth Century**

(4) LINDEMANN

*Prerequisite: History 4C.*

European history from the fall of Napoleon to the end of the nineteenth century.

**123B. Europe in War and Revolution**

(4) LINDEMANN

*Prerequisite: History 4C.*

European history from the end of the nineteenth century to the end of World War II.

**123C. Europe Since Hitler**

(4) TALBOTT, EDGAR, MOURÉ

*Prerequisite: History 4C.*

European history from the end of World War II to the present.

**123F. Twentieth-Century Europe: History and Fiction**

(4) MOURÉ

*Prerequisite: History 4C.*

*Not open for credit to students who have completed History 128F.*

Examines major political, social, and intellectual change in twentieth-century Europe through the works of contemporary writers.

**123P. Proseminar in the History of Europe, 1815-Present**

(4) LINDEMANN, MOURÉ, TALBOTT

*Prerequisite: History 123A or 123B or 123C.*

*May be repeated for credit to a maximum of 8 units.*

*Recommended preparation: Writing 109HU.*

Research seminar in the history of Europe from 1815 to the present.

**123Q. Topics in Twentieth-Century Europe**

(4) TALBOTT, LINDEMANN, MOURÉ

*Prerequisite: History 123B or 123C or 123F.*

*May be repeated for credit to a maximum of 8 units.*

Topics in twentieth-century European history. Format varies according to topic.

**124A. Women, Gender, and Sexuality in Europe, 1750-1914**

(4) RAPPAPORT

*Prerequisite: History 4C.*

*Same course as Women's Studies 124A.*

The roles of women, gender, and sexuality in eighteenth and nineteenth century Europe. Exploration of the nature of women and revolution: religious, legal, scientific, and popular conceptions of gender and sexuality; industrialization and family life, the rise of organized feminism.

**124B. Women, Gender, and Sexuality in Europe, 1914-Present**

(4) RAPPAPORT

*Prerequisite: History 4C.*

*Same course as Women's Studies 124B.*

The relationship between war, revolution, fascism, socialism, feminism, and consumerism and the history of the family, gender, and sexual identities in the twentieth century.

**128Q. Topics in Twentieth-Century Europe**

(4) STAFF

*Prerequisite: History 128A, 128B, 128C, or upper division standing.*

*May be repeated for credit to a maximum of 8 units.*

Topics in twentieth-century European history. Format varies according to topic.

**129A-B-C. Europe in the Seventeenth Century**

(4-4-4) SONNINO

*Prerequisite: History 4B or upper-division standing.*

Economic, social, political, and intellectual history of the seventeenth century:

A. 1610-1648

B. 1648-1685

C. 1685-1715

**129D-E-F. Europe in the Eighteenth Century**

(4-4-4) SONNINO

*Prerequisite: History 4C or upper-division standing.*

Economic, social, political, and intellectual history of the eighteenth century.

D. 1715 to 1763

E. 1763 to 1789

F. 1789 to 1815

**131F. Anti-Semite and Jew in Modern Europe and America, 1870 to Present**

(4) LINDEMANN

*Prerequisite: History 4C.*

A study of modern anti-Semitism, beginning with the appearance of political anti-Semitism in Germany and Austria-Hungary; the Dreyfus Affair; Jewish patriots and revolutionaries; Nazism and the Jews; Zionism; anti-Semitism since WW II.

**132. War and Society Since 1789**

(4) TALBOTT

*Prerequisite: History 2C or 4C.*

*Not open for credit to students who have completed History 138. A seminar with limited enrollment.*

Topics in war, the state and society since 1789. Origins and consequences of wars, and the political, social, and economic aspects of both land and sea warfare. A seminar, with limited enrollment.

**132W. War in History**

(4) TALBOTT

*Prerequisite: History 2 or 4 or 7 or 8 or 17 or 46 or 49 or 80 or 87 or 88.*

A survey of Western and non-Western war in practice and theory, on land and at sea, from ancient times to the present.

**133A. Nineteenth Century Germany**

(4) MARCUSE

*Prerequisite: History 2C or 4C.*

*Not open for credit to students who have completed History 193A.*

Survey of the history of the German states from the French Revolution through the stages of industrialization and national unification to World War I. Focus on the development and specific nature of German society and political culture.

**133B. Twentieth Century Germany, Part I**

(4) MARCUSE

*Prerequisite: History 2C or 4C.*

Examination of German history from the beginning of the twentieth century to World War II. Topics include Germany's role in the first world war, the German revolution of 1918-19, the Weimar Republic, and the national-socialist state and its aims in World War II and the Holocaust.

**133C. Twentieth Century Germany, Part II**

(4) MARCUSE

*Prerequisite: History 2C or 4C.*

After examining development during the last years of World War II, this course traces the histories of East and West Germany from 1945 to unification in 1989.

**133D. The Holocaust in European History**

(4) MARCUSE

*Prerequisite: History 2C or 4C.*

*Not open for credit to students who have completed History 193D.*

The Nazi campaign of racial purification through eugenics and mass murder can be considered one of the watershed events of western civilization. This course examines the historical, social, political, and economic factors which combined to result in the Holocaust, as well as some of the consequences of that event for European and world history.



**133P. Proseminar in German History****(4) MARCUSE***Prerequisite:* History 133A or 133B or 133C or 133D.*May be repeated for credit in combination with History 193P to a maximum of 8 units.**Recommended preparation:* Writing 109HU.

Students learn research skills and use them to explore topics in twentieth century German history.

**133Q. Readings on the Holocaust****(4) MARCUSE***Prerequisite:* History 33D or 133B or 133C or 133D (may be taken concurrently).

Exploration of selected topics pertaining to the Holocaust through memoirs, historiography, and works of fiction. The course is structured as a dialog between students and the instructor based on written analyses of the literature.

**135A-B-C. History of Russia****(4-4-4) HASEGAWA***Prerequisites:* History 4B or 4C or upper-division standing.

A. Russia to 1800. A survey of Russian history from the Kievan and Muscovite periods to the end of the eighteenth century. Emphasis placed on the imperial period after Peter the Great.

B. 1800-1917. A survey of Russian history from the reign of Alexander I to the Russian Revolution.

C. 1917-present. A history of the Soviet Union from the Russian Revolution of 1917 to its collapse, focusing on political and social history.

**135P. Proseminar in Modern Russian/Soviet History****(4) HASEGAWA***Prerequisite:* History 135B or 135C.

Research seminar in modern Russian and Soviet history.

**137A-B. The Origins of Contemporary France****(4) TALBOTT, MOURÉ***Prerequisite:* History 2C or 4C or upper-division standing.

Transformation of a tradition-bound rural society into a leading industrial power

A. 1815 to World War I

B. World War I to present

**138B. The Vietnam Wars****(4) STAFF***Prerequisite:* History 17C or 138A or 166B or 166C or 171B or upper-division standing.

This course covers the history of wars fought in Vietnam since the 1940s, with particular attention to the long period of American involvement. The events will be considered in their relationship to Vietnamese history, American politics and society, and the concurrent Cold War.

**138P. Proseminar in the Vietnam Wars****(4) STAFF***Prerequisite:* History 138B or 171B.*Recommended preparation:* Writing 109HU.

Research seminar on a topic in the history of the Vietnam wars.

**140A-B. Early Modern Britain****(4-4) MCGEE***Prerequisite:* History 2A or 2B or 4A or 4B or upper-division standing.

A history of England from the late Middle Ages to the eighteenth century.

**140BH. Early Modern Britain****(1) MCGEE***Prerequisites:* concurrent enrollment in History 140B and consent of instructor.

A weekly, one-hour section, open to any students who would like to supplement the material of the lecture course with additional readings and discussion.

**140IA-IB. The History of Ireland****(4-4) MCGEE***Prerequisite:* sophomore or junior or senior standing.

Ireland from the earliest times to the present.

**140P. Proseminar in Early Modern British History****(4) MCGEE***Prerequisites:* History 4B or 140A and 140B.*May be repeated for credit to a maximum of 8 units.**Recommended preparation:* Writing 109HU.

A writing seminar in which emphasis is placed upon the use of primary sources.

**140Q. Readings in Early Modern British History****(4) MCGEE***Prerequisite:* consent of instructor.*May be repeated for credit to a maximum of 8 units.*

Exploration of selected topics in early modern British history through readings and discussion.

**141A. Nineteenth-Century Britain****(4) RAPPAPORT***Prerequisite:* History 4C or 140A or 140B or 140C.

The rise of Britain as an industrial, urban, and imperial nation. Topics include the nature of industrialization, urbanization, and class formation, the role of gender and race in cultural society, the arts, and the construction of Victorian identities.

**141B. Twentieth-Century Britain****(4) RAPPAPORT***Prerequisite:* History 4C or 140A or 140B or 140C or 141A.

Culture, society, and politics in Britain since 1914. Topics include the impact of war on society, the economy and empire; the welfare state and changing roles of women, consumer and youth cultures; the new left and new right.

**141DR. Directed Readings in Modern British History****(4) RAPPAPORT***Prerequisite:* History 141A or 141B or 141P.*Recommended Preparation:* Writing 109HU.*May be repeated up to 8 units.* Specific topics will differ from year to year. Through readings and discussion students will explore a topic or problem in the History of Great Britain and its Empire from the 1700s to the Present. The course will culminate with a 10-20 page research paper.**141P. Proseminar in Modern British History****(4) RAPPAPORT***Prerequisite:* History 141A-B.*May be repeated for credit to a maximum of 8 units.*

Research in modern British social, cultural, economic, and political history.

**141Q. Readings in Modern British History****(4) RAPPAPORT***Prerequisite:* History 4C.*May be repeated for credit to a maximum of 8 units.*

Exploration of selected topics pertaining to modern British history through memoirs, historiography, and works of fiction. The course is structured as a dialog between students and the instructor based on written analyses of the literature.

**142. History of North Africa****(4) GALLAGHER***Prerequisite:* History 46 or upper-division standing.

Survey of the history of Morocco, Algeria, Tunisia, and Libya in the nineteenth and twentieth centuries. Themes include the imposition of colonial rule, revolutionary struggles, and post-independence development.

**143. The Nile Quest****(4) STAFF**

An examination of African and Victorian societies during the half century in which English explorers sought the source of the Nile. The greatest geographical puzzle of the nineteenth century, the search opened Africa to European partition, imperialism and modernization.

**143Q. Special Topics in African History****(4) MIESCHER***Prerequisite:* History 49 or 147A or 147B or 147C or upper-division standing.*May be repeated for credit to a maximum of 8 units.*

Focus on special topics in African history. Format varies according to topic.

**144. Resistance in African History****(4) MIESCHER***Prerequisite:* History 49 or 147A or 147B or upper-*division standing.*

Exploration of the themes of domination and resistance, struggles within African societies and outside interventions, in nineteenth and twentieth-century Africa. Examination of forms of resistance in a series of case studies and discussion of analytical concepts.

**145A. The Islamic World, I: The Formation of Islamic Civilization, 600-1000A.D.****(4) HUMPHREYS***Prerequisite:* History 46 or INEST 45 or upper-division standing.

The rise of a world religion and the emergence of a new multi-ethnic society under its aegis; the evolution of social and political institutions within the Universal caliphate; the creation of a specifically Islamic culture and intellectual life.

**145B. The Islamic World, II: Expansion and Consolidation, 1000-1700****(4) HUMPHREYS***Prerequisite:* History 46 or MES 45 or upper-division standing.*Recommended preparation:* History 145A. The failure of the caliphate and the search for a new political order; Turkish military and political domination; the structures of urban society; the rebirth of Persian literature; the classical formulations of Islamic religious thought.**145D. War and Diplomacy in the Middle East: 1876-Present****(4) HUMPHREYS***Prerequisite:* History 46 or INEST 45 or upper-division standing.

Selected problems in the relations of Middle Eastern states within the region and with external powers. The problems studied will vary from year to year. Sample topics: World War I settlement, Mossadegh era in Iran, Israeli invasion of Lebanon (1982).

**145DR. Directed Readings in Islamic and Middle Eastern History****(4) HUMPHREYS***Prerequisites:* History 46 or 145A or 145B or 145D or 145Q or 146.*May be repeated for credit to a maximum of 8 units.* *Recommended preparation:* Writing 109HU.

Through readings and discussion, students will explore a broad problem or topic in the history of the Middle East and the Islamic world. The course will culminate with a 12-20 page research paper or historiographical review essay.

**145Q. Tradition and Modernity in Islamic Political Thought****(4) HUMPHREYS***Prerequisite:* upper-division standing.*May be repeated for credit to a maximum of 8 units.*

The emergence of an Islamic tradition of political thought in medieval times, and the reshaping of this tradition to meet the demands of modernity. Key problems: the purposes of government, autocracy versus popular participation, the nature of legitimacy.

**146. History of the Modern Middle East****(4) GALLAGHER***Prerequisite:* History 46 or upper-division standing.*Not open to students who have taken History 146A or History 146B.*

Course themes include the western impact, forms of resistance, and political, social, economic, and religious dimensions of current crises in Turkey, Iran, and the Arab world. 1750 to the present.

**146DR. Directed Readings in the History of the Modern Middle East****(4) GALLAGHER***Recommended Preparation:* Writing 109HU.*Repeat Comments:* *May be repeated up to 8 units.*

Through readings and discussion students will explore a topic or problem in the History of the Modern Middle East. The course will culminate with a 10-20 page research paper. Specific topics will differ from year to year.

**146P. Proseminar in the History of the Modern Middle East****(4) GALLAGHER***Prerequisite:* History 45 or 46 or 145A or 145B or

145D or 146 or 146A or 146B or 146W or 146W or MES 45.

May be repeated for credit to a maximum of 8 units.

Recommended preparation: Writing 109HU.

A weekly seminar on a topic in modern Middle East history. A research paper is required.

**146PW. Proseminar on Women and Gender in Middle Eastern History**

(4) GALLAGHER

Prerequisite: History 45 or 46 or 145A or 145B or 146 or 146A or 146B or 146D or 146W or MES 45.

Recommended preparation: Writing 109HU.

A weekly seminar focusing on women in Middle Eastern history. A research paper is required.

**146T. History of the Israeli-Palestinian Conflict**

(4) GALLAGHER

Prerequisite: History 46 or upper-division standing.

History of the Israeli-Palestinian conflict from the mid-nineteenth century to the present. Course themes include evolution of Zionism, Palestine before World War I, the British Mandate, World War II, the Arab-Israeli wars, rise of Palestinian nationalism, and Israeli and Palestinian societies today.

**147A-B. Modern African History**

(4-4) MIESCHER

Prerequisite: History 49A or 49B or upper-division standing.

A historical survey of sub-Saharan Africa since 1800 themes include: pre-colonial states and society, Africa and the world economy, colonialism, labor and migration, gender, missionary activities, constructions of ethnicities and custom, resistance and nationalism, popular culture, post-colonial crisis and struggles.

**147C. African Lives: (Auto)Biographies of African Men and Women**

(4) MIESCHER

Prerequisite: History 49A or 49B or upper-division standing.

An introduction to modern African history through reading (auto)biographies of African men and women with different socioeconomic backgrounds. Explores how African lives have been represented in these texts, what we can learn from them about Africa's past.

**147G. Gender and Power in Modern African History**

(4) MIESCHER

Prerequisite: History 49A or 49B or 147A or 147B or 147Q or Women's Studies 147Q or upper-division standing.

Same course as Women's Studies 147G.

Examination of gender, power, and authority among and between men and women in response to socioeconomic transformations in nineteenth and twentieth-century Africa. Themes include interpretations of gender, organization of labor, the missionary project, the state, and colonial rule.

**147PP. Proseminar in Modern African History**

(4) MIESCHER

Prerequisite: History 49A or 49B or 147A or 147B or upper-division standing.

May be repeated for credit to a maximum of 8 units.

Recommended preparation: Writing 109HU.

A seminar on a topic in modern African history. A research paper is required.

**147Q. Readings on African History**

(4) MIESCHER

Prerequisite: History 49A or 49B or 147A or 147B.

May be repeated for credit to a maximum of 8 units. Same course as Women's Studies 147Q.

A discussion and reading seminar on selected topics in African history.

**151A-B-C. Latin American History**

(4-4) CLINE, ROCK, DUTRA, MENDEZ

Prerequisite: History 8 or upper-division standing.

A. A general survey of the social, economic, institutional, and intellectual history of colonial Spanish America (1492-1800), with comparisons to colonial Brazil.

B. Nineteenth-century Latin America. Topics include: the independence movements, the consolidation of the new states, and the rise of

export-oriented economies.

C. Twentieth-century Latin America: the export economies, industrialization, the rise of U. S. hegemony; populism and military dictatorship in the postwar period; the Mexican and Cuban revolution; Vargas, Peron, Cardenas, Castro, and Allende.

**151DR. Directed Readings in the History of Latin America**

(4) ROCK, MENDEZ

Prerequisite: History 8.

Recommended preparation: Writing 109HU.

Readings and discussion focus on topics in Latin American history selected by students in consultation with the professor. Students make verbal presentations of their work and complete a research paper of 10-20 pages.

**151FQ. Latin America History through Film**

(4) SOTO LAVEAGA

Prerequisite: History 8.

May be repeated for credit to a maximum of 8 units.

A weekly seminar discussing films relevant to different periods and topics in the history of Latin America combined with selected readings. Written assignments required.

**151P. Proseminar in Latin American History**

(4) ROCK, MENDEZ

Prerequisite: History 8 or upper-division standing.

Recommended preparation: Writing 109HU.

A weekly seminar in the history of Latin America. A research paper will be required.

**151Q. Readings in Latin American History**

(4) MENDEZ

Prerequisite: History 8.

May be repeated for credit to a maximum of 8 units.

A weekly reading seminar on special topics in the history of Latin America. Depending on the topic, it may include primary sources and works of fiction. Written assignments required.

**151R. Latin American Revolutions - Twentieth Century**

(4) MENDEZ

Analyzes the leading revolutions of the twentieth century in Latin America to explore issues of citizenship, human rights, and ethnic minorities in the region. Highlights the importance of women and peasants in the making of the Mexican, Cuban, Bolivian, and Nicaraguan revolution.

**153. Comparative Seaborne Empires: 1415 to 1700**

(4) DUTRA

Prerequisite: a prior course in history or upper-division standing.

Analysis of the similarities and differences between the overseas activities of Portugal, Spain, France, England, and the United Provinces of the Netherlands.

**153L. History of Argentina from Spanish Settlement to the Present Day**

(4) ROCK

Prerequisite: History 8 or upper-division standing.

A case study in economic underdevelopment and political instability.

**154DR. Directed Readings in the History of The Andean Region**

(4) MENDEZ

Prerequisite: History 2A or 2B or 2C or 4A or 4B or 4C or 8 or 151A or 151B or 151C or 151FQ or 151I or 151R or 154LA or 154LB or 154Q or LAIS 100 or 101.

Recommended preparation: Writing 109HU.

Through readings and discussion, students explore a topic or problem in the History of the Andean region. The course culminates with a 10-20 page research paper. Specific topics differ from year to year.

**154LA. Andean History: Prehispanic and Conial Periods**

(4) MENDEZ

Prerequisite: History 2A or 2B or 2C or 4A or 4B or 4C or 8 or 151A or 151B or 151C or 151FQ or 151I or 151R or 154DR or 154LB or 154Q or LAIS 100 or LAIS 101 or upper-division standing.

Early precolumbian states; the Inca empire; the Spanish conquest of the Incas; the formation of a colonial Andean society; movements toward independence to the end of the colonial period.

**154LB. Andean History: The National Period**

(4) MENDEZ

Prerequisite: History 2A or 2B or 2C or 4A or 4B or 4C or 8 or 151A or 151B or 151C or 151FQ or 151I or 151R or 154DR or 154LA or 154Q or LAIS 100 or LAIS 101 or upper-division standing.

The birth of the modern Andean republics; the shaping of national identity; the problem of "race"; Indigenismo; political movements and revolutions from the early nineteenth century to the present.

**154Q. Special Topics in Andean History**

(4) MENDEZ

Prerequisite: a prior course in history.

A weekly seminar on special topics relevant to Andean history from the pre-Columbia period to the present.

**155A-B. History of Portugal**

(4-4) DUTRA

Prerequisite: a lower-division course in history or upper-division standing.

A. A general survey of Portugal from its origins to 1580 with an emphasis on social, economic, and cultural history.

B. Modern Portugal, 1580 to the present.

**155E. Portugal Overseas**

(4) DUTRA

Prerequisite: a lower-division course in history or upper-division standing.

Not open for credit to students who have completed History 154A-B.

A comparative analysis of Portuguese activity in Africa, Asia, and America, 1415 to 1825.

**155P. Proseminar in the History of Portugal and Portuguese Expansion**

(4) DUTRA

Prerequisite: upper-division standing.

May be repeated for credit to a maximum of 8 units.

Recommended preparation: Writing 109HU.

A weekly seminar on the history of Portugal including topics on its origins to the present and Portuguese expansion in Africa, Asia, and America. A research paper will be required.

**156A. History of Mexico**

(4) CLINE, SOTO LAVEAGA

Prerequisite: History 8 or upper-division standing.

Socioeconomic history of colonial Mexico with special attention on the indigenous peoples.

**156AH. History of Mexico-Honors**

(1) CLINE, SOTO LAVEAGA

Prerequisites: upper-division standing; honors standing.

Honors seminar for History 156A.

**156B. History of Mexico**

(4) CLINE, SOTO LAVEAGA

Prerequisite: History 8 or 156A or upper-division standing.

Post independence Mexico.

**156DR. Directed Readings in the History of Mexico**

(4) CLINE, SOTO LAVEAGA

Prerequisite: History 8 or 56 or 151B or 151C or 156A or 156B

Recommended Preparation: Writing 109HU.

May be repeated up to 8 units. Specific topics will differ from year to year. Through readings and discussion students will explore a topic or problem in the History of Mexico. The course will culminate with a 10-20 page research paper.

**156I. Indians of Mexico**

(4) CLINE

Prerequisite: History 8 or upper-division standing.

History of Mexican Indians from 1500 to the present. Focusing on Indians as agents of historical change, colonial and national policies towards them, and their situation in the globalized world.

**157B. History of Brazil**

(4) DUTRA

Prerequisite: a lower-division course in history or

upper-division standing.

A general survey of the history of Brazil in two quarters:

- From the discovery of the New World to the formation of the empire. (Offered every other year; alternates with History 155A).
- Modern Brazil. (Offered every other year; alternates with History 155B).

### 157P. Proseminar in the History of Brazil

(4) DUTRA

Prerequisite: upper-division standing.

A weekly seminar on the history of Brazil in the colonial and modern periods. A research paper is required.

### 159B. Women in American History

(4) COHEN

Prerequisites: any two quarters of History 17A-B-C or upper-division standing.

Same course as Women's Studies 159A-B

Social history of women in America. Changing marriage, reproduction and work patterns, and cultural values about the female role. Attention to racial, class and ethnic differences. Analysis of feminist thought and the several women's movements. From 1800-1900

### 159C. Women in American History

(4) COHEN

Same course as Women's Studies 159C.

Social history of women in America. Changing marriage, reproduction and work patterns, and cultural values about the female role. Attention to racial, class and ethnic differences. Analysis of feminist thought and the several women's movements. From 1900 to the present.

### 159DR. Directed Readings in U.S. Women's History

(4) COHEN

Prerequisite: History 17A-B-C or 159B or 159C

Recommended Preparation: Writing 109HU. May be repeated up to 8 units.

Specific topics will differ from year to year. Through readings and discussion, students will explore a topic or problem in U.S. Women's History, culminating in a 10-20 page research paper.

### 159P. Proseminar in Women's History

(4) COHEN

May be repeated for credit to a maximum of 8 units.

Research seminar on the history of women in America.

### 159Q. Special Studies in Women's History

(4) STAFF

Prerequisite: History 159A or 159B.

May be repeated for credit to a maximum of 8 units.

The study of special topics in the history of women in the United States.

### 160A. The American South to 1865

(4) HARRIS

Prerequisite: History 17A or upper-division standing.

The origins and development of distinctive economic, social, political, and cultural patterns in the ante-bellum South.

### 160B. The American South, 1865 to the Present

(4) HARRIS

Prerequisite: History 17B or 17C or upper-division standing.

Change and resistance to change in Southern economic, social, political, and cultural life since the Civil War.

### 160DR. Directed Readings in the History of the American South

(4) HARRIS

Prerequisite: History 17A-B or 17A-C or 17B-C or 160A or 160B.

Recommended preparation: Writing 109HU.

Through readings and discussion students explore a topic or problem in the History of the American South. The course culminates with a 10-20 page research paper. Specific topics differ from year to year.

### 160P. Proseminar in the History of the American South

(4) HARRIS

Prerequisite: History 160A or 160B.

May be repeated for credit to a maximum of 8 units.

Research in selected problems in the history of the American South.

### 161A-B. Colonial and Revolutionary America

(4-4) COHEN, PLANE, HÄMÄLÄINEN

Prerequisite: History 17A or upper-division standing.

A social and political history of colonial and revolutionary America with emphasis on the interaction of Native American, Europeans, and African Americans. The course will combine lectures with discussion of both primary and secondary sources.

- From initial settlement to the mid-eighteenth century
- From mid-eighteenth century to 1800

### 161P. Proseminar in Early American History

(4) COHEN, PLANE, HÄMÄLÄINEN

Prerequisite: History 17A or upper-division standing.

A research seminar on early American history.

### 162. America in the Early Republic

(4) MAJEWSKI

Prerequisite: History 17A or 17B or upper-division standing.

Not open for credit to student who have completed History 162A or 162B.

History of the United States from 1788-1840, emphasis on the interaction of economics, social, and political trends. Special attention to nationalism, slavery, domestic ideology, and reform movement.

### 163A. Women and Public Policy in Twentieth-Century America

(4) STAFF

Prerequisite: History 159A or 159B or 159C or a prior course in women's studies.

Same course as Women's Studies 163A.

How gender-based cultural attitudes and social roles, collective action, and economic and social change interacted to shape law and public policy with respect to work, family, legal and reproductive rights. From 1900 through approximately 1945.

### 163P. Proseminar on Women and Public Policy Issues in Twentieth-Century America

(4) STAFF

Prerequisite: History 7 or 159C or 163A or 163B or 170A or 170P or 172A or 172B or 172P or Women's Studies 124B or 131 or 161 or Law and Society 140.

May be repeated for credit to a maximum of 8 units.

Recommended preparation: Writing 109HU.

A research seminar utilizing team research and focusing on basic problems in public policy to be identified each year. Will use traditional sources and oral history, interviewing community leaders, government officials, etc. Individual papers will be integrated into group reports.

### 164C. Civil War and Reconstruction

(4) MAJEWSKI

Prerequisite: History 17B or upper-division standing.

A history of the United States during the second half of the nineteenth century. Emphasis is placed on the causes of the Civil War, the outstanding developments of the war itself, and the major consequences of the Reconstruction period.

### 164CP. Proseminar in Civil War and Reconstruction

(4) MAJEWSKI

Prerequisite: History 164C or History 17B.

May be repeated for credit to a maximum of 8 units.

Research seminar on events leading up to the outbreak of the Civil War.

### 164DR. Directed Readings in the History of the U. S. Civil War

(4) MAJEWSKI

Prerequisite: History 17B.

Recommended preparation: Writing 109HU.

Through readings, discussions, and papers, students explore questions related to the history of the U. S. Civil War and how the War has been remembered in popular culture. Specific topics differ from year to year.

### 164IA-. American Immigration

(4) SPICKARD

Prerequisite: History 17A or 17B or 17C or upper-division standing.

U.S. immigration history from the eighteenth century to the twentieth. Examines the forces that brought people from various parts of the globe to the U.S., their experiences in migrating and in subsequent generations, and enduring racial and ethnic hierarchies.

### 164IP. Proseminar on American Immigration History

(4) SPICKARD

Prerequisite: History 164I or 164IB or 168C or 168D or 168E or 168F or 168L or 168LB or 168R or 168AR or 168BR or 168CR or 169SA or an upper division course in Asian American Studies, Chicano Studies, or Black Studies.

May be repeated for credit to a maximum of 8 units.

Recommended preparation: Writing 109HU.

Research seminar on American immigration history in the nineteenth and twentieth centuries and the evolution of American immigration.

### 165. America in the Gilded Age, 1876 to 1900

(4) FURNER

Prerequisite: History 17B or upper-division standing.

The responses of American people and institutions to the opportunities and problems of industrialization and rapid social change in the late nineteenth century.

### 166A-B-C. United States in the Twentieth Century

(4-4-4) KALMAN, FURNER, O'CONNOR, LICHTENSTEIN

Political, cultural, social, and economic development of the United States from 1900 to the present:

- 1900-1929
- 1930-1959
- 1960-present

### 166LB. United States Legal History

(4) KALMAN

Prerequisite: upper-division standing

The evolution of American law from the progressive era to the present. Examines changes in the legal profession, legal education, jurisprudence, private law, and the Supreme Court.

### 166P. Proseminar in Twentieth-Century United States History

(4) KALMAN, FURNER, GARCIA, O'CONNOR

Prerequisites: History 166A or 166B or 166C.

May be repeated for credit to a maximum of 8 units.

Recommended preparation: Writing 109HU.

A seminar for students who have completed History 166A-B and wish to pursue research projects on aspects of twentieth-century American history.

### 167CA. History of the American Working Class, 1800-1900

(4) VARGAS, LICHTENSTEIN

Prerequisite: History 17A or 17B or sophomore or junior or senior standing.

A survey of the origins and formation of the American working class from the colonial period to the late nineteenth century. Topics include workers and community, the coming of the industrial order, the 1877 labor strike, and workers and the trade union movement.

### 167CB. History of the American Working Class, 1900-Present

(4) VARGAS, LICHTENSTEIN

Prerequisites: History 17C or sophomore or junior or senior standing.

A survey of American workers from the turn of the century to the present period. Topics include workers and American socialism, the 1919 steel strike, the rise of the CIO, labor and the Cold War, and deindustrialization and workers.

### 167CP. Proseminar in American Working Class History

(4) VARGAS, LICHTENSTEIN

Prerequisites: History 17A or 17B or 17C or upper-division standing.

May be repeated for credit to a maximum of 8 units.

*Recommended preparation: Writing 109HU.*

A research and writing seminar in American working class history with emphasis on the twentieth-century period. A major research paper will be required on a seminar related topic.

**167E. Studies in Work, Labor, and Political Economy**

(4) O'CONNOR, LICHTENSTEIN, VARGAS, BORIS

From an historical and public policy standpoint. Examines key issues confronting the U.S. working class. These include globalization of production, wage inequality, the fate of the unions, racial and gender identities at work, and the future of the welfare state.

**167Q. Labor Studies Internship Research Seminar**

(4) STAFF

*Prerequisite: consent of instructor.*

*May be repeated for credit to a maximum of 8 units.*

This research seminar provides students with a set of readings and assignments to develop a 20-page research paper that is based on historical and social science methods and on some aspect of their internship.

**168A-B. History of the Chicanos**

(4-4) GARCIA, VARGAS

*Prerequisite: 17A or 17B or 17C, or Chicano Studies 1A or 1B or 1C, or upper-division standing.*

*Same course as Chicano Studies 168A-B.*

The history of the Chicanos, 1821 to the present; traces the social-cultural lifeline of the Mexicans who have lived north of Mexico.

**168C. Asian American History, 1850-1965**

(4) SPICKARD

*Not open for credit to students who have completed Asian American Studies 1.*

History of Asian Americans to 1965. Asian backgrounds to emigration; migrations of various Asian groups; settlement and employment patterns; racial harassment, restriction, and imprisonment; responses to oppression; family, community, and culture in the first, second, and third generations.

**168D. Asian American History Since 1965**

(4) SPICKARD

Asian backgrounds to emigration; migrations of various Asian groups; settlement and employment; anti-Asian actions; family systems; community organization; education and cultural life; formation of Asian American panethnicity.

**168E. History of the Chicano Movement**

(4) GARCIA, VARGAS

*Prerequisite: Chicano Studies 1A or 1B or 1C or upper-division standing.*

*Same course as Chicano Studies 168E.*

An examination of the Chicano movement in the United States from the mid-1960s to the mid-1970s. Topics will include the student movement, the farmworker movement, the Plan de Aztlán, the Raza Unida Party, Chicana feminists, the anti-war movement, and Chicano studies.

**168F. Racism in American History**

(4) GARCIA

*Prerequisites: History 17A or 17B or 17C or Chicano Studies 1A or 1B or 1C or Asian American Studies 1 or 2 or Black Studies 1 or 2 or 5 or 6 or 20.*

Examine racism as a major ideological force in defining American society from the colonial era to the 1980s. Major focus on the changing nature of racism as an ideology as well as the relationship of racism to specific minority groups such as Afro-American, Native American, Chicano, and Asian American.

**168G. Autobiography in American History**

(4) GARCIA

*Prerequisite: any quarter of History 17A-B-C or upper-division standing.*

This course will examine the autobiography as a specific historical genre. Autobiographies involving a range of Americans and including class, race, ethnic, and gender issues will be examined as a way of interpreting the history of the United States.

**168GQ. Minority Autobiography and United States History**

(4) GARCIA

*Prerequisite: Chicano Studies 1A or 1B or 1C or*

*History 17A or 17B or 17C.*

*Same course as Chicano Studies 168GQ.*

Seminar utilizes autobiographical or life-stories texts by U.S. minority writers to better understand the diversity of U.S. history and the racialized ethnic experience.

**168H. Literature and History in the American Experience**

(4) GARCIA

*Prerequisite: History 17A, 17B, 17C or upper-division standing.*

Examination of a variety of literary texts, predominantly novels, that provide key insights into the American historical experience. Texts are taken from particular historical periods from both the nineteenth and twentieth centuries and represent the various regions of the country.

**168I. Latino Autobiography and History**

(4) GARCIA

*Prerequisite: Chicano Studies 1A or 1B or 1C or upper-division standing.*

*Same course as Chicano Studies 168I.*

Examines a diverse number of Latino autobiographical texts that reflect the changing nature of the Latino historical experience. Topics covered include issues of race, gender, immigration, politics, religion, and culture.

**168LA. History of Chicano Workers from the Nineteenth Century to the Early 1930's**

(4) VARGAS

History of Chicano workers from the late nineteenth century to the early Great Depression, focusing on immigration, regional labor migrations, class formation, unionization, and work lives. The history of Chicano workers is examined within the framework of U.S. labor history.

**168LB. History of Chicano Workers from the Late 1930's to the Present Era**

(4) VARGAS

History of Chicano workers from the late 1930's to the present era, focusing on labor struggles, union organization, civil rights politics, migration and immigration, and work. The history of Chicano workers is examined within the framework of U.S. labor history.

**168LP. Proseminar on the History of Twentieth-Century Chicano and Chicana Workers**

(4) VARGAS

*Prerequisite: Upper-division standing.*

Studies in selected aspects of Chicano/a with an emphasis on social, economic, and political history.

**168M. Middle Eastern Americans**

(4) SPICKARD

*Prerequisite: Upper-division standing or one of the following history courses: 45, 46, 145A, 145B, 145D, 145P, 145Q, 146A, 146B, 146P, 146PW, or 146W.*

The history of migration to the United States by Arabs, Persians, and other peoples of the Middle East; the communities they have built; their families, social, cultural, and religious lives; relationships with other Americans; and ongoing links to the Middle East.

**168N. Interracial Intimacy**

(4) SPICKARD

*Prerequisite: sophomore, junior or senior standing.*

Historical, sociological, and psychological exploration of several interconnecting phenomena, including interracial and interethnic romance and marriage, and changing identities and social positions of multicultural and multiethnic individuals. Concentrates mainly on the United States, with selected international comparisons.

**168P. Proseminar in Chicano History**

(4) VARGAS

*Prerequisite: History 168A or 168B or Chicano Studies 168A or 168B.*

*Same course as Chicano Studies 168P.*

Studies in selected aspects of Chicano history with an emphasis on social and economic history.

**169AR-BR-CR. Afro-American History**

(4-4-4) DANIELS

*Prerequisite: Black Studies 1 or 5, or History 17A or 17B or 17C, or upper-division standing.*

*Same course as Black Studies 169AR-BR-CR.*

Influence/experience of Africans/African Americans in United States history.

AR. Origins and development of slavery and racism in British Colonies.

BR. Nineteenth-century expansion of slavery, Anti-slavery, Civil War, Reconstruction and development of segregation.

CR. Twentieth-century New South, urban migration and desegregation.

**169M. History of Afro-American Thought**

(4) DANIELS

*Prerequisite: History 169AR or 169BR or 169CR.*

Study of the development of Afro-American thought from the 1860s to the 1960s as reflected in intellectual and popular media.

**169S. Slavery and Black Culture in U.S. Literature**

(4) DANIELS

*Prerequisite: None.*

An examination of novels dealing with historical issues including slavery, racial discrimination, and Black culture in the U.S. Works of Mark Twain, Ishmael Reed, Toni Morrison, Zora Neale Hurston, Chester Himes, and James Baldwin to be discussed.

**170A. A History of Social Policy in the United States**

(4) BERGSTROM, O'CONNOR

*Prerequisite: History 7 or 17A or 17B or 17C or upper-division standing.*

*Not open for credit to students who have completed History 148A-B.*

Study of the identification, formation, and consequences of social policy in the United States over the past 200 years. Policies toward poverty, civil rights, family and population, health, education, crime, religion, and urban development are studied, among others.

**170B. A History of Social Policy in the United States**

(4) BERGSTROM, O'CONNOR

*Prerequisite: History 7 or 17A or 17B or 17C or upper-division standing.*

*Not open for credit to students who have completed History 148A or 148B.*

Study of the identification, formation, and consequences of social policy in the U.S. over the past 200 years. Policies toward poverty, civil rights, family and population, health, education, crime, religion, and urban development are studied, among others.

**170P. Proseminar in United States Social Policy History**

(4) BERGSTROM, O'CONNOR

*Prerequisite: History 148A-B or 172A-B or 17B-C.*

*Recommended preparation: Writing 109HU. Not open for credit to students who have completed History 148P.*

A research seminar in selected social policy issues of the 19th and 20th centuries in the United States.

**171C. The United States and the World, 1898-1945**

(4) YAQUB

*Prerequisite: a previous history course or upper-division standing.*

*Not open for credit to students who have completed History 171B.*

Analysis of developments in foreign affairs in first half of twentieth century. Formation and execution of foreign policy; interaction between foreign and domestic affairs.

**171D. The United States and the World Since 1945**

(4) YAQUB

*Prerequisite: a previous history course or upper-division standing.*

*Not open for credit to students who have completed History 171B.*

Analysis of developments in foreign affairs after 1945. Formation and execution of foreign policy; interaction between foreign and domestic affairs.

**171P. Proseminar in American Diplomacy and Politics**

(4) YAQUB

*Prerequisite: upper-division standing.*

*May be repeated for credit to a maximum of 8 units.*

*Recommended preparation: Writing 109HU.*

Focuses on training in historical research methods. Requires an essay on some aspect of American history, most likely in the areas of diplomacy and politics, chosen jointly by the student and the instructor.

**171YQ. Topics in Twentieth-Century International History****(4) YAQUB**

*Prerequisite: History 2C or 4C or 8 or 17C or 46 or 49B.*

*May be repeated for credit to a maximum of 8 units.*

Topics in twentieth century international history. Format varies according to topic.

**172A-B. Politics and Public Policy in the United States.****(4-4) BERGSTROM, FURNER, O'CONNOR**

*Prerequisites: History 7; or any two quarters of History 17A-B-C; or upper-division standing.*

The interaction of politics and public policy from the Revolution to the present, focusing upon the key issues of each era in social, economic, cultural, racial, and other policy areas. A particular concern for the policy-making process, ideology, and the cultural origins of politics.

**173RA. The American Radical Tradition—Nineteenth Century****(4) STAFF**

*Prerequisite: History 17A or 17B.*

A history of such movements as abolitionism, utopian and Marxist socialism, land reform, and populism.

**173RP. The American Radical Tradition—Proseminar****(4) LICHTENSTEIN, VARGAS**

*Prerequisite: History 17A or 17B or 17C or 173RA or 173RB.*

Research seminar in the history of the American radical tradition.

**173T. American Environmental History****(4) STAFF**

*Same course as Environmental Studies 173.*

Traces the history of American attitudes and behavior toward nature. Focus on wilderness, the conservation movement, and modern forms of environmentalism.

**174A-B-C. Wealth and Poverty in America****(4-4-4) FURNER, O'CONNOR**

*Prerequisite: History 17A or 17B or 17C or upper-division standing.*

Changing patterns and conceptions of inequality, seventeenth century to present. Examines influence of economic transformation, race, gender, class, attitudes towards work and welfare, social movements, social knowledge, law and public policy on opportunity, income, status, and power. Divides at Civil War and World War II.

**174DR. Directed Readings in the History of Capitalism, Class and Inequality****(4) BERGSTROM, FURNER, O'CONNOR**

*Prerequisites: History 174A or B or C or History 165 or History 166A or B or C or History 167CB or History 178A or B.*

*Recommended preparation: Writing 109HU.*

Selected common and individual readings and discussion to support the preparation of a paper on a topic relevant to the themes of the course. Specific topics differ from year to year.

**174P. Proseminar in Wealth and Poverty in America****(4) FURNER, O'CONNOR**

*Prerequisite: History 174A or 174B or 174C.*

*Recommended preparation: Writing 109HU.*

A proseminar for undergraduate students who wish to pursue independent research on social class in America, lives of rich and poor, economic and social policy, the rise and present controversy over the welfare state, and related questions.

**175A-B. American Cultural History****(4-4) JACOBSON**

*Prerequisite: a prior course in history.*

A study of dominant and alternative representations of American values and identity in high and popular culture.

**175D. American Family History****(4) JACOBSON**

*Prerequisite: History 17A or 17B or 17C.*

Examines how race, ethnicity, and class have shaped changing attitudes toward and experiences of sex roles, sexuality, child rearing, work patterns, and relationships among men, women, and children. Also explores changing conceptions of the state's role in family life.

**175DR. Directed Readings in the History of Food in America****(4) JACOBSON**

*Prerequisite: History 17C.*

*Recommended preparation: Writing 109HU.*

Discussion-based seminar explores the impact of economic, cultural, technological, and geopolitical change on the role of food and drink in American life from the colonial era to the present. Particular attention given to the changing social, cultural, and political meanings of food. Weekly readings plus 10-12 page research paper.

**175P. Proseminar in American Cultural History****(4) JACOBSON**

*Prerequisite: a prior course in history.*

*May be repeated for credit to a maximum of 8 units.*

*Recommended preparation: Writing 109HU.*

A research seminar on the use of artifacts in American cultural history.

**175Q. Food in American History****(4) JACOBSON**

*Prerequisite: a prior course in history.*

*May be repeated for credit to a maximum of 8 units.*

Explores the impact of economic, cultural, technological, and geopolitical change on the role of food and drink in American life from the colonial era to the present. Particular attention given to the changing social, cultural, and political meanings of food.

**176A-B. The American West****(4-4) HÄMÄLÄINEN**

*Prerequisite: a lower-division course in history or upper-division standing.*

The West as a frontier and as a region, in transit from the Atlantic seaboard to the Pacific, and from the seventeenth century to the present.

**176BQ. Readings in North American Cultural Borderlands****(4) STAFF**

*Prerequisite: History 17A or 17B or 156A or 156B or 176A.*

*May be repeated for credit to a maximum of 8 units.*

Explores conflict and accommodation among the indigenous, European, African, and Asian peoples who met in North America from the colonial era to the present. Particular emphasis is given to comparative analysis of Spanish, French, English, and Russian colonies.

**177. History of California****(4) STAFF**

California as a case study of national trends, and as a unique setting with its special problems and culture.

**178A. American Urban History****(4) O'CONNOR**

*Prerequisite: Any two quarters of History 17A-B-C or upper-division standing.*

A study of the political, economic, social, and intellectual impact of the city upon American history, and the impact of history upon the growth of American urbanization.

**178B. American Urban History****(4) O'CONNOR**

*Prerequisite: Any two quarters of History 17A-B-C or upper-division standing.*

A study of the political, economic, social, and intellectual impact of the city upon American history, and the impact of history upon the growth of American urbanization.

**178DR. Directed Readings in U.S. Urban History****(4) O'CONNOR**

*Prerequisite: History 178A or 178B or 174A or 174B or*

*174C or 165 or 166A or 166B or 166C or 164IA.*

*Recommended Preparation: Writing 109HU.*

Explores select topics in 19th and 20th-century U.S. urban history through readings and discussion, culminating with a 10-20 page research paper. Thematic and geographic emphases will vary from year to year.

**179A. Native American History to 1838****(4) PLANE, HÄMÄLÄINEN**

*Prerequisite: History 17A or upper-division standing.*

A lecture course on the history of the indigenous peoples of North America from European contact to Cherokee removal. The course stresses comparative cultural responses to European colonization and from American history from a native point of view.

**179B. Native American History, 1838 to Present****(4) PLANE, HÄMÄLÄINEN**

*Prerequisite: History 17B or 17C or upper-division standing.*

A lecture course on the history of the indigenous peoples of North America from Cherokee removal to the present. The course stresses native history, relations with the U.S. government, and offers American history from a native point of view.

**179P. Proseminar in Native American History****(4) PLANE, HÄMÄLÄINEN**

*Prerequisite: History 179A or 179B or upper-division standing.*

*May be repeated for credit to a maximum of 8 units.*

*Recommended preparation: Writing 109HU.*

Research seminar on the history of the indigenous peoples of North America.

**182A. Korean History and Civilization: Part I****(4) STAFF**

*Same course as Korean 182A. Not open for credit to students who have completed History 180DA or Korean 180DA.*

The history of Korea from prehistory to the rise of states and kinship, Buddhism, Confucianism, cultural interaction with China, Japan, and the Mongols.

**182B. Korean History and Civilization: Part II****(4) STAFF**

*Same course as Korean 182B. Not open for credit to students who have completed History 180DB or Korean 180DB.*

Survey of the history of Korea from the Yi dynasty to the present day. Topics include Yangban society, Japanese invasions, the Korean War, and political division.

**182P. Proseminar in Korean History****(4) STAFF**

*Same course as Korean 182P. May be repeated for credit to a maximum of 8 units.*

*Undergraduate research seminar in Korean history.*

**183DR. Directed Readings in the History of Central Asia****(4) EDGAR**

*Prerequisite: History 2B or 2C or upper division standing*

*Recommended Preparation: Writing 109HU.*

May be repeated up to 8 units. This course covers Central Asian history from the pre-Islamic period to the present. The course culminates with a 10-20 page research paper. Specific topics differ from year to year.

**184A-B. History of China****(4-4) BARBIERI-LOW**

*Prerequisite: History 2A or 2B or 2C or 80 or EACS 80 or upper-division standing.*

*Same course as Chinese 184A-B. Not open for credit to students who have completed History 186A-B or Chinese 186A-B.*

A. Ancient China, to 589 CE

B. Sixth to seventeenth centuries.

**184DR. Directed Readings in Pre-Modern Chinese History****(4) BARBIERI-LOW**

*Prerequisite: History 80 or 185A or 185B*

*Recommended Preparation: Writing 109HU.*

*May be repeated up to 8 units. Specific topics*

will differ from year to year. Through readings and discussion students will explore a topic or problem in the history of Pre-Modern China. The course will culminate with a 10-20 page research paper.

#### 184P. Proseminar in History of China

(4) BARBIERI-LOW

*Prerequisite: History 186A or 184B; or Chinese 184A or 184B.*

*Recommended Preparation: Writing 109HU. Same course as Chinese 184P. May be repeated for credit to a maximum of 8 units.*

Undergraduate research in Chinese history.

#### 185A-B. Modern China

(4-4) STAFF

*Prerequisite: a prior course in history or upper-division standing.*

Survey of the last four centuries of Chinese history, from the late Ming dynasty to the People's Republic of China. Examines social, economic, political, and cultural developments as part of an exploration of the sources of Chinese unity, the accommodation of Manchu power, the nature of "traditional" society, and the problems of modernization in the world's only ancient empire to survive to the present day.

A. Ca. 1600 to 1911

B. From 1911 to present

#### 185DR. Directed Readings in Modern Chinese History

(4) BARBIERI-LOW

*Prerequisite: History 80 or 185A or 185B.*

*Recommended Preparation: Writing 109HU.*

May be repeated up to 8 units. Specific topics will differ from year to year. Through readings and discussion students will explore a topic or problem in the history of Modern China. The course will culminate with a 10-20 page research paper.

#### 185P. Proseminar on Modern China

(4) STAFF

*Prerequisite: History 185A or 185B.*

*May be repeated for credit to a maximum of 8 units.*

*Recommended preparation: Writing 109HU.*

Undergraduate research seminar in the history of modern China.

#### 187A. Japan Under the Tokugawa Shoguns

(4) ROBERTS

*Prerequisite: History 2A or 2B or 2C or 87 or upper-division standing.*

A survey of Japanese social and cultural history from the mid-sixteenth to the nineteenth century.

#### 187B. Modern Japan

(4) ROBERTS

*Prerequisite: History 2A or 2B or 2C or 87 or upper-division standing.*

A survey of Japanese history from the early nineteenth century until World War II, in an effort to explain how, and at what price, Japan became the first successful modernizer in the nonwestern world.

#### 187P. Proseminar in Japanese History

(4) ROBERTS

*Prerequisite: History 87 or 187A or 187B or 187C or upper-division standing.*

*May be repeated for credit to a maximum of 8 units.*

*Recommended preparation: Writing 109HU.*

A research seminar in Japanese history. Topics will vary depending on the interests and background of the participants. Reading knowledge of Japanese is not required.

#### 187Q. Samurai Japan

(4) ROBERTS

*Prerequisite: History 2A or 2B or 87 or upper-division standing.*

*Not open for credit to students who have completed History 102LR. May be repeated for credit to a maximum of 8 units.*

An intensive reading and discussion course on the history of samurai in Japan from the eleventh century through the nineteenth century. Emphasis is on changing samurai identities over the ages.

#### 187S. The Samurai

(4) ROBERTS

The samurai of Japan were a hereditary military

class that evolved over a millennium. Course traces this history and clarifies the range of differences that separated samurai in each era as their roles and ideologies changed.

#### 188A. History of Women in China: From the Ancient Period to the Nineteenth Century

(4) STAFF

Exploration of the diverse roles women have played in Chinese culture and society up to the nineteenth century by examining the many contexts within which women operated: the family, the imperial court, literati and popular culture.

#### 188B. History of Women in China: From the Late Nineteenth Century to the Present

(4) STAFF

Examination of the role of women in culture, politics, and society in China's "century of revolution." Exploration of their participation in revolutionary and women's movements and their daily lives in the family and the workplace.

#### 188S. Representations of Sexuality in Modern Japan

(4) FRUHSTUCK

*Same course as Anthropology 176 and Japanese 162.*

The main ideologies guiding the establishment of various representations of sexuality from prewar scientific writings to contemporary popular culture.

#### 188T. Modernity and the Masses of Taisho Japan

(4) FRUHSTUCK

*Same course as Japanese 164.*

Examines the beginnings of a modern mass culture in early twentieth-century Japan. Central topics are political and social movements, the new woman and the modern girl, westernization, new media and censorship, modernism and nationalism.

#### 189A. Vietnamese History

(4) STAFF

*Same course as East Asian Cultural Studies 189A.*

*Not open for credit to students who have completed History 138A.*

An introduction to the history of Vietnam and its place in East and Southeast Asia. Vietnamese history from antiquity through the early twentieth century.

#### 189M. South Asian Public Culture

(4) HANCOCK

*Prerequisite: upper-division standing.*

Historical and contemporary forms of South Asian expressive and popular culture, including cinema, television, popular music, material culture, performance, and literature. Focuses on relations among popular culture, everyday life and social history in post-colonial South Asia.

#### 191A. Diplomatic History of the Great Powers, 1815-1914

(4) HASEGAWA

*Prerequisite: History 2C or 4C.*

A diplomatic history of great powers from the Congress of Vienna to World War I, emphasizing the international system created by great powers in Europe and shifting alliances and balance of power leading to World War I.

#### 191B. Diplomatic History Between the World Wars

(4) STAFF

*Prerequisite: History 2C or 4C.*

Diplomatic history between the two World Wars. Changes in foreign relations resulting from the rise of fascism, communism, and militarism in Europe and Asia.

#### 191C. History of the Cold War, 1945-1991

(4) HASEGAWA

*Prerequisite: History 2C or 4C.*

The history of the Cold War from 1945-1991. Emphasis on US-Soviet relations, as well as the Cold War in Europe, Asia and the third world.

#### 191P. Proseminar on the Cold War

(4) HASEGAWA

*Prerequisites: History 2C or 4C; and History 191C.*

Students write a research paper on a topic dealing with an aspect of the Cold War, using primary sources.

#### 192. Public History

(4) PLANE, HANCOCK

*Prerequisite: upper-division standing.*

*Not open for credit to students who have completed History 191.*

Topical history course to explore the field of public history. Course explores preservation, government, media, historical societies and museums, archives, and teaching of public history. Emphasis on field surveys and case studies.

#### 192DR. Directed Reading and Research in Public History

(4) STAFF

*Recommended Preparation: Writing 109HU.*

Discussion and reading seminar on selected topics in public history, culminating with a 10-20 page research paper. Topics differ from year to year.

#### 192P. Proseminar in Public History

(4) PLANE

*Prerequisite: History 17B or 17C or 192 or 192Q or upper-division standing.*

*Recommended preparation: Writing 109HU.*

Students conduct field research on original project in any sector of public history. Includes, but not limited to, preservation, government, media, historical societies and museums, archives, and teaching public history.

#### 192Q. History, Memory, and Museums

(4) PLANE

*Prerequisite: upper-division standing.*

*May be repeated for credit to a maximum of 8 units.*

Readings in the field of public memory and its relationship to the discipline of history with emphasis on the role of museums. Students explore a variety of topics including commemoration, tourism, re-enactment, and living history. Geographical and temporal focus vary.

#### 194AH-BH. Senior Honors Seminar

(4-4) STAFF

*Prerequisites: major in History or History of Public Policy; admission to senior honors program.*

*Same course as Medieval Studies 194AH-BH. A two-quarter, in-progress sequence course with grades for both quarters issued upon completion of History 194BH. Four of the eight units of may be applied to the upper-division units required for the major.*

*Recommended preparation: Writing 109HU.*

Students taking part in departmental honors program will write a senior thesis on a research topic of suitable depth under close supervision of faculty mentors.

#### 195IA-IB. Senior Thesis—Public Policy

(4-4) STAFF

*Prerequisites: a major in history of public policy; senior standing; consent of instructor.*

*Students should enroll by instructor number.*

*Eight units of credit will be awarded at the end of two quarters assigned for the thesis. A two-quarter in-progress sequence course with grades for both quarters issued upon completion of History 195IB.*

A two-quarter individual research project, under the direction of a history professor selected with the advice of the departmental advisor to public policy students.

#### 196. Internship in History

(2-8) STAFF

*Prerequisites: upper-division standing; consent of department.*

*Students must have a 3.0 overall grade-point average. May be repeated for up to 8 units.*

This course enables students to obtain credit for history-related internship experience, such as in the Capitol Hill or Sacramento programs. The course is graded P/NP and must be taken in conjunction with History 199, for which a written project related to the internship experience must be completed.

#### 197. Special Topics

(4) STAFF

*May be repeated for credit provided letter designation is different.*

*Content varies with each instructor.*

#### 199. Independent Studies

(1-5) STAFF

*Prerequisites: upper-division standing; completion*

of two upper-division courses in history; consent of department and instructor.

Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. Students must be majors in history or present justification to both the instructor and the department for diverting from this norm. No more than 8 units of History 199 may be applied to the majors in history or the history of public policy.

The description of any one 199 must not be identical to any existing course description.

#### **199RA. Independent Research Assistance (1-5) STAFF**

*Prerequisites:* upper-division standing; completion of two upper-division courses in history; consent of department and instructor.

Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.

Faculty supervised research. Written work is usually required.

### **GRADUATE COURSES**

#### **200AF-AM-AS-C-E-G-HS-ME-WD-WN-WO. Historical Literature (4 each) STAFF**

*May be repeated for credit.*

A reading course in a general area of history, specifically designed to prepare M.A. candidates for their comprehensive examination fields, but also appropriate for Ph.D. students seeking broad preparation. Introduces the student to the sources, historiography, and general literature of the field in question.

- AF. Africa
- AM. America
- AS. Asia
- E. Europe
- HS. History of Science
- WD. World
- WN. Women
- WO. World

#### **201AF-AM-C-E-G-HS-LA-LI-ME-OH-PP-W-WD-WN. Advanced Historical Literature (4 each) STAFF**

*May be repeated for credit. Open to both M.A. and Ph.D. candidates.*

A reading course in a field of the professor's specialty. Introduces the student to the sources and literature of the field in question. Written work as prescribed by the instructor. (Usually offered quarterly.)

- AF. Africa
- AM. America
- C. Comparative
- E. Europe
- G. Gender
- HS. History of Science, Technology and Medicine
- LA. Latin America
- LI. Latin America and Iberia
- ME. Middle East
- OH. Oral History
- PP. Public Policy
- W. Historical Writing
- WD. World
- WN. Women

#### **201AS. Advanced Historical Literature (4) STAFF**

*Same course as East Asian Cultural Studies 201AS. May be repeated for credit. Open to both M.A. and Ph.D. candidates.*

A reading course in a field of the professor's specialty. Introduces the student to the sources and literature of the field in question. Written work as prescribed by the instructor. (Usually offered quarterly.)

#### **202. Historical Methods (4) STAFF**

*Normally required of all entering M.A. candidates other than those in public history. Open to other students on a space available basis.*

A general introduction to selected historiographical issues and historical methods. (F)

#### **203A-B. Seminar in Comparative History (4-4) RAPPAPORT**

*A two-quarter in-progress sequence course with grade for both quarters issued upon completion of History 203B.*

Research seminar in selected issues in comparative history. Such topics might include urban history, history of religion, slavery, family, gender systems, and consumer societies. Themes vary with instructor.

#### **204. Research Workshop (4) STAFF**

*May qualify by petition for graduate research seminar credit when combined with a History 201 seminar in which the student has developed a research proposal for this course.*

Practicum in the writing and critiquing of specialized research papers in all fields of history. May be repeated for credit. May qualify by petition for graduate research seminar credit when combined with a History 201 seminar in which the student has developed a research proposal for this course.

#### **205A-B. Public Historical Studies (4-4) BERGSTROM, PLANE, HANCOCK**

To acquaint students with relevant research methods (oral history, legal research, family history, government documents and sources, historical preservation, field research).

#### **206. History and Theory (4) STAFF**

An introduction to the major theoretical debates within the historical profession over questions of epistemology, methodology, and interpretation.

#### **209B. The Academic Profession of History (4) STAFF**

This course provides students with the practical knowledge needed for obtaining an academic position, develops skills for effective teaching, and prepares students to deal with funding agencies, publishers, employers, and professional organizations.

#### **210. Topics in History and Ethnography of Religion (4) HANCOCK**

*Prerequisite:* graduate standing.

Explores religion in cross-cultural and historical contexts using theoretical sources and case studies. Topics include ritual agency and power, religion and media, relations among religion, gender, ethnicity, nationalism. Periods and regions vary.

#### **211A-B. Seminar in Greek History (4-4) LEE**

*Prerequisite:* reading knowledge of French, German or Italian.

Research seminar in Greek history. From time to time the seminar will be limited to candidates specializing in ancient history, and with a reading knowledge of classical Greek.

#### **212. Research Tools for Ancient History (4) LEE, DIGESER, DRAKE**

*Prerequisite:* graduate standing.

Introductory training for the student of ancient history in the use of specialized research materials. Topics include numismatics, epigraphy, hagiography archaeology, textual criticism, critical theory and use of specialized databases.

#### **213A-B. Seminar in Roman History (4-4) DRAKE, DIGESER**

*Prerequisite:* reading knowledge of appropriate foreign language.

Selected topics in the history of the Roman Republic and Empire, with particular emphasis on problems of the later Roman Empire.

#### **215A-B. Seminar in Medieval History (4-4) LANSING**

*Prerequisite:* History 116.

A two-quarter course.

#### **217B-C. Seminar in Cultural Resource Management (4-4) MARCUSE**

*A two-quarter in-progress sequence course with grades for both quarters issued upon completion of History 217C.*

A two-quarter research seminar involving team research and publication of results. Projects will include such tasks as cultural surveys, determination of

significance, eligibility for inclusion on national register, impact mitigation, and historical preservation.

#### **215E-F. Research Seminar in Medieval Social History (4-4) FARMER**

*Prerequisite:* History 117A.

A two-quarter graduate research seminar in medieval social history.

#### **217D. Feminist Perspectives of Jewish and Christian Tradition (4) FARMER, HECHT**

*Prerequisite:* consent of instructor.

*Same course as Interdisciplinary 201HF.*

This seminar examines selected "clanic" texts (Biblical, Talmudic, Patristic) dealing with women, gender, and sexuality; as well as historic and contemporary issues, reinterpretations and responses to those texts.

#### **218A. Colloquium in Public History (4) BERGSTROM, FURNER, O'CONNOR**

Readings in the fundamentals of policy history including selections in social theory, governance, political economy, knowledge production, political culture and comparative analysis. Offered as a foundations course for students with a broad range of more specialized policy interests.

#### **218B-C. Seminar in Policy History (4-4) BERGSTROM, FURNER, O'CONNOR**

*A two-quarter in-progress sequence course with grades for both quarters issued upon completion of History 218C.*

A two-quarter research seminar on select topics in policy history.

#### **219A-B. Research Seminar in Gender and History (4-4) STAFF**

*Prerequisite:* graduate standing.

*A two-quarter in-progress sequence course with grades for both quarters issued upon completion of History 219B.*

A two-quarter research seminar involving gender analysis of late nineteenth and twentieth century topics in U.S. history.

#### **220A-B. Seminar in Renaissance-Reformation (4-4) BERNSTEIN**

*A two-quarter in-progress sequence course with grades for both quarters issued upon completion of History 220B.*

A two-quarter research seminar, stressing problems in comparative European social and intellectual history, 1450 to 1650.

#### **223A-B. Seminar in Modern European History (4-4) RAPPAPORT**

*A two-quarter in-progress sequence course with grades for both quarters issued upon completion of History 223B.*

A research seminar in selected topics in the history of Europe, 1815 to the present.

#### **232. War Studies (4) TALBOTT**

*Prerequisite:* open to qualified undergraduates with consent of instructor.

A one-quarter research seminar on topics in war, the state, and society since 1789. Origins and consequences of wars and the political, social, and economic aspects of both land and sea warfare are considered.

#### **233A-B. Seminar in Modern German History (4-4) MARCUSE**

*A two-quarter in-progress sequence course with grades for both quarters issued upon completion of History 233B.*

A two-quarter research seminar for graduate students interested in aspects of nineteenth and twentieth century German history. Students will learn and apply researching techniques, as well as writing, editing and presentation skills.

#### **235A-B. Seminar in Russian History (4-4) HASEGAWA**

*Prerequisite:* reading knowledge of appropriate foreign language.

A two-quarter in-progress sequence course with grades for both quarters issued upon completion of History 235B.

A two-quarter research seminar on selected topics in modern Russian history.

**240A-B. Seminar in Tudor-Stuart History**  
(4-4) MCGEE

Research seminar in Tudor-Stuart history; selected topics requiring use and interpretation of primary sources.

**245. Special Topics in Islamic History**  
(4) HUMPHREYS

Prerequisite: graduate standing.

Research topics in Islamic and Middle Eastern history which can be completed within a one-quarter framework.

**245A-B. Seminar in Islamic History**  
(4-4) HUMPHREYS

Prerequisites: consent of instructor; graduate standing.

Research seminar on selected topics in the social and political history of the Islamic Middle East between A.D. 600 and 1700. Language requirements will vary.

**246. Special Topics in Modern Middle Eastern History**  
(4) GALLAGHER

Prerequisite: graduate standing.

Research topics in modern Middle Eastern and North African history which can be completed within a one quarter framework.

**246A-B. Postcolonial and Postmodern Discourses on Africa and the Middle East: Points of Contention**  
(4) GALLAGHER

Prerequisite: one upper-division course in African or Middle Eastern history.

A two-quarter in-progress sequence course with grades for both quarters issued upon completion of History 246B.

A two-quarter seminar focusing on the writings of major postcolonial and postmodern theorists in the context of Middle Eastern and African history. Students will suggest materials for the Reader and will lead weekly discussions. One term paper is required.

**247. Social Dimensions of Stem Cell Research**  
(4) OSBORNE

Same course as MCDB 247.

Overview of ethical, social and legal contexts of biological research with special reference to stem cells, embryology, and policy.

**250A-B-C. Foundations of Latin American History**  
(4-4-4) STAFF

Prerequisites: graduate standing; reading ability in Spanish.

Seminar introduces the important issues, themes, and literature in Latin American history, from the colonial period to the present.

- A. Colonial period.
- B. The nineteenth century
- C. Twentieth and twenty-first centuries.

**251A-B. Seminar in Latin American History**  
(4-4) CLINE, SOTO LAVEAGA, MENDEZ

Prerequisites: graduate standing; reading ability in Spanish.

Two-quarter sequence course; final grade given upon completion of History 251B.

A two-quarter research seminar on a given topic. Topics may include religion and politics from the colonial era to the present, colonial Indians, evolution of Latin American society, methods of social history.

**253A-B. Special Seminar in Latin American History**  
(4-4) ROCK

A two-quarter seminar. Available on demand.

Discussion meetings for postgraduates. Reading, research, and writing in the history of Latin America in subject of student's choice.

**254B. Latin America, Spain, and Portugal**  
(4) DUTRA, SOTO LAVEAGA

Prerequisite: reading knowledge of Spanish or Portuguese required (in special cases, French, German, Dutch, or Italian acceptable.)

Individual reading, research, and writing in the history of Spain, Portugal, and their empires in the Americas, Africa, and Asia. For Brazil and Mexico, national periods included.

**255A-B. Ecological Imperialism: Science, Nature and Conquest in Latin America**  
(4-4) SOTO LAVEAGA

Prerequisite: graduate standing.

Analyzes the environmental impact of the conquest and how the process of nation-building in Latin America transformed the ecological landscape. In addition, it looks at how the royal botanical expeditions helped shape our definition of the region.

**256. Topics in Mexican History**  
(4) CLINE

Prerequisite: graduate standing.

Selected topics in Mexican history.

**259A-B. Seminar in American Social History**  
(4-4) COHEN

A two-quarter research seminar on selected topics in the "new" social history, including the history of women and the family. (Offered infrequently.)

**260A-B. Seminar in American South**  
(4-4) HARRIS

Research in nineteenth- and twentieth-century Southern history.

**261A-B. Seminar in Colonial America, the Frontier, and the Indian**  
(4-4) PLANE

A two-quarter in-progress sequence course with grades for both quarters issued upon completion of History 261B.

Seminar in colonial America, the frontier, and the Indian.

**264IA-IB. American Immigration**  
(4-4) SPICKARD

Not open for credit to students who have completed History 263A-B. A two-quarter in-progress sequence course with grades for both quarters issued upon completion of History 264IB.

A research seminar in the history of American immigration, particularly during the nineteenth and early twentieth centuries.

**265A-B. Seminar in American Political and Social History**  
(4-4) HARRIS

A two-quarter in-progress sequence course with grades for both quarters issued upon completion of History 265B.

Research in American political and social history of the nineteenth and early twentieth centuries.

**266A-B. Research Seminar in Recent U.S. History**  
(4-4) KALMAN

A research seminar for graduate students interested in any aspect of recent U.S. history.

**268A-B. Seminar on Ethnicity and Community**  
(4-4) GARCIA

Prerequisite: consent of instructor.

A two-quarter research seminar on historical development of ethnic communities in the United States. Focus on community institutions such as the family, the church, voluntary associations, and the ethnic press. Particular research emphasis will be on Santa Barbara and Southern California ethnic communities.

**268CA-CB. Seminar in Chicano History**  
(4-4) GARCIA

Not open for credit to students who have completed History 249A-B. A two-quarter in-progress sequence course with grades for both quarters issued upon completion of History 268CB.

This two-quarter research seminar explores various facets of Chicano history, but concentrates on the twentieth century. Examination of literature, an projects covering immigration, labor, women, the Mexican-American generation, and the Chicano movement.

**271A-B. Seminar in Diplomatic and Political History of the United States**  
(4-4) YAQUB

A two-quarter in-progress sequence course with

grades for both quarters issued upon completion of 271B.

A two-quarter research seminar on modern American diplomatic and political history.

**272A-B. Seminar in American Political and Intellectual History**  
(4-4) FURNER

Prerequisites: graduate standing and consent of instructor.

A two-quarter in progress seminar.

General research seminar on the history of politics and ideas in the United States, broadly conceived.

**274. Biography and U.S. Political History**  
(4) GARCIA

Prerequisite: graduate standing.

Biography as a historical genre is explored to study U.S. political history predominantly in the twentieth century.

**275A-B. American Cultural History**  
(4-4) STAFF

Student must take two consecutive quarters.

**277A-B. Topics in the History of Science**  
(4-4) OSBORNE, GUERRINI, MCCRAY

Research seminar selected from such topics as Babylonian astronomy, Greek science, Age of Newton, rise of modern physics, scientific instruments, nationalism/internationalism in science, science and society, sociology of science, public conceptions of science, organization and profession of science. (Offered periodically.)

**281A-B. Sino-Japanese Cultural and Political Relations, 1850-1945**  
(4-4) STAFF

Prerequisite: knowledge of Chinese and/or Japanese.

Same course as East Asian Cultural Studies

281A-B. Not open for credit to students who have completed History 289A-B. A two-quarter in-progress sequence course with grades for both quarters issued upon completion of History 281B.

Reading and research seminar on the interrelationship between Chinese and Japanese history from the first modern contacts until the end of World War II. Emphasis on cultural and political interactions.

**283A-B. Research Seminar in Chinese Women's History**  
(4) JUDGE

Prerequisite: Hist 188A or 188B.

Reading and research seminar examining topics in Chinese gender history.

**284A-B. Seminar in the History of Chinese Thought**  
(4) STAFF

Prerequisite: History 19 or 186A-B.

Not open for credit to students who have completed Chinese 284A-B. A two-quarter in-progress sequence course with grades for both quarters issued upon completion of History 284B.

Selected studies of leading thinkers on important schools of thought.

**285A-B. Seminar in Early Modern Chinese History**  
(4) ELLIOTT

Prerequisite: History 210AS.

Reading knowledge of modern and/or classical Chinese highly desirable. A two-quarter in-progress sequence course with grades for both quarters issued upon completion of History 285B.

Research seminar on early modern Chinese history with training in bibliography and research methodology. Offered irregularly.

**286A-B. Women and Modernity in the Non-Western World**  
(4-4) STAFF

Prerequisite: graduate standing.

A two-quarter in-progress sequence course with grades for both quarters issued upon completion of History 286B.

Course problematizes modernity and probes its gendered nature. After reading in the theoretical literature, each student writes a paper on the question of women and modernity in their geographic area of specialization.



**287L. Japanese Reading in History****(2-4) ROBERTS***Prerequisite: consent of instructor.**Intermediate Japanese ability required.*

A course for students in Japanese history who want to learn to read secondary works in the Japanese language. Brief texts introduce the essential vocabulary and language patterns in Japanese historiography.

**288A-B. Seminar in Japanese History****(4-4) ROBERTS***Prerequisite: consent of instructor.*

A two-quarter research seminar on selected problems in Japanese history. Some working knowledge of the Japanese language desirable but not necessary.

**289A-B. Seminar in Chinese History****(4) STAFF***Prerequisite: Graduate student standing.*

A seminar on selected problems in Chinese history. Some working knowledge of the Chinese language desirable but not necessary.

**290. US-Soviet Relations in the Cold War****(4) HASEGAWA, YAQUB***Prerequisite: open to graduate students in history and political science.*

A one-quarter reading seminar discussing basic issues of US-Soviet relations during the Cold War, as well as historiographical issues. A number of specialists from outside the class will make presentations.

**290A-B. US-Soviet Relations in the Cold War****(4-4) HASEGAWA**

A two quarter in progress sequence course with grades for both quarters issued upon completion of History 290B. Open to graduate students in history and political science.

Discussion of basic issues of US-Soviet relations during the Cold War, as well as historiographical issues. Students are expected to write a research paper.

**291A-B. Seminar on Knowledge and Policy, Institutions and Power****(4-4) FURNER**

A two-quarter in-progress sequence course with grades for both quarters issued upon completion of History 291B.

A two-quarter seminar for historical research on the cultural and political power of ideas, formulated as policy-relevant knowledge within specific institutional contexts in the history of the modern state and civil society.

**292A. Foundations of U.S. History to 1846****(4) STAFF**

A colloquium introducing the important issues, themes, and literature in the history of the United States, from colonial origins to 1846. Historiographical in nature, the course assumes a basic familiarity with the period.

**292B. Foundations of U.S. History, 1846-1917****(4) STAFF**

A colloquium introducing the important issues, themes and literature in the history of the United States, from 1846 to 1917. Historiographical in nature the course assumes a basic familiarity with the period.

**292C. Foundations of U.S. History, 1917-Present****(4) STAFF**

A colloquium introducing the important issues, themes, and literature in the history of the United States, from 1917 to the present. Historiographical in nature, the course assumes a basic familiarity with the period.

**293. Space, Culture, Power****(4) HANCOCK***Prerequisite: graduate standing.*

Exploration of the cultural production of built environments; spatiality and public culture; spaces of memory; historical landscapes; spatial theory; geographical and temporal focus vary.

**294. Colloquium in Work, Labor, and Political Economy****(1-2) STAFF**

Hosts leading scholars of the nineteenth- and

twentieth-century U.S. whose work touches upon the history and character of work, employment, labor, poverty, race, ethnicity, political economy, and public policy. The colloquium meets three to four times per quarter.

**500. Laboratory for Teaching Assistants****(2-4) STAFF**

*Units do not apply toward completion of the Ph.D. requirement. Required each quarter for teaching assistants.*

Subject oriented, designed to relate directly to the teaching of a particular course in progress, to improve the skills and effectiveness of the department's teaching assistants.

**594. Special Topics****(4) STAFF***May be repeated for credit.*

Special seminar on research subjects of current interest.

HS. Colloquium in the History of Science: Badash; Osborne; Guerrini

**596. Directed Reading and Research****(2-12) STAFF***Prerequisites: graduate standing and consent of instructor.**Minimum of 2 units per quarter.*

Individual tutorial. Instructor usually student's major professor. Each faculty member has a unique letter designation available from graduate secretary.

**597. Independent Study for Master's Comprehensive Examinations and Ph.D. Examinations****(2-12) STAFF**

No unit credit allowed toward advanced degree.

**599. Ph.D. Dissertation Preparation****(2-12) STAFF***Prerequisites: graduate standing and consent of instructor.*

Only for writing the dissertation. Instructor should be the chair of the student's doctoral committee. Each faculty member has a unique letter designation available from graduate secretary.

# History of Art and Architecture

Department of History of Art and Architecture  
Division of Humanities and Fine Arts  
Arts Building 1234

Telephone: (805) 893-2417

Undergraduate e-mail:

ug\_arthi@arthistory.ucsb.edu

Graduate e-mail:

gd-arthist@arthistory.ucsb.edu

Website: www.arthistory.ucsb.edu

Department Chair: Ulrich Keller

## Faculty

**Ann Jensen Adams**, Ph.D., Harvard University, Associate Professor (17th-century art and architecture)

**C. Edson Armi**, Ph.D., Columbia University, Professor (medieval architecture)

**Ann Bermingham**, Ph.D., Harvard University, Professor (18th- and 19th-century British art and culture, critical theory and feminist theory)

**Swati Chattopadhyay**, Ph.D., UC Berkeley, Associate Professor (modern architecture, cultural landscape of British colonialism, postcolonial theory)

**Ulrich F. Keller**, Ph.D., University of Munich, Professor (history of photography)

**Nuha N. N. Khoury**, Ph.D., Harvard University, Associate Professor (Islamic art and architecture)

**Mark Meadow**, Ph.D., UC Berkeley, Associate Professor (15th- and 16th-century Northern European)

**Laurie Monahan**, Ph.D., Harvard University, Associate Professor (20th-century and contemporary European art)

**Sylvester Ogbachie**, Ph.D., Northwestern University, Associate Professor (African and African American art)

**Jeanette Favrot Peterson**, Ph.D., UC Los Angeles, Associate Professor (pre-Columbian/Colonial)

**E. Bruce Robertson**, Ph.D., Yale University, Professor (18th- and 19th-century British and American art)

**Abigail Solomon-Godeau**, Ph.D., Graduate Center, C.U.N.Y., Professor (contemporary art, feminist and critical theory, 19th-century European art, photography)

**Peter C. Sturman**, Ph.D., Yale University, Associate Professor (Chinese art)

**Miriam Wattles**, Ph.D. Institute of Fine Arts, New York University, Assistant Professor (Japanese art)

**Volker Welter**, Ph.D., University of Edinburgh, Associate Professor (history and theory of architecture)

**Robert Williams**, Ph.D., Princeton University, Professor (art theory, historiography, Italian Renaissance)

**Richard Wittman**, Ph.D., Columbia University, Associate Professor (early modern and modern architecture, theory and town planning)

**Fikret K. Yegül**, Ph.D., Harvard University, Professor (Greek and Roman art, architectural history)

## Emeriti Faculty

**Larry M. Ayres**, Ph.D., Harvard University, Professor Emeritus (medieval art)

**Herbert M. Cole**, Ph.D., Columbia University, Professor Emeritus (African, Oceanic, North American Indian art, architecture)

**Mario A. Del Chiaro**, Ph.D., UC Berkeley, Professor Emeritus (ancient art; Egyptian, Greek, and Etruscan art)

**Ramon Favela**, Ph.D., University of Texas at Austin, Associate Professor Emeritus (modern Latin American art, contemporary Chicano art)

**Beatrice Farwell**, Ph.D., UC Los Angeles, Professor Emerita (19th-century art)

**Alfred K. Moir**, Ph.D., Harvard University, Professor Emeritus (baroque art)

**Corlette R. Walker**, Ph.D., Bryn Mawr, Lecturer Emerita (British and American art)

## Affiliated Faculty

**Geraldo Aldana**, Ph.D. (Chicana and Chicano Studies)

**Colin Gardner**, Ph.D. (Art)

**Constance Penley**, Ph.D. (Film Studies)

**Bhaskar Sarkar**, Ph.D. (Film Studies)

**Sven Spieker**, Ph.D. (Germanic, Slavic, and Semitic Studies)

The Department of the History of Art and Architecture offers an undergraduate program directed toward a B.A. degree and a graduate program leading to the M.A. and Ph.D. degrees. The undergraduate program is designed to provide an understanding of the history and significance of the visual arts. It also prepares students for graduate work leading to careers as academic historians of art, museum curators, or critics, and in other fields such as art administration, historic preservation, and gallery work. The program is supported by an excellent arts library, visual resources collection, architectural drawing collection, and university art museum.

Students with a bachelor's degree in art history who are interested in pursuing a California Teaching Credential should contact the credential advisor in the Graduate School of Education as soon as possible.

The department publishes a list that describes the content of courses offered each quarter; the publication is available prior to registration in classes. Advising is available in the department through the undergraduate advisor, faculty undergraduate advisor, and the department chair.

### Honors Program

The departmental honors program is designed for students interested in advanced research in art history. Students must receive the signatures of the department chair and a faculty supervisor, in addition to having an overall grade-point average of at least 3.0, 12 upper-division units in the major, and a major grade-point average of at least 3.5.

Once admitted to the program, honors students may choose between two options leading to the completion of an honors thesis: (1) one two-quarter seminar, or two seminars in relevant areas within art history or (2) two consecutive quarters of independent study (Art History 199). Alternative options must be approved by the department chair. After projects are completed and submitted, they are evaluated by a committee consisting of the student's faculty supervisor and at least one other departmental faculty member, usually a specialist in a neighboring field. Among the criteria used in evaluating honors theses are scholarly presentation, originality, and quality of research. Deadline for the thesis is the Monday of the eighth week of the second quarter of honors studies. Students successfully completing the honors project will receive Distinction in the Major at the time of graduation.

## Undergraduate Program

### Bachelor of Arts—Art History

**Preparation for the major.** Eight units are required as follows: (a) One course from Art History 6DS-DW-E-H-K, (b) One course from Art History 5A, 6A-B-C-F-G, 45MC.

Students planning graduate training in art history are advised to develop a reading knowledge of German, French, or Italian.

**Upper-division major.** Forty-eight upper-division units are required, as follows. (Note: courses may not be used to fulfill requirements in more than one category.)

A. Two courses in Art and Architecture of Africa, North America, Latin America, and Asia,

selected from the following courses: Africa: 101D, 127A-B, 128AA-ZZ, 132B-C, 133AA-ZZ, 186N-Q; Asia: Art History 134A-B-C-D-E-F-G-H, 135AA-ZZ, 136V, 186R-RS-RW; North America: Art History 121A-B-C-D-E, Latin America 123A-B-C, 124AA-ZZ, 125A, 126AA-ZZ, 130A-B-C-D-E, 131AA-ZZ, 136H-M, 186 L-M-O-P-X-Y; Other: Art History 147AA-ZZ, 186S-T-U-V-W-Y.

B. Two courses in Art and Architecture of Africa, North America, South America, and Asia, selected from the following courses: *Africa*: 101D, 127A-B, 128AA-ZZ, 132B-C, 133AA-ZZ, 186N-Q; *Asia*: Art History 134A-B-C-D-E-F-G-H, 135AA-ZZ, 136V, 186R-RS-RW; *North and South America*: Art History 121A-B-C-D-E, 123A-B-C, 124AA-ZZ, 125A, 126AA-ZZ, 130A-B-C-D-E, 131AA-ZZ, 136H-M, 186 L-M-O-P-X-Y; *Other*: Art History 147AA-ZZ, 186S-T-U-V-W-Y.

C. Two courses in Comparative Studies in Art and Architecture selected from the following courses: Art History 103B, 105B-C, 109H, 119A-B-D-F-G, 121D, 123A, 125A, 130C-E, 131AA-ZZ, 132A-I, 133AA-ZZ, 134A, 136A-B-H-I-J, 137AA-ZZ, 138A-BC-D, 140A-C-E, 145MC, 147AA-ZZ, 186L-P-Q-S-T-V-W-Y.

D. Four additional upper-division elective courses in art history.

*Note: One of the above courses from Areas A, B, C, or D must include each of the following areas:*

1. One upper-division research seminar from the 186 series.
2. One course devoted to pre-1350 CE material from: 101B-C-D, 102AA-ZZ, 103A-B-C, 104AA-ZZ, 105B-C-E-F-G-H-J-L, 106AA-ZZ, 130A-B-D, 132C, 134B.
3. One course in history of architecture: 103A-C, 104AA-ZZ, 105C-E-G, 113D, 132A-C, 136 series, 137AA-ZZ, 184B-C, 186B-D-S-Y.
4. One course in African or Asian Art. Students should consult with the undergraduate staff and faculty advisors to determine applicability of courses in the 186 series and AA-ZZ series.

E. Two upper-division courses, by petition, chosen from Writing 109V and/or courses within the Division of Fine Arts and Humanities: Art; Classics; Comparative Literature; Dance; Theater; East Asian Languages and Cultural Studies; English; Film and Media Studies; French and Italian; Germanic, Slavic, and Semitic Studies; History; Music; Philosophy; Spanish and Portuguese; Religious Studies.

*Note: Students who wish to focus on a particular area, civilization, or branch of art history (i.e., ancient, architecture, or modern) are encouraged to speak to departmental advisors or faculty. For those eligible, the focus may also include an undergraduate honors project.*

### Bachelor of Arts—Art History—Emphasis in Architecture and Environment

**Preparation for the major.** (A) Art History 5A and 6F; (B) Four units from Anthropology 2; Art History 6A-B-C-DS-DW-E-G-H-K, 45MC; Art Studio 1A; Environmental Studies 1, 3; Geography 5; Sociology 1

Students planning graduate training in art history are advised to develop a reading knowledge of German, French, or Italian.

**Upper-division major.** Forty-eight upper-division units are required:

A. Four units from Art History 186 series;

B. Sixteen units from Art History 103A-C, 105C-E-G, 113D, 132A-C-D-E, 134E, 136 series, 137AA-ZZ, 140B-E, 184B-C, 186B-D-Q-S-X-Y, 199.

C. Twelve additional upper-division elective units in Art History not used above.

D. Sixteen units from the following Departments: Anthropology 110, 113FB, 130A-B-C, 172; Art Studio 105, 106, 106W, 117, 118, 125, 130, 194; Classics 160, 170; Environmental Studies 105, 106, 112, 116, 118, 122NE, 125B, 130A-B-C, 135A-B, 160, 165A-B, 173, 183, 188, 189; Film and Media Studies 113LS, 183, 187DP-G-M, 190DT; Geography 108, 111A-B, 135S, 140, 148, 150, 153A-B-C-D-E, 155, 159, 180, 185A-B-C-D; History 107G, 173T, 178A-B, 192, 192Q; Religious Studies 110C, 131H, 193; Sociology 118C, 126, 185C.

Consultation with the Faculty Undergraduate Advisor is recommended when choosing courses and Departments in Area D.

*Note: Students must complete prerequisites for all upper-division coursework as stated in the General Catalog. In particular, all upper-division art studio courses have prerequisites, as do many of the other courses listed in Area C.*

### Bachelor of Arts—Art History—Emphasis in Art of Africa, Asia, and the Americas

**Preparation for the major.** Four units from (A) Art History DS-DW-E-H-K, (B) 4 units in art history from 5A, 6A-B-C-F-G, 45MC.

Students planning graduate training in art history are advised to develop a reading knowledge of German, French, Italian, or a language related to their non-Western area of emphasis.

**Upper-division major.** Forty-eight upper-division units are required. (A) six undergraduate courses in African, Native-American, Asian, Islamic, Pre-Columbian/Colonial, Art History: 121F, 127 series, 128 series, 130-135 series, 131 series, 132 series, 133 series, 134 series, 135 series, 136A-B-H-I-J-V, 186N-P-Q-R-RS-RW; (B) one course in European or U.S. –American Art History, Ancient to 1750: 101-116 series, 186A-B-C-D-E-F-G-H-I, (C) one course in European or U.S. –American Art History, Modern, 1750–present: 117-120 series, 121A-B-C, 123 series, 136A-B-E-J, 138A-E, 144A-B-C, 186J-K-T-X-Z, (D) one course in comparative studies in Art and Architecture: 103B, 105B-C, 109H, 119A-B-D-F-G, 121D, 123A, 125A, 130C-E, 131AA-ZZ, 132A-I, 133AA-ZZ, 134A, 136A-B-H-I-J-N-O, 137AA-ZZ, 138B-C-D, 140A-C-E, 145MC, 147 AA-ZZ, 186K-L-P-Q-S-T-V-W-Y, (E) one additional course in art history not used above in areas A-D; (F) two upper-division courses chosen from Writing 109V and/or courses within the Division of Fine Arts and Humanities: Art; Classics; Literature; Dance; Theater; East Asian Languages and Cultural Studies; English; Film and Media Studies; French and Italian; Germanic, Slavic, and

Semitic Studies; History; Music; Philosophy; Spanish and Portuguese; Religious Studies; and Writing 109V.

*Note: Two of the courses in Areas A-E must include one course in the 186 series. Students who wish to focus on a particular area, civilization, or branch of art history (i.e., African, Pre-Columbian, or Asian) are encouraged to speak to departmental advisors or faculty. For those eligible, the focus may also include an undergraduate honors project.*

### Minor—Art History

All courses to be applied to the minor must be completed on a letter-grade basis, including courses offered both by the Department of the History of Art and Architecture and those offered by other departments and applied to the minor.

**Preparation for the minor.** Eight lower-division units as follows: (A) one course from Art History (6DS-DW-E-H-K); (B) one course from Art History (5A, 6A-B-C-F-G, 45MC).

**Upper-division minor.** Twenty upper-division units in art history. Students wishing to develop a concentration in a particular area should consult the faculty undergraduate advisor.

*Note: Substitutions and waivers are subject to approval by the chair of the department. Please see page 118 for special conditions governing minors in the College of Letters and Science.*

### Graduate Program

The department offers both M.A. and Ph.D. degrees, accepting applicants with a B.A. into the M.A./Ph.D. program, and those with a M.A. into the Ph.D. program. The department does not offer a terminal M.A. degree, and students who are interested only in pursuing the M.A. degree are not accepted.

### Admission

The department seeks applicants with a demonstrated potential for outstanding creative research and a clear sense of intellectual and professional direction. A B.A. in the history of art is not essential for admission to the M.A./Ph.D. program, but applicants should have serious training in some branch of the humanities or social sciences. Applicants to the Ph.D. program must have completed an M.A. in the history of art.

In addition to departmental requirements for admission, applicants must also meet university requirements for admission described in the chapter “Graduate Education at UCSB.” Applications for admission to the program must be received by December 15. Application is made electronically at [www.graddiv.ucsb.edu/eapp](http://www.graddiv.ucsb.edu/eapp). Required documents include copies of all of the applicant’s college and university transcripts, three letters of recommendation from appropriate academic or professional supervisors, Graduate Record Examination (GRE) scores, a statement of purpose explaining reasons for wanting to pursue graduate work at UCSB, and a sample of written work indicative of scholarly interests and skills (applicants to the Ph.D. program are expected to submit a copy of their M.A. thesis).

Although all students entering the gradu-

ate program are expected to pursue the Ph.D., continuation into the program is not automatic. Upon completion of the M.A. thesis, students must apply to the department for matriculation into the Ph.D. program. A faculty evaluation of the student’s entire record will determine whether the student goes forward with the matriculation process into the Ph.D. program or instead receives a terminal M.A. degree.

Entry into the Ph.D. program requires that the student have completed the M.A. thesis, and satisfied all departmental course and language requirements at the M.A. level.

The applicant must submit a brief letter of application to the department’s graduate committee as well as letters of endorsement from two ladder faculty members in the department, of whom at least one agrees to supervise the applicant’s Ph.D. work. The application and faculty letters must be received at the time that the M.A. thesis is completed. The graduate committee will review each request in consultation with the student’s named potential advisor and make a recommendation to the entire faculty regarding matriculation.

### Degree Requirements

Departmental degree requirements supplement those established by the university, described in the section “Graduate Education at UCSB.” Our principle aim has been to preserve a maximum flexibility, allowing students the opportunity to craft courses of study suited to their particular interests and needs. Ph.D. students, for instance, have the option of adding an emphasis in Feminist Studies.

### Master of Arts—Art History

The master’s degree requires a minimum of 32 units of coursework (normally eight courses) for a letter grade plus a thesis. Under exceptional circumstances a second option of 36 units (nine courses) plus a comprehensive examination is offered to students who are not matriculating into the Ph.D. program.

Students are required to take the two-term proseminar in art-historical methods ( Art History 200A-B) and a total of four graduate seminars (16 units) for a letter grade, of which one must be in the field of non-Western art. Two additional seminars must be taken, each representing a different area, chosen from the three remaining fields represented by department offerings: Western Art to 1750, Modern Art, and Architecture. Remaining units can be taken in the form of additional seminars, upper-division undergraduate lecture courses (which graduate students take under the course number 295 or 596) or independent research; 8 of these units (two courses) may be taken outside the department.

By the beginning of the second year of residence, students must have demonstrated an ability to read one foreign language necessary for art-historical research (normally French, German, or Italian).

### Doctor of Philosophy—Art History

The Ph.D. requires a minimum of 28 units (normally seven courses) in graduate coursework, 20 of which (five courses) must be seminar units; these must be completed by the end

of the second year of residency. Before advancement to candidacy, the student must demonstrate an ability to read two foreign languages. Students are required to take the proseminar in art historical methodology and theory (Art History 200A-B). Advancement to candidacy takes place when the student passes individualized examinations in the area of specialty (major field) and a second (minor) field, and when, shortly after the completion of the exams, a formal dissertation proposal is approved by a faculty committee. The committee will be composed of at least two members of the UCSB Academic Senate in the Department of History of Art and Architecture, one of whom will be the chair. The third member may be a ladder faculty member from the department, another UCSB department, or another UC campus. Advancement to candidacy is expected to take place in the third year. The degree is awarded upon approval of the completed dissertation.

### Optional Ph.D. Emphasis in European Medieval Studies

The Medieval Studies Program offers an interdisciplinary doctoral emphasis to students previously admitted to a Ph.D. program in the Departments of Theater and Dance, English, French and Italian, History, History of Art and Architecture, Music, Religious Studies, and Spanish and Portuguese. Students pursuing the emphasis in European medieval studies must receive a grade of B or better in each of the following: Medieval Latin (Latin 103); one course in a vernacular, western European or Middle Eastern medieval language (English 205, English 230, French 206, Spanish 222A, Spanish 222B, Portuguese 222, Religious Studies 148A, Religious Studies 148 B, Religious Studies 210); Paleography and/or Diplomatics (History 215S, History 215T); Medieval Studies 200A-B-C; and 8 additional units in graduate courses on medieval topics. Students may petition to have appropriate courses from other institutions, or independent study, substituted for these requirements. Medieval Studies 200A-B-C is the program’s colloquium series; graduate students in the emphasis attend the series and write brief papers on each colloquium (one per term), to be reviewed by the chair of the program (2 units). To qualify for the emphasis, at least one member of a Ph.D. candidate’s dissertation committee must be an affiliated faculty member of the European Medieval Studies Program. Contact the European Medieval Studies Program for additional information on faculty interests, course offerings, and program requirements, or visit our website at [www.medievalstudies.ucsb.edu](http://www.medievalstudies.ucsb.edu).

### Optional Ph.D. Emphasis in Women’s Studies

The Department of Feminist Studies, with almost fifty core and affiliated faculty members in over nineteen disciplines, serves as a model of interdisciplinary work and scholarly collaboration at UCSB. Women’s Studies doctoral emphasis students are required to successfully complete four seminars that will enhance their understanding of feminist pedagogy, feminist theory, and topics relevant to the study of women, gender and/or sexuality. Women’s Studies as an inter-departmental set of conversations and

intellectual questions supports a multifaceted undergraduate curriculum at UCSB. Doctoral emphasis students are encouraged to apply to teach Feminist Studies courses as teaching assistants and associates as part of their Feminist Studies training.

Applicants must first be admitted to, or currently enrolled in, a UCSB Ph.D. program participating in the Women's Studies graduate emphasis. Anthropology; Comparative Literature; Counseling, Clinical, and School Psychology; English; French and Italian; Germanic, Slavic and Semitic Studies; History; History of Art and Architecture; Linguistics; Political Science; Religious Studies; Sociology; Spanish and Portuguese; or Theater and Dance. Candidates complete four graduate courses and select a member of the Feminist Studies faculty or affiliated faculty to serve on their dissertation committees. Applications to the Women's Studies Doctoral Emphasis may be submitted at any stage of Ph.D. work, and applications will be considered throughout the year.

### Doctoral Emphasis Coursework

Students pursuing the emphasis in Women's Studies will successfully complete four graduate courses that have been approved by the Doctoral Emphasis advisor.

- 1. Feminist Theories.** A one quarter graduate seminar in interdisciplinary feminist theory offered by any department, including Feminist Studies 250 AA-ZZ.
- 2. Issues in Feminist Epistemology and Pedagogy** (Feminist Studies 270). A one quarter seminar that considers Feminist Studies as a distinct field. It offers an interdisciplinary exploration of feminist theories of knowledge production and teaching practices. Readings cover past and present critical debates and provide theoretical approaches through which to analyze interdisciplinary epistemological and pedagogical issues.
- 3. Graduate Seminar in Feminist Studies** (Feminist Studies 200-290 or 594 AA-ZZ). A one quarter seminar offered by a Feminist Studies faculty member on topics of central concern to the field.  
Or,  
**Research Practicum** (Feminist Studies 280). A cross-disciplinary seminar in which fundamental questions in contemporary feminist research practice are considered in light of students' own graduate projects.
- 4. Topical Seminar.** A one quarter graduate seminar that addresses topics relevant to the study of women, gender, and/or sexuality. This seminar must be taken outside the student's home department; it may be fulfilled either by another graduate seminar in Feminist Studies or a seminar in another department.

## History of Art and Architecture Courses

### LOWER DIVISION

Freshman seminars are offered on an irregular basis.

#### 1. Introduction to Art (4) STAFF

*Not open to art history majors.*

A study of art as a medium of expression.

#### 5A. Introduction to Architecture and Environment (4) WELTER

Examines the history of the built and natural environments as interrelated phenomena, and explores how human beings have positioned them architecturally in relation to the natural world at various cultural moments.

#### 6A. Art Survey I: Ancient-Medieval Art (4) STAFF

History of Western art from its origins to the beginnings of the Renaissance. (F)

#### 6B. Art Survey II: Renaissance-Baroque Art (4) STAFF

Renaissance and Baroque art in northern and southern Europe. (W)

#### 6C. Art Survey III: Modern-Contemporary Art (4) STAFF

History of Western art from the eighteenth century to the present. (S)

#### 6DS. Survey: History of Art in China (4) STURMAN

Chronological and thematic overview of the major traditions of Chinese art, Neolithic to modern, including ceramics and bronzes, Buddhist visual culture, paintings, calligraphy, garden design and imperial architecture, with an emphasis on historical context, regional diversity, and intercultural encounters.

#### 6DW. Survey: Art of Japan and Korea (4) WATTLES

Surveys the arts of Japan and the Korean peninsula from pre-historic to contemporary times. The focus is on the evolving role of the artist within society.

#### 6E. Survey: Arts of Africa, Oceania, and Native North America (4) OGBECHIE

A conceptual, cross-cultural introduction to Amerind, Eskimo, African, and Oceanic arts: artists, sculpture, festivals, body decoration, masking, architecture, and painting will be seen in the context of social and religious values. Films, slides, and museum tours.

#### 6F. Survey: Architecture and Planning (4) CHATTOPADHYAY, YEGÜL, WITTMAN

A selective chronological survey of architecture and urban design in social and historical context. Individual buildings and urban plans from the past to the present will be used as examples.

#### 6G. Survey: History of Photography (4) KELLER

A critical survey of nineteenth- and twentieth-century photography as an art form.

#### 6H. Pre-Columbian Art (4) PETERSON

An introduction to selected art traditions in ancient Mesoamerican and Andean South America. Examination of major monuments of sculpture, architecture, ceramics, and painting for their meaning and function within socio-political, religious, and economic contexts.

#### 6K. Islamic Art and Architecture (4) KHOURY

A survey of Islamic art and architecture.

#### 45MC. The University: Microcosm of Knowledge (4) MEADOW, ROBERTSON

Introduces undergraduates to the university as a place of knowledge production through a combination of lecture and hands-on field research. Topics include the history of universities and the change of disciplinary approaches to research, evidence, and knowledge.

#### 94S. Student Facilitated Group Studies Project (4) STAFF

*Prerequisite: a prior art history course; consent of instructor and department.*

*Students must have a cumulative 3.0 for the*

*proceeding 2 quarters.*

Independent art history research conducted under the guidance of Art History faculty. Topic and scope varies, to be specified by student and supervisory faculty member prior to registration.

#### 99. Independent Studies (1-4) STAFF

*Prerequisite: consent of instructor.*

*Students must have a minimum 3.0 GPA. May be taken for a maximum of 4 units per quarter and can be repeated for a maximum of 8 units. Students are limited to 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

Introduction to research in art history. Independent research under the guidance of a faculty member in the department. Course offer exceptional students the opportunity to undertake independent research or work in a research group.

### UPPER DIVISION

#### 101A. Archaic Greek Art (750 to 480 B.C.E.) (4) STAFF

*Prerequisite: not open to freshmen.*

Painting, sculpture, and architecture in Greece from c750 to c480 B.C.E. considered in their social and cultural contexts. Emphasis on the emergence of representational practices during a time of social formation.

#### 101B. Classical Greek Art (480 to 320 B.C.E.) (4) STAFF

*Prerequisite: not open to freshmen.*

Painting, sculpture, and architecture in Greece from c480 to c320 B.C.E. considered in their social and cultural contexts. Emphasis on fifth-century Athens.

#### 101C. Hellenistic Greek Art (4) STAFF

*Prerequisite: not open to freshmen.*

Painting, sculpture, and architecture in Greece from 336 to 30 B.C.E. considered in their social and cultural contexts. Emphasis on relations between Greek and other cultures of the ancient Mediterranean after Alexander and during the rise of Rome.

#### 101D. Ancient Egyptian Art (4) STAFF

*Prerequisite: not open to freshmen.*

Painting and sculpture in Egypt from the fourth millennium to the first century BCE. Emphasis on the relations between visual representation and religious and political practice, including special attention to the formation and maintenance of the canonical tradition.

#### 102AA-ZZ. Special Topics in Ancient Art (4) STAFF

*Prerequisite: not open to freshman.*

*May be repeated for credit to a maximum of 12 units provided letter designations are different.*

Specialized classes exploring critical issues in ancient art.

#### 103A. Roman Architecture (4) YEGÜL

*Prerequisite: not open to freshmen.*

*Recommended preparation: Art History 6A.*

The architecture and urban image of Rome and the Empire from the Republic through the Constantinian era.

#### 103B. Roman Art: From the Republic to the Empire (509 B.C. to A.D. 337) (4) YEGÜL

*Prerequisite: not open to freshmen.*

*Recommended preparation: Art History 6A.*

Painting, sculpture, and decorative arts of the Romans from the Republic to the Empire, from Romulus to Constantine. Social, economic, and cultural background emphasized.

#### 103C. Greek Architecture (4) YEGÜL

*Prerequisite: not open to freshmen.*

The architecture of the Greek world from the archaic period through the Hellenistic Age.

#### 104AA-ZZ. Special Topics in Classical Art and Architecture (4) STAFF

*Prerequisite:* not open to freshman.

*May be repeated for credit to a maximum of 12 units provided letter designations are different.*

*Recommended preparation:* Art History 6A.  
Special topics in classical art and architecture.

**105B. Medieval Art: Byzantine**

(4) STAFF

*Prerequisite:* upper-division standing.

Architecture, sculpture, painting, and the minor arts of the Byzantine world from 330 to 1453 A.D.

**105C. Medieval Architecture: From Constantine to Charlemagne**

(4) ARMI

*Prerequisite:* upper-division standing.

*Recommended preparation:* Art History 6A or 6F or 105E or 105G.

A survey of the architecture in Italy, France, Spain, Germany, and England from the Early Christian through the Carolingian periods.

**105E. The Origins of Romanesque Architecture**

(4) ARMI

*Prerequisite:* upper-division standing.

*Recommended preparation:* Art History 6F or 105C or 105G.

Eleventh century architecture in France, Italy, Spain, Germany, and England.

**105F. Medieval Art: Romanesque**

(4) STAFF

*Prerequisite:* upper-division standing.

Architecture, sculpture, and painting of the Romanesque period in Western Europe from 1050 to 1200 A.D.

**105G. Late Romanesque and Gothic Architecture**

(4) ARMI

*Prerequisite:* upper-division standing.

*Recommended preparation:* Art History 6A or 105C or 105E.

Twelfth- and thirteenth-century architecture in France, Italy, Spain, Germany, and England.

**105H. Medieval Art: Gothic**

(4) STAFF

*Prerequisite:* upper-division standing.

Architecture, sculpture, and painting of the Gothic period in Western Europe from 1150 to 1400 A.D.

**105J. Gothic Painting 1200-1400**

(4) STAFF

*Prerequisite:* upper-division standing.

The origins and development of Gothic painting in France, England, and the Lower Rhineland with special reference to Parisian manuscript illumination and to the influence of Italian art in the north during the fourteenth century.

**105K. Medieval Art: Italy, Thirteenth and Fourteenth Centuries**

(4) STAFF

*Prerequisite:* upper-division standing.

The emergence of humanistic and civic ideas in the art of the Italian Trecento and Quattrocento. A survey of large civic programs of secular and secularized ecclesiastical art of the two centuries. Sculpture, architecture, and painting are discussed.

**105L. Art and Society in Late-Medieval Tuscany**

(4) WILLIAMS

*Prerequisite:* not open to freshmen.

The dramatic developments in central-Italian art from the eleventh to the fourteenth centuries are presented against a historical background: emergent capitalism, the gradual replacement of feudal authority with representative governments, popular religious movements and the first stirrings of humanism.

**105M. The Design, Construction, and Structure of Medieval Architecture**

(4) STAFF

*Prerequisite:* not open to freshmen.

The practical aspects of creating high Medieval churches.

**106AA-ZZ. Special Topics in Medieval Art**

(4) STAFF

*Prerequisite:* upper-division standing.

*May be repeated for credit to a maximum of 12*

*units provided letter designations are different.*

Special topics in medieval art.

**107A. Painting in the Fifteenth-Century Netherlands**

(4) MEADOW

*Prerequisite:* not open to freshmen.

Netherlandish painting from c1400-c1500 examined in its social, religious, and cultural contexts. Van Eyck, Rogier, Bouts and Memling, among others.

**107B. Painting in the Sixteenth-Century Netherlands**

(4) MEADOW

*Prerequisite:* not open to freshmen.

Painting of the Low Countries from c1500-c1600, placed in its social and cultural contexts. Artists studied include Bosch and Bruegel.

**108AA-ZZ. Special Topics in Fifteenth and Sixteenth Century Northern European Art**

(4) STAFF

*Prerequisite:* not open to freshmen.

*May be repeated for credit to a maximum of 12 units provided letter designations are different.*

Specialized classes exploring critical issues in European art from the Netherlands, Germany, France and/or England. Courses may take the form of in-depth studies of particular artists (e.g. Durer) or themes (e.g. Iconoclasm).

**109A. Italian Renaissance Art: 1400 to 1500**

(4) WILLIAMS

*Prerequisite:* not open to freshmen.

Developments in painting and sculpture, with attention to issues of technique, iconography, patronage, workshop culture and theory.

**109B. Italian Renaissance Art: 1500 to 1600**

(4) WILLIAMS

*Prerequisite:* not open to freshmen.

Developments in painting and sculpture, with attention to issues of technique, iconography, patronage, workshop culture and theory.

**109C. Art as Technique, Labor, and Idea in Renaissance Italy.**

(4) WILLIAMS

*Prerequisite:* not open to freshmen.

An approach to the art of Renaissance Italy that focuses on the superimposition of three complementary and often competitive discursive formations that condition its practice and historical development.

**109D. Art and the Formation of Social Subjects in Early Modern Italy**

(4) WILLIAMS

*Prerequisite:* not open to freshmen.

An approach to the art of Renaissance Italy that focuses on the viewer's experience and the social and cultural conditions framing it.

**109E. Michelangelo**

(4) WILLIAMS

*Prerequisite:* not open to freshmen.

The career and achievement of the artist, with particular attention to issues surrounding his treatment of the human body.

**109F. Italian Journeys**

(4) WILLIAMS

*Prerequisite:* not open to freshmen.

A historical survey of travel to Italy and its importance as one of the constitutive rituals of western culture, drawing upon literature, the visual arts, and film, and ending with practical advice for those planning to make the trip themselves.

**109G. Leonardo Da Vinci: Art, Science, and Technology in Early Modern Italy**

(4) WILLIAMS

*Prerequisite:* not open to freshmen.

The life and work of Leonardo Da Vinci and a consideration of their place in the history of art as well as in the development of early modern science and technology.

**109H. Art and Moral Values**

(4) WILLIAMS

*Prerequisite:* not open to freshmen.

What is the relation between art and moral life? A

historical survey reveals that it is, in fact, multifaceted and profound, and even more urgent in modern times than in the past.

**110AA-ZZ. Special Topics in Italian Renaissance Art**

(4) STAFF

*Prerequisite:* not open to freshmen.

*May be repeated for credit to a maximum of 12 units provided letter designations are different.*

Special topics in Italian Renaissance art.

**111B. Dutch Art in the Age of Rembrandt**

(4) ADAMS

*Prerequisite:* a prior course in art history; not open to freshmen.

Visual culture produced in Northern Netherlands between 1579 and 1648. Classes devoted to individual artists (e.g. Rembrandt, Frans Hals) and genres (e.g. landscape, portraiture, history painting) in relation to material culture and thought of the period.

**111C. Dutch Art in the Age of Vermeer**

(4) ADAMS

*Prerequisites:* a prior course in art history; not open to freshmen.

Visual culture produced in Northern Netherlands between 1648 and 1672. Classes devoted to individual artists (e.g. Rembrandt, Johannes Vermeer) and genres (e.g. landscape, portraiture, history painting) in relation to material culture and thought of the period.

**111D. Flemish Art of the Seventeenth Century**

(4) ADAMS

*Prerequisites:* a prior course in art history; not open to freshmen.

Visual culture produced by Flemish artists between 1579 and 1700. Classes may be devoted to individual artists, genres and/or patrons in relation to the Counter-Reformation, changing patronage, material culture, and seventeenth century thought. Particular attention paid to the variety of approaches employed by later scholars of the period.

**111E. Gender and Power in Sixteenth and Seventeenth Century European Art**

(4) ADAMS

*Prerequisites:* a prior course in art history; not open to freshmen.

Focus on the construction of gender identity and the cultural function of gendered subjects in sixteenth century European imagery.

**111F. Rethinking Rembrandt**

(4) ADAMS

*Prerequisites:* a prior course in art history; not open to freshmen.

In light of recent reevaluations of Rembrandt's biography and his oeuvre, this course examines questions of authenticity and authorship in light of artistic technique, subject matter, style, and patronage.

**112AA-ZZ. Special Topics in Northern European Art**

(4) STAFF

*Prerequisite:* not open to freshmen.

*May be repeated for credit to a maximum of 12 units provided letter designations are different.*

Specialized classes that examine critical issues in Northern European visual culture of the seventeenth century. Courses may consider individual artists (e.g. Frans Hals, Vermeer) and/or subject genres (e.g. still-life, history painting, portraiture) in relation to the cultural function of northern European imagery from the time of production until today.

**113A. Seventeenth Century Art in Southern Europe**

(4) STAFF

*Prerequisite:* not open to freshmen.

*Not open to students who have completed Art History 113B.*

Painting and sculpture from Italy and Spain as well as France and Flanders examined in its cultural, political, and religious contexts with particular attention to relationships between regional traditions and international trends. Artists studied include Caravaggio, Bernini, Velazquez, Poussin, and Rubens.

**113B. Seventeenth Century Art in Italy I**

(4) STAFF

*Prerequisite:* not open to freshmen.

*Not open to students who have completed Art History 113B.*

Italian painting, sculpture, architecture, and urbanism from the late sixteenth to late seventeenth centuries examined in its cultural, political, and religious contexts, with emphasis on the relationship between the arts. Focus on the earlier seventeenth century, including the work of Caravaggio, Carracci, and the young Bernini.

**113D. Architecture in Early Modern Italy**  
(4) PAUL

*Prerequisite: not open to freshmen.*

Architecture and urbanism in Italy from the Renaissance through the seventeenth-century examined in its cultural, political, and religious contexts, with emphasis on relationships to classical tradition. Includes works and/or writings by Brunelleschi, Alberti, Bramante, Michelangelo, Bernini, and Borromini.

**113F. Bernini and the Age of the Baroque**  
(4) PAUL

*Prerequisite: not open to freshmen.*

Examines the life and work of Gianlorenzo Bernini, best known as a brilliant and innovative sculptor, in their historical context. Also considered is the international influence that Bernini exerted on seventeenth- and eighteenth-century art.

**114AA-ZZ. Special Topics in Seventeenth Century Southern European Art**  
(4) WITTMAN

*Prerequisite: not open to freshmen.*

*May be repeated for credit to a maximum of 12 units provided letter designations are different.*

Special topics in Southern European art.

**115B. Eighteenth Century Art: 1750 to 1810**  
(4) BERMINGHAM

*Prerequisite: not open to freshmen.*

Painting, sculpture, and architecture in Europe from 1750 to 1810. Topics will change but may include art and the French Revolution and neoclassicism.

**115C. Eighteenth Century British Art and Culture**  
(4) BERMINGHAM

*Prerequisite: not open to freshmen.*

An interdisciplinary study of British art and culture in the eighteenth century. Topics may include: the art market and art public; portraiture and autobiography; images of the family; landscape gardening and poetry; sentimentalism; the Royal Academy and the ordering of the arts.

**115D. Eighteenth-Century Art in Italy: The Age of the Grand Tour**  
(4) PAUL

*Prerequisite: not open to freshmen.*

In the eighteenth-century Grand Tourists flocked to Italy to see the great works of the past, while contemporary art flourished. This course examines the works of artists such as Piranesi and Tiepolo, important building programs, and early public museums.

**115E. The Grand Tour: Experiencing Italy in the Eighteenth Century**  
(4) PAUL

*Prerequisite: Not open to Freshmen.*

In the eighteenth century Italy was a mecca for European travelers who sought to enjoy its culture, diversions, landscape, and society. This course will examine the multifaceted experiences of these travelers and the ways in which they constitute the beginnings of the phenomenon of modern tourism.

**116AA-ZZ. Special Topics In Eighteenth Century Art**  
(4) WITTMAN

*Prerequisite: not open to freshmen.*

*May be repeated for credit to a maximum of 12 units provided letter designations are different.*

Special topics in eighteenth century art.

**117A. Nineteenth-Century Art: 1800-1848**  
(4) BERMINGHAM, SOLOMON-GODEAU, WITTMAN

*Prerequisite: not open to freshmen.*

Painting, sculpture, and architecture in Europe. Topics will change, but may include art under Napoleon and Romanticism.

**117B. Nineteenth-Century Art: 1848-1900**

**(4) BERMINGHAM, MONAHAN, SOLOMON-GODEAU, WITTMAN**

*Prerequisite: not open to freshmen.*

Painting, sculpture, and architecture in Europe. Topics will change, but may include art and the Industrial Revolution, Impressionism, and Post-Impressionism.

**117C. Nineteenth-Century British Art and Culture**  
(4) BERMINGHAM

*Prerequisite: not open to freshmen.*

An interdisciplinary study of British art and culture in the nineteenth century. Topics may include: romantic landscape painting and poetry; art and the industrial revolution; London and Victorian images of the city; images of childhood; romanticism in Britain; and more.

**117D. Nineteenth Century French Art 1800-1900**  
(4) STAFF

*Prerequisite: not open to freshmen.*

Leading painters from Ingres through Manet; the Academy; the rise of new graphic techniques and photography as art media and as popular imagery; interrelations of high and popular culture.

**117E. Nineteenth Century German Art**  
(4) KELLER

*Prerequisite: not open to freshmen.*

Survey of the major art movements in nineteenth century Germany, including Romanticism, Realism, Impressionism, Art Nouveau, and Symbolism. Special emphasis given to the historical and cultural context of German art, and its interaction with the international art scene.

**117F. Impressionism and Post-Impressionism**  
(4) BERMINGHAM, MONAHAN, SOLOMON-GODEAU

*Prerequisite: not open to freshmen.*

Impressionist and Post-Impressionist movement in France from 1863 through the first decade of the twentieth century and the advent of Cubism. Includes the work of Monet, Manet, Renoir, Pissarro, Van Gogh, Cezanne, Gauguin, and Seurat.

**117G. Picasso**  
(4) WILLIAMS

*Prerequisite: not open to freshmen.*

A survey of Picasso's life and works, with a critical consideration of his contribution to artistic modernism.

**118AA-ZZ. Special Topics in Nineteenth-Century Art**  
(4) WITTMAN

*Prerequisite: not open to freshmen.*

*May be repeated for credit to a maximum of 12 units provided letter designations are different.*

Special topics in nineteenth century art.

**119A. Art in the Modern World**  
(4) MONAHAN

*Prerequisite: upper-division standing.*

An examination of art of the last 100 years. Treats painting, architecture, and sculpture in a manner that emphasizes the social, economic, and cultural background.

**119B. Contemporary Art**  
(4) MONAHAN, SOLOMON-GODEAU

*Prerequisite: not open to freshmen.*

Study of recent artistic developments, from pop to contemporary movements in painting, sculpture, and photography. Movements studied include minimal art, postminimalism, process art, conceptual art, earthworks, pluralism, neoexpressionism, and issues of postmodern art and criticism.

**119C. Expressionism to New Objectivity: Early Twentieth Century German Art**  
(4) KELLER

*Prerequisite: not open to freshmen.*

A survey of modernist art movements in Germany, beginning with the Expressionist phase around 1905 and concluding with the Bauhaus and New Objectivity phase up to 1933. Special emphasis on the historical and cultural context of German art, and its interaction with the international art scene.

**119D. Art in the Post-Modern World**  
(4) MONAHAN

*Prerequisite: Upper-division standing.*

An examination of the concepts of "Post-Modernism" in Euro-American visual arts, including painting, sculpture, architecture, graphic arts, and new experimental genres from the 1970's to the present.

**119E. Early Twentieth Century European Art, 1900-1945**  
(4) MONAHAN

*Prerequisite: not open to freshmen.*

Introduction to the major movements of European modern art in the first half of the twentieth century. This course critically addresses the formation of avant-garde groups and movements in relation to political and social issues.

**119F. Art of the Post-War Period, 1945 -1968**  
(4) MONAHAN

*Prerequisite: not open to freshmen.*

*Recommended preparation: Art History 119E.*

An examination of major artistic developments in Europe and the U.S. after the Second World War. Includes such movements as Abstract Expressionism, Neo-Dada, and Pop Art. Explores such artistic practices as performance art, feminist and conceptual art.

**119G. Critical Approaches to Visual Culture**  
(4) MONAHAN

*Prerequisites: a prior course in art history; not open to freshmen.*

*Recommended preparation: Art History 6C or any upper division modern course.*

Critical ways of approaching and understanding a wide range of visual materials and images (paintings, ads, videos, etc.). Analytic approaches to culture and representation are used as a means of developing descriptive and interpretive skills.

**120AA-ZZ. Special Topics in Twentieth Century Modern Art**  
(4) STAFF

*Prerequisite: not open to freshmen.*

*May be repeated for credit to a maximum of 12 units provided letter designations are different.*

Special topics in twentieth-century modern art.

**121A. American Art From Revolution to Civil War: 1700-1860**  
(4) ROBERTSON

*Prerequisite: not open to freshmen.*

Painting, sculpture, architecture and decorative arts in the original 13 colonies, through the formation of the United States, to the crisis of the Civil War. Particular attention paid to environmental and social issues.

**121B. Reconstruction, Renaissance, and Realism in American Art: 1860-1900**  
(4) ROBERTSON

*Prerequisite: not open to freshmen.*

Painting and human-made environments from the onset of the Civil War to just before World War II, tracing the role of art in the rise of modern, corporate America.

**121C. Twentieth-Century American Art: Modernism and Pluralism, 1900-Present**  
(4) ROBERTSON

*Prerequisite: not open to freshmen.*

American painting in the twentieth-century, from the advent of modernism to yesterday.

**121D. African-American Art and the African Legacy**  
(4) OGBECHE

*Prerequisite: not open to freshmen.*

Examination of three centuries of African-American art in North America, the Caribbean, and Brazil, stressing the African Legacy. Colonial metalwork and pottery, folk or outsider genres, and mainstream nineteenth- and twentieth-century work are among traditions studied.

**121E. American Things: Material Culture and Popular Art**  
(4) ROBERTSON

*Prerequisite: not open to freshmen.*

America has one of the greatest consumer cultures in history. Examine the range of objects produced, sold and consumed in this country, from colonial times to the present, from silverware to plastic, and everything in between.

**121F. History of Native Art and Architecture of North America**
**(4) STAFF**
*Prerequisite:* not open to freshmen

Survey of indigenous painting, sculpture, architecture, and other arts of North America as experienced through several major traditions. Principle emphasis on presentation of traditions as they developed and intermingled during the centuries before and through the early years of early European contact.

**122AA-ZZ. Special Topics in Art of the Americas**
**(4) STAFF**
*Prerequisites:* not open to freshmen.

Special topics in Art of the Americas.

**123A. Modern Latin American Art**
**(4) FAVELA**
*Prerequisite:* upper-division only.

A survey of modernism in Latin America from the 1850's to the 1950's. Examines the painting, sculpture, architecture and graphic arts of Latin American elites within their social-culture contexts.

**123C. Modern Art of Mexico**
**(4) STAFF**
*Prerequisite:* upper-division standing.

A general survey of the main developments of nineteenth- and early twentieth-century Mexican art in its social context. Particular attention is given to the Mexican mural renaissance and the works of Posada, Rivera, Siquieros, Orozco, Tamayo, and Frida Kahlo.

**124AA-ZZ. Special Topics in Latin American Art**
**(4) STAFF**
*Prerequisite:* upper-division standing.

May be repeated for credit to a maximum of 12 units provided letter designations are different.

Special topics in Latin American art.

- A. Modern Art of Brazil
- B. The Art of Cuba
- C. Colonial Art of Latin America
- D. Pop Art in Latin America
- E. Colonial Art of Mexico
- F. Contemporary Mexican Art
- G. The Mexican Mural Movement
- H. Mexican Photography
- I. Latin American Photography
- J. Art and Politics in Latin America
- K. Popular Art in Mexico and Latin America
- L. Diego Rivera and Frida Kahlo

**125A. Chicano Art: Symbol and Meaning**
**(4) STAFF**
*Prerequisite:* upper-division standing.

This iconography course traces the sources and historical development of symbols and forms that originated in the art of New Spain and Mexico and became crucial for the development of a contemporary Chicano art. Emphasis given to artistic conceptions of America and Aztlan by Mexican, Mexican American, and Chicano artists.

**126AA-ZZ. Special Topics in Chicano Art**
**(4) STAFF**
*Prerequisite:* upper-division standing.

May be repeated for credit to a maximum of 12 units provided letter designations are different.

Special topics in Chicano art.

**127A. African Art I**
**(4) OGBECHIE**
*Prerequisite:* not open to freshmen.

Recommended preparation: Art History 6E.

The relationship of art to life in sub-Saharan Africa. A cross-cultural survey of types, styles, history, and values of arts ranging from personal decoration to the state festival, stressing Ashanti, Ife, Benin, Yoruba, Cameroon.

**127B. African Art II**
**(4) STAFF**
*Prerequisite:* not open to freshmen.

Recommended preparation: Art History 6E or 127A.

An in-depth continuation of Art History 127A in a seminar/discussion format. Selected topics in masking, figural sculpture, etc., and emphasis on African contexts of ritual and social life.

**128AA-ZZ. Special Topics in African Art**
**(4) STAFF**
*Prerequisite:* not open to freshmen.

May be repeated for credit to a maximum of 12 units provided letter designations are different.

Special topics in African art.

**129A. Arts of the South Seas**
**(4) COLE**
*Prerequisite:* not open to freshmen.

An introduction to masking, sculpture, festivals, body decoration, and architecture of Melanesia, Micronesia, and Polynesia, stressing the relationship of art to life.

**130A. Pre-Columbian Art of Mexico**
**(4) PETERSON**
*Prerequisite:* not open to freshmen.

The art and architecture of selected cultures of northern Mesoamerican (non-Maya) from circa 1200 B.C. to the Conquest with an emphasis on iconographical and historical problems.

**130B. Pre-Columbian Art of the Maya**
**(4) PETERSON**
*Prerequisite:* not open to freshmen.

Exploration of the arts of Maya-speaking cultures in southern Mesoamerica using archeological, epigraphic, and ethnographic data to help reconstruct Maya religion and civilization.

**130C. The Arts of Spain and New Spain**
**(4) PETERSON**
*Prerequisite:* not open to freshmen.

Beginning with the Islamic, Medieval and Renaissance arts of Spain, this course will chart their influence and transformation in the sixteenth and seventeenth century arts of the New World. Special emphasis on the creative interaction of the European and indigenous traditions in colonial arts of the Americas.

**130D. Pre-Columbian Art of South America**
**(4) PETERSON**
*Prerequisite:* not open to freshmen.

The architecture, sculpture, ceramics, textiles, and metalwork of the Andean civilizations from 3000 B.C. to A.D. 1532 examined within their archaeological and cultural contexts.

**130E. Art and Empire in the Americas: Aztec, Inka, Spanish**
**(4) PETERSON**
*Prerequisite:* not open to freshmen.

Two powerful empires in the Americas at conquest, the Aztecs and Inkas, controlled artistic production to sustain their hegemony. Comparison of how urban planning, sculpture, textiles, and murals functioned within political, economic, and religious spheres and the Spaniard's similar exploitation of visual culture to advance imperial objectives.

**131AA-ZZ. Special Topics in Pre-Columbian/Colonial Art**
**(4) PETERSON**
*Prerequisite:* not open to freshmen.

May be repeated for credit to a maximum of 12 units provided letter designations are different.

Special topics in Pre-Columbian/Colonial art.

**132A. Mediterranean Cities**
**(4) KHOURY**
*Prerequisite:* not open to freshmen.

An exploration of the most important medieval cities of the Mediterranean world, their urban forms, layout, architecture, and physical patterns. Venice, Cairo, and Baghdad will be among the cities discussed.

**132C. Architecture and Ideology from Constantine to Suleyman the Magnificent**
**(4) KHOURY**
*Prerequisite:* not open to freshmen.

Byzantine and Islamic architecture.

**132D. Islamic Architecture 650-1400**
**(4) KHOURY**
*Prerequisite:* not open to freshmen.

Islamic architecture between 650 and 1400 in its historical context.

**132E. Islamic Architecture 1400-Modern**
**(4) KHOURY**
*Prerequisite:* not open to freshmen. Not open for

credit to students who have completed Art History 176B.

Islamic architecture, 1400-modern, in its historical context.

**132G. Monuments of Power**
**(4) KHOURY**
*Prerequisite:* not open to freshmen.

Historical documents and contemporary interpretations are used to explore the ways in which messages of dominance and power were embedded into Islamic monuments from the seventh century to modern times. A comparative, cross-cultural approach focusing on the power of architectural monuments in relation to the power to create architectural monuments.

**132I. Art of Empire**
**(4) KHOURY, NUHA**
*Prerequisite:* not open to freshmen.

Studies the visual culture of different empires, alone or in a comparative fashion. For example, Ottoman and Hapsburg; Ottoman, Safavid, and Mughal; Mughal and British India; or the earlier empire of the Fatimids, Abbasids, and Umayyads of Syria and Spain.

**132J. Modern Art of the Arab World**
**(4) KHOURY**
*Prerequisite:* not open to freshmen.

Recommended preparation: Art History 6K.

Explores modern and contemporary art, artists and art movements of the Arab world from nineteenth century to the present.

**133AA-ZZ. Special Topics in Islamic Art**
**(4) KHOURY**
*Prerequisite:* not open to freshmen.

May be repeated for credit to a maximum of 12 units provided letter designations are different.

Special topics in Islamic art.

**134A. Buddhist Art**
**(4) STURMAN**
*Prerequisite:* not open to freshmen.

A survey of select forms of Indian, Chinese, and Japanese Buddhist art with specific emphasis on Buddhist sculpture and Zen painting. Exploration of the correlation of religious values and art, as well as the transformation and adaptation of artistic traditions from one culture to another.

**134B. Early Chinese Art**
**(4) STURMAN**
*Prerequisite:* not open to freshmen.

Recommended preparation: Art History 6D.

A survey of the art and archaeology of ancient China, from Neolithic times through the Tang dynasty (A.D. 618-906). Emphasis on the development and transformation of pictorial traditions, leading to early painting theory and practice.

**134C. Chinese Painting**
**(4) STURMAN**
*Prerequisite:* not open to freshmen.

Recommended preparation: Art History 6D.

Chinese painting and theory, from the tenth through the eighteenth centuries. Introduction to major schools and masters in their cultural context. Problems of appreciation and connoisseurship.

**134D. Art and Modern China**
**(4) STURMAN**
*Prerequisite:* not open to freshmen.

Recommended preparation: Art History 6D.

An exploration of trends and issues in nineteenth and twentieth century Chinese art, as China awakens to and responds to the challenges of modernity and The West. Topics include the continuity of tradition, the exile identity, and trends after Tiananmen (1989).

**134E. The Art of the Chinese Landscape**
**(4) STURMAN**
*Prerequisite:* not open to freshmen.

Recommended preparation: Art History 6D.

Chinese approaches to landscape as subject matter in art, with a focus on painting and garden architecture. The course begins with the immortality cult in the Han Dynasty (206 B.C.-A.D.221) and ends with contemporary artists of the twentieth century.

**134F. The Arts of Japan**
**(4) WATTLES**
*Prerequisite:* not open to freshmen.

*Recommended preparation: Art History 6D.*

Native traditions and foreign influences in the development of Japanese architecture, sculpture, painting, and minor arts.

### **134G. Japanese Painting**

(4) WATTLES

*Prerequisite: not open to freshmen.*

*Recommended preparation: Art History 6D.*

The changing and entwined traditions of Japanese painting: those rooted in native concepts and practices, and those from China.

### **134H. Ukiyo-e: Pictures of the Floating World**

(4) WATTLES

*Prerequisite: not open to freshmen.*

*Recommended preparation: Art History 6D.*

Japanese paintings and wood-block prints of the sixteenth through twentieth centuries, with emphasis on cultural perspectives and Japanese popular culture.

### **135AA-ZZ. Special Topics in Asian Art**

(4) STURMAN

*Prerequisite: Art History 6DS or 6DW. Not open to freshmen.*

*Recommended Preparation: Art History 6D. May be repeated for credit to a maximum of 12 units provided letter designations are different.*

Special topics in Asian art.

### **136A. Nineteenth-Century Architecture**

(4) CHATTOPADHYAY

*Prerequisite: not open to freshmen.*

The history of architecture and planning beginning with eighteenth-century architectural trends in Europe and concluding with late-nineteenth century efforts to reform the city. Exploration of the culture of nineteenth-century modernity through architecture and urban design, centered around the themes of industrialization, colonialism, and the idea of landscape. The scope is global.

### **136B. Twentieth-Century Architecture**

(4) CHATTOPADHYAY

*Prerequisite: not open to freshmen.*

The history of architecture from 1900 to the present. Examination of modern and post-modern architecture and city planning in its social, political, and artistic context. The scope is global.

### **136E. Modern Design**

(4) ARMI

*Prerequisite: upper-division standing.*

A survey of twentieth-century commercial arts, including cars, fashion, furniture, graphic arts, industrial design, and architecture.

### **136H. Housing American Cultures**

(4) CHATTOPADHYAY

*Prerequisite: not open to freshmen.*

The history of American domestic architecture from the colonial period to the present within a framework of cultural plurality. Examination of the relation between ideas of domesticity, residential design, individual, regional, and ethnic choices.

### **136I. The City in History**

(4) CHATTOPADHYAY

*Prerequisite: not open to freshmen.*

An historical introduction to the ideas and forms of cities with emphasis on modern urbanism. Examination of social theory to understand the role of industrial capitalism and colonialism in shaping the culture of modern cities, the relationship between the city and the country, the phenomena of class, race and ethnic separation.

### **136J. Landscape of Colonialism**

(4) CHATTOPADHYAY

*Prerequisite: not open to freshmen.*

Examination of architecture, urbanism and the landscape of British and French colonialism between 1600 and 1950. Introduction to the different forms of colonialism, colonial ideology and the architecture of colonial encounter in North America, Asia, Africa and Australia.

### **136M. Revival Styles in Southern California Architecture**

(4) WELTER

*Prerequisite: not open to freshmen.*

Examines the history of revival styles in Californian architecture from the eighteenth century to the

present. While the focus is on Southern California, such comparative phenomena as National Romanticism in Western Architecture and Critical Regionalism are incorporated.

### **136O. "It's Not Easy Building Green"—History and Aesthetics of Sustainable Architecture**

(4) WELTER

*Prerequisite: not open to freshmen.*

Examines history and theory of sustainable and “green” architecture since the early twentieth century. Emphasis is placed on the critical analysis of a distinct “green” architectural aesthetic; the scope is global.

### **136W. Modern Indian Visual Culture**

(4) CHATTOPADHYAY, SARKAR

*Prerequisite: Film Studies 46 or sophomore standing.*

*Same course as Film Studies 124V.*

Introduction of twentieth-century visual culture in India, including painting, architecture, film, television, and graphic arts. Focuses on the themes of nationalism, modernity, and globalization, and the role of the “popular” in Indian visual culture.

### **136W. Introduction to 2D/3D Visualizations in Architecture**

(4) STAFF

*Prerequisite: upper-division standing; open to majors only.*

*Letter grade required. Same course as Art Studio 106WV.*

Develops skills in reading, interpreting, and visualizing in 3D objects and spaces by offering exercises in sketching, perspective, orthographic projections, isometric drawings, and manual rendering practices. Relevant for those interested in architecture and its history, sculpture, and such spatial practices as installations and public art.

### **136X. Culture of Architecture: Perception and Analysis of the Built Environment**

(4) YEGUL

*Prerequisite: not open to freshmen.*

Introduces the student to a first-hand experience of the built-environment through perception and analysis of design; understanding historical, theoretical, technical and artistic structures that shape and sustain the culture of architecture.

### **136Y. Modern Architecture in Southern California, C. 1890s to the Present**

(4) WELTER

*Prerequisite: not open to freshmen.*

*Recommended preparation: Art History 5A and/or 6F.*

Critically analyzes the changing definitions of modern architecture in Southern California from the 1890s to the present, focusing on the work of architects like Green and Greene, R.M. Schindler, and R. Neutra, as well as the Case Study Houses.

### **137AA-ZZ. Special Topics in Architecture**

(4) STAFF

*Prerequisite: not open to freshmen.*

*May be repeated for credit to a maximum of 12 units provided letter designations are different. Special topics in architecture.*

A. History of Landscape Gardens

### **138B. Contemporary Photography**

(4) KELLER

*Prerequisite: not open to freshmen.*

American and European post-World War II photography considered as a living art form.

### **138C. Social Documentary Photography**

(4) KELLER

*Prerequisite: not open to freshmen.*

The course traces the interrelationship between photographic art history and social history. Topics include American Indian tribes, metropolitan slums, Dust Bowl farm conditions, and present-day minorities such as Blacks and women.

### **138D. History of Photography**

(4) KELLER

*Prerequisite: not open to freshmen.*

A critical survey of nineteenth- and twentieth-century photography, studied in cultural context with emphasis on images and the visions which produced them. Study of the relation between photography and art movements (impressionism, surrealism, photorealism, etc.).

### **138G. The Social Production of Art: Patrons, Dealers, Critics, Museums**

(4) KELLER

*Prerequisite: two prior upper-division courses in Art History.*

In contrast to the usual focus on the artist's activity, this course explores the crucial contributions made to the production of art by agencies such as markets, museums, exhibitions, reproductions, criticism, patronship, advertisement, etc.

### **139AA-ZZ. Special Topics in Photographic History**

(4) STAFF

*Prerequisite: not open to freshmen.*

*May be repeated for credit to a maximum of 12 units provided letter designations are different.*

Specialized classes exploring questions of methodology, as well as significant themes and major figures in the history of photography. Emphasis on intensive investigation of research issues as opposed to extensive period coverage.

### **140A. Portraiture**

(4) ADAMS

*Prerequisite: not open to freshmen.*

Examination of the traditions and functions of portraiture. Themes may include the creation of the self; art and propaganda; the self-portrait and artistic identity.

### **140B. Landscape Painting and Design**

(4) STAFF

*Prerequisite: not open to freshmen.*

An examination of the history and contexts of landscape painting. Themes will vary, but may include: landscape and ideology, work and recreation, urban and rural culture.

### **140E. Landscape Design History**

(4) STAFF

*Prerequisite: not open to freshmen.*

*May be repeated for credit to a maximum of 8 units.*

Explore the significance of landscape design through social, political, and artistic influences and interpret “humanity’s control over Nature” and how this affects our view of nature. Discover how and why landscape design canons were formed.

### **141A. Museum Practices and Techniques**

(4) ROBERTSON

*Prerequisite: Not open to freshmen; consent of instructor.*

*Not open for credit to student who have completed Art History 164C.*

Discussion of various aspects of museum work: management principles, the cataloging and care of art objects, exhibitions and acquisitions, administrative procedures, museum architecture. Specialist lectures and visits of museums and their facilities.

### **141B. Internship**

(1-4) STAFF

*Prerequisites: not open to freshmen; consent of instructor and department.*

*Students must have a 3.0 grade-point average.*

*May be repeated for credit to a maximum of 12 units (in Art History 141B, 141C, and 141E), but only 4 units count toward the major. Available P/INP only.*

Under supervision of art history faculty, students may obtain credit for work in a museum, gallery, or art related business. One hour per week per unit (total 30 hours/unit) internship, plus weekly meetings and final evaluation session. Written report required.

### **141C. Visual Technologies Internship**

(1-4) SPAFFORD

*Prerequisites: upper-division standing; consent of instructor and department.*

*Students must have a 3.0 GPA. May be repeated for credit to a maximum of 12 units (in Art History 141B, 141C and 141E), but only 4 units count toward the major. Available P/INP only.*

An internship in the Visual Resource Collection to develop skills in the visual technologies relevant to art history teaching and research. Three hours per week per unit (total 30 hours/unit), plus weekly meetings and final evaluation session. Written report required.



**141D. Birth of the Modern Museum****(4) PAUL***Prerequisite: not open to freshmen.*

Course examines the emergence and development of museums of art in eighteenth-century Europe, tracing their origins to the private collections from which they evolved and studying the practices, such as tourism, that stimulated their growth.

**141E. University Art Museum Internship****(1-4) STAFF***Prerequisites: not open to freshmen; consent of instructor and department.*

Students must have a 3.0 GPA. May be repeated for credit to a maximum of 12 units (in Art History 141B, 141C and 141E), but only 4 units count toward the major.

Under supervision of art history faculty, students may obtain credit for work in the University Art Museum, three hours per week per unit (total 30 hours/unit) internship, plus weekly meetings and final evaluation session. Written report required.

**143B. Feminism and Art History****(4) ADAMS, BIRMINGHAM, MONAHAN, SOLOMON-GODEAU***Prerequisite: not open to freshmen.*

Examination of both feminist critiques of Western representational practices and feminist interventions in art history. Topics to be determined by instructor.

**143C. Gender and Representation****(4) ADAMS, BIRMINGHAM, MONAHAN, SOLOMON-GODEAU***Prerequisite: not open to freshmen.*

Focus on the construction of gender identities through high art and popular media. Topics will vary with instructor.

**144A. The Avantgarde in Russia****(4) SPIEKER***Prerequisite: upper-division standing.*

Same course as Slavic 144A. Not open for credit to students who have completed Russian 144A.

The Russian avantgarde in its European context. The avantgarde and the revolution of 1917. Analysis of key figures and movements within the Russian avantgarde. Taught in English.

**144C. Contemporary Art in Russia and Eastern Europe****(4) SPIEKER***Prerequisite: upper-division standing.*

Same course as Slavic 144C. Not open for credit to students who have completed Russian 144C.

Study of central intellectual and aesthetic trends in the late Soviet period and in contemporary post-Soviet Russia and Eastern Europe. Analysis of literary texts and the visual arts. Taught in English.

**144D. Russian Art****(4) SPIEKER***Prerequisite: upper-division standing.*

Same course as Slavic 118. Not open for credit to students who have completed Russian 118.

Introduction to Russian art and aesthetic theory from the beginning to the present. Readings and lectures in English.

**145MC. The University: Microcosm of Knowledge****(4) MEADOW, ROBERTSON***Same course as Art History 45MC.*

Introduces undergraduates to the university as a place of knowledge production through a combination of lecture and hands-on field research. Topics include the history of universities and the change of disciplinary approaches to research, evidence, and knowledge.

**147AA-ZZ. Special Topics in Theory****(4) STAFF***Prerequisite: not open to freshmen.*

May be repeated for credit to a maximum of 12 units provided letter designations are different.

Special topics in theory.

**150. Art Historical Methods and Writing****(4) STAFF***Prerequisite: upper-division standing; consent of department.*

Art history's historiography and methods, and the development of writing skills for the art historian.

**184B. The City of Rome: Image and Ideology****(4) PAUL***Prerequisite: upper-division standing.*

The image and ideology of Rome as a cultural, political, and religious center as expressed in its art, architecture, and urban structure from antiquity to the present.

**184C. The Palace and Villa in Early Modern Europe****(4) PAUL***Prerequisite: upper-division standing.*

An examination of the ways in which the design and decoration of these building types relate to their functions as residences, museums, theatres of power, etc., and reflect particular ideologies. Works studies may or may not be regionally and chronologically delimited.

**185AA-ZZ. Special Topics in Art History****(4) STAFF***Prerequisite: not open to freshmen.*

May be repeated for credit to a maximum of 12 units provided letter designations are different.

Special topics in the history of art and architecture.

**186A. Seminar in Ancient Greek Art****(4) STAFF***Prerequisite: upper-division standing.*

May be repeated for credit to a maximum of 8 units with different topic. Open only to Art History majors during Pass 1.

Advanced studies in ancient Greek art. Topics will vary. This course requires weekly readings and discussion, and the writing of a research seminar paper.

**186B. Seminar in Greek and Roman Archaeology/Architecture****(4) YEGÜL***Prerequisite: upper-division standing.*

May be repeated for credit to a maximum of 8 units with different topic. Open only to Art History majors during Pass 1.

Advanced studies in Greek and Roman archaeology and architecture. Emphasis on classical heritage of Asia Minor (Turkey). Topics will vary. This course requires weekly readings and discussion, and the writing of a research seminar paper.

**186C. Seminar in Medieval Art****(4) STAFF***Prerequisite: upper-division standing.*

May be repeated for credit to a maximum of 8 units with different topic. Open only to Art History majors during Pass 1.

Advanced studies in medieval art. Topics will vary. This course requires weekly readings and discussion, and the writing of a research seminar paper.

**186D. Seminar in Medieval Architecture****(4) ARMI***Prerequisite: upper-division standing.*

May be repeated for credit to a maximum of 8 units with different topic. Open only to Art History majors during Pass 1.

Advanced studies in medieval architecture. Topics will vary. This course requires weekly readings and discussion, and the writing of a research seminar paper.

**186E. Seminar in Fifteenth and Sixteenth Century Northern European Art****(4) MEADOW***Prerequisite: upper-division standing.*

May be repeated for credit to a maximum of 8 units with different topic. Open only to Art History majors during Pass 1.

Advanced studies in fifteenth and sixteenth century Northern European art. Topics will vary. This course requires weekly readings and discussion, and the writing of a research seminar paper.

**186F. Seminar in Fifteenth and Sixteenth Century Southern Renaissance****(4) WILLIAMS***Prerequisite: upper-division standing.*

May be repeated for credit to a maximum of 8 units with different topic. Open only to Art History majors during Pass 1.

Advanced studies in fifteenth and sixteenth century southern renaissance art. Topics will vary. This course

requires weekly readings and discussion, and the writing of a research seminar paper.

**186G. Seminar in Seventeenth Century Northern European Art****(4) ADAMS***Prerequisite: upper-division standing.*

May be repeated for credit to a maximum of 8 units with different topic. Open only to Art History majors during Pass 1.

Advanced studies in seventeenth century Northern European visual culture. Topics will vary. This course requires weekly readings and discussion, and the writing of a research seminar paper.

**186H. Seminar in Seventeenth Century Southern European Art****(4) STAFF***Prerequisite: upper-division standing.*

May be repeated for credit to a maximum of 8 units with different topic. Open only to Art History majors during Pass 1.

Advanced studies in seventeenth century art. Topics will vary. This course requires weekly readings and discussion, and the writing of a research seminar paper.

**186I. Seminar in Eighteenth Century Art****(4) BIRMINGHAM***Prerequisite: upper-division standing.*

May be repeated for credit to a maximum of 8 units with different topic. Open only to Art History majors during Pass 1.

Advanced studies in eighteenth century art. Topics will vary. This course requires weekly readings and discussion, and the writing of a research seminar paper.

**186J. Seminar in Nineteenth Century Modern Art****(4) STAFF***Prerequisite: upper-division standing.*

May be repeated for credit to a maximum of 8 units with different topic. Open only to Art History majors during Pass 1.

Advanced studies in nineteenth century modern art. Topics will vary. This course requires weekly readings and discussion, and the writing of a research seminar paper.

**186K. Seminar in Twentieth Century Modern Art****(4) STAFF***Prerequisite: upper-division standing.*

May be repeated for credit to a maximum of 8 units with different topic. Open only to Art History majors during Pass 1.

Advanced studies in twentieth century modern art. Topics will vary. This course requires weekly readings and discussion, and the writing of a research seminar paper.

**186L. Seminar in Art of the Americas****(4) STAFF***Prerequisite: upper-division standing.*

May be repeated for credit to a maximum of 8 units with different topic. Open only to Art History majors during Pass 1.

Advanced studies in the art of the Americas. Topics will vary. This course requires weekly readings and discussion, and the writing of a research seminar paper.

**186M. Seminar: Problems in the History of Chicano Art****(4) STAFF***Prerequisite: upper-division standing.*

May be repeated for credit to a maximum of 8 units with different topic. Open only to Art History majors during Pass 1.

Not open for credit to students who have completed Chicano Studies 195.

An examination of definitions of Chicano and Chicana art. Students conduct primary research and analyze the pluralistic facets of Chicana and Chicano art, artists, and art criticism within the context of mainstream American art, institutions, and culture.

**186N. Seminar in African Art****(4) STAFF***Prerequisite: upper-division standing.*

May be repeated for credit to a maximum of 8

units with different topic. Open only to Art History majors during Pass 1.

Advanced studies in African art. Topics will vary. This course requires weekly readings and discussion, and the writing of a research seminar paper.

**186O. Seminar in Latin American Art**

(4) STAFF

*Prerequisite: upper-division standing.*

May be repeated for credit to a maximum of 8 units with different topic. Open only to Art History majors during Pass 1.

Advanced studies in Latin American art. Topics will vary. This course requires weekly readings and discussion, and the writing of a research seminar paper.

**186P. Seminar in Pre-Columbian/Colonial**

(4) PETERSON

*Prerequisite: upper-division standing.*

May be repeated for credit to a maximum of 8 units with different topic. Open only to Art History majors during Pass 1.

Advanced studies in pre-Columbian/colonial art. Topics will vary. This course requires weekly readings and discussion, and the writing of a research seminar paper.

**186Q. Seminar in Islamic Art and Architecture**

(4) KHOURY

*Prerequisite: upper-division standing.*

May be repeated for credit to a maximum of 8 units with different topic. Open only to Art History majors during Pass 1.

Advanced studies in Islamic art and architecture. Topics will vary. This course requires weekly readings and discussion, and the writing of a research seminar paper.

**186R. Seminar in Asian Art**

(4) STURMAN, WATTLES

*Prerequisite: upper-division standing.*

May be repeated for credit to a maximum of 8 units with different topic. Open only to Art History majors during Pass 1.

Advanced studies in Asian art. Topics will vary. This course requires weekly readings and discussion, and the writing of a research seminar paper.

**186RS. Seminar in Chinese Art**

(4) STURMAN

*Prerequisite: upper-division standing.*

Advanced studies in Chinese art. Topics vary. Requires weekly readings and discussion, and the writing of a research seminar paper.

**186RW. Seminar in Japanese Art**

(4) WATTLES

*Prerequisite: upper-division standing.*

Advanced studies in Japanese art. Topics vary. Requires weekly readings and discussion, and the writing of a research seminar paper.

**186S. Seminar in Architectural History**

(4) WITTMAN

*Prerequisite: upper-division standing.*

May be repeated for credit to a maximum of 8 units with different topic.

Advanced studies in architectural history. Topics will vary. This course requires weekly readings and discussion, and the writing of a research seminar paper.

**186T. Seminar in Photographic History**

(4) KELLER

*Prerequisite: upper-division standing.*

May be repeated for credit to a maximum of 8 units with different topic.

Advanced studies in photographic history. Topics will vary. This course requires weekly readings and discussion, and the writing of a research seminar paper.

**186U. Seminar: Genres**

(4) STAFF

*Prerequisite: upper-division standing.*

May be repeated for credit to a maximum of 8 units with different topic.

Advanced studies in art historical genres. Topics will vary. This course requires weekly readings and discussion, and the writing of a research seminar paper.

**186V. Seminar: Theory**

(4) STAFF

*Prerequisite: upper-division standing.*

May be repeated for credit to a maximum of 8 units with different topic.

Advanced studies in art theory. Topics will vary. This course requires weekly readings and discussion, and the writing of a research seminar paper.

**186W. Seminar: Historiography**

(4) STAFF

*Prerequisite: upper-division standing.*

May be repeated for credit to a maximum of 8 units with different topic.

Advanced studies in historiography. Topics will vary. This course requires weekly readings and discussion, and the writing of a research seminar paper.

**186X. Seminar in Modern Design**

(4) ARMI

*Prerequisite: upper-division standing.*

May be repeated for credit to a maximum of 8 units with different topic.

Industrial design, graphic arts, fashion and architecture in America after World War II. Students give oral reports and write a paper on a topic in the history of twentieth-century commercial design.

**186Y. Seminar in Architecture and Environment**

(4) WELTER

*Prerequisite: upper-division standing.*

May be repeated for credit to a maximum of 8 units.

Advanced studies in architecture and environment. Topics vary including active archival research. The course requires weekly readings and discussions, and the writing of a research seminar paper.

**186Z. Museology**

(4) STAFF

*Prerequisites: upper-division standing; art history majors only.*

May be repeated for credit to a maximum of 12 units.

Examines the institutional museum from historical and theoretical perspectives. Among issues explored in the seminar are museums and ritual, museums and citizenship, how museums shape visitors' experiences and museums as sites of ethnic, political and cultural contestation.

**194S. Student Facilitated Group Studies Project**

(1-5) STAFF

*Prerequisites: upper-division standing; consent of instructor and department.*

Students must have a cumulative 3.0 for the preceding 3 quarters.

Recommended preparation: two upper-division art history courses.

Independent Art History research conducted under the guidance of Art History faculty. Topic and scope varies, to be specified by student and supervisory faculty member prior to registration.

**198. Independent Readings in Art History**

(1-5) STAFF

*Prerequisite: consent of instructor.*

Students must have a minimum 3.0 grade-point average for the preceding three quarters.

May be taken for a maximum of 5 units per quarter and can be repeated to a maximum of 12 units. Students are limited to 30 units total in all 98/99/198/199/199DC/199RA courses combined.

Intended for students who know their own reading needs. Normally requires regular meetings with the instructor.

**199. Independent Studies**

(1-5) STAFF

*Prerequisites: upper-division standing; completion of two upper-division courses in art history; consent of instructor and department.*

Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.

Advanced individual problems.

**199RA. Undergraduate Research Assistant**

(1-5) STAFF

*Prerequisites: upper-division standing; completion of two upper-division courses in art history; consent of*

*instructor and department.*

Student must have a 3.0 cumulative grade-point average and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.

**GRADUATE COURSES**

**200A-B. Proseminar: Introduction to Art-Historical Methods**

(4-4) STAFF

*Prerequisites: graduate standing; open to Art History majors only.*

Required of all first-year M.A. and Ph.D. students.

Introduction to art-historical methods, with emphasis on the historical development of current practices, critical theory, debates within the field, and cross-disciplinary dialogues.

**251B. Seminar: Topics in African Arts in Context**

(4) OGBEICHE

*Prerequisite: graduate standing.*

Special research in African art.

**252B. Seminar: Topics in Roman Architecture and Urbanism**

(4) YEGÜL

*Prerequisite: graduate standing or senior art history majors with consent of instructor.*

Special research in Roman and late antique architecture.

**253D. Seminar: Topics in Medieval Architecture**

(4) ARMI, AYRES

*Prerequisite: graduate standing.*

Special research in Romanesque and/or Gothic architecture.

**253E. Seminar in Romanesque Architecture and Sculpture**

(4) ARMI

*Prerequisite: graduate standing.*

Seminar on major topics and problems in the monumental arts of the eleventh and twelfth centuries in Europe.

**254. Seminar: Topics in Pre-Columbian/Colonial Latin American Art**

(4) PETERSON

*Prerequisite: graduate standing.*

Special research in pre-Columbian and colonial Latin American art topics.

**255A. Seminar: Topics in Italian Renaissance Art**

(4) WILLIAMS

*Prerequisite: graduate standing.*

Special research in Renaissance art.

**255D. Seminar: Topics in Early Modern Art in Northern Europe**

(4) MEADOW

*Prerequisite: graduate standing.*

Special research in northern Renaissance figurative arts of the fifteenth and/or sixteenth centuries.

**257A. Seminar: Topics in Seventeenth-Century Art**

(4) ADAMS

*Prerequisite: graduate standing.*

Special topics in seventeenth-century art.

**258A. Seminar: Topics in Eighteenth-Century Art**

(4) BERMINGHAM

*Prerequisite: graduate standing.*

Special research in eighteenth-century art with special emphasis on painting and prints.

**259A. Seminar: Topics in Nineteenth-Century European Art**

(4) BERMINGHAM, SOLOMON-GODEAU

*Prerequisite: graduate standing.*

Special research in nineteenth-century art.

**260D. Seminar: Topics in European Art of the Twentieth Century**

(4) MONAHAN, SOLOMON-GODEAU

*Prerequisite: graduate standing.*

Special research in twentieth-century art.

**261A. Seminar: Topics in American Art**

(4) ROBERTSON

Special research in American painting and

sculpture, 1700 to 1950.

**265. Seminar: Topics in Architectural History**

(4) YEGÜL, CHATTOPADHYAY, WITTMAN  
Prerequisite: graduate standing.

Special research in the history of architecture.

**266. Seminar: Topics in Modern Architecture**

(4) YEGUL, WITTMAN, WELTER  
Prerequisite: graduate standing.

Special research on problems of nineteenth- and twentieth-century European or American architecture.

**267. Topics in Architecture and Environment**

(4) WELTER  
Prerequisite: graduate standing.

Critically analyzes topics arising out of the interrelationship of architecture and the environment. Focus is on architectural historical, theoretical, and aesthetic issues.

**268. Architectural Historical Surveys of Santa Barbara**

(4) WELTER  
Prerequisite: graduate standing.

Undertakes architectural historical surveys of selected buildings in Santa Barbara. Weekly sessions focus on research methodologies, evaluation of archival resources, analysis of historical sources, and the presentation of research results.

**275B Seminar: Topics in Islamic Architecture**

(4) KHOURY  
Prerequisite: graduate standing.

Special research in Islamic architecture.

**275E. Seminar: Topics in Islamic Art**

(4) KHOURY  
Prerequisite: graduate standing.

Special topics in Islamic art and/or architecture. Topics will vary.

**275X. Advanced Readings in Arabic Texts**

(1) KHOURY  
Prerequisite: graduate standing.

Primary source-text readings to accompany graduate seminars Art History 275B and 275E.

**282A. Seminar: Topics on East Asian Art**

(4) STURMAN  
Prerequisite: graduate standing.

Research on select problems on the arts of China, Japan, or Korea.

**282B. Seminar: Topics of Japanese Art**

(4) WATTLES  
Prerequisite: graduate standing.

Special research on the art of Japan.

**291B. Seminar: Topics in Gender and Representation**

(4) ADAMS, BERMINGHAM, MONAHAN, SOLOMON-GODEAU  
Prerequisite: graduate standing.

Same course as Women's Studies 291B.

Course will focus on the construction of gender identities through high art and popular media, the construction of femininities and masculinities through images and the significance of gender as a basic representational category. Topics will vary.

**292E. Seminar: Topics in Comparative Studies**

(4) STAFF  
Prerequisite: graduate standing.

Research seminar in comparative studies in art and architectural history. Issues and topics vary, but focus on methodological and epistemological implications of analysis across established geographical, national, cultural, and/or period boundaries.

**294. Seminar in Museum Practices**

(4) ROBERTSON, MEADOW  
Prerequisite: graduate standing

May be repeated for credit.

Methods in museum practice. Content will vary according to museum program and art exhibition involved. (S)

**295. Seminar: Advanced Readings in Art History**

(4) STAFF

Prerequisites: graduate standing; consent of instructor; department approval.

Source readings for graduate students.

Independent reading and research in connection with an undergraduate lecture course.

**296A. Theories of the Modern**

(4) SPIEKER  
Prerequisite: graduate standing.

Same course as German 270.

Analysis of theories and critiques of modernism and modernity from Benjamin Adorno and Derrida, with special focus on the historical avantgarde.

**296B. Seminar: Topics in Modern Art**

(4) SPIEKER  
Prerequisite: graduate standing.

Special topics in the history of modern art.

**297. Seminar: Getty Consortium**

(4) STAFF  
Prerequisites: graduate standing; by application only.  
Special graduate seminar offered at the Getty Research Institute in Los Angeles, involving faculty and graduate students from the five graduate programs in Art History of Visual Studies located in southern California.

**500. Apprentice Teaching**

(1-4) STAFF  
Prerequisites: graduate standing; consent of instructor; department approval.

No unit credit allowed toward degree.

For teaching assistants, course includes directed readings, instruction in use of visual aids, pedagogical techniques, design of materials for discussion sections, and methodological analyses. Attendance at lectures in the course to which the teaching assistant is assigned is a requirement.

**502. Graduate Symposium in Art History**

(1-4) STAFF  
Prerequisites: graduate standing; department approval.  
No unit credit allowed toward degree.

Under the supervision of the graduate advisor and individual faculty advisors, directed study in presentation techniques, bibliographical and publication methods, and professional outreach.

**550. Tools for Art Historical Research**

(1-4) STAFF  
Prerequisites: graduate standing; department approval.

No credit allowed toward degree.

Audit credit for courses in other departments needed to build a base for graduate research, or extra curricular work, such as museum internship.

**595. Group Studies**

(1-12) STAFF  
Prerequisites: graduate standing; consent of instructor and department approval.

Informal reading and discussion.

**596. Independent Study**

(1-8) STAFF  
Prerequisites: graduate standing; consent of instructor and department approval.

Individual tutorial. A written proposal must be approved by the department chair.

**597. Reading for Examination**

(1-12) STAFF  
Prerequisites: graduate standing; consent of instructor and department approval.

Ph.D. students are limited to 12 units.

Preparation for terminal M.A. or for Ph.D. examinations.

**598. Master's Thesis Preparation**

(1-12) STAFF  
Prerequisites: graduate standing; consent of instructor and department approval.

No credit allowed toward degree. For Plan I students only.

Master's Thesis research and preparation.

**599. Ph.D. Dissertation Preparation**

(1-12) STAFF  
Prerequisites: graduate standing; consent of instructor and department approval.

Dissertation research and preparation.

# Interdisciplinary Studies

Interdisciplinary Studies  
Office of Student Academic Affairs  
College of Letters and Science  
Cheadle Hall 1117  
Telephone: (805) 893-2038  
E-mail: rfletcher@ltsc.ucsb.edu

The major in interdisciplinary studies was created to provide a means for students to achieve particular intellectual goals that cannot be met by any existing major. Successful interdisciplinary studies majors are those that carry a coherent theme across a group of three or more departments—a theme that cannot easily be examined within a single major or double-major format. Students are urged to consult with a college advisor early in their academic careers for assistance in formulating their objectives within the major and in identifying the courses at UCSB which will best fulfill those goals.

Students wishing to enter the major must draw up a proposed program of study in three separate departments according to the requirements listed below. (At least one-half of the units required for the interdisciplinary studies major must be in departments that offer a departmental major in the college.) After approval by the chairs of the selected departments and review by a college advisor, the proposal is submitted to a college dean appointed by the executive committee of the College of Letters and Science, which has sole authority for approving admission to the major. The dean evaluates proposals according to a combination of the following criteria: (1) overall coherence and academic integrity of the proposed set of courses to be taken in each department; and (2) rationale for the choice of major departments, as explained in a statement of purpose submitted by the student. The program approved by the dean constitutes a contract and may be altered only by petition.

Applications for admission to the major are available in the college office, Cheadle Hall 1117. The entire process of admission—from first picking up application papers to final approval by the dean—can take several weeks. Interested students are advised, therefore, to begin the process by the beginning of their junior year. Applicants to this program are normally not admitted as freshmen. Admission to the major in the senior year is not encouraged and will be granted only in exceptional circumstances.

The interdisciplinary studies major does not exempt prospective teaching credential candidates from the California Subject Examinations for Teachers (CSET). Students interested in UCSB's credential requirements are urged to consult the Credential Services Office in the Gevirtz Graduate School of Education in Phelps Hall 2517 as soon as possible.

Students who intend to pursue graduate or professional studies are urged to consult advisors in their proposed fields to determine the prerequisites for admission to the desired graduate programs. The specific areas of emphasis within interdisciplinary studies will not be noted on student transcripts.

## Undergraduate Program

### Bachelor of Arts— Interdisciplinary Studies

**Preparation for the major.** A minimum number of lower-division courses as specified by each of the three selected departments must be completed. A list of the current requirements for each department may be obtained at department offices or the college office, Cheadle Hall 1117. At the time of application for the major, the student must have earned a grade-point average of at least 2.0 in each academic department making up the major. Interdisciplinary studies majors are required to complete all college and university degree requirements, including the General Education Program.

**Upper-division major.** Students must complete 56 upper-division units, selected from three departments in the College of Letters and Science, with at least 16 units in each department. The senior thesis or research project requirement is included in the 56 upper-division units. Some departments allow only a restricted number of their upper-division courses to be applied to this major. Students should ask at the office of prospective departments, or the college office, for a current list of courses that will be accepted for the interdisciplinary studies major. Upper-division courses which are accepted in transfer from other four-year colleges and universities will be accepted for major credit in appropriate departments only if they conform to courses approved for the major in that department. Different foreign languages are considered to be in different departments. Economics 109 and Mathematics 100A-B may be acceptable in the preparation for the major, but cannot be applied to the upper-division major. No more than 12 units of performance courses (Dance 149, Theater 149, Music Performance Laboratories, or equivalent transfer courses) can apply to the major, and no more than 4 units of such courses may be applied from any single department. Courses which are to be applied to the major may not be taken on a passed/not passed basis.

**Senior thesis or research project requirement.** As a means of tying together the various strands of their study in a coherent and academically significant fashion, interdisciplinary studies majors are required to complete at least one 4-unit course in one of the three selected departments as a senior thesis or research project. A list of suitable courses is available at department offices and the college office.

## Interdisciplinary Courses

*Interdisciplinary courses are either sponsored by the College of Letters and Science or by academic departments in the college. The courses present opportunities to study certain broad topics from perspectives which cross traditional departmental lines. Many of the courses are team taught, and all encourage examination of issues using a variety of different methodologies.*

### LOWER DIVISION

#### 1. Introduction to Library Research

(1) STAFF

Available PINP only.

Course designed to assist undergraduate students in learning how to use library resources effectively. Classwork emphasizes applied experience with finding and evaluating information, especially through use of library catalogs, journal indexes, and Internet resources.

#### 15. General Computing Skills

(4) KOSELUK

Prerequisite: lower-division standing.

Introduction to the use of micro-computers in language and literature as well as general computer literacy for all students. Hands on lab instruction. Involves the major aspects of computing essential for university level work.

#### 20. Introduction to the University Experience

(3) STAFF

Prerequisite: freshman standing.

Not open to students who have completed Sociology 10.

A course designed to introduce first year students to the university. Topics include: the university as a community of scholars, student sub-culture, student rights, university and community, university as policy, personal growth in college.

#### 64. Career Development and Decision Making Theory and Practice

(2) STAFF

Prerequisite: freshman standing.

Provides an overview of theoretical constructs of career development and practical applications from college across the lifespan. Through lectures, readings, discussions, and projects, the course assists students in developing an effective life plan while exploring majors at college and career choices.

#### 90M. Research and Professional Development for McNair Scholars

(2) SCHNEIDER, B

Prerequisite: Admission to McNair Scholars Program.

Introduction to research skills for faculty-mentored research projects for McNair Scholars in the sciences, humanities, and social sciences. Lectures, discussions, faculty visits and presentation of research in McNair Symposium are included. (M)

#### 91. Interdisciplinary Issues in Aquatic Sciences and Policy

(1-5) POLNE-FULLER

Prerequisite: consent of instructor.

A seminar-style course examining biological, environmental, political, and economic issues in aquatic topics, including oceanography, marine pharmacology and biotechnology, coastal geology and coastal processes, fisheries, and ocean policy.

#### 92B. Introduction to Shoreline Preservation: Research and Writing

(2-4) POLNE-FULLER

May be repeated for credit to a maximum of 8 units.

Familiarize students with the conventions of scientific research and writing. Students interact with researchers studying shoreline preservation and environmental issues. Weekly lectures, discussions, lab experiences or field trips are included.

#### 93LS. Introduction to Research in the Social, Life, and Physical Sciences

(1-5) POLNE-FULLER

Prerequisite: consent of instructor.

Introduction to college level research experiences in the social, life or physical sciences. Students participate in research in UCSB laboratories and learn to use tools and techniques in an organized laboratory class setting.

#### 93S. Readings and Lectures in the Social, Life, and Physical Sciences

(4) POLNE-FULLER

Prerequisite: consent of instructor.

Introductory course for students interested in research in the social, life or physical sciences. Students read papers written by and about recent research at UCSB and meet with researchers to discuss their research tools and concepts.

#### 94AA-ZZ. Freshman Seminars

(1) STAFF

Prerequisite: freshman standing.

Students may earn a maximum of 3 units from all INT 94AA-ZZ courses. No seminars with the same suffix (AA-ZZ) may be repeated.

Selected topics of interest to students pursuing various degrees in the College of Letters and Science. Small group discussions which emphasize active class participation. Topics will vary each quarter.

#### 95. The Modern Research University: Pathways to Discovery and Creativity

(1) GALLUCCI

Prerequisite: freshman standing.

Introduces students to the nature of research in the various disciplines represented at UCSB through weekly lectures by faculty artists, engineers, humanists, scientists, and social scientists who speak about their creative or scholarly research projects.

### UPPER DIVISION

#### 100AA-ZZ. Topics in Advanced Library Research

(2) STAFF

Prerequisite: not open to freshmen.

May be repeated for credit provided the letter designation is different.

Recommended preparation: Interdisciplinary 1.

Students critically examine the complex range of research tools within a specified area. Students should be concurrently enrolled in a course with a related research project requirement. Course focus is determined by the instructor and announced by the library.

#### 150. Voices of the Stranger

(4) STAFF

Portrayals and analyses of the diversity of ethnic, racial, cultural, and religious experience in the United States in the contemporary era.

#### 180AA-ZZ. Special Topics at Washington Center

(4) STAFF

Prerequisites: upper-division standing; consent of instructor; acceptance to Washington Center.

Courses offered to exploit special opportunities available at the Washington Center. Subject and topics vary.

#### 184AA-ZZ. Honors Forum: Special Topics

(2-4) STAFF

Prerequisites: upper-division standing; enrollment in Letters and Science Honors Program.

May be repeated for credit to a maximum 16 units provided letter designations are different.

An interdisciplinary approach to topics of national and world concerns. Readings will be assigned from several disciplinary perspectives.

#### 185AA-ZZ. Interdisciplinary Humanities Seminar

(1-4) STAFF

Prerequisite: upper-division standing.

May be repeated for credit to a maximum 16 units provided letter designations are different.

Seminar hosted by the Interdisciplinary Humanities Center (IHC) and focused on selected topics, texts, theories, and/or methods in the humanities. See IHC Web site ([www.ihc.ucsb.edu](http://www.ihc.ucsb.edu)) for current listings.

#### 190MA. Junior Seminar for McNair Scholars

(1) SCHNEIDER, B

Prerequisite: Admission to McNair Scholars Program; junior standing.

Repeat Comments: Course can be taken in fall, winter, spring of junior year for a maximum of three units.

Development of proposals for research in collaboration with faculty and McNair staff. Group discussion of research approaches, post-baccalaureate career preparation, and planning for entrance to doctoral study.

#### 190MB. Senior Seminar for McNair Scholars

(2) SCHNEIDER, B

Prerequisite: Admission to McNair Scholars Program; senior standing.

Repeat Comments: Course can be taken in fall, winter, and spring of senior year for a maximum of 6.0 units.

Students gain familiarity with the key elements of the graduate school application process, apply to selected graduate schools, engage in collaborative reading and writing, and prepare research for presentation at academic and professional meetings. (F, W, S)

**192B. Introduction to Shoreline Preservation: Research and Writing**  
(2-4) POLNE-FULLER

*May be repeated for credit to a maximum of 8 units.*

Familiarize students with the conventions of scientific research and writing. Students interact with researchers studying shoreline preservation and environmental issues. Weekly lectures, discussions, lab experiences or field trips are included.

**192DC. Washington Center Internship**  
(4-8) STAFF

*Prerequisites: upper-division standing; consent of instructor; acceptance to Washington Center.*

Courses designed for students to obtain credit for internship while at the Washington Center.

**192SA. Sacramento Center Internship**  
(4-8) STAFF

*Prerequisites: upper-division standing; consent of instructor; acceptance to Sacramento Center.*

*May be repeated for credit to a maximum of 8 units.*

Courses designed for students to obtain credit for internship while at the UC Sacramento Center.

**193SA. Seminar in California Issues**  
(4) STAFF

*Prerequisites: upper-division standing; consent of instructor; acceptance to Sacramento Center.*

*May be repeated for credit to a maximum of 8 units.*

Intensive study of important issues in contemporary and historical California. Topics vary by quarter.

**199DC. Independent Research at Washington Center**  
(4) STAFF

*Prerequisites: upper-division standing; consent of instructor; acceptance to Washington Center.*

*May be repeated for credit to a maximum of 8 units. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

Independent research for those enrolled in the Washington Center. Enrolled students complete a research project related to the students' internship and drawing on the special resources of the Washington area.

**199SA. Independent Research at Sacramento Center**  
(4) STAFF

*Prerequisites: upper-division standing; consent of instructor; acceptance to Sacramento Center.*

*May be repeated for credit to a maximum of 8 units. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

Independent research for those enrolled in the UC Sacramento Center. Enrolled students complete a research project related to the students' internship and drawing on the special resources of the Sacramento area.

**GRADUATE COURSES**

**200A-B-C. Seminar in Cognitive Science**  
(2-2-2) STAFF

*Prerequisites: graduate standing; consent of instructor.*

A. Overview and introduction to topics in cognitive science.

B. Colloquium speakers in cognitive science.

C. Student presentations in cognitive science.

**201AA-ZZ. Graduate Humanities Seminar**  
(4) STAFF

*Prerequisite: graduate standing.*

Graduate seminar hosted by the Interdisciplinary Humanities Center (IHC) on topics, texts, theories, and methods in the humanities. See the IHC Web site for current listings ([www.ihc.ucsb.edu](http://www.ihc.ucsb.edu)).

**210. IGERT Seminar in Interactive Digital Multimedia**

(2) MANJUNATH

*Prerequisites: graduate standing; consent of instructor.*

Presentations by faculty, students, and visiting lecturers on topics related to interactive digital multimedia.

**223A. Educational Hypermedia and Multimedia**

(4) CHUN

*Prerequisite: graduate standing.*

Examination of educational rationales for the design of hypermedia applications. Students evaluate existing programs and apply principles of learning with media to the development of their own projects using tools to acquire and manipulate text, images, sound, and video.

**223B. Educational Hypermedia and Multimedia**

(4) CHUN

*Prerequisite: graduate standing.*

Continuation of Interdisciplinary 223A. Further investigation of teaching and learning with media, design of hypermedia applications, and evaluation of their usability and effectiveness.

**223C. Technology and Second Language Acquisition**

(4) CHUN

Examines research on the theory and practice of using digital media and the Internet for teaching and learning second languages and cultures; discusses principles for the design and development of multimedia courseware.

**256. Interdisciplinary Collaborative Project**

(4) STAFF

*Same course as MAT 256.*

A team-taught course with goals to foster engineering-level research in conjunction with the experimental approach of the visual arts. Course consists of team-based production for the realization of a multimedia project. Emphasis of the course is to develop skills in interdisciplinary production, concept development and problem solving methodologies.

**259. The Aesthetics of Algorithmic Visualizations**

(4) LEGRADY

*Same course as MAT 259.*

Project-based course focused on aesthetics of algorithmic visualization. An overview of designing still and time-based visualizations with historical and contemporary perspectives resulting in large scale prints, digital video, or computer generated realtime visualization. Emphasis on implementation of algorithmic expressions.

**262A. Applied Linguistics**

(4) CHUN

*Prerequisite: graduate standing.*

*Same course as German 262A.*

Overview of the basic theoretical principles of second language acquisition as they apply to language teaching and learning. Discussion of different methodologies of foreign language teaching and the history of those used in the U.S.; special emphasis on current methodologies.

**262B. Second Language Acquisition**

(4) CHUN

*Prerequisite: graduate standing.*

*Same course as German 262B.*

Overview of second language acquisition theories from a range of perspectives (e.g., psychology, linguistics, cognitive science, sociology). Focus on adult SLA including role of the native language, universal grammar, acquisition vs. learning, interlanguage, input and interaction, learner processes and strategies.

**420. Grant Writing for the Humanities, Fine Arts & Social Sciences**

(2) UNRUH, WALKER

*Prerequisite: graduate standing.*

The fundamentals of grant writing for arts, humanities and social science students. Learn and practice techniques with IHC staff for identifying funding sources and writing successful proposals. Students produce a working application for funding their dissertation. (W)

**592. Research Seminar in Human Development**

(1) STAFF

*Prerequisite: acceptance to Interdisciplinary Development Program; graduate standing; consent of instructor.*

Special interest group research seminar in human development.

**594AA-ZZ. Directed Reading and Research**

(1-4) STAFF

*Prerequisites: graduate standing; consent of instructor.*

In-depth consideration of interdisciplinary humanistic topics, issues, and concerns through tutorial format. Students may affiliate with Interdisciplinary Humanities Center's Research Focus Groups ([www.ihc.ucsb.edu/research](http://www.ihc.ucsb.edu/research)).

**Other Interdisciplinary Courses**

Medieval Studies: see 199

Renaissance Studies: see 100 and 199

# Latin American and Iberian Studies

**Program in Latin American and Iberian Studies**  
Division of Humanities and Fine Arts  
Phelps Hall 4206

Telephone: (805) 893-3161

E-mail: [LAISDirector@lais.ucsb.edu](mailto:LAISDirector@lais.ucsb.edu)

Website: [www.lais.ucsb.edu](http://www.lais.ucsb.edu)

Program Director: Kathleen Bruhn

**Latin American and Iberian Studies Advisory Committee**

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Kathleen Bruhn, Ph.D. (Political Science)

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**João Camilo-Dos-Santos**, Ph.D. (Spanish and Portuguese)

**David L. Carr**, Ph.D. (Geography)

**Dolores Ines Casillas**, Ph.D. (Chicana and Chicano Studies)

**Jorge Luis Castillo**, Ph.D. (Spanish and Portuguese)

**Jorge Checa**, Ph.D. (Spanish and Portuguese)

**Dorothy M. Chun**, Ph.D. (Germanic, Slavic, and Semitic Studies)

**David A. Cleveland**, Ph.D. (Environmental Studies)

**Sarah Cline**, Ph.D. (History)

**Antonio Cortijo**, Ph.D. (Spanish and Portuguese)

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**Richard Durán**, Ph.D. (Graduate School of Education)

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**Pekka Hamalainen**, Ph.D. (History)

**Ellie Hernandez**, Ph.D. (Feminist Studies)

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**Jonathan X. Inda**, Ph.D. (Chicana and Chicano Studies)

**Suzanne Jill Levine**, Ph.D. (Spanish and Portuguese)

**Fernando López-Alves**, Ph.D. (Sociology)

**Juan Pablo Lupi**, Ph.D. (Spanish and Portuguese)

**Laura Marques-Pascual**, Ph.D. (Spanish and Portuguese)

**Ellen McCracken**, Ph.D. (Spanish and Portuguese)

**G. Cecilia Méndez**, Ph.D. (History)

**Viola Miglio**, Ph.D. (Spanish and Portuguese)

**Carlos Morton**, Ph.D. (Dramatic Art)

**Elide Oliver**, Ph.D. (Spanish and Portuguese)

**Juan-Vicente Palerm**, Ph.D. (Anthropology)

**Giorgio Perissinotto**, Ph.D. (Spanish and Portuguese)

**Jeannette Peterson**, Ph.D. (History of Art and Architecture)

**Sara Poot-Herrera**, Ph.D. (Spanish and Portuguese)

**Jason Duque Raley**, Ph.D. (Graduate School of Education)

**Eduardo Raposo**, Ph.D. (Spanish and Portuguese)

**Dwight F. Reynolds**, Ph.D. (Religious Studies)

**William Robinson**, Ph.D. (Sociology)

**David P. Rock**, Ph.D. (History)

**Laura Romo**, Ph.D. (Graduate School of Education)

**Horacio N. Roque-Ramírez**, Ph.D. (Chicana and Chicano Studies)

**Chela Sandoval**, Ph.D. (Chicana and Chicano Studies)

**Katharina Schreiber**, Ph.D. (Anthropology)

**Denise Segura**, Ph.D. (Sociology)

**Harvey Sharrer**, Ph.D. (Spanish and Portuguese)

**Gabriela M. Soto Laveaga**, Ph.D. (History)

**Susan Stonich**, Ph.D. (Anthropology and Environmental Studies)

**Roberto Strongman**, Ph.D. (Black Studies)

**Ines Talamantez**, Ph.D. (Religious Studies)

**Amber Vanderwarker**, Ph.D. (Anthropology)

**Zaragoza Vargas**, Ph.D. (History)

**Barbara Voorhies**, Ph.D. (Anthropology)

**Casey Walsh**, Ph.D. (Anthropology)

**T**he Program in Latin American and Iberian Studies offers interdisciplinary training leading to the bachelor of arts and master of arts degrees. The undergraduate program is designed for students broadly interested in the following areas: culture and art, professional careers in business or government, teaching professions in fields such as language or social science, and further academic study of Latin America, Spain, or Portugal.

Latin American and Iberian studies may be taken as part of a double major in combination with another discipline such as global studies, history, anthropology, or economics, subject to an 8-unit limit on overlapping upper-division courses.

Students are encouraged to study abroad in Brazil, Chile, Costa Rica, Mexico, Portugal, or Spain through the university's Education Abroad Program. Transfer credit may be given for study at other universities in Latin America, Spain, or Portugal.

Subject to prior approval by the advisory committee, students may receive academic credit for an internship in an international or development agency or other relevant employment. The internship will be done in conjunction with an independent study course supervised by a faculty member.

### **Honors Program**

Seniors who have maintained a 3.6 grade-point average in courses in the major are eligible for the honors program. With approval of the director, students will select an advisor who will direct the project. In two quarters, the student will pursue research and writing on a topic of importance and complexity, resulting in an honors thesis.

Students with a bachelor's degree in Latin American and Iberian studies who are interested in pursuing a California Teaching Credential should contact the credential advisor in the Graduate School of Education as soon as possible.

### **Latin American and Iberian Studies Annual Lecture**

The advisory committee sponsors an annual lecture by a distinguished visiting lecturer.

## **Undergraduate Program**

### **Bachelor of Arts—Latin American and Iberian Studies**

**Preparation for the major.** Spanish 6, or Portuguese 6, or a written translation test from Spanish or Portuguese into English. Native-speaking knowledge of the language or credit in courses taken elsewhere demanding a comparable level of proficiency will be considered equivalent. LAIS10 or History 8 is a requirement in preparation for the major.

**Upper-division major.** A minimum of 40 units, including Latin American and Iberian Studies 100, 101 or 102 (4 units), at least 16 upper-division units in one of the four areas below, and the other 20 to be distributed among the other three areas, with a minimum of one course in each area.

The program is offering LAIS 101 (counts towards area 1 or area 3), LAIS 102 (counts towards area 2 or area 4), and LAIS 194AA-ZZ (counts towards area 1 or area 4).

#### **Area 1: Social Sciences**

Anthropology 102A, 102B, 104H, 122, 129MG, 130A-B-C, 133, 134, 135, 137, 139MG, 141, 146, 149, 150A-B-C, 163, 164, 184, 185, 194, 197; Black Studies 191AA-ZZ; Chicana/o Studies 117, 120, 132, 133, 134, 135, 138, 139, 140, 141, 142, 144, 150, 153, 154F, 160, 170A-B, 171, 172, 174, 176, 177, 178A, 189; Economics 114, 180, 181; Education 124; Environmental Studies 122NE, 130A-B-C; LAIS 101, 194AA-ZZ; Geography 155; Interdisciplinary 100LA; Linguistics 130, 175; Political Science 101, 105, 106, 109, 134, 147, 148A, 174; Portuguese 125A; Religious Studies 124, 126, 191A; Sociology 128, 130, 130GR, 130SW, 130LA, 134LA, 134R, 144, 155W, 156AB, 166W; Spanish 119A-B, 176, 177, 178.

#### **Area 2: Music, Art, Film and Drama**

Chicana/o Studies 119, 125B, 146, 147, 148, 149, 184C, 185, 186A-B, 188C, 189B; Film Studies 122CU, 122LA, 122MX, 126, 127, 161, 187RC, 190TN; LAIS 102, 194AA-ZZ; History of Art and Architecture 123A-B-C, 124AA-ZZ, 125A-B, 126AA-ZZ, 130A-B-C-D-E, 131AA-ZZ, 186L, 186M, 186O, 186P; Portuguese 128AA-ZZ; Spanish 126, 158, 159A-B, 174, Theater 180D-E, 181S.

#### **Area 3: History**

Chicana/o Studies 167, 168A-B-E-I-L-P-R-S, 184C, 191HR; History 151A-B-C-I-P, 151FQ, 153, 153L-P, 154 Q, 154LA-LB, 155A-B-E-P, 156A-B, 156I, 156P, 156Q, 156R, 157A-B-P, 168A-B-E-P-I-L-LA-LB-R; LAIS 101, Religious Studies 124R.

#### **Area 4: Literature and Language**

Black Studies 130A, Chicana/o Studies 137, 180, 181, 183, 184A-B; English 134CH; LAIS 102, 194AA-ZZ; Portuguese 102A-B, 105A-B-C, 106A-B-C, 115, 120AA-ZZ, 125A-B, 180, 183AA-ZZ, 184AA-ZZ, 185; Spanish 100, 101, 102A-B-C-L, 107, 109, 110A-B-C-D, 111A-B-C, 114A-B, 115B, 116, 119A-B, 120A-B, 121, 122A-B, 123A, 125, 130, 131, 132, 135, 136, 137A-B, 138, 139, 140A-B, 142A-B, 151A, 153, 154A-B, 156, 162, 175, 176, 177, 179, 181, 183AA-ZZ, 185, 186AA-ZZ, 187A-B, 188, 190, 194.

### Minor—Latin American and Iberian Studies

All courses to be applied to the minor must be completed on a letter-grade basis, including both courses offered in Latin American and Iberian studies and those offered by other departments and applied to the minor.

**Preparation for the minor.** Spanish 6 or Portuguese 6 or the equivalent\* (0-4 units) or a written translation test from Spanish or Portuguese into English; LAIS 10 or History 8 (4 units).

\* *Equivalents are defined as native-speaking knowledge of one of these languages or credit in courses demanding a comparable level of proficiency.*

**Upper-division minor:** Twenty-four upper-division units, distributed as follows:

- A. Latin American and Iberian Studies 100, 101 or 102 (4 units)
- B. Twenty upper-division units with at least one course in each of the following:

#### Area 1: Social Sciences

Anthropology 102A, 102B, 104H, 122, 129MG, 130A-B-C, 133, 134, 135, 137, 139MG, 141, 146, 149, 150A-B-C, 163, 164, 184, 185, 194, 197; Black Studies 191AA-ZZ; Chicana/o Studies 117, 120, 132, 133, 134, 135, 138, 139, 140, 141, 142, 144, 150, 153, 154F, 160, 170A-B, 171, 172, 174, 176, 177, 178A, 189; Economics 114, 180, 181; Education 124; Environmental Studies 122NE, 130A-B-C; Geography 155; Interdisciplinary 100LA; Latin American and Iberian Studies 101, 194AA-ZZ, Linguistics 130, 175; Political Science 101, 105, 106, 109, 134, 147, 148A, 174; Portuguese 125A; Religious Studies 124, 126, 191A; Sociology 128, 130, 130GR, 130LA, 130SW, 134LA, 134R, 144, 155W, 156AB, 166W; Spanish 119A-B, 176, 177, 178.

#### Area 2: Music, Art, Film, and Drama

Chicana/o Studies 119, 125B, 146, 147, 148, 149, 184C, 185, 186A-B, 188C, 189B; Film Studies 122CU, 122LA, 122MX, 126, 127, 161, 187RC, 190TN; History of Art and Architecture 123A-B-C, 124AA-ZZ, 125A-B, 126AA-ZZ, 130A-B-C-D-E, 131AA-ZZ, 186L, 186M, 186O, 186P; Latin American and Iberian Studies 102, 194AA-ZZ; Portuguese 128AA-ZZ; Spanish 126, 158, 159A-B, 174; Theater 180D-E, 181S.

#### Area 3: History

Chicana/o Studies 167, 168A-B-E, 191HR; History 151A-B-C-I-P, 151FQ, 153, 153L-P, 154Q, 154LA-LB, 155A-B-E-P, 156A-B-P, 156I, 156Q, 156R, 157A-B-P, History 168A-B-E-P, 168I-L-LA-LB-R; Interdisciplinary 100LA; Latin American and Iberian Studies 101; Religious Studies 124R.

#### Area 4: Literature and Language

Black Studies 130A, Chicana/o Studies 137, 180, 181, 183, 184A-B; English 134CH; Latin American and Iberian Studies 102, 194AA-ZZ; Portuguese 102A-B, 105A-B-C, 106A-B-C, 115, 120AA-ZZ, 125A-B, 180, 183AA-ZZ, 184AA-ZZ, 185, Spanish 100, 101, 102A-B-C-L, 107, 109, 110A-B-C-D, 111A-B-C, 114A-B, 115B, 116, 119A-B, 120A-B, 121, 122A-B, 123A, 125, 130, 131, 132, 135, 136, 137A-B, 138, 139, 140A-B, 142A-B, 151A, 153, 154A-B, 156, 162, 175, 176, 177, 179, 181, 183AA-ZZ, 185, 186AA-ZZ, 187A-B, 188, 190, 194.

Note: Substitutions and waivers are subject to ap-

proval by the chair of the department. Please see page 118 for special conditions governing minors in the College of Letters and Science.

### Graduate Program

In addition to program requirements, candidates for graduate degrees must fulfill the university degree requirements found in the chapter "Graduate Education at UCSB."

### Master of Arts—Latin American and Iberian Studies

The M.A. in Latin American and Iberian Studies is designed for students wishing to pursue an interdisciplinary degree at the graduate level. Although there is no doctoral program in Latin American and Iberian Studies, many successful graduates of the M.A. program pursue doctoral study in traditional academic departments such as anthropology, economics, history, literature, or political science, or enter professional schools to study business administration, education, law, or public health. The broad, interdisciplinary nature of the program allows students a great deal of scope to define and develop special interests.

#### Admission

In addition to program requirements for admission, applicants must also meet the university requirements for admission described in the chapter "Graduate Education at UCSB." Completion of the undergraduate major in Latin American and Iberian Studies is desirable but not necessary. Undergraduate deficiencies as stipulated by the Latin American and Iberian Studies graduate committee must be remedied within the first year and do not count toward the minimum course requirements for completion of the M.A.

#### Language Requirement

A strong reading knowledge of Spanish or Portuguese is required. The student must show proficiency in either language through courses taken or through a reading examination. It is expected that the candidate will satisfy this requirement during the first quarter of the graduate program. In no case may a student submit a thesis until the foreign language requirement has been met.

#### Degree Requirements

Students will plan their programs with an advisor and with the approval of the director.

All graduate students are required to take Latin American and Iberian Studies 200, LAIS 201 or LAIS 202. In addition, all graduate students must take LAIS 203, a two-unit library research course in Latin American and Iberian Studies.

At least 32 units of upper-division and graduate coursework in Latin American and Iberian Studies plus a thesis (6 additional units, Latin American and Iberian Studies 598) are required. The 32 units must include no fewer than 20 units of graduate courses numbered between 200 and 299 or 596, with a maximum of 8 units of 596 coursework being eligible to count toward the master's degree. The distribution of units should be 16 units in the major area of concentration, 8 units in the second area of concentration, and the remaining 8 units from

two other areas. Students must carefully prepare a proposal, including provisions for funding of any field research. The thesis proposal must be approved by a thesis committee. The final draft of the thesis itself must be approved by that committee, and by the director of Latin American and Iberian Studies.

A grade of B or better is required for each course to count toward the master's degree. Additionally, graduate students will meet with the faculty graduate advisor for advising by the third week of each quarter to review their course plans and progress toward the degree.

### Graduate Courses in the M.A. Program

Anthropology 218, 225; Chicano Studies 250B-C, 251A-B, 252A-B-C, 255A-B, 270, 273, 274A-B; Economics 214A, 280A-B; Education 270A-D-H, 274; Film and Media Studies 226, 256, 263; History 200LA, 201LA, 201LI, 251A-B, 253A-B, 268A-B; Geography 255; History 256; History of Art and Architecture 254, 254D, 262C; Latin American and Iberian Studies 200 (proseminar), 201, 202; LAIS 294AA-ZZ; Political Science 236, 282A-B-C; Portuguese 205A-B-C, 206A-B, 222, 283, 294A-B, 295A-B; Religious Studies 238; Sociology 214B, 265, 265G, 265GS, 265LA; Spanish 200, 207, 210A-B-C, 211A-B-C, 212A-B, 213, 218, 222A-B, 240A-B, 245, 260, 283, 285, 294A-B, 295A-B, 296A-B, 297; Theater 273A-B-C.

## Latin American and Iberian Studies Courses

### LOWER DIVISION

#### 10. Introduction to the Latin American and Iberian World

(4) STAFF

Introduction to issues debates, and approaches in the study of Latin America, Spain and Portugal, and the Latino world, from an interdisciplinary perspective. Topics considered include history, culture, society, and literature from various places and times.

### UPPER DIVISION

#### 100. Introduction to Latin American and Iberian Studies

(4) STAFF

Prerequisite: upper-division standing.

Required for all majors and minors in the program. Designed to acquaint students with current research on the main areas of Latin American and Iberian studies.

#### 100H. Introduction to Research In Latin American and Iberian Studies—Honors Section

(1) STAFF

Prerequisites: concurrent enrollment in LAIS 100; honors standing in LAIS or the College of Letters and Science.

Eligible students are invited to enroll in the honors seminar which is generally taught by the course instructor.

#### 101. Interdisciplinary Approaches to the History and Societies of Latin America and Iberia

(4) STAFF

Prerequisite: upper-division standing.

Issues central to the study of Latin America and Iberia across the social sciences and history. Topics may include nationalism, revolution, politics and

the state, economic development and international relations, labor, popular culture, race, gender, religion, migration, environment, imperialism, and colonialism.

### 102. Interdisciplinary Approaches to the Cultures, Languages, and Literatures of Latin America and Iberia

(4) STAFF

*Prerequisite:* upper-division standing.

Issues pertinent to the diverse cultures, languages, and literatures of Latin America and Iberia. Disciplines and approaches may include: pre-Columbian studies; Spanish and Spanish American literatures; Portuguese and Brazilian literatures; translation studies; cultural, gender, and queer studies; Romance language and linguistics.

### 194AA-ZZ. Special Topics in Latin American and Iberian Studies

(4) STAFF

*Prerequisite:* upper-division standing.

May be repeated for credit to a maximum of 20 units provided letter designations are different, but only 12 units may be applied toward the major.

Special topics in an area of faculty expertise. Specific course titles to be announced by the program each quarter. May be offered in English, Spanish, or Portuguese. See LAIS program office for information.

### 195A-B. Senior Honors Thesis

(4-4) STAFF

*Prerequisites:* admission to honors program; consent of department.

Students must have a 3.6 grade-point average for courses in Latin American and Iberian studies. A two-quarter in-progress sequence course with grades for all quarters issued upon completion of Latin American and Iberian studies 195B.

Individual study with the advisor for the purpose of writing a major interdisciplinary research paper on a topic of sufficient depth and sophistication.

### 195G. Senior Honors Thesis Group Studies

(4) STAFF

*Prerequisites:* admission to honors program; consent of department.

Students must have a 3.6 grade-point average for courses in Latin American and Iberian studies.

Students learn the mechanics of formulating a research problem, choose a faculty advisor, and submit a project proposal.

### 196. Internship

(2-8) STAFF

*Prerequisites:* upper-division standing; consent of program chair.

Students must have a 3.0 grade-point average. Course enables students to obtain credit for Latin American- or Iberian- related internship experience.

### 199. Independent Studies

(1-5) STAFF

*Prerequisites:* upper-division standing; completion of two upper-division courses in Latin American & Iberian Studies.

Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. May be repeated for credit to a maximum of 8 units.

The description of any one 199 must not be identical to any existing course description.

## GRADUATE COURSES

### 200. Introduction to Latin American and Iberian Studies 200

(4) STAFF

*Required for all graduate students in the program.*

Designed to acquaint students with current research on the main areas of Latin American and Iberian studies as well as the faculty associated with the program.

### 201. Interdisciplinary Approaches to the History and Societies of Latin American and Iberia

(4) STAFF

*Prerequisite:* graduate standing.

Issues central to the study of Latin America and Iberia across the social sciences and history. Topics may include nationalism, revolution, politics and

the state, economic development and international relations, labor, popular culture, race, gender, religion, migration, environment, imperialism, and colonialism.

### 202. Interdisciplinary Approaches to the Cultures, Languages, and Literatures of Latin America and Iberia

(4) STAFF

*Prerequisite:* graduate standing.

Issues pertinent to the diverse cultures, languages, and literatures of Latin America and Iberia; disciplines and approaches may include pre-Columbian studies; Spanish and Spanish American literatures; Portuguese and Brazilian literatures; translation studies; cultural, gender, and queer studies; Romance language and linguistics.

### 222. Ethnicity and Race in the Americas

(4) SALDIVAR

Identifies different racial projects, of how "ethnicity" and "race" are understood in specific contexts. Special attention is put on the ideas of mestizaje, indigenismo and development, and the role that played in the racial projects of Latin America.

### 294AA-ZZ. Special Topics in Latin American and Iberian Studies

(4) STAFF

Seminars or lectures on special topics in an area of faculty expertise. May be offered in English, Spanish, or Portuguese. Specific course titles to be announced by the program each quarter.

### 590. Teaching Assistant Practicum

(4) STAFF

*Prerequisite:* TA appointment.

Units earned do not apply toward completion of advanced degrees. *SU grading only. Required of TAs in LAIS. Participation in occasional workshops related to the field of teaching is required.*

Supervised teaching of LAIS discussion sessions at UCSB.

### 596. Directed Reading and Research

(2-4) DIFFR

*Prerequisite:* graduate standing

Individual independent study which could include work with the Education Abroad Program. A written proposal for each tutorial must be approved by student's program advisor and by the department chair. The number of units that a student may take depends on the nature of the program and the consent of the advisor or the graduate committee.

### 598. Master's Thesis Research and Preparation

(1-6) STAFF

*Prerequisites:* fulfillment of all graduate requirements except the thesis.

Only for research and writing of the thesis, under the direction of a faculty member in the program and with the approval of the chair.

# Law and Society

Law and Society Program  
Division of Social Sciences  
Girvetz Hall 2326

Telephone: (805) 893-2318

E-mail: lawso@lawso.ucsb.edu

Website: www.lawso.ucsb.edu

*Program Chair:* Lisa Hajjar

## Faculty

**Paul Amar**, Ph.D., New York University, Assistant Professor (critical criminology, international security, comparative politics)

**Eve Darian-Smith**, Ph.D., University of Chicago, Professor (post-colonialism, sovereignty, legal pluralism, ethnography)

**Lisa Hajjar**, Ph.D., American University, Associate Professor (human rights, international law, war and conflict)

**Kathleen Moore**, Ph.D., University of Massachusetts Amherst, Associate Professor (immigration, Muslims in USA)

**Jacqueline Stevens**, Ph.D., UC Berkeley, Associate Professor (political theory)

## Affiliated Faculty

**Eileen Boris**, Ph.D. (Feminist Studies)

**Jennifer Earl**, Ph.D. (Sociology)

**Nancy E. Gallagher**, Ph.D. (History)

**Avery Gordon**, Ph.D. (Sociology)

**Daniel G. Linz**, Ph.D. (Communication)

**John S.W. Park**, Ph.D. (Asian-American Studies)

**Howard Winant**, Ph.D. (Sociology)

## Advisory Committee

**Eve Darian-Smith**, Ph.D. (Law and Society)

**Nancy E. Gallagher**, Ph.D. (History)

**Lisa Hajjar**, Ph.D. (Law and Society)

**Kathleen Moore**, Ph.D. (Law and Society)

**Jacqueline Stevens**, Ph.D. (Law and Society)

**Howard Winant**, Ph.D. (Sociology)

The Law and Society major integrates various disciplinary perspectives to understand the nature of law and legal institutions in their social contexts. The program is designed to provide a rigorous liberal arts education and to prepare students for graduate studies or law school.

The Law and Society undergraduate advisor is available on a regular basis to assist students with questions related to all academic matters, including the honors program.

Graduates of the Law and Society Program have entered careers ranging from urban planning, court management, probation, counseling, and legal practice, to federal, state, and local government service. Many professional programs are open to Law and Society majors, including advanced degree programs in the social sciences and judicial administration, as well as law school and paraprofessional legal training.

Students with a bachelor's degree in Law and Society who are interested in pursuing a California Teaching Credential should contact the credential advisor in the Graduate School of Education as soon as possible.

## Honors Program

The Law and Society honors program is open to students with a minimum overall 3.5 grade-point average. Students who successfully complete a series of honors classes and an honors thesis during their senior year and maintain the minimum required grade-point average will graduate with Distinction in the Major.

## Undergraduate Program

Admission of new students to the law and society major has been suspended until further notice.

## Bachelor of Arts— Law and Society

Students are not admitted directly into the



Law and Society major. Instead, they are first admitted to the pre-Law and Society major, and they may advance to full major standing only after fulfilling the pre-major courses in Area A and grade requirements listed below. Acceptance into the pre-major does not guarantee admission to full major status. *Note: Students may petition to full major status generally prior to the accumulation of 100 units, but not after the completion of 144 units.* Students may declare a pre-Law and Society major after they have completed at least one course from the pre-major area with a grade of C or better.

**Preparation for the major.** Students must complete the pre-major courses with a combined grade-point average of 2.5. The pre-major courses in Area A are Law and Society 1, 2, Political Science 12, and one course in statistics selected from PSTAT 5AA-ZZ, or Psychology 5. Transfer students should consult the undergraduate advisor in the Law and Society Program.

To complete the preparation for the major, students must also complete four courses in Area B, selected from the following, with no more than one from each discipline: Anthropology 2; Asian American Studies 1; Black Studies 6; Communication 1; Economics 1, 2, or 109; Feminist Studies 20, 30, 60; History 2A, 4A-B-C, 17A-B-C; Philosophy 4; Psychology 1; Religious Studies 40; and Sociology 1. These courses are not used in calculating the required 2.5 pre-major grade-point average, but they do apply to the overall major grade-point average.

*Please note: Students must complete the four courses in the pre-major (Area A) with a grade-point average of 2.5 or better before they can be accepted into the full major. Only full majors in Law and Society (or full majors in other social sciences or English, History or Religious Studies) will be allowed to take upper-division Law and Society courses. Courses in Area B need not be completed prior to the declaration of the full major.*

**Upper-division major.** Forty upper-division units are required, distributed as follows:

A. Core courses: Law and Society 111, 112, 113.

Majors must complete at least two of the three core courses before enrolling in other upper-division Law and Society courses.

B. Elective component courses: Seven courses from the following (with at least five from Law and Society): Law and Society 114, 120, 122, 123, 124, 125, 126, 127, 130, 140, 141, 146, 150, 151, 152, 160, 161, 162, 163, 164, 165, 166, 167, 170, 171, 172, 173, 174, 180, 181, 182, 192 (maximum of 8 units)\*, 194AA-ZZ (maximum of 12 units) 196A-B-C, 199 (maximum of 5 units); Asian American 114, 115, 116, 119; Black Studies 100, 103, 160; Chicana/o Studies 135, 153, 172, 178A, 189, 189B; Communication 114, 130, 132, 153, 170; Environmental Studies 124, 125A, 125B, 126A, 131; History 131F, 146T, 163A, 163P, 166LB, 167CB, 167CP, 170A, 170B, 170P, 172A, 172B, 172P; Philosophy 100A, 121, 122, 129, 133, 143, 144, 145; Political Science 125, 165, 167, 168; Psychology 102, 103; Religious Studies 141C, Writing 109L.

Up to 8 units of Law and Society 192, which is offered only passed/not passed, may be taken for major credit; all other courses must be taken for letter grade.

## Law and Society Courses

### LOWER DIVISION

#### 1. Introduction to Law and Society

(4) STAFF

An introduction to the interdisciplinary study of socio-legal studies.

#### 2. Socio-Legal Research Methods

(4) STAFF

Examines research methods and analytical approaches commonly used in the study of law and society, emphasizing the relationship between socio-legal theory, interpretive frameworks, and evidence-gathering strategies.

#### 3A-B. Mock Trial

(2-2) STAFF

*Prerequisites: consent of instructor; Law and Society 3A (for 3B).*

*May be repeated for credit to a maximum of 4 units.*

Provides experience using the methods and techniques of trial advocacy to consider the social, institutional and procedural influences shaping litigation practices in the United States. Focuses on criminal and civil cases in alternate years

#### 4. Police and Community Rights Project

(2) AMAR

*Prerequisite: consent of instructor.*

*May be repeated for credit to a maximum of 6 units. Course cannot be applied to the major.*

Intensive research, fieldwork, training, policymaking and public-service course on monitoring police-community relations.

#### 5A-B-C. Law and Society Journal

(1-1-2) STAFF

*Prerequisite: consent of instructor.*

*In-progress sequence course with grades for all three courses awarded upon completion of Law & Society 5C. Course cannot be applied to the major.*

For members of the editorial board of the *Law and Society Journal* at UCSB. Participants develop submission criteria and select articles for publication, edit, proof-read, do layout and publicity.

### UPPER DIVISION

#### 111. Law and Culture

(4) DARIAN-SMITH

*Prerequisite: open to Law & Society majors only.*

Explores various perspectives on the interaction between culture and law, legal systems and legal consciousness.

#### 112. Law and Society

(4) HAJJAR

*Prerequisite: open to Law & Society majors only.*

Considers sociological concepts (e.g. identity, rights, consciousness, ideology) central to inquiry in the field of law and society.

#### 113. Law and Politics

(4) MOORE, STEVENS

*Prerequisite: open to Law & Society majors only.*

Examines competing conceptions of the rule of law from the perspectives of constitutional history, legal reasoning and political theory.

#### 114. Law and Literature

(4) STAFF

*Prerequisites: students are required to take 2 of the following 3 courses: Law & Society 111, 112 and 113; open to Law & Society majors only.*

Focuses on short stories, novels, dramatic films, and documentaries to analyze the representation of law, lawyers, and the legal system as an aspect of the social construction of justice in modern societies.

#### 120. Anthropological Approaches to Law

(4) DARIAN-SMITH

*Prerequisites: students are required to take 2 of the following 3 courses: Law & Society 111, 112 and 113; open to Law & Society majors only.*

Emphasizes theoretical developments in legal anthropology from classical to contemporary period, and their relationship to ethnographic analyses. Topics

include non-western legal systems, (post) colonialism, nationalism, and legal constructions of race, class, and gender.

#### 122. Law and Globalization

(4) DARIAN-SMITH

*Prerequisites: students are required to take 2 of the following 3 courses: Law & Society 111, 112 and 113; open to Law & Society majors only.*

Explores the relationship between a global political economy, and international and transnational legal regimes.

#### 123. Indigenous Legal Movements

(4) DARIAN-SMITH

*Prerequisites: students are required to take 2 of the following 3 courses: Law & Society 111, 112 and 113; open to Law & Society majors only.*

Examines indigenous legal movements in Australia, Canada, Mexico, and the United States, highlighting the centrality of colonial and postcolonial rhetoric in modern western law. Topics include land and water rights, traditional practices, reservation gambling, tribal police, and voting recognition.

#### 124. Capitalism and Racism

(4) DARIAN-SMITH

*Prerequisites: students are required to take 2 of the following 3 courses: Law & Society 111, 112 and 113; open to Law & Society majors only.*

*Not open for credit to students who have completed Anthropology 185DS.*

Explores historical and contemporary perspectives on constructions of racial difference in philosophy, theory and law. Emphasizes the political uses made of racial categories accompanying the emergence of modern capitalism.

#### 125. Europe in a Global Context

(4) DARIAN-SMITH

*Prerequisites: students are required to take 2 of the following 3 courses: Law & Society 111, 112 and 113; open to Law & Society majors only.*

*Not open for credit to students who have completed Anthropology 152.*

Examines the changing nature of law, culture and politics in contemporary Europe. Topics include nationalism, regionalism, ethnic conflict, immigration, historical memory in the construction of national identities, and the cultural politics of European integration.

#### 127. Law and Globalizing Cities

(4) AMAR

*Prerequisites: students are required to take 2 of the following 3 courses: Law & Society 111, 112 and 113; open to Law & Society majors only.*

Analyzes the evolving geopolitics of social control in urban spaces, as reconstituted by international law, extralegal and criminal practices, cross-border solidarities, and community justice struggles.

#### 130. Jurisprudence

(4) STAFF

*Prerequisites: students are required to take 2 of the following 3 courses: Law & Society 111, 112 and 113; open to Law & Society majors only.*

Examines principles underlying judicial decision-making. Approaches to be considered include natural law, legal realism, legal positivism, law-and-economics, critical legal studies, critical race theory, and feminist legal theory.

#### 140. Gender and the Law

(4) STAFF

*Prerequisites: students are required to take 2 of the following 3 courses: Law & Society 111, 112 and 113; open to Law & Society majors only.*

Considers the construction and regulation of gender, sex, and sexuality by law in the United States, with an emphasis on feminist legal theory and analysis of landmark legal cases.

#### 141. Law and the Family

(4) STEVENS

*Prerequisites: students are required to take 2 of the following 3 courses: Law & Society 111, 112 and 113; open to Law & Society majors only.*

Focuses on legal developments and debates about rights and relations associated with the family, including marriage, divorce, custody, parenting, reproduction, and inheritance.

**146. Lawyers and the Legal Profession****(4) STAFF**

*Prerequisites: students are required to take 2 of the following 3 courses: Law & Society 111, 112 and 113; open to Law & Society majors only.*

Explores the various social and political roles lawyers play in society, including acting as agents of the state, defenders of the status quo, and proponents of change.

**150. Alternative Dispute Resolution****(4) STAFF**

*Prerequisites: students are required to take 2 of the following 3 courses: Law & Society 111, 112 and 113; open to Law & Society majors only.*

Introduces the principles and methods of conflict resolution alternatives, including negotiation, mediation, conciliation, arbitration and formal adjudication.

**151. Law and Conflict****(4) HAJJAR**

*Prerequisites: students are required to take 2 of the following 3 courses: Law & Society 111, 112 and 113; open to Law & Society majors only.*

Focuses on the legal dimensions of contemporary conflicts using a case study approach. Topics include the role played by law in creating and resolving conflicts, and the challenges of enforcing resolutions.

**152. Law and Authoritarian States****(4) STAFF**

*Prerequisites: students are required to take 2 of the following 3 courses: Law & Society 111, 112 and 113; open to Law & Society majors only.*

Examines the ideologies, legal cultures and systematized brutalities that characterize military dictatorships, elite oligarchies, fascist regimes and inquisitorial administrations.

**154. Race and Law in Early American History****(4) PARK**

*Prerequisite: Law & Society majors must take two of the following: Law & Society 111, 112, 113. Open to non-Law & Society majors with full major status in any of the Social Sciences or Humanities departments. Law & Society 1 is recommended.*

*Recommended for juniors and seniors.*

Early race relations in the American colonies and in the formation of the United States. The course examines the interrelationship of Native Americans, Africans, Asians, and Europeans in American public law before the Civil War.

**155. Racial Segregation from the Civil War to the Civil Rights Movement****(4) PARK**

*Prerequisite: Law & Society majors must take two of the following: Law and Society 111, 112, 113. Open to non-Law & Society majors with full major status in any of the Social Sciences or Humanities departments. Law & Society 1 is recommended.*

*Designed for majors of Asian American Studies and Law and Society Program.*

This course examines the legal dimensions of white supremacy in American public law after the Civil War. The course reviews commonly recurring rules and principles about segregation and racial subordination in American society before the 1960's.

**156. Race and Law in Modern America****(4) PARK**

*Prerequisite: Law and Society majors must take two of the following: Law and Society 111, 112, 113. Open to non-Law & Society majors with full major status in any of the Social Sciences or Humanities departments. Law & Society 1 is recommended.*

*Designed for majors of Asian American Studies and Law and Society Program.*

This course reviews the Civil Rights Movement and American law in the post World War II era, and it concludes with an overview of contemporary debates about race and law. We examine the end of segregation, and review recurring patterns of race-based inequality.

**157. Religion, Law, and Society****(4) STAFF**

*Prerequisite: Law and Society majors must take two of the following: Law & Society 111, 112, 113.*

*Same course as RG ST 190LR.*

Explores the influence of religion on law and society by addressing such issues as the relationship between religious and secular institutions, religious freedom and discrimination, and the ideological and political implications of religious beliefs.

**159. International Law****(4) STAFF**

*Prerequisites: students are required to take 2 of the following 3 courses: Law & Society 111, 112 and 113; open to Law & Society majors only.*

Explores history and development of modern international law. Topics include the role of the United Nations in law making and enforcement, and challenges to international legality as a result of wars and unlawful practices by states and non-state groups.

**160. Comparative Law****(4) STAFF**

*Prerequisites: students are required to take 2 of the following 3 courses: Law & Society 111, 112 and 113; open to Law & Society majors only.*

Analyses the structures, processes and principles of varied legal systems. Focuses on public and constitutional law with special attention paid to the contrast between common law and civil law countries.

**161. Law and the Middle East****(4) AMAR**

*Prerequisites: students are required to take 2 of the following 3 courses: Law & Society 111, 112 and 113; open to Law & Society majors only.*

Examines topics related to law and legality in Middle Eastern societies, including the relationship between states and religious communities, gender relations and women's rights, and international influences on national law and policy.

**162. Human Rights****(4) HAJJAR**

*Prerequisites: students are required to take 2 of the following 3 courses: Law & Society 111, 112 and 113; open to Law & Society majors only.*

Explores the history and development of human rights law, debates over the meaning of human rights, and the influence of human rights on social movements and political struggles.

**163. Law, Immigration, Citizenship, and Public Opinion****(4) MOORE**

*Prerequisites: students are required to take 2 of the following 3 courses: Law & Society 111, 112 and 113; open to Law & Society majors only.*

Examines the formation of public opinion on issues related to immigration restriction and citizenship.

**164. World Culture and U.S. Law****(4) MOORE**

*Prerequisites: students are required to take 2 of the following 3 courses: Law & Society 111, 112 and 113; open to Law & Society majors only.*

Focuses on the legal, cultural, and political controversies arising from the so-called "clash of civilizations" within a pluralistic society. Topics include language diversity, religious pluralism, the rights of non-citizens, and the structural interests driving U.S. immigration policy-making.

**165. Critical Security and Terrorism Studies****(4) AMAR**

*Prerequisites: students are required to take 2 of the following 3 courses: Law & Society 111, 112 and 113; open to Law & Society majors only.*

Compares the origins and politics of security states, and emergency and martial-law regimes. Highlights the interests, insecurities, and legal maneuverings of non-state actors, political elites, and international institutions engaging in counter-terrorism campaigns.

**166. Global Policing of Sex and Drugs****(4) AMAR**

*Prerequisites: students are required to take 2 of the following 3 courses: Law & Society 111, 112 and 113; open to Law & Society majors only.*

Examines the politics and policies driving police "wars" against phenomena such as narco-trafficking, sex tourism, prostitution, money laundering, racialized labor migration, "queer" border-crossers.

**167. Law and the Latin American/ Caribbean Region****(4) AMAR**

*Prerequisites: students are required to take 2 of the following 3 courses: Law & Society 111, 112 and 113; open to Law & Society majors only.*

Examines legal regimes, criminal justice systems, and human rights politics in Latin America and the Caribbean.

**168. Muslim Diasporas and Law****(4) MOORE**

*Prerequisite: Law and Society majors must take two of the following: Law & Society 111, 112, 113. Non-majors must have upper division status.*

*Same course as Religious Studies 102A.*

An examination of the legal and social issues raised by the presence of Muslims in contemporary Western Europe and the United States. Civil rights, accommodation, and the construction of a dichotomy between 'moderate' Islam and Islamism will be discussed.

**170. Law and Media****(4) MOORE**

*Prerequisites: students are required to take 2 of the following 3 courses: Law & Society 111, 112 and 113; open to Law & Society majors only.*

Explores the representation of law and justice in entertainment media (film, television, music, fiction), and the relationship between the news media and the legal system.

**171. Law and Technology****(4) STAFF**

*Prerequisites: students are required to take 2 of the following 3 courses: Law & Society 111, 112 and 113; open to Law & Society majors only.*

The tension between law and technology is explored through various topics, including intellectual property, biotechnology, and forensics. For example, implications of advances in genetically modified foods are analyzed through debates on risk and regulatory efforts to keep pace with science.

**172. Social Theory and Law****(4) STEVENS**

*Prerequisites: students are required to take 2 of the following 3 courses: Law & Society 111, 112 and 113; open to Law & Society majors only.*

Explores the legal dimensions of social theory. Topics include social contract, social conflict, social history and development, and contemporary critical theories.

**173. Law and American Society****(4) STAFF**

*Prerequisites: students are required to take 2 of the following 3 courses: Law & Society 111, 112 and 113; open to Law & Society majors only.*

Considers the way individuals and groups use law to define and protect rights, contest injustices, and institutionalize visions of a just social order.

**174. Criminal Justice and Society****(4) STAFF**

*Prerequisites: students are required to take 2 of the following 3 courses: Law & Society 111, 112 and 113; open to Law & Society majors only.*

Examines various aspects of the criminal justice system in the U.S. Topics include police and police violence, the jury system, sentencing, prison and post-prison supervision.

**180. Law and Social Science****(4) STAFF**

*Prerequisites: two of the following three courses: Law & Society 111, 112, 113; open to Law & Society majors only.*

Advanced research experience course applying methods presented in LawSo 2 to the study of a selected topic in which social research informs the uses of law. Recommended as preparation for the Senior Honors Thesis sequence.

**181. Psychology and the Legal System****(4) STAFF**

*Prerequisites: students are required to take 2 of the following 3 courses: Law & Society 111, 112 and 113; open to Law & Society majors only.*

Examines psychological research related to legal processes, institutions, and actors. Topics include jury decision-making, predicting criminal behavior, and

assessing insanity and competence to stand trial.

### 192. Field Research in Law and Society

(1-8) STAFF

*Prerequisites:* two of the following three courses: Law & Society 111, 112, 113; open to Law & Society majors only; consent of instructor.

May be repeated for credit to a maximum of 8 units.

For students who seek greater understanding of the legal system through participant observation as an intern in a law-related agency. Depending upon the project, students may be required to work up to 40 hours a week. A research paper is required.

### 194AA-ZZ. Advanced Topics in Law and Society

(4) STAFF

*Prerequisites:* two of the following three courses: Law & Society 111, 112, 113; open to Law & Society majors only.

May be repeated for credit to a maximum of 12 units provided letter designations are different.

Exploration of advanced topics in socio-legal studies.

### 196A-B-C. Senior Honors Thesis

(4-2-2) STAFF

*Prerequisites:* two of the following three courses: Law & Society 111, 112, 113; open to Law & Society majors only; consent of instructor.

A three-quarter in-progress sequence course with grades for all quarters issued upon completion of Law and Society 196C. Students must maintain a 3.5 overall GPA, have completed at least 120 units and four or more upper-division courses in the major.

Three quarter sequence in which students research and write a thesis based on independent research. All three quarters must be successfully completed to qualify for Distinction in the Major.

### 199. Independent Studies in Law and Society

(1-5) STAFF

*Prerequisites:* two of the following three courses: Law & Society 111, 112, 113; open to Law & Society majors only; consent of instructor.

Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. No more than 4 units may count toward completion of the major requirements.

## GRADUATE COURSES

### 251. Law and Conflict

(4) HAJJAR

*Prerequisite:* Graduate standing.

Focuses on the legal dimensions of contemporary conflicts using a case study approach. Topics include the role played by law in creating and resolving conflicts, and the challenges of enforcing resolutions. Seminar attendance and research paper required.

### 252. Law and Authoritarian States

(4) STAFF

*Prerequisite:* Graduate standing.

Examines the ideologies, legal cultures and systematized brutalities that characterize military dictatorships, elite oligarchies, fascist regimes and inquisitorial administrations. Seminar attendance and research paper required.

### 258. Torture and Law

(4) HAJJAR

*Prerequisite:* Graduate standing.

Seminar attendance and research paper required.

Overview of legal issues and debates relating to torture, beginning with historical, philosophical and global perspectives on the laws and practices of torture, and ending with a survey of some of the literatures generated in response to post-9/11.

### 261. Law and the Middle East

(4) AMAR

*Prerequisite:* Graduate standing.

Lecture concurrently offered with LAW50 161.

Examines topics related to law and legality in Middle Eastern societies, including the relationship between states and religious communities, gender relations and women's rights, and international influences on national law and policy. Seminar

attendance and research paper required.

### 262. Human Rights

(4) HAJJAR

*Prerequisite:* Graduate standing.

Explores the history and development of human rights law, debates over the meaning of human rights, and the influence of human rights on social movements and political struggles. Seminar attendance and research paper required.

### 265. Critical Security and Terrorism Studies

(4) AMAR

*Prerequisite:* graduate standing.

Comparative global analysis of the origins and politics of security states, emergency and martial-law regimes, highlighting the interests, insecurities, and legal maneuverings of non-state actors, political elites, and international institutions engaging in counter-terrorism campaigns. Seminar attendance and research paper required.

### 266. Global Policing of Sex and Drugs

(4) AMAR

*Prerequisite:* graduate standing.

Examines the politics and policies driving police "wars" against phenomena such as narcotrafficking, sex tourism, "queer" border-crossers, etc.; looking at judicial oversight, protection rackets, authoritarian and populist politics, and urban and international legal regimes. Seminar attendance and research paper required.

### 267. Law and the Latin American/ Caribbean Region

(4) AMAR

*Prerequisite:* graduate standing.

Examines legal regimes, criminal justice systems, and human rights politics in Latin America and the Caribbean. Comparatively assesses race, gender, political-economic, (neo) colonial and transnational aspects, and histories of struggle with the military, church, the U.S., etc. Seminar attendance and research paper required.

### 268. Muslim Diasporas and Law

(4) MOORE

*Prerequisite:* Graduate standing.

Seminar attendance and research paper required. Open to non-majors.

An examination of the legal and social issues raised by the presence of Muslims in contemporary Western Europe and the United States. Civil rights, accommodation, and the construction of a dichotomy between "moderate" Islam and Islamism will be discussed.

### 276. Environment and Law

(4) STAFF

*Prerequisite:* Graduate standing.

Applies interdisciplinary analysis to study the legal regulation, management and preservation of the environment, as well as socio-political responses to environmental degradation and resource scarcity at the national, international and global levels. Seminar attendance and research paper required.

### 290A-B-C. Law & Society Proseminar

(2-2-2) STAFF

*Prerequisite:* graduate standing.

Provides a forum for graduate students, faculty, and visiting faculty to share research and explore scholarly trends and debates.

### 596AA-ZZ. Law and Society Directed Reading and Research

(1-6) STAFF

*Prerequisites:* graduate standing; consent of instructor.

Individual tutorial.

E-mail: [undergradadvisor@linguistics.ucsb.edu](mailto:undergradadvisor@linguistics.ucsb.edu)

Website: [www.linguistics.ucsb.edu](http://www.linguistics.ucsb.edu)

Department Chair: Patricia Clancy

## Faculty

**Mary Bucholtz**, Ph.D., UC Berkeley, Professor (sociocultural linguistics; language, gender, and sexuality; African American English; Chicano English and Spanish)

**Wallace L. Chafe**, Ph.D., Yale University, Research Professor (American Indian linguistics, discourse, spoken and written language)

**Patricia M. Clancy**, Ph.D., UC Berkeley, Associate Professor (language acquisition, language socialization, discourse, Japanese and Korean linguistics)

**Bernard S. Comrie**, Ph.D., Cambridge University, Distinguished Professor (language universals and typology, historical linguistics, linguistic fieldwork, languages of the Caucasus)

**John W. Du Bois**, Ph.D., UC Berkeley, Associate Professor (discourse and grammar, sociocultural linguistics, corpus linguistics, Mayan languages)

**Carol E. Genetti**, Ph.D., University of Oregon, Professor (Tibeto-Burman and Himalayan linguistics, Rhaeto-Romance languages, phonology, morphology, syntax, field linguistics and documentation, language change, language contact)

**Matthew Gordon**, Ph.D., UC Los Angeles, Professor (phonetics, phonology, typology, American Indian and Finno-Ugric linguistics)

**Stefan Th. Gries**, Ph.D., University of Hamburg, Associate Professor (corpus linguistics, quantitative methods, cognitive linguistics, construction grammar, computational linguistics)

**Robert Kennedy**, Ph.D., University of Arizona, Lecturer (phonology, phonetics, morphology, dialects of English, Austronesian languages)

**Charles N. Li**, Ph.D., UC Berkeley, Research Professor (historical syntax, Chinese linguistics, minority languages of China, language contact, evolutionary origin of language)

**Marianne Mithun**, Ph.D., Yale University, Professor (morphology, language change, discourse and grammar, language typology, language contact, field linguistics and documentation, American Indian linguistics, Austronesian linguistics)

**Arthur Schwartz**, Ph.D., University of Wisconsin, Professor (syntax, language and gender, language acquisition, German linguistics)

**Sandra A. Thompson**, Ph.D., Ohio State University, Professor (morphosyntax, discourse and grammar, typology, interactional linguistics)

**Stefanie Wulff**, Ph.D., University of Bremen, Lecturer (corpus linguistics, corpora and cognition, second language acquisition, construction grammar, academic discourse)

## Affiliated Faculty

**William Ashby**, Ph.D. Professor Emeritus (French and Italian)

**Dorothy Chun**, Ph.D. (Germanic, Slavic, and Semitic Studies)

**W. Randall Garr**, Ph.D. (Religious Studies)

**Howard Giles**, Ph.D. (Communication)

# Linguistics

Department of Linguistics  
Division of Humanities and Fine Arts  
South Hall 3607

Telephone: (805) 893-3776

**Gene Lerner**, Ph.D. (Sociology)

**Eduardo Raposo**, Ph.D. (Spanish and Portuguese)

**L**inguistics is the study of human language, including the study of similarities and differences among languages of the world; the scientific inquiry into the structure of language, sound structures, word structures, and sentence structures; the study of how language conveys meaning; the study of the way languages change over time; the study of how languages are learned; and the study of the relationship between language, culture, and society. These concerns have relevance to many other fields. The B.A. in linguistics provides a useful background, not only for advanced work in linguistics itself, but also for graduate study in anthropology, law, sociology, language disorders, cognitive science, speech technology, artificial intelligence, psychology, philosophy, education, and foreign languages.

Students with a bachelor's degree in linguistics who are interested in pursuing a California Teaching Credential should contact the credential advisor in the Graduate School of Education as soon as possible.

A certificate in English as a Second Language may be earned at UCSB Extension with approximately one year of additional study, opening the possibility of teaching in a variety of domestic and international programs in English as a Second Language.

The name of the undergraduate faculty advisor is available in the department office. In addition, all faculty members are available for advising students. A list of courses offered is available each quarter, prior to registration.

Students who wish to declare one of the majors in the Department of Linguistics will be required to have a minimum 2.0 grade-point average in required linguistics courses before approval is granted.

### **Honors Program in Linguistics**

Majors with a minimum 3.5 grade-point average in linguistics courses are eligible to join the honors program during their senior year. The honors program consists of an independent research project carried out under the supervision of a faculty member, earning 6 units of Linguistics 195 over two or three quarters. The goal of the project is to write an original, publishable research paper. The project can be on a topic of the student's choice. Students successfully completing the program will be eligible for graduation with Distinction in the Major. Application to the program should be made to the undergraduate advisor of the Department of Linguistics early in the first quarter of the senior year.

## **Undergraduate Program**

### **Bachelor of Arts—Linguistics**

**Preparation for the major.** Linguistics 20. The completion of six quarters (or equivalent) in one foreign language plus the completion of three quarters (or equivalent) in a second foreign language. Students are encouraged to take at least one language outside the Indo-European family; however, the study of two Indo-European languages will satisfy this requirement provided

both are not members of the same branch of the family (Germanic, Slavic, Romance). Native speakers of languages other than English may count either English or their native language as fulfilling one of the language requirements.

**Upper-division major.** Forty upper-division units in linguistics, including Linguistics 106, 107, 108, 109, and 115; and one of the following: Linguistics 113, 124, or 137. The remaining four courses are electives to be chosen from the other linguistics course offerings.

Students are encouraged to take as an elective Linguistics 101 before enrolling in Linguistics 107, 108, 109, or 115.

### **Bachelor of Arts—Linguistics—Sociocultural Emphasis**

**Preparation for the major.** Linguistics 20, 50, 70. The completion of six quarters (or equivalent) in one foreign language plus the completion of three quarters (or equivalent) in a second foreign language. Native speakers of languages other than English may count either English or their native language as fulfilling one of the language requirements.

**Lower-division recommendations:** Religious Studies 14.

**Upper-division major.** Forty-four upper-division units distributed as follows: Linguistics 106, 107, 108, 109, 113, 130, 131; three courses chosen from: Sociology 136A, Linguistics 124, 132, 136, 137, 138, 170, 180; one additional upper-division course in linguistics or chosen from the following: French 107AA-ZZ, 115; German 104; Religious Studies 114C; Slavic 163.

### **Bachelor of Arts—Linguistics—Chinese Emphasis**

**Preparation for the major.** Linguistics 20, Chinese 1-6 or Chinese NH 1-5. In addition, the completion of the third quarter of a second foreign language is required.

**Upper-division major.** Forty-eight upper-division units in linguistics and Chinese, distributed as follows: (1) Linguistics 106, 107, 108, 109, 115. (2) Four upper-division courses in Chinese. Students are strongly encouraged whenever possible to take courses either (a) focusing on the history, structure, or use of Chinese or (b) requiring written or spoken language use in Chinese. (3) Three additional upper-division courses in linguistics, to bring the unit total to 48.

### **Bachelor of Arts—Linguistics—English Emphasis**

**Preparation for the major.** Linguistics 20. In addition, the completion of six quarters (or equivalent) in one foreign language plus the completion of three quarters (or equivalent) in a second foreign language is required. Students are encouraged to take at least one language outside the Indo-European family; however, the study of two Indo-European languages will satisfy this requirement provided both are not members of the same branch of the family (Germanic, Slavic, Romance). Native speakers of languages other than English may count either English or their native language as fulfilling one of the language requirements.

**Upper-division major.** Forty-eight upper-division units in linguistics and English, distributed

as follows: (1) Linguistics 106, 107, 108, 109, 115, and 160. (2) Four upper-division courses in English. Students are strongly encouraged whenever possible to take courses focusing on earlier stages of the English language. (3) Two additional upper-division courses in linguistics, to bring the unit total to 48.

### **Bachelor of Arts—Linguistics—French Emphasis**

**Preparation for the major.** Linguistics 20, French 1-6, French 26A. In addition to the French language requirement, the completion of the third quarter of a second foreign language is required. Students are encouraged to select a non-Indo-European language for this second language requirement; however, an Indo-European language will satisfy this requirement provided it is not a member of the Romance branch.

**Upper-division major.** Forty-eight upper-division units in linguistics and French, distributed as follows: (1) Linguistics 106, 107, 108, 109, 115. (2) Four upper-division courses in French. Students are strongly encouraged whenever possible to take courses either (a) focusing on the history, structure, or use of French or (b) requiring written or spoken language use in French (3) Three additional upper-division courses in linguistics, to bring the unit total to 48.

### **Bachelor of Arts—Linguistics—German Emphasis**

**Preparation for the major.** Linguistics 20, German 1-6. In addition, the completion of the third quarter of a second foreign language is required. Students are encouraged to select a non-Indo-European language for this second language requirement; however, an Indo-European language will satisfy this requirement provided it is not a member of the Germanic branch.

**Upper-division major.** Forty-eight upper-division units in linguistics and German, distributed as follows: (1) Linguistics 106, 107, 108, 109, 115. (2) Four upper-division courses in German. Students are strongly encouraged whenever possible to take courses either (a) focusing on the history, structure, or use of German or (b) requiring written or spoken language use in German. (3) Three additional upper-division courses in linguistics, to bring the unit total to 48.

### **Bachelor of Arts—Linguistics—Japanese Emphasis**

**Preparation for the major.** Linguistics 20, Japanese 1-6, Japanese 7H, 120A, or 124. In addition, the completion of the third quarter of a second foreign language is also required.

**Upper-division major.** Forty-eight upper-division units in linguistics and Japanese, distributed as follows: (1) Linguistics 106, 107, 108, 109, 115. (2) Four upper-division courses in Japanese. Students are strongly encouraged whenever possible to take courses either (a) focusing on the history, structure, or use of Japanese or (b) requiring written or spoken language use in Japanese. (3) Three additional upper-division courses in linguistics, to bring the unit total to 48.

### **Bachelor of Arts—Linguistics—Slavic Emphasis**

**Preparation for the major.** Linguistics 20, Slavic 1-6. In addition, the completion of the third quarter of a second foreign language is required. Students are encouraged to select a non-Indo-European language for this second language requirement; however, an Indo-European language will satisfy this requirement provided it is not a member of the Slavic branch.

**Upper division major.** Forty-eight units of upper-division work, distributed as follows: (1) Linguistics 106, 107, 108, 109, 115. (2) Four upper-division courses in Slavic. Students are strongly encouraged whenever possible to take courses either (a) focusing on the history, structure, or use of Russian or (b) requiring written or spoken language use in Russian. (3) Three additional upper-division courses in linguistics, to bring the unit total to 48.

### **Bachelor of Arts—Linguistics—Spanish Emphasis**

**Preparation for the major.** Linguistics 20, Spanish 1-6, Spanish 16A or 16B or 25. In addition the completion of the third quarter of a second foreign language is required. Students are encouraged to select a non-Indo-European language for this second language requirement; however, an Indo-European language will satisfy this requirement provided it is not a member of the Romance branch.

**Upper-division major.** Forty-eight units of upper-division courses in linguistics and Spanish, distributed as follows: (1) Linguistics 106, 107, 108, 109, 115, Spanish 100 (prerequisite to all upper-division Spanish linguistics courses). (2) Four upper-division courses in Spanish. Students are strongly encouraged whenever possible to take courses either (a) focusing on the history, structure, or use of Spanish or (b) requiring written or spoken language use in Spanish. (3) Two additional upper-division courses in linguistics, to bring the unit total to 48.

### **Minor—Linguistics**

All courses to be applied to the minor must be completed on a letter-grade basis. This includes both courses offered in linguistics and those offered by other departments and applied to the minor.

**Preparation for the minor.** Linguistics 20 (with a grade of C or better).

**Upper-division minor.** Twenty-four units, distributed as follows: Linguistics 106, 107, 108, 109; 8 units of upper-division electives in linguistics (recommended: Linguistics 113, 115, 124).

*Note: Substitutions and waivers are subject to approval by the chair of the department. Please see page 118 for special conditions governing minors in the College of Letters and Science.*

### **Minor—Teaching English to Speakers of other Languages (TESOL)**

All courses to be applied to the minor must be completed on a letter-grade basis. This includes both courses offered in linguistics and those offered by other departments and applied to the minor.

**Preparation for the minor.** Linguistics 20 (with a grade of C or better).

**Upper-division minor.** Twenty-four units, distributed as follows: Linguistics 106, 107, 108, 109; 8 units of upper-division electives in linguistics (recommended: Linguistics 113, 115, 124).

*Note: Substitutions and waivers are subject to approval by the chair of the department. Please see page 118 for special conditions governing minors in the College of Letters and Science.*

### **Minor—Sociocultural Linguistics**

All courses to be applied to the minor must be completed on a letter-grade basis. This includes both courses offered in linguistics and those offered by other departments and applied to the minor.

**Preparation for the minor.** Linguistics 20 (with a grade of C or better).

**Recommended:** Linguistics 70

**Upper-division minor.** Twenty-four units, including four of the following eight courses: Linguistics 113, 130, 131, 132, 138, 170, 180; 8 units of upper-division electives in linguistics.

*Note: Substitutions and waivers are subject to approval by the chair of the department. Please see page 118 for special conditions governing minors in the College of Letters and Science.*

## **Graduate Program**

In addition to departmental requirements, candidates for graduate degrees must fulfill the university degree requirements found in the section "Graduate Education at UCSB."

### **M.A./Ph.D. in Linguistics**

The linguistics program focuses on the discovery of general, theoretically significant explanations of why languages are as they are, why they change as they do, and in what ways linguistic structures are shaped by the nature of communicative, cognitive, and sociocultural processes. A major goal is the pursuit of what are often called "functional" explanations for linguistic patterns, explanations that are based on the functions of language as a contextualized social and cognitive activity. Students are encouraged to seek both breadth and depth in their understanding of a wide sample of languages and to appreciate the ways languages can differ as well as the features they share.

### **Admission**

The M.A. program in linguistics is viewed as an integral part of preparation for the doctorate; students normally apply to both programs. Students intending to pursue only an M.A. degree will not be accepted into the graduate program.

Admission into the graduate program is based on past academic record, intellectual promise, and programmatic fit. Students entering the program have typically completed a linguistics B.A. or the equivalent of a linguistics minor with a major in a related area, such as anthropology, psychology, or language, with a minimum grade-point average of 3.5. The minimum recommended courses for admission are an introductory course in linguistics and at least one course each in phonetics/phonology, historical/comparative linguistics, and syntax.

Students who do not already have a master's degree should apply to the M.A./Ph.D. program; those with an M.A. degree should apply directly to the Ph.D. program.

Admitted students for whom English is not their native language must take the English Language Placement Examination upon arrival at UCSB to determine speaking and writing ability. Depending on test performance, students may be required to take courses in English as a Second Language.

Upon arrival in the graduate program, each admitted student will be assigned a Provisional Guidance Committee consisting of two Linguistics faculty members, to guide them during their first year of study.

### **Master of Arts—Linguistics**

The M.A. program in linguistics is offered under Plan I (thesis plan) and takes approximately six quarters. In Plan I, candidates must complete a minimum of 50 units of coursework and write a thesis. The student is required to complete the following core courses: Linguistics 201 (Research Methodology and Statistics in Linguistics), Linguistics 208 (Introduction to Morphology), Linguistics 212 (Discourse Transcription), Linguistics 214 (Discourse), Linguistics 225 (Semantics and Pragmatics), Linguistics 226 (Cognitive Foundations of Language), Linguistics 234 (Advanced Syntax), Linguistics 235 (Advanced Phonology), Linguistics 236 (Advanced Language Change), and either Linguistics 227 (Language as Culture) or Linguistics 232 (Foundations of Sociocultural Linguistics). Students must maintain a grade point average of at least 3.7 in all their coursework. In addition, students must take Linguistics 271 (Research Orientation) in their first year, and must complete two quarters of Linguistics 598 (Master's Thesis Research and Preparation, taken for 4 units per quarter) by the end of their second year in the program.

After completing the required courses, students will submit a thesis of 30 to 40 pages based on original research to their M.A. committee. The M.A. committee, consisting of at least three faculty members, is to be established at least one quarter prior to the quarter in which the thesis is submitted, and is responsible for its final approval.

The foreign language requirement. Students must demonstrate knowledge of one research language before receiving an M.A. or completing the screening review, and a second research language before advancing to Ph.D. candidacy. A research language is a language with substantial relevant literature on linguistics. A student may petition to substitute a contact language (a language to be used as a medium of communication in the field) for one of the two foreign languages in this requirement. The nature of the language examinations is specified in the Linguistics graduate guidelines.

It is the student's responsibility to find a qualified person to evaluate their examination. A student who fails a foreign language exam must wait three months before taking it again. Language examinations are administered twice a year, in October and May.

The practical phonetics exam requirement. Students must demonstrate proficiency in the production and perception of the sounds of the

International Phonetic Alphabet before receiving an M.A. Proficiency will be determined by an oral exam administered by a faculty member during the Fall quarter of each year.

### **Doctor of Philosophy—Linguistics**

**Screening review.** Although students are admitted into the M.A./Ph.D. program, continuation to the Ph.D. is not automatic upon completion of the Master's degree. Continuation to the Ph.D. is contingent upon passing a screening review by the entire faculty, held normally in November of the student's third year in the program, and no later than January of the third year. For all students, continuation to the Ph.D. is subject to the student's academic performance being deemed excellent by all standards that the department uses to assess degree progress, including performance in courses, exams, and teaching (as evidenced by student evaluations and supervisor's assessments); timely progress toward the degree; and a demonstrated ability to work independently and make innovative and original contributions to the research literature of the student's chosen field.

**Students entering with an M.A.** A student who enters the graduate program with an M.A. in linguistics from another department or institution must fulfill all the requirements expected of students completing the M.A. program at UCSB. The faculty will determine equivalence of work done elsewhere to the UCSB M.A. requirements. If courses taken elsewhere are deemed equivalent to UCSB core M.A. courses, the number of required units of M.A. coursework will be reduced accordingly. Students who enter with an M.A. but who did not write an M.A. thesis will be required to write one. An M.A. thesis in linguistics from another university may be submitted for consideration by the UCSB faculty as a UCSB M.A. thesis equivalent. If the submitted thesis is deemed acceptable as a UCSB M.A. thesis equivalent, the thesis requirement will be considered fulfilled and the student will be exempted from the 2 quarter Linguistics 598 course requirement; if not, the student will be asked to write another paper to be submitted as an M.A. thesis equivalent.

**Committees at the doctoral level.** Upon passing the screening review, the student must establish a doctoral committee to guide their progress through the Ph.D. program. The committee must consist of at least three members of the Department of Linguistics, one of whom is the committee chair. The membership of the student's advisory committee may evolve as the student progresses through the various stages of the doctoral program, with successive committees established for the publishable paper, Ph.D. orals, and Ph.D. dissertation. The structure of these committees, and their specific roles, are as specified in the Linguistics graduate guidelines.

#### **Requirements for the Ph.D.**

The following are required:

- a. A minimum of two years (six quarters) of academic residence, as defined and required by the university.
- b. Thirty-six units of graduate coursework beyond those required for the M.A. These units must include Linguistics 270 (Professionalism, 2 units) and one advanced research seminar (6 units), plus either a

second research seminar (6 units) or 6 units of Linguistics 596 (Directed Reading and Research). In addition, students must take a set of courses relating to one research focus, completing all of the courses listed under one of the following groups:

Structural: Linguistics 221A-B-C (Field Methods).

Corpus: Linguistics 218 (Corpus Linguistics), Linguistics 219 (Corpus Construction), Linguistics 202 (Advanced Statistics for Linguistics).

Cognitive: Linguistics 237 (Introduction to First Language Acquisition), Interdisciplinary Studies 200A (Seminar in Cognitive Science), Linguistics 202 (Advanced Statistics for Linguistics), and one additional methods elective to be chosen from the list of advanced methods courses.

Sociocultural: Linguistics 227 (Language as Culture), Linguistics 232 (Foundations of Sociocultural Linguistics), Linguistics 228 (Discourse in Sociocultural Interaction), Linguistics 230 (Methods in Sociocultural Linguistics), and one additional methods elective to be chosen from the list of advanced methods courses.

The courses which satisfy the requirement for an advanced methods elective are Linguistics 202 (Advanced Statistics for Linguistics), Linguistics 213 (Experimental Phonetics), Linguistics 216 (Grammar Writing), Linguistics 218 (Corpus Linguistics), Linguistics 219 (Corpus Construction), Linguistics 221A-B-C (Field Methods), Linguistics 230 (Methods in Sociocultural Linguistics).

- c. One substantial research paper of high quality suitable for publication in a major refereed journal, approved by the student's ad hoc publishable paper committee. The publishable paper must be on a different topic than the M.A. thesis or thesis equivalent.
- d. Fulfillment of the foreign language requirement. A committee for the Ph.D. qualifying orals cannot be officially appointed until the foreign language requirement has been fulfilled.
- e. Passing an oral qualifying examination administered by a doctoral committee approved by the chair of the department and appointed by the dean of the Graduate Division. The oral qualifying examination will cover general linguistics.
- f. Approval of a dissertation prospectus which presents the plan for the dissertation.
- g. A colloquium presentation of the dissertation research.
- h. An original dissertation.
- i. A dissertation defense.

#### **Optional Ph.D. Emphasis in Applied Linguistics**

The field of Applied Linguistics is a growing and vibrant one in universities nationally and internationally. Applied Linguistics is an interdisciplinary field of research and instruction that provides theoretical and descriptive foundations for the empirical investigation and solution of language-related issues, especially those of language education (first-language, second-language, foreign-language and heritage-language teaching and learning), but also issues of bilingualism and biliteracy, language planning

and policy, language assessment, translation and interpretation, lexicography, rhetoric and composition.

Students pursuing a Ph.D. in the Departments of Education, French and Italian, Germanic, Slavic & Semitic Studies, Linguistics, and Spanish and Portuguese may petition to add an emphasis in applied linguistics. The interdisciplinary program in applied linguistics involves over 35 faculty members in 12 departments on campus.

Students who petition to add the emphasis must fulfill the following requirements in addition to the requirements for the Ph.D. in their home department: (1) a minimum of two courses taken from the core group of applied linguistics courses, which provide them with the basics of linguistics, second language acquisition theories, second/foreign language teaching methodologies, and practical applications of theory to teaching (Second Language Acquisition Theory and Research; Second Language Teaching Methodology; Foreign/Second Language Teaching Practicum; Topics in Applied Linguistics); (2) a minimum of two courses in one of five sub-areas (Linguistics, Discourse, Second Language Acquisition; Language and Society, Socio-cultural Perspectives, Multilingualism and Multiliteracy; Language, Literacy and Composition Studies; Language and Cognition, Psycholinguistics; Language Acquisition Using Technology); (3) Required independent study (4 units): Taken with an appropriate faculty member, leading to a research paper describing theoretical, empirical, or applied work in applied linguistics.

In addition to the course and unit requirements described above (including the research paper), the student's Ph.D. Qualifying Examination (or a separate exam) shall include examination of knowledge within the Applied Linguistics emphasis. At least one faculty member of the Applied Linguistics program shall participate in the qualifying (or separate) examination.

Additional information may be found at: [www.appliedlinguistics.ucsb.edu](http://www.appliedlinguistics.ucsb.edu). Questions may be directed either to a participating faculty member or to Applied Linguistics, c/o Department of Germanic, Slavic & Semitic Studies, UCSB, Santa Barbara, CA 93106-4130.

#### **Optional Ph.D. Emphasis in Cognitive Science**

Doctoral students from Computer Science, Education, Geography, Linguistics, and Psychology may petition to add an emphasis in Cognitive Science to the Ph.D. in their home department. The program includes faculty and students in the Schools of Letters & Sciences, Education, and Engineering. The subject matter of the Cognitive Science Program reflects the intersecting interests of more than thirty scholars within these departments. The Program provides an organizational structure that facilitates sharing of research interests and collaboration among faculty, and translates these activities into training opportunities for graduate students. Students who meet the requirements of the Cognitive Science Emphasis will graduate with a Ph.D. from their home department along with wording on their transcript stating they have earned an Emphasis in Cognitive Science.

The core requirements are: 1) Participation in the Cognitive Science Seminar (INT 200A, 200B, and 200C) for at least three quarters. (Students are encouraged to participate in this seminar throughout their graduate careers); 2) Completion of at least three cognitive science courses with one each in three different departments. (Generally, these are courses with cognitive science content that are taught by participating faculty. A list of courses is provided each quarter). Further courses can be proposed at any time and will be subject to approval by the Cognitive Science Steering Committee. We also anticipate that Cognitive Science courses taken at other universities will be acceptable electives, subject to approval by the Cognitive Science Steering Committee; 3) Completion of either a) a research project, completed before the dissertation, resulting in a written paper suitable for publication, or b) an extra-mural grant proposal for a study in cognitive science suitable for submission to an identified public or private granting agency. Either product must be prepared under the supervision of a participating faculty member; 4) Presentation of a research paper in a suitable academic forum, such as a Cognitive Science Program Colloquium, departmental colloquium, invited colloquium at another institution, or a professional meeting; 5) A Ph.D. dissertation centrally focused on a question emerging from cognitive science with at least two committee members representing faculty participating in the Cognitive Science Interdisciplinary Emphasis. If one of the committee members is from outside the student's home department, the student will be required to have four faculty members on his/her dissertation committee (including three from the home department).

Note that in addition to the emphasis requirements, students must satisfy all requirements in their home departments. Work completed in satisfaction of departmental Ph.D. requirements may also be used to satisfy emphasis requirements.

On completion, the student will submit his/her records of courses, seminars, and completed products to the Cognitive Science Steering Committee, which will certify to the Graduate Division that the requirements for the emphasis have been met, and send a letter to that effect to the student. The Graduate Division will verify completion of the emphasis and convey this information to the Registrar for inclusion of the emphasis on the final transcript. Students will graduate from their home department with an Emphasis in Cognitive Science. For more information, visit the program website at [www.cogsci.ucsb.edu/](http://www.cogsci.ucsb.edu/).

### **Optional Ph.D. Emphasis in Women's Studies**

The Department of Feminist Studies, with almost fifty core and affiliated faculty members in over nineteen disciplines, serves as a model of interdisciplinary work and scholarly collaboration at UCSB. Women's Studies doctoral emphasis students are required to successfully complete four seminars that will enhance their understanding of feminist pedagogy, feminist theory, and topics relevant to the study of women, gender and/or sexuality. Women's Studies as an inter-departmental set of conversations and

intellectual questions supports a multifaceted undergraduate curriculum at UCSB. Doctoral emphasis students are encouraged to apply to teach Feminist Studies courses as teaching assistants and associates as part of their Feminist Studies training.

Applicants must first be admitted to, or currently enrolled in, a UCSB Ph.D. program participating in the Women's Studies graduate emphasis. Anthropology; Comparative Literature; Counseling, Clinical, and School Psychology; English; French and Italian; Germanic, Slavic and Semitic Studies; History; History of Art and Architecture; Linguistics; Political Science; Religious Studies; Sociology; Spanish and Portuguese; or Theater and Dance. Candidates complete four graduate courses and select a member of the Feminist Studies faculty or affiliated faculty to serve on their dissertation committees. Applications to the Women's Studies Doctoral Emphasis may be submitted at any stage of Ph.D. work, and applications will be considered throughout the year.

### **Doctoral Emphasis Coursework**

Students pursuing the emphasis in Women's Studies will successfully complete four graduate courses that have been approved by the Doctoral Emphasis advisor.

1. **Feminist Theories.** A one quarter graduate seminar in interdisciplinary feminist theory offered by any department, including Feminist Studies 250 AA-ZZ.
2. **Issues in Feminist Epistemology and Pedagogy** (Feminist Studies 270). A one quarter seminar that considers Feminist Studies as a distinct field. It offers an interdisciplinary exploration of feminist theories of knowledge production and teaching practices. Readings cover past and present critical debates and provide theoretical approaches through which to analyze interdisciplinary epistemological and pedagogical issues.
3. **Graduate Seminar in Feminist Studies** (Feminist Studies 200-290 or 594 AA-ZZ). A one quarter seminar offered by a Feminist Studies faculty member on topics of central concern to the field.  
Or,  
**Research Practicum** (Feminist Studies 280). A cross-disciplinary seminar in which fundamental questions in contemporary feminist research practice are considered in light of students' own graduate projects.
4. **Topical Seminar.** A one quarter graduate seminar that addresses topics relevant to the study of women, gender, and/or sexuality. This seminar must be taken outside the student's home department; it may be fulfilled either by another graduate seminar in Feminist Studies or a seminar in another department.

### **Optional Ph.D. Emphasis in Human Development**

Students pursuing a Ph.D. in linguistics may petition to add an emphasis in human development. The interdisciplinary program in human development (IHD) involves faculty from the Ph.D. programs in communication, counseling/clinical/school psychology, education, linguistics, psychology, and sociology. The program focuses on developmental theory and research

across the lifespan, and may be particularly relevant to the dissertation research of some students. The program features a structured set of courses which are taught individually and collaboratively by faculty from a variety of disciplines.

Students who petition to add the emphasis in human development must fulfill the following requirements in addition to the requirements for the Ph.D. in their home department: (1) six quarters of proseminar Interdisciplinary 592; (2) four courses in addition to the proseminar, two of which must be outside the student's home department; (3) a minimum of one member of the student's doctoral committee must be a ladder faculty member officially affiliated with the interdisciplinary program in human development. Consult the department for additional information.

Optional Ph.D. Emphasis in Language, Interaction, and Social Organization

Students pursuing a Ph.D. in the Departments of Education, Linguistics, or Sociology may petition the department to add an interdisciplinary emphasis in language, interaction, and social organization (LISO). This emphasis draws upon three approaches: interactional functional linguistics, conversation analysis, and sociocultural linguistic analysis.

In addition to the emphasis requirements below, students must satisfy the requirements for the Ph.D. in their home department. Work in satisfaction of departmental Ph.D. requirements may also be used to satisfy emphasis requirements. The emphasis requires (1) three quarters of Education/Linguistics/Sociology 274, Proseminar in Language, Interaction, and Social Organization, for credit; (2) a minimum of three elective LISO courses from the list below, one from each of the student's non-home departments, and the third a designated methods course in any of the three departments (the designated methods courses are Education 221A, 221B, 221G; Linguistics 230, 273A, 273B; and Sociology 212R, 236V); Linguistics 201, 209, 212, 214, 217, 227, 228, 230, 232, 237, 254A-B, 258A-B, 266, or 273 A-B; Education 202E, 207, 209A 221A, 221B, 221G, 270G, or 270H; Sociology 212R, 236, 236I, 236V, 242, 273A-B, (3) one presentation in Education/Linguistics/Sociology 274, which may be either a research paper or a guided data session; (4) Students must complete a research project; the project must be supervised by at least one participating faculty member. This requirement can be satisfied in either of two ways: (a) Completion of a paper reporting a post-M.A. research project which presents an analysis of interactional data and displays command of the relevant literature. It must be written up in publishable form, though actual publication is not a requirement. (b) Successfully defend a dissertation centrally addressed to questions concerning language, interaction, and social organization; at least one member of the student's qualifying examination and dissertation committee must be a faculty member affiliated with LISO.

Questions or requests for additional information may be directed either to a participating faculty member or to LISO, c/o the Department of Sociology, UCSB, Santa Barbara, CA 93106. For further information, please visit [www.liso.ucsb.edu](http://www.liso.ucsb.edu).

# Linguistics Courses

## ENGLISH AS A SECOND LANGUAGE COURSES

For further information see the “English as a Second Language” entry in this catalog.

### 1. ESL: English Skills Review

(4) STAFF

*Prerequisite:* placement based on English Language Placement Examination scores, UC Analytical Writing Placement Exam (AWPE) scores, or by consent of department.

*Workload credit only. May be repeated for credit to a maximum of 12 units.*

Focuses on developing reception and production skills (listening and reading, speaking and writing). Instruction also includes an intensive review of English grammar and basic sentence construction. (F)

### 2. ESL: English Skills Practicum

(4) STAFF

*Prerequisite:* placement based on English Language Placement Examination scores, UC Analytical Writing Placement Exam (AWPE) scores, or Linguistics 1, or by consent of department.

*Workload credit only. May be repeated for credit to a maximum of 12 units.*

Focus on writing skills such as paragraph development and rhetorical patterns, and oral production skills such as group discussions, individual oral presentations and seminars. Course content drawn from a variety of academic disciplines. (F,W)

### 2G. Graduate English Skills Practicum

(4) STAFF

*Prerequisite:* placement based on English Language Placement Examination.

*Workload credit only. May be repeated for credit to a maximum of 8 units.*

Provides writing instruction for nonnative English speaking graduate students needing to improve accuracy and fluency in written academic English. Emphasizes sentence- and discourse-level grammar and vocabulary relevant to academic writing at the graduate level.

### 3. ESL: Undergraduate Writing

(4) STAFF

*Prerequisites:* placement based on English Language Placement Examination scores, UC Analytical Writing Placement Exam (AWPE) scores, or Linguistics 2, or by consent of department.

*Workload credit only. May be repeated for credit to a maximum of 12 units.*

Focus on advanced oral and writing skills. Students work on improving fluency in written English, developing expository writing strategies, and practicing editing skills. (F,W,S)

### 3G. ESL: Graduate Writing

(4) STAFF

*Prerequisites:* placement based on English Language Placement Examination scores; graduate standing.

*Workload credit only. May be repeated for credit to a maximum of 8 units.*

Prepares students for graduate-level academic writing. Focuses on rhetorical strategies and patterns of development used in a variety of writing typically required for graduate courses. Through negotiated writing projects, students learn rhetorical conventions used in their disciplines and develop prose style.

### 4. ESL: Self-Paced

(1-3) STAFF

*Prerequisite:* consent of instructor.

*Workload credit only. May be repeated for credit to a maximum of 12 units.*

Designed to meet individual needs of ESL students either individually or in small groups. Open to foreign students at any level of proficiency. (F,W,S)

### 5. ESL: Intermediate Oral Practicum

(3) STAFF

*Prerequisite:* placement based on English Language Placement Examination scores and graduate status.

*May be repeated for credit to a maximum of 6 units. Workload credit only.*

Focuses on listening comprehension and oral

production skills necessary for participation in an American university classroom: group discussions, conversational strategies, and individual oral presentations. (F)

### 6. ESL: Advanced Oral Practicum

(3) STAFF

*Prerequisite:* Linguistics 5 or placement based on English Language Placement Examination scores.

*Workload credit only. May be repeated for credit to a maximum of 6 units.*

Advanced course designed to refine students' skills in classroom discussion and oral presentations. Course content will be drawn from a variety of academic disciplines. (W)

### 7. International TA Workshop

(3) STAFF

*Prerequisite:* consent of instructor.

*Workload credit only. Students must have current teaching assistantship. May be repeated for a credit to a maximum of 6 units.*

Intercultural teacher-training course with an emphasis on pronunciation and the oral production skills necessary for successful communication in the American university classroom. Each student is videotaped twice.

### 9. ESL: Pronunciation

(3) STAFF

*Workload credit only. May be repeated for credit to a maximum of 6 units.*

Intended for students who have problems in English pronunciation or who wish to improve their pronunciation. Instruction will include a general review of vowels, consonants, stress and intonation patterns. (F,S)

### 12. Approaches to University Writing for Multilingual Students

(4) STAFF

*Prerequisite:* open to students who have not satisfied the Entry Level Writing Requirement and have an ESL designation on the UC Analytical Writing Placement Exam (AWPE).

Principles of critical reading, thinking and writing in the university. Students analyze academic discourse, develop rhetorical strategies for exposition and argument, practice examination writing, and write and revise papers. Completion of C or better meets Entry Level Writing Requirement. (F, W, S)

## LOWER DIVISION

### 20. Language And Linguistics

(4) STAFF

*Not open for credit to students who have completed Linguistics 20. Same Course as Linguistics 20A.*

Introduction to the scientific study of language: the nature of language structure; the social and cultural function of language; the origin and the learning of language; language change and the reconstruction of languages at earlier stages.

### 20H. Language and Linguistics Honors

(1) GENETTI, STAFF

Honors course that involves introductions to the scientific study of language: The nature of language structure; the social and cultural function of language; the origin and the learning of language; language change and the reconstruction of languages at earlier stages.

### 30. The Story Of English

(4) SCHWARTZ

The evolution of English from its Germanic origins to its present status as a lingua franca among the world's cultures. Topics include influences from other languages, English-based creoles, the major contemporary dialects, and the concept of Standard English.

### 50. Language and Power

(4) CUMMING

Examination of the way social roles and relations are constructed and maintained via language, including the nature of linguistic and conceptual categories and the role of metaphor in domains ranging from everyday interaction to advertising and political discourse.

### 60. Word Origins

(3) SCHWARTZ

An introduction to the origin and evolution of

words: language families, sound correspondences, and cognates; word-formation and loanwords; changes in meaning and form; etymology; dialectal differences in lexicon; vocabulary as historical and comparative evidence.

### 70. Language In Society

(4) BUCHOLTZ, KENNEDY

How language defines the relationship of the individual to society; the role language plays in constituting power, hierarchy, ethnicity, gender, ideology, and other aspects of social identity; how speakers use language to display identity and define social context. Emphasis on sociolinguistic diversity in American society.

### 82. The Biological Foundations of Language

(3) LI

Focuses on the biological mechanism involved in the production and perception of language. These biological mechanisms are presented from both the ontogenetic and phylogenetic (hominid evolution) perspective. Special emphasis is placed on the anatomy, physiology and genetic basis of the auditory system, the vocal (via the respiratory) system and the brain.

## UPPER DIVISION

### 101. Basic Elements of Linguistic Analysis

(4) SCHWARTZ, MITHUN

*Prerequisite:* Linguistics 20 or 20A.

An introduction to the analytic methodology in the study of phonology, morphology, syntax, and semantics. A typologically-oriented course designed to demonstrate how linguists analyze languages.

### 106. Introduction to Phonetics

(4) GENETTI, GORDON

*Prerequisite:* Linguistics 20 or 20A.

An introduction to the articulatory and acoustic properties of speech sounds. Survey of speech sounds found in the languages of the world. Emphasis on ear training and transcription using the IPA.

### 107. Introduction to Phonology

(4) GENETTI, GORDON

*Prerequisite:* Linguistics 106.

*Not open for credit to students who have completed Linguistics 111.*

Introduction to the description and analysis of the sound patterns of natural language.

### 108. Introduction to Morphology

(4) MITHUN

*Prerequisite:* Linguistics 107.

How meaning is encoded in words in the languages of the world. Morphological and morphophonemic processes, lexical categories, derivation and inflection, productivity, tense, aspect, mode, case, concord, valence changes (passives, antipassives, benefactives, causatives), morphological typologies.

### 109. Introduction to Syntax

(4) THOMPSON

*Prerequisite:* Linguistics 20 or 20A.

Similarities and differences among languages in the grammatical devices they use to signal relations between nouns and verbs, negation, comparison, attribution (adjectives), and backgrounding. Data from a range of languages presented and analyzed.

### 110. Computational Linguistics

(4) GRIES

*Prerequisites:* Linguistics 20 or 20A; and 109.

Computational linguistics and statistical natural language processing; hands-on work with a programming language, co-occurrence phenomena, computational lexicography and word sense disambiguation, automatic text processing, and other topics.

### 112. Approaches To Formal Syntax

(4) SCHWARTZ

*Prerequisite:* Linguistics 109.

The emphasis of this course is the nature of explanation, with special reference to natural language syntax. It examines several current formal approaches for their treatment of a number of well known empirical problems.



**113. Introduction To Semantics****(4) WULFF***Prerequisite: Linguistics 20 or 20A.*

Introduction to the study of meaning in language. Consideration of semantic fields, semantic components, semantic relations, categories, prototypes, frames, metaphor, pragmatics, indexicality, and speech acts.

**115. Introduction To Historical Comparative Linguistics****(4) GORDON, GENETTI, KENNEDY, MITHUN***Prerequisite: Linguistics 106.*

An introduction to linguistic change, genetic classification of languages, and methods of reconstructing parent languages.

**116. The Structure of Language and Sports****(4) KENNEDY***Prerequisite: Consent of instructor.*

Examine the usage of language in organized sport, with analysis at lexical, morphological, syntactic, discursive, and phonological levels. Investigate how linguistic structure adapts to particular communicative contexts, such as media accounts and interactions among participants.

**117. Regional Dialects and Varieties of English Around the World****(4) KENNEDY***Prerequisite: Linguistics 20 or 20A.*

Offers a comprehensive and in-depth survey of regional dialects of English throughout America and around the world. Examines dialect variation through both descriptive analysis as well as socio-historic accounts of the emergence of particular varieties.

**120. Corpus Linguistics****(4) GRIES, WULFF***Prerequisite: Linguistics 20 or 20A.*

*Recommended Preparation: Linguistics 101 or equivalent. Designed for majors*

An introduction to computerized research methods which are applied to large databases of language used in natural communicative settings to supplement more traditional ways of linguistic analysis in all linguistic subdisciplines.

**121. Field Methods****(4) MITHUN***Prerequisites: Linguistics 106, 107, and 108.*

*Letter grade required for majors. May be repeated for credit to a maximum of 8 units.*

Workshop format with native speaker of a lesser-known language as consultant. Students analyze the phonological, morphological, syntactic, and semantic structure of the language by eliciting data from the consultant and applying theoretical knowledge to the data.

**121A. Field Methods****(4) MITHUN***Prerequisites: Linguistics 106, 107, and 108.*

Workshop format with native speaker of a lesser-known language as consultant. Students analyze the phonological, morphological, syntactic, and semantic structure of the language by eliciting data from the consultant and applying theoretical knowledge to the data.

**122. History of the English Language****(4) SCHWARTZ***Prerequisite: Linguistics 20 or 20a; or consent of the instructor.*

Historical survey of English, from its Germanic origins to its contemporary status as a global language. Internal examination is given to the phonology, morphology, syntax and semantics of the system at the major stages (Old English, Middle English, etc.) Externally, the focus is on the chief cultural influences at the various stages of development. Selected readings include representative texts of the stages (Chaucer, Shakespeare, Joyce, Yeats, etc.) Some time is devoted to dialect varieties, including contemporary creoles, such as Tok Pisin.

**124. Discourse Analysis****(4) THOMPSON***Prerequisite: Linguistics 109.*

Basic concepts in the study of discourse, including differences between spoken and written language;

conversational structure; structure of narrative and expository texts; information flow; and implications for the study of grammar.

**130. Language as Culture****(4) DU BOIS***Prerequisite: Linguistics 20 or 20A.*

Views language through the lens of culture, exploring language as a sociocultural system that organizes meaning, memory, interpretation, authority, action, practice. How practices of speaking shape culture; intertextuality; linguistic and cultural relativity; relations between language, thought, and culture.

**131. Sociolinguistics****(4) BUCHOLTZ***Prerequisite: Linguistics 20 or 20A.*

The study of language as a social phenomenon, with emphasis on language use outside the U.S. context. Quantitative and qualitative approaches to regional and social dialects, register, linguistic power and solidarity, language contact and change, multilingualism, codeswitching, language shift and loss.

**132. Language, Gender, and Sexuality****(4) BUCHOLTZ**

The study of language as a resource for the production of gender and sexuality across cultures. Topics include: gender differentiation in language structure and use; intragender variation; language and discrimination; linguistic ideologies; language and identity.

**134. North American Indian Languages****(4) MITHUN***Prerequisite: Linguistics 20 or 20A.*

Survey of the several hundred native languages of North America, including the history of research on these languages, their classification, special structures, and their oral traditions.

**136. African American Language and Culture****(4) BUCHOLTZ***Prerequisite: Linguistics 20 or Linguistics 20A*

The history, structure, and use of varieties of African American English. Topics include debates over the origins of African American vernacular English; the politics of African American English; representations of African American speech in popular culture; language and hip hop culture; the use of African American vernacular English by other ethnic groups.

**137. Introduction to First Language Acquisition****(4) CLANCY, GRIES***Prerequisite: Linguistics 20 or 20A.*

An introduction to the interdisciplinary enterprise of understanding first language acquisition, overview of different theoretical and methodological approaches, and introduction to developmental processes in sub-areas such as phonology, morphology, lexicon, syntax and semantics.

**138. Language Socialization****(4) CLANCY***Prerequisite: Linguistics 20 or 20A.*

What is the role of language in the process by which a child becomes a member of a particular culture? Topics include the acquisition of culture-specific ways of talking about emotions, enacting gender roles, having arguments and producing narratives.

**139. Introduction to Teaching English to Speakers of Other Languages****(4) FRODESEN**

Surveys theoretical and methodological issues related to teaching English as a second or foreign language. Students examine current research and pedagogy in TESFL and development in second language acquisition theory; and, evaluate teaching materials and develop classroom lessons.

**140. English Grammar for Teachers****(4) FRODESEN, WULFF***Prerequisite: Consent of instructor.**Open to non-majors*

Covers English grammatical structures commonly the focus of teaching English as an additional language. Also considers key issues related to grammar in language teaching, such as error

correction and deductive versus inductive methods of instruction. (S)

**141. Second Language Acquisition****(4) CHUN, SCHULTZ***Prerequisite: upper-division standing.**Same course as German 145 and French 107X.*

An introduction to the theories and principles of how adults acquire a language other than their mother tongue, why it is more difficult than acquiring their first language, and what needs to be learned, from linguistic, psychological and social perspectives.

**150. Language Documentation****(4) GENETTI, GORDON, MITHUN***Prerequisite: Ling 20A.*

Issues in the creation of lasting multipurpose records of a language. Documentation as collaborative, community-based initiative. Description and documentation, archive creation, metadata, technologies, materials, ethics, ethnography, orthography, and multimedia. Students participate in a collaborative documentation project as primary coursework.

**160. The Structure of English****(4) SCHWARTZ, GRIES***Prerequisite: Linguistics 20 or 20A.*

Introduction to the phonological, morphological, syntactic, and discourse features of contemporary English.

**166. The Structure of Yiddish****(4) SCHWARTZ***Prerequisite: Consent of instructor.*

Examines phonological, morphological, syntactical, etc. structure of klal Yiddish with some attention to dialect variation. Selected aspects of Ashkenazic culture are discussed as is the history and emergence of a literary register.

**170. Language in Social Interaction****(4) DU BOIS**

What role does language play in social interaction? How do individuals use language to shape relationships with others within or across social groups? How do patterns of linguistic interaction constitute patterns of social organization? Emphasis on hands-on analysis of transcriptions and recordings of face-to-face interactions.

**175. Introduction to Romance Linguistics****(4) SCHWARTZ, RAPOSO**

The course aims to illustrate principles of comparative-historical linguistic analysis by examining Romance languages (French, Portuguese, etc.) for similarities and differences, and tracing their evolution from Vulgar Latin.

**180. Language in American Ethnic Minority Groups****(4) CLANCY**

Examines the language of four American ethnic minority groups—Asian-, Hispanic-, Native-, and African-American—focusing on the special linguistic features and ways of using English in each group and on issues of inter-ethnic communication.

**181. Languages of the World****(4) COMRIE**

Introduction to the languages of the world: Geographical distribution; genetic (genealogical) classification, including comparison with genetics and archeology; structural properties and sociolinguistics of selected languages representing different parts of the world.

**182. Language and Brain****(4) LI***Recommended preparation: Linguistics 82 or some background in general biology and/or linguistics.*

Course is organized into three stages: The first stage provides a foundation on basic neuro-anatomy, neurophysiology and the nature of human language. The second stage focuses on the brain system and specializations that support language, drawing evidence from aphasic and neuro-imaging studies. The third stage explores the various theories of brain and language and the issues concerning the genetic basis of language in the human genome.

**185. Animal Communication****(4) LI**

The nature, process, mechanism, function,

ontogeny and evolution of communicative behavior in the animal kingdom. The basic principles of animal communication: sensory channels, signal specificity, signal economy, graded vs. discrete signals, ritualization, human vs. animal. Description of selected animals: birds, simians and apes, cetaceans, social insects.

**186. The Evolutionary Origin of Language**  
**(4) LI**

*Prerequisite: Linguistics 20 or 20A or 185, or EEMB 5B or 5C, or MCDB 5A or 28.*

Interdisciplinary course involving paleoanthropology, theories of evolution, molecular genetics, neurosciences, animal communication and linguistics. Course consists of evolution, the history of hominid evolution, a comparison of animal communication and human language, the co-evolution of brain, language, and other anatomical developments.

**191. Internship in Linguistics**  
**(1-6) STAFF**

*Prerequisite: Consent of instructor.*

*Open to non-majors*

Internship in a language-related work setting. Students apply concepts, methods, and issues from linguistics to professional contexts in education, business, government, nonprofit organizations and other fields.

**193. Undergraduate Research Seminar**  
**(1-5) STAFF**

*Prerequisite: Upper-division standing; completion of 2 upper-division course in linguistics; consent of instructor.*

*Students must have a minimum 3.0 GPA for the preceding 3 quarters and are limited to 5 units per quarter and 30 units total in all 193/199/199RA courses combined.*

Original individual or collaborative research in linguistics. Weekly discussion of work in progress in a writing workshop setting.

**194. Group Studies in Linguistics**  
**(2-4) STAFF**

*Prerequisite: Linguistics 20 or 20A.*

*May be repeated for credit to a maximum of 8 units.*

A course limited to small groups whose interest and needs will determine the central focus.

**195A-B. Honors Thesis**

**(2-3, 2-3) STAFF**

*Prerequisites: senior standing; consent of instructor.*

*Students must have at least a 3.5 GPA in the major. A 2-quarter, in-sequence course with final grade awarded upon completion of Linguistics 195B.*

Guided research and writing of an original research paper to meet the requirements of the honors program in Linguistics.

**195C. Honors Thesis**

**(2-3) STAFF**

*Prerequisite: Linguistics 195B.*

*Students must have at least a 3.5 GPA in the major.*

Guided research and writing of an original research paper to meet the requirements of the honors program in Linguistics.

**199. Independent Studies in Linguistics**

**(1-5) STAFF**

*Prerequisites: upper-division standing; completion of two upper-division courses in linguistics; consent of instructor.*

*Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. Admission by special arrangement.*

Intended for the study of special areas within linguistics.

**199RA. Independent Research Assistance in Linguistics**

**(1-5) STAFF**

*Prerequisites: upper-division standing; completion of two upper-division courses in linguistics; consent of instructor and department.*

*Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

Coursework shall consist of faculty supervised research assistance.

**GRADUATE COURSES**

**200A-B. Language and Linguistics for Non-Linguists**

**(4-2) GENETTI, GORDON, SCHWARTZ**

*Prerequisites: graduate standing: Linguistics 200A (for 200B).*

An introduction to the scientific study of language: The sounds of language; word and sentence structure; semantics and pragmatics; discourse and conversational speech; the social and cultural functions of language; language change and the reconstruction of languages at earlier stages.

**201. Research Methodology and Statistics in Linguistics**

**(4) GRIES**

Fundamentals of scientific inquiry and methodology; basics of experimental design, statistical methods (descriptive, analytic, and hypothesis-testing) relevant to linguistics such as Chi-square, testing of means, ANOVA, correlation and regression, cluster analysis, etc.

**202. Advanced Research Methods and Statistics**

**(4) GRIES**

*Prerequisite: Linguistics 201*

Multifactorial and multivariate statistical methods for analyzing observational and experimental data in linguistics: ANOVA; ANCOVA; regression techniques, generalized linear models for count and proportion data; hierarchical configurational frequency analysis, cluster analysis; graphical methods for data exploration.

**207. Introduction to Phonology**

**(4) GORDON**

*Prerequisite: Linguistics 206.*

Introduction to the description of the sound patterns of natural language.

**208. Introduction to Morphology**

**(4) MITHUN, GENETTI**

*Prerequisite: Linguistics 111.*

How meaning is encoded in words in languages of the world. Morphological and morphophonemic processes, lexical categories, derivation and inflection, productivity, tense, aspect, mode, case, concord, valence changes, (passives, antipassives, benefactives, causatives), morphological typologies.

**209. Introduction to Syntax**

**(4) THOMPSON**

*Prerequisite: Linguistics 200 or 200A.*

Similarities and differences among languages in the grammatical devices they use to signal relations between nouns and verbs, negation, comparison, attribution (adjectives), and backgrounding. Data from a range of languages presented and analyzed.

**210. Computational Linguistics**

**(4) GRIES**

*Prerequisite: Linguistics 200 or 200A (for non-linguistic students).*

Computational linguistics and statistical natural language processing; hands-on work with a programming language, co-occurrence phenomena, computational lexicography and word sense disambiguation, automatic text processing, and other topics.

**212. Discourse Transcription**

**(4) DU BOIS**

Methods for transcribing conversational discourse, with focus on discourse features relevant to linguistic and interactional research. Features include pause, laughter, intonation, voice, speaker overlap, turn-taking, participation, others. Recording natural conversation, computer-assisted transcription, transcription as theory, alternative transcription systems, transcription ethics/politics.

**213. Experimental Phonetics**

**(4) GORDON**

*Prerequisite: Linguistics 211.*

The experimental approach to the articulation, acoustics, and perception of speech. The relation of phonetics to phonological alternations and sound change. The use of phonetic data to resolve phonological questions. Interpretation and evaluation

of experiments. The acoustic theory of maximal perceptual distance.

**214. Discourse**

**(4) CLANCY, THOMPSON, CUMMING**

*Survey of approaches to discourse analysis.*

Discourse and grammar, information flow, narrative and rhetorical structure, the analysis of conversations, comparisons of spoken and written language.

**215. Introduction to Historical-Comparative Linguistics**

**(4) GORDON, MITHUN, KENNEDY**

*Prerequisite: Linguistics 211.*

An introduction to linguistic change, genetic classification of languages, and methods of reconstructing parent languages.

**216. Grammar Writing**

**(4) MITHUN, GENETTI**

*Prerequisites: Linguistics 208, 234 and 235.*

Training in writing a description of a language, including critical review of selected existing grammars, discussion of contents, and practice in writing.

**217. Discourse and Grammar**

**(4) DU BOIS, THOMPSON**

*Prerequisites: Linguistics 212 and 214.*

Survey of recent approaches to discourse and grammar, including referential pragmatics, dialogic syntax, construction grammar, preferred argument structure, and emergent grammar. Application of these approaches to natural language data, including face-to-face conversation.

**218. Corpus Linguistics**

**(4) GRIES**

*Prerequisites: graduate standing: open to linguistics majors only.*

An introduction to computerized research methods, which are applied to large data bases of language used in natural communicative settings to supplement more traditional ways of linguistic analysis in all linguistic subdisciplines.

**219. Corpus Construction**

**(4) GRIES, DU BOIS**

Design and construction of electronic corpora to represent spoken or written forms of language. Data collection from electronically available text/transcripts, linguistic fieldwork, archives. Issues of sampling, balancedness, representativity, scale; formatting, markup, annotation, coding, tools; archival preservation, orthography, politics, ethics.

**220. Prosody**

**(4) GORDON**

Perceptual and acoustic aspects of pitch, amplitude, and tempo and their interaction with discourse. Comparison of prosodic theories.

**221A-B-C. Field Methods**

**(6-6-6) GENETTI, GORDON, MITHUN, THOMPSON**

*Prerequisites: Linguistics 208, 214, 234, and 235.*

*A three-quarter in-progress sequence course with grades for all quarters issued upon completion of Linguistics 221C.*

Techniques of eliciting and analyzing phonological, grammatical, and discourse data. Students work with a speaker of a little known language for three consecutive quarters. A series of short papers is required.

**222. Typology and Universals**

**(4) CUMMING, GORDON, COMRIE**

*Prerequisites: Linguistics 208 and 234.*

Reading and discussion of major contributions to the literature in typology and universals, focusing on such problems as lexical categories, systems of case marking, voice, reflexives, tense-aspect-mood, and relative clauses.

**223. Languages in Contact**

**(4) GENETTI, MITHUN**

*Prerequisite: Linguistics 215.*

Types, causes, mechanisms, and consequences of contact-induced language change, including a consideration of pidgins and creoles.

**224. Spoken and Written Discourse**

**(4) CUMMING**

*Prerequisites: Linguistics 212 and 214.*

Comparisons of different genres and styles of writing and speaking, focusing on ways in which language use determines its form.

**225. Semantics and Pragmatics****(4) CUMMING***Prerequisite:* *Linguistics 209.*

Introduction to the study of meaning. How meanings are integrated into linguistic sign systems, contexts of use. Pragmatic theories of indexicality, deixis, implicature, presupposition, speech acts, discourse comprehension. Semantic differences across languages.

**226. Language and Cognition****(4) CLANCY, GRIES***Prerequisites:* *Linguistics 208, 209, and 214.*

A psycholinguistic overview of the relationship between language and cognition, including cognitive constraints on the nature of lexical and grammatical categories, morphological structure, sentence-level syntax, and discourse organization.

**227. Language as Culture****(4) DU BOIS**

How culture frames the use and interpretation of language; how speaking creates culture. Language as culture mediates sociocultural production of meaning, cognition, authority, practice. Classic readings from linguistic anthropology and sociocultural linguistics confront new research on relation between language, thought, culture.

**228. Discourse in Sociocultural Interaction****(4) DU BOIS**

Discourse as locus of sociocultural action and dialogic interaction. How discourse practice constitutes both situated meanings and sociocultural frameworks. Stancetaking, evaluation, positioning, alignment, resonance, affect, epistemicity, empathy, intersubjectivity in language. Focus on current research on language in naturally occurring interaction.

**230. Methods in Sociocultural Linguistics****(4) BUCHOLTZ**

Field methodologies for research on language, culture, and society. Topics include ethics and politics of research, ethnographic methods, interviewing, audio and video data collection, fieldnotes, relationship between fieldwork and analysis. Students carry out original field research during the quarter.

**231. History of Linguistics****(4) CHAFE, THOMPSON***Prerequisites:* *Linguistics 208, 209, 211, and 215.*

Ways in which linguistics has been practiced over the last 2,500 years, with emphasis on developments in the nineteenth and, especially, twentieth centuries. People and ideas that have most influenced the field.

**232. Foundations of Sociocultural Linguistics****(4) BUCHOLTZ**

Investigates sociocultural theories of language as developed in linguistics, anthropology, sociology, philosophy and other fields. A comparative survey of the major theoretical issues in the field both historically and in the present day, with an emphasis on the relationship between theory and empirical analysis.

**233. Language, Gender, and Sexuality****(4) BUCHOLTZ**

Advanced study of the linguistic dimensions of gender and sexuality. Emphasis on the role of language in feminist theory and gender theory; evaluation and application of research methods.

**234. Advanced Syntax****(4) THOMPSON, MITHUN***Prerequisite:* *Linguistics 209.*

Functional approaches to syntax. Methods of syntactic description and explanation. Survey of clause-level syntactic structures in diverse languages.

**235. Advanced Phonology****(4) GORDON***Prerequisite:* *Linguistics 211.*

Review of articulatory and acoustic phonetics and methods of phonological description and analysis. Current issues in phonological theory. Survey of phonological patterns and systems in diverse languages.

**236. Advanced Language Change****(4) MITHUN***Prerequisite:* *Linguistics 215.*

Types of theories of language change. Language

families and subgroups. Internal and comparative reconstruction. The interpretation of historical records. Dialectology; sociolinguistic factors in language change and processes of grammaticization. Ramifications of observed changes for synchronic theories of language structure.

**237. Introduction to First Language Acquisition****(4) CLANCY, GRIES***Prerequisite:* *Linguistics 200A or 200.*

Introduction to current theories and methods in the study of language development. Topics include cross-linguistic developmental differences, the relationship between linguistic and socio-cognitive development, and cultural differences in language socialization.

**238. Syntax Beyond the Clause****(4) CUMMING, GENETTI, THOMPSON, MITHUN***Prerequisite:* *Linguistics 234.*

Functional approaches to the syntax of multi-clausal constructions, including relative clause structures; complements; adverbial clauses; clause chaining; and issues of co-ordination and subordination.

**239. Introduction to Teaching English to Speakers of Other Languages****(4) FRODESEN**

Surveys theoretical and methodological issues related to teaching English as a second or foreign language. Students examine current research and pedagogy in TESOL and developments in second language acquisition theory; evaluate teaching materials, and develop classroom lessons.

**241. Topics in Phonetics and Phonology****(4) GENETTI, GORDON***Prerequisites:* *Linguistics 208 or 211 or 212 or 235.*

Specialized topics in phonetics and phonology.

**244A-B. Topics in Linguistic Areas****(4-2) COMRIE, GENETTI, MITHUN***Prerequisites:* *Linguistics 208, 209, 211, and 215 (for 244A); Linguistics 244A (for 244B).*

*May be repeated for credit.*

Specialized topics in the study of a given linguistic area.

**245. Topics in Language Change****(4) COMRIE, GENETTI, MITHUN, THOMPSON***Prerequisites:* *Linguistics 208, 209, and 215.*

Specialized topics in language change.

**246. Topics in Discourse****(4) CLANCY, CUMMING, DU BOIS, THOMPSON***Prerequisites:* *Linguistics 212 or 214 or 234.*

Specialized topics in discourse.

**247. Topics in Psycholinguistics****(4) CLANCY, GRIES***Prerequisites:* *Linguistics 208, 209, and 211.*

Specialized topics in psycholinguistics.

**248. Topics in Sociocultural Linguistics****(4) BUCHOLTZ, DU BOIS***Prerequisites:* *Linguistics 227 or 228 or 230 or 232.*

Specialized topics in sociocultural linguistics.

**250. Language Documentation****(4) GENETTI, GORDON, MITHUN**

Issues in the creation of lasting, multipurpose records of a language. Documentation as collaborative, community-based initiative. Description and documentation, archive creation, metadata, technologies, materials, ethics, ethnography, orthography, and multimedia. Students participate in a collaborative documentation project as primary coursework.

**251A. Seminar in Phonetics and Phonology****(4) GENETTI, GORDON***Prerequisite:* *Linguistics 208 or 211 or 212 or 235.*

*May be repeated for credit.*

Specialized topics in phonetics and phonology.

**252A-B. Seminar in Morphology and Syntax****(4-2) MITHUN, THOMPSON, GENETTI, GRIES***Prerequisite:* *Linguistics 208 and 234 (for 252A); Linguistics 252A (for 252B).*

*May be repeated for credit.*

Specialized topics in morphology and syntax.

**253A. Seminar in Semantics and Pragmatics****(4) CUMMING, THOMPSON, DU BOIS***Prerequisite:* *Linguistics 209 and 225.*

*May be repeated for credit.*

Specialized topics in semantics and pragmatics.

**254A-B. Seminar in Discourse****(4-2) CHAFE, MITHUN, CLANCY, DU BOIS***Prerequisite:* *Linguistics 212 or 214 or 234 (for 254A);**Linguistics 212, 214, 234, and 254A (for 254B).*

*May be repeated for credit.*

Specialized topics in discourse.

**255A-B. Seminar in Language Change****(4-2) GENETTI, MITHUN, LI, COMRIE***Prerequisites:* *Linguistics 208, 209, and 215 (for 255A);**Linguistics 208, 209, 215, and 255A (for 255B).*

*May be repeated for credit.*

Specialized topics in language change.

**256A-B. Seminar in Typology and Universals****(4-2) MITHUN, THOMPSON, GENETTI, COMRIE***Prerequisites:* *Linguistics 208 or 222 or 234 or 235**(for 256A); Linguistics 208, 222, 234, 235, and 256A (for 256B).*

*May be repeated for credit.*

Specialized topics in typology and universals.

**257A-B. Seminar in Psycholinguistics****(4-2) CLANCY, GRIES***Prerequisite:* *Linguistics 208, 209, and 211.*

*May be repeated for credit.*

Specialized topics in psycholinguistics.

**258A-B. Seminar in Sociocultural Linguistics****(4-2) BUCHOLTZ, DU BOIS***Prerequisite:* *Linguistics 227 or 228 or 230 or 232 (for**258A); Linguistics 258A (for 258B).*

*May be repeated for credit.*

Specialized topics in sociocultural linguistics.

**262. History of Linguistics****(4) STAFF***Prerequisites:* *Linguistics 208, 209, 211, and 215.*

Ways in which linguistics has been practiced over the last 2,500 years, with emphasis on developments in the nineteenth and, especially, twentieth centuries. People and ideas that have most influenced the field.

**270. Professionalism****(2) GORDON***Prerequisite:* *graduate standing in linguistics.*

Skills important to the professional linguist: preparing abstracts for and delivering oral presentations at conferences; preparing grant proposals; publishing research.

**271. Research Orientation****(2) CLANCY***Prerequisite:* *graduate standing in linguistics.*

*May not be applied toward the M.A. or Ph.D. degree requirements.*

Sequence of lectures by faculty of the Linguistics Department and closely related departments, to acquaint new graduate students with current faculty research, and with research directions and resources of the campus.

**272. Linguistics Colloquium****(2-4) STAFF***Prerequisite:* *graduate standing.*

*May be repeated for credit. May not be applied toward the M.A. or Ph.D. degree requirements.*

Presentations on current topics in linguistics by visiting scholars, faculty, and graduate students.

**273A-B. Language and the Body****(4-2) LERNER, THOMPSON**

*Same course as Sociology 273A-B. A two-quarter in-progress sequence with both grades given upon completion of Sociology 273B.*

Brings together the methods and findings of functional linguistics and those of conversation analysis in a dialogue centering on the visible behavior of the body in the organization of talk-in-interaction, especially gesture, gaze, and body movement.

**274. Proseminar in Language, Interaction, and Social Organization****(2-4) BUCHOLTZ, DU BOIS, THOMPSON***Prerequisite:* *graduate standing.*

*Same course as Sociology 274 and Education 274.*

May be repeated for credit.

Discussion of current research, literature, and theoretical and methodological issues in language and social interaction.

### 280A-B. Seminar in the Evolutionary Origin of Languages

(4-2) LI

*Prerequisites:* a strong background in neuroscience and/or paleo-anthropology and/or linguistics; *Linguistics 280A* (for 280B).

Course infers the evolutionary development of the communicative behavior of hominids on the basis of evidence drawn from paleo-anthropology, neuroscience, comparative animal and human communication, linguistics, and human genetics.

### 281. Sociolinguistics

(4) BUCHOLTZ

*Prerequisite:* Graduate standing.

Study of language as a social phenomenon, with emphasis on language use outside the U.S. context. Quantitative and qualitative approaches to regional and social dialects register, linguistic power, and solidarity, language contact and change, multilingualism, codeswitching, language shift and loss.

### 286. African American Language and Culture

(4) BUCHOLTZ

*Prerequisite:* Graduate standing.

History, structure, and varieties of African American English. Debates over the origins of African American vernacular English; representations of African American speech in popular culture; language and hip-hop culture; the use of African American Vernacular English by other ethnic groups.

### 297. Graduate Studies

(4) STAFF

*Prerequisite:* consent of instructor.

Graduate credit given for an upper-division course with additional work at the graduate level.

### 299. Topics in Applied Linguistics

(4) STAFF

*Same course as Education 299, EACS 299, French 299, German 299, and Spanish 299.*

Specialized topics in the study of applied linguistics.

### 470. Professionalism

(1-3) STAFF

*Prerequisite:* graduate standing in Linguistics.

Skills important to the professional linguist: preparing abstracts for and delivering oral presentations at conferences; preparing grant proposals; publishing research.

### 500. Teaching Assistant Practicum

(1-4) STAFF

*Prerequisites:* appointment as teaching assistant and departmental approval.

No unit credit allowed toward advanced degree.

Supervised teaching of undergraduate linguistics courses.

### 504A-B. Practicum in Teaching English as a Second Language

(2-2) FRODESEN

*Prerequisite:* consent of department.

*Students must submit application for ESL Program T.A. appointment.*

Preparation in teaching English for academic purposes and concurrent training for prospective and newly appointed teaching assistants in the ESL Program. Topics include orientation to the ESL curriculum, reading and composition pedagogy, academic oral skills, syllabus design and classroom techniques.

### 505. Teaching Assistant Seminar

(1) CLANCY, GORDON

No credit allowed toward advanced degree.

Covers development of teaching techniques.

### 591. Research in Linguistics

(1-12) STAFF

No unit credit allowed toward advanced degree.

Research must be under the direction of a faculty member(s).

### 593AA-ZZ. Topics in Linguistics

(2) STAFF

*Prerequisite:* consent of instructor.

Specialized studies in a specific area of linguistics.

### 594. Graduate Group Studies in Linguistics

(2) STAFF

*Prerequisite:* Consent of instructor.

Limited to small groups whose interest and needs determine the central focus.

### 595AA-ZZ. Topics in Linguistics

(4) STAFF

*Prerequisite:* consent of instructor.

Specialized studies in a specific area of linguistics.

### 596. Directed Reading and Research

(2-4) STAFF

*Prerequisite:* consent of instructor.

May be repeated for credit as determined by the department chair.

Individual tutorial in any area of linguistics.

### 597. Individual Study for Master's and Ph.D. Examinations

(1-12) STAFF

*Prerequisites:* consent of instructor and graduate advisor.

No unit credit allowed toward advanced degree.

Instructor should be student's major professor or chair of the committee.

### 598. Master's Thesis Research and Preparation

(1-12) STAFF

*Prerequisites:* consent of instructor and graduate advisor.

No unit credit allowed toward degree.

Master's thesis research and preparation. Instructor normally should be chair of the student's thesis committee. Only for research underlying the thesis, writing the thesis.

### 599. Ph.D. Dissertation Research and Preparation

(1-12) STAFF

*Prerequisite:* instructor approval required prior to registration.

## Related Courses in Other Departments

Anthropology: see 2

Chicano Studies: see 120

Communications: see 107, 109, 110, 111, 126, 210, 228

Education: see 123, 202A, 207, 210D, 234, 270H, E391E-F-G

English: see 111, 205A, 205C

French: see 103, 105, 107AA-ZZ, 115, 203, 204A-B

German: see 103, 262A-B

Japanese: see 170

Philosophy: see 100C, 150C, 170, 183-186, 250C, 270G, 273G, 283G, 284G, 285G, 286G, 296C, 299A

Psychology: see 127

Religious Studies: see 14

Sociology: see 136A, 136B, 136I, 136M, 136V

Spanish: see 100, 101, 109, 114A-B-C, 200, 207SS, 209SS, 221A, 296A-B.

# Marine Science

## Interdepartmental Graduate Program

### in Marine Science

### Division of Mathematical,

### Life, and Physical Sciences

Life Sciences Building Room 4314

Telephone: (805) 893-8162

E-mail: [marinegp-gradasst@lifesci.ucsb.edu](mailto:marinegp-gradasst@lifesci.ucsb.edu)

Website: [marinegp.ucsb.edu](http://marinegp.ucsb.edu)

Program Chair: Libe Washburn

## Faculty

### Department of Anthropology

**Shankar Aswani**, Ph.D., University of Hawaii, Associate Professor (fisheries/maritime anthropology and marine resource management, sea-tenure regimes, foraging strategies of traditional fisherman, Insular Pacific [Soloman Islands, Tonga, Hawaii])

**Susan C. Stonich**, Ph.D., University of Kentucky, Professor (human dimensions of global environmental change, coastal zone development, especially aquaculture and tourism, Latin America and Asia)

### Department of Chemical Engineering

**Frank Doyle**, Ph.D., California Institute of Technology, Professor (biosystems analysis and control, biomedical control systems synthesis, application of advanced control schemes to nonlinear, multivariable, constrained industrial processes; characterization of process nonlinearity for control-relevant design)

### Department of Chemistry and Biochemistry

**Alison Butler**, Ph.D., UC San Diego, Professor (bio-inorganic chemistry of the marine environment, biological role of vanadium, acquisition of transition metal ions by marine microorganisms)

### Department of Ecology, Evolution, and Marine Biology

**Alice L. Alldredge**, Ph.D., UC Davis, Professor (biological oceanography, zooplankton ecology, carbon cycling)

**Mark A. Brzezinski**, Ph.D., Oregon State University, Professor (biological oceanography, elemental cycling, phytoplankton ecology)

**Craig A. Carlson**, Ph.D., University of Maryland, Professor (marine microbial ecology, bacterioplankton, dissolved organic carbon, marine biogeochemistry)

**David J. Chapman**, Ph.D., Stanford University, Professor (phycoecology, biochemical evolution)

**James J. Childress**, Ph.D., UC San Diego, Professor (ecological physiology of invertebrates and fishes, biological oceanography, physiology of deep-sea animals)

**Peter M. Collins**, Ph.D., University of London, Professor (endocrinology, hormonal regulation in vertebrates)

**Steven D. Gaines**, Ph.D., Oregon State University, Professor (marine community ecology, dispersal, biogeography, biostatistics)

**Gretchen E. Hofmann**, Ph.D., University of Colorado, Professor (marine animal physiological ecology)

**Sally J. Holbrook**, Ph.D., UC Berkeley, Professor (population ecology, marine vertebrate predation and competition)

**Robert S. Jacobs**, Ph.D., Loyola University, Professor (pharmacology, cellular and molecular mechanism of action of marine natural products and toxins)

**Armand M. Kuris**, Ph.D., UC Berkeley, Professor (parasitology, marine ecology, crustacean biology)

**Sally MacIntyre**, Ph.D., Duke University, Professor (physical and biological oceanography)

and limnology, bio-physical coupling, mixing, water column microstructure)

**John M. Melack**, Ph.D., Duke University, Professor (limnology, biogeochemistry, wetland ecology)

**Roger Nisbet**, Ph.D., University of St. Andrews, Scotland, Professor (theoretical population ecology, marine toxicology)

**Barbara B. Prezelin**, Ph.D., Scripps Institution of Oceanography, Professor (phytoplankton physiology and productivity, regulation of marine photosynthesis, bio-optical modeling)

**Russell J. Schmitt**, Ph.D., UC Los Angeles, Professor (marine community ecology and population biology, consumer-resource interactions; marine invertebrates and reef fishes)

**Robert R. Warner**, Ph.D., Scripps Institution of Oceanography, Professor (evolutionary ecology and population biology; ecology and behavior of coral reef fishes)

### Department of Molecular, Cellular, and Developmental Biology

**Kathleen Foltz**, Ph.D., Purdue University, Associate Professor (cellular and molecular biology, marine invertebrate development)

**Daniel Morse**, Ph.D., Albert Einstein College of Medicine, Professor (molecular genetics, biochemistry, marine biology, developmental biology)

**William C. Smith**, Ph.D., UC Santa Cruz, Professor (chordate embryogenesis and morphogenesis, developmental genetics of marine urochordates)

**J. Herbert Waite**, Ph.D., Duke University, Professor (protein chemistry, biomolecular materials in marine invertebrates, adhesive proteins)

### Department of Geography

**David Carr**, Ph.D., University of North Carolina, Chapel Hill, Associate Professor (population (migration, fertility), health, environmental change, deforestation, rural development, Latin America)

**Tommy Dickey**, Ph.D., Princeton University, Professor (atmosphere-ocean interactions & upper ocean mixing; turbulence & internal waves)

**Catherine Gautier**, Ph.D., University of Paris, Professor (earth radiation budget and cloud processes, radiative transfer and remote sensing, global climate processes and earth system science)

**Joel Michaelsen**, Ph.D., UC Berkeley, Professor (climatology/meteorology, climate change, marine resources, temporal and spatial statistics)

**David Siegel**, Ph.D., University of Southern California, Professor (physical and bio-optical oceanography, numerical modeling, turbulence, air-sea interaction and theoretical ecology)

**Libe Washburn**, Ph.D., UC San Diego, Professor (bio-physical interactions, submesoscale ocean processes, turbulence and mixing, air-sea interaction, and marine pollution)

### Department of Earth Science

**Jordan F. Clark**, Ph.D., Columbia University, Professor (hydrogeology)

**Rachel M. Haymon**, Ph.D., Scripps Institution of Oceanography, Professor (marine geology and geochemistry)

**David W. Lea**, Ph.D., Massachusetts Institute of Technology—Woods Hole Oceanographic Institute, Professor (chemical oceanography and paleoceanography)

**Lorraine E. Lisiecki**, Ph.D., Brown University, Assistant Professor (climate of the last 5 million years, using mostly marine records)

**Bruce P. Luyendyk**, Ph.D., Scripps Institution of Oceanography, Professor (tectonics, geophysics, paleomagnetism)

**David L. Valentine**, Ph.D., UC Irvine, Associate Professor (biogeochemical cycling, microbially mediated transformations in marine sediments and waters)

### Department of Mechanical Engineering

**Frederic Gibou**, Ph.D., University of California, Los Angeles, Associate Professor (computational mathematics, modeling and simulations, and interface problems)

**George Homsy**, Ph.D., University of Illinois, Professor (fluid mechanics and transport)

**Eckart Meiburg**, Ph.D., University of Karlsruhe, Professor (fluid mechanics, computational fluid dynamics)

**Stephen R. McLean**, Ph.D., University of Washington, Professor (fluid mechanics, physical oceanography, sediment transport)

### Donald Bren School of Environmental Science and Management

**Christopher Costello**, Ph.D., University of California, Berkeley, Associate Professor (environmental regulation and natural resource management with a particular emphasis on information, its value, and its effect on management decisions. Topical interests include biological diversity, introduced species, regulation of polluting industries, and marine policy)

**Trish Holden**, Ph.D., University of California, Berkeley, Professor (environmental microbiology, coastal and estuarine bacterial ecology, soil microbiology)

**Bruce Kendall**, Ph.D., University of Arizona, Associate Professor (applied ecology, quantitative ecology with emphasis on population dynamics of organisms)

**Hunter Lenihan**, Ph.D., University of North Carolina, Chapel Hill, Associate Professor (community, conservation, and restoration ecology, fisheries oceanography, polar and deep-sea biology, adaptive management of marine resources)

**Oran Young**, Ph.D., Yale University, Professor (environmental institutions/regimes, fisheries management, protection of marine mammals, offshore oil and gas development, compliance and enforcement, impacts on coastal communities and polar regions)

### Emeriti Faculty

**James F. Case**, Ph.D., Johns Hopkins University, Professor Emeritus (bioluminescence, neurobiology)

**James P. Kennett**, Ph.D., Victoria University of Wellington, New Zealand, Professor Emeritus (paleoceanography, marine geology)

**Wilbert J. Lick**, Ph.D., Rensselaer Polytechnic Institute, Professor Emeritus (oceanography and limnology, applied mathematics)

**Ken C. Macdonald**, Ph.D., Massachusetts Institute of Technology, Professor Emeritus (marine tectonics and magnetism)

**Raymond C. Smith**, Ph.D., Stanford University, Professor Emeritus (biooptics, remote sensing)

**Robert K. Trench**, Ph.D., UC Los Angeles, Professor Emeritus (coral reef biology; biochemistry, physiology, and phylogenetics of symbiosis)

In addition to the regular faculty, the following researchers work with the Marine Science Program:

**Carol Blanchette**, Ph.D., (Marine Science Institute)

**Jenifer Dugan**, Ph.D., (Marine Science Institute)

**Charles Jones**, Ph.D., (Institute for Computational Earth System Science)

**Milton Love**, Ph.D., (Marine Science Institute)

**Stéphane Maritorena**, Ph.D., (Institute for Computational Earth System Science)

**Norman Nelson**, Ph.D., (Institute for Computational Earth System Science)

**Carter Ohlmann**, Ph.D., (Institute for Computational Earth System Science and Marine Science Institute)

**Gail Osherenko**, J.D., (Marine Science Institute)

**Langdon Quetin**, Ph.D., (Marine Science Institute)

**Robin Ross**, Ph.D., (Marine Science Institute)

**Rachel Simons**, Ph.D., (Marine Science Institute)

**Alison Whitmer**, Ph.D., (Marine Science Institute)

The Interdepartmental Graduate Program in Marine Science offers studies leading to the master of science and doctor of philosophy degrees in marine science. This program recognizes the intrinsic interdisciplinary nature of modern marine science and the necessity for cross-disciplinary, graduate-level training through a program which brings together 49 marine faculty located in nine departments on the UCSB campus. These include the departments of Anthropology; Chemistry and Biochemistry; Chemical Engineering; Ecology, Evolution, and Marine Biology; Earth Science; Geography; Molecular, Cellular, and Developmental Biology; Mechanical Engineering, and the Donald Bren School of Environmental Science and Management. All participating faculty maintain strong marine-oriented research programs which accommodate students from both the Interdepartmental Graduate Program in Marine Science and their own individual departmental graduate programs.

The program emphasizes the understanding of the ocean as an integrated system. Research areas in the program currently under active investigation include biological, chemical, and physical oceanography, marine geochemistry, marine geology and geophysics, marine biology, paleoceanography, ocean optics, and remote sensing, and ocean engineering. Some students focus on a particular disciplinary area for their

research (e.g., biological oceanography, marine geology, ocean physics, etc.), but enter the program because they seek a broader training in marine science than can be provided within the framework of traditional departmental programs. Others complete interdisciplinary dissertations involving expertise in two or more subdisciplines within marine science

The program accepts students with a bachelor's degree or its equivalent in a biological or physical science, engineering, or mathematics. In addition to program requirements, candidates must meet university degree requirements found in the chapter "Graduate Education at UCSB." Master's and doctoral candidates in the program must be registered as full-time students in classes in the participating departments or in Interdepartmental Program classes. Highly individualized programs of instruction can be undertaken by students enrolled in the program and interdisciplinary research is greatly facilitated by the breadth of faculty available as advisors and thesis committee members.

### Admission

Applicants may apply for either the M.S. or Ph.D. degree program. The M.S. program is small and oriented toward research. An M.S. degree is not required to enter the Ph.D. program. In addition to fulfilling all university requirements for admission to graduate status, described in the chapter "Graduate Education at UCSB" the applicant will normally hold a bachelor's degree in a biological or physical science, engineering, or mathematics. Such a degree should include at least one year each of calculus/statistics, chemistry, and physics. Applicants are required to submit the UCSB application for graduate admission, official undergraduate transcripts, three letters of recommendation from individuals who can best assess the applicant's academic and research potential, and the General Test (verbal, quantitative and analytical) of the Graduate Record Examination (GRE). Students should take the GRE as early as possible in the fall prior to applying to insure that scores arrive by the December 15 application deadline. Applicants whose native language is not English, are required to take either the Test of English as Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exam. Exceptions to this requirement will be considered for those students who have completed an undergraduate or graduate education at an institution whose primary language of instruction is English. The minimum TOEFL score for consideration is 550 when taking the paper-based test (PBT), 213 when taking the computer-based test (CBT), and 80 when taking the internet-based test (IBT). The minimum IELTS score for consideration is an Overall Band Score of 7 or higher. TOEFL or IELTS scores must not be more than two years old at the time of application to UCSB. Applicants should specify their general areas of interests within marine science on their application and provide a clear and focused statement of purpose. Applications will be reviewed and directed to appropriate faculty within the program for consideration. Applicants to the program must be accepted by a major professor with whom they wish to work and who has agreed to supervise the student's graduate training and thesis

research. No student will be admitted without a faculty sponsor. Therefore, applicants are encouraged to contact individual faculty in the program directly. For more information on how to choose a faculty sponsor applicants may visit the website at [marinegp.ucsb.edu](http://marinegp.ucsb.edu) or inquire to the Marine Sciences Program for assistance. Applications are considered for fall admission only and should be received with all supporting materials by December 15.

## Graduate Program

### Master of Science— Marine Science

The master of science (M.S.) degree is by thesis only and is viewed as a goal in its own right, rather than as a stepping stone to a Ph.D. The M.S. requirements are designed to provide maximum flexibility to accommodate individual student interests while also assuring a basic level of competence in marine science.

M.S. candidates follow an integrated course of study recommended by their thesis advisor and thesis committee. The thesis committee is nominated by the end of the first year and consists of three ladder faculty from the Interdepartmental Program, with the major professor serving as committee chair.

### Degree Requirements

Requirements include the following:

- A. Completion of the Marine Science core course series which includes:
  - EEMB 243 (Biological Oceanography)
  - Geology 266 (Chemical Oceanography)
  - Geology 276 (Geological Oceanography)
  - Geography 263 (Introduction to Physical Oceanography).
- B. Twenty-four additional units of graduate and upper-division coursework in the student's area of interest, of which no more than 8 may be courses numbered 596-599.
- C. Presentation of one seminar per year in the Marine Science Graduate Seminar (MARSC 595).
- D. Submission of a satisfactory thesis.
- E. Presentation of a research seminar in open forum at the completion of the thesis.

There is no foreign language requirement.

### Doctor of Philosophy— Marine Science

Candidates for the doctor of philosophy in marine science must demonstrate by coursework and written and oral examinations superior competence in the field of specialization, broad knowledge of the field of marine science, and satisfactory knowledge of sciences other than marine science that are relevant to the dissertation topic. Ph.D. candidates will follow an integrated course of study recommended by their dissertation advisor and dissertation committee. The dissertation committee will be nominated by the end of the second year and will consist of at least three faculty from the Interdepartmental Program, with the major professor serving as committee chair.

### Degree Requirements

Requirements include the following:

- A. Completion of the Marine Science core course series which includes:

EEMB 243 (Biological Oceanography)  
Geology 266 (Chemical Oceanography)  
Geology 276 (Geological Oceanography)  
Geography 263 (Introduction to Physical Oceanography).

- B. Completion of 16 additional units of graduate-level courses in marine sciences and the related area of specialty, exclusive of courses numbered 596 and 599.
- C. Presentation of one seminar per year in the Marine Science Graduate Seminar (MARSC 595).
- D. Satisfactory performance on a written qualifying exam covering a broad synthesis of marine science taken at the end of the first year. All students will take the same exam.
- E. Satisfactory performance on an oral qualifying exam administered by the student's dissertation committee. The exam will include the student's area of specialty and the dissertation prospectus. It should be taken by the end of the third year of study at the latest. Students petition to be advanced to candidacy after passing this exam.
- F. Submission of a satisfactory dissertation.
- G. Presentation of a research seminar in open forum at the completion of the dissertation.

There is no foreign language requirement.

## Marine Science Courses

### GRADUATE COURSES

#### 595. Seminar in Marine Science (2) STAFF

A series of lectures and seminars on diverse research topics in marine science.

#### 596. Directed Reading and Research (2-12) STAFF

*Prerequisite:* consent of instructor.

Individual tutorial. Hours and credit by arrangement with faculty.

#### 598. Master's Thesis Research and Preparation (1-12) STAFF

*Prerequisites:* MS candidate and consent of committee chair.

For research underlying the thesis and writing of the thesis.

#### 599. Ph.D. Dissertation Preparation (1-12) STAFF

*Prerequisites:* Ph.D. candidate and consent of instructor.

For writing of the dissertation.

## Mathematics

Department of Mathematics  
Division of Mathematical, Life,  
and Physical Sciences  
South Hall 6607

Telephone: (805) 893-2171

Undergraduate e-mail:  
[ugrad@math.ucsb.edu](mailto:ugrad@math.ucsb.edu)

Graduate e-mail:  
[math-gradinfo@math.ucsb.edu](mailto:math-gradinfo@math.ucsb.edu)

Website: [www.math.ucsb.edu](http://www.math.ucsb.edu)

Department Chair: *Jeffrey Stoppel*

## Faculty

**Adebisi Agboola**, Ph.D., Columbia University, Professor (number theory)

**Paul J. Atzberger**, Ph.D., Courant Institute, Assistant Professor (applied mathematics)

**Charles A. Akemann**, Ph.D., UC Berkeley, Professor (functional analysis)

**Stephen Bigelow**, Ph.D., UC Berkeley, Associate Professor (low-dimensional topology)

**Bjorn Birnir**, Ph.D., Courant Institute, Professor (nonlinear partial differential equations)

**Maria Isabel Bueno Cachadina**, Ph.D., Universidad Carlos III de Madrid, Lecturer (numerical linear algebra)

**Paolo Cascini**, Ph.D., Courant Institute, Assistant Professor (algebraic geometry)

**Hector Ceniceros**, Ph.D., Courant Institute, Associate Professor (numerical analysis)

**Daryl Cooper**, Ph.D., University of Warwick, Professor (topology, group theory)

**Xianzhe Dai**, Ph.D., State University of New York, Stony Brook, Professor (geometric analysis)

**Carlos Garcia-Cervera**, Ph.D., Courant Institute, Associate Professor (applied mathematics)

**Larry J. Gerstein**, Ph.D., University of Notre Dame, Professor (quadratic forms, number theory)

**Kenneth R. Goodearl**, Ph.D., University of Washington, Professor (algebra, functional analysis)

**Sergei Gukov**, Ph.D., Princeton University, Associate Professor (geometry, topology, string theory)

**Birge Huisgen-Zimmerman**, Ph.D., University of Munich, Professor (algebra, representation theory)

**William Jacob**, Ph.D., Princeton University, Professor (quadratic forms, division algebras)

**Denis Labutin**, Ph.D., Australian National University, Associate Professor (partial differential equations)

**Darren Long**, Ph.D., Cambridge University, Professor (low-dimensional topology)

**James McKernan**, Ph.D., Harvard University, Professor (algebraic geometry)

**Jon McCammond**, Ph.D., UC Berkeley, Associate Professor (geometric group theory, low-dimensional topology)

**Kenneth C. Millett**, Ph.D., University of Wisconsin, Professor (algebraic and geometric topology)

**John Douglas Moore**, Ph.D., UC Berkeley, Professor (differential geometry)

**David Morrison**, Ph.D., Harvard University, Professor (algebraic geometry, string theory)

**Gustavo Ponce**, Ph.D., Courant Institute, Professor (nonlinear partial differential equations)

**Mihai Putinar**, Ph.D., University of Bucharest, Professor (operator theory, complex analysis)

**Martin Scharlemann**, Ph.D., UC Berkeley, Professor (topology)

**Thomas Sideris**, Ph.D., Indiana University, Professor (partial differential equations, nonlinear wave equations)

**Jeffrey Stopple**, Ph.D., UC San Diego, Professor (number theory)

**Guofang Wei**, Ph.D., State University of New York, Stony Brook, Professor (differential geometry)

**Milen Yakimov**, Ph.D., UC Berkeley, Associate Professor (Poisson geometry, representation theory)

**Adil Yaqub**, Ph.D., UC Berkeley, Professor (ring theory, universal algebras)

**Rugang Ye**, Ph.D., Bonn University, Professor (differential geometry)

## Emeriti Faculty

**Seymour Bachmuth**, Ph.D., New York University, Professor Emeritus (group theory)

**Andrew M. Bruckner**, Ph.D., UC Los Angeles, Professor Emeritus (real analysis)

**Michael G. Crandall**, Ph.D., UC Berkeley, Professor Emeritus (nonlinear differential equations)

**John E. Doner**, Ph.D., UC Berkeley, Associate Professor Emeritus (logic, computer science)

**Ky Fan**, D.Sc., University of Paris, Professor Emeritus (topology, functional analysis)

**Eugene C. Johnsen**, Ph.D., Ohio State University, Professor Emeritus (combinatorial analysis)

**James B. Robertson**, Ph.D., Indiana University, Professor Emeritus (probability, ergodic theory)

**Stephen Simons**, Ph.D., Cambridge University, Professor Emeritus (functional analysis)

**David A. Sprecher**, Ph.D., University of Maryland, Professor Emeritus (real analysis)

**Raymond Y. Wong**, Ph.D., Louisiana State University, Professor Emeritus (topology)

**Julius Zelmanowitz**, Ph.D., University of Wisconsin, Professor Emeritus (rings, modules)

## Affiliated Faculty

**Jean-Pierre Fouque**, Ph.D., (Statistics and Applied Probability)

**Frederick Gibou**, Ph.D., (Mechanical Engineering)

**Igor Mezic**, Ph.D., (Mechanical Engineering)

**Jeff Moehlis**, Ph.D., (Mechanical Engineering)

**Linda R. Petzold**, Ph.D., (Computer Science and Mechanical and Environmental Engineering)

## Adjunct Faculty

**Michael Freedman**, Ph.D., (Microsoft Station Q)

**Zhengan Wang**, Ph.D., (Microsoft Station Q)

**M**athematics has been called the queen and the servant of the sciences. As an independent discipline, it was first developed by the ancient Greeks, to whom we owe the notion of “mathematical proof.” In the late seventeenth century, Newton developed calculus to serve as a tool in his treatment of mechanics, allowing him to correctly predict the motion of the planets. This astonishing success definitively demonstrated that mathematics is the ideal language for constructing exact quantitative theories. Today mathematics plays an absolutely fundamental role in physics, economics, and engineering, and plays an ever greater role in fields such as astronomy, chemistry, geology, finance, meteorology, cryptology, ecology, computer science, the social sciences, and a host of other areas. Yet

mathematics is also vibrant as a study in its own right, alive with beautiful problems and ongoing developments. These may not be initially motivated by applications, but history indicates that many of the purely mathematical developments of today will become essential to the sciences of the future.

The Department of Mathematics offers five undergraduate programs; B.S. and B.A. degrees in mathematics, a B.S. degree in mathematical sciences; in conjunction with the Department of Economics, a B.A. in economics/mathematics; and in conjunction with the Program in Applied Statistics and Probability, a B.S. in financial mathematics and statistics.

The Department of Mathematics offers two distinct minor programs. These programs allow non-majors to supplement their majors with cohesive course of study that reflects their interests. To ensure appropriate advising and planning, students who are considering a minor in mathematics should consult the department as soon as possible.

The department offers graduate programs leading to the M.A. and Ph.D. degrees. In addition, it offers a wide variety of service courses needed as a foundation for study in the sciences, in engineering, and in other fields.

Undergraduate advisors are available in the department office to answer questions about the department and other academic matters. Detailed information about the majors and about career options in mathematics is available in several publications, including *Professional Opportunities in the Mathematical Sciences*, which is available in the Department of Mathematics office, 6607 South Hall. The mathematics website ([www.math.ucsb.edu](http://www.math.ucsb.edu)) is designed to keep students and faculty informed about current seminars, colloquia, and special events.

Various prizes and awards are offered each year to outstanding majors in mathematics. These include the Raymond L. Wilder award and student memberships in the Mathematical Association of America. Each award is given on the basis of academic excellence in the mathematics program.

Students with a bachelor's degree in mathematics who are interested in pursuing a California Teaching Credential should contact the credential advisor in the Graduate School of Education as soon as possible.

### Diagnostic and placement examination.

Students who do not have AP credit must take the Calculus Placement Test (CPT) which is offered online at [www.math.ucsb.edu/ugrad/placement.php](http://www.math.ucsb.edu/ugrad/placement.php). Minimum scores on the CPT are required for enrollment in Mathematics 15 and 3A. The exam is not required for Math 34A.

Results on the Calculus Placement Test are substantially improved by reviewing algebra and trigonometry prior to taking the exam. A copy of *Precalculus Review Topics* may be obtained from the UCSB Bookstore, (805) 893-2961. Allow two to three weeks for delivery.

The department strictly enforces the requirement of a C grade or better in any course prerequisite to Mathematics 3B-C, 5A-B-C, 8, and 34B.

### Honors Program in Mathematics

To enter the honors program in mathematics, a student must have completed 120 units of

coursework with an overall grade-point average of at least 3.5 and at least 24 upper-division mathematics and statistics units with a grade-point average of at least 3.5 (excluding Mathematics 100A-B, 193, 195A-B, and PSTAT 133A-B-C and 193). To complete the honors program, the student must maintain a grade-point average of at least 3.5 in all upper-division and graduate mathematics and statistics courses (excluding Mathematics 100A-B, 193, 195A-B, and PSTAT 133A-B-C and 193) and complete one of the following: (a) a senior thesis, Math 197A-B; (b) a two-quarter graduate sequence; or (c) together with an advisor, submit a Distinction in the Major proposal for an interdisciplinary program of three mathematically oriented courses outside the math department to the undergraduate committee for its approval. Option C does not apply to economics/mathematics or financial mathematics majors. Distinction in the Major for each option will be awarded at graduation pending final approval by the Department of Mathematics Undergraduate Committee. Written projects will be submitted to the committee, and grades will be evaluated for coursework options.

## Undergraduate Program

As preparation for entering any of the undergraduate mathematics programs, students should have completed two years of algebra and courses in plane geometry and trigonometry in high school. Students lacking this background should take Mathematics 15. In the first two years at UCSB, all students who major in mathematics must complete the appropriate pre-major requirements. All prospective majors and pre-majors must meet with a faculty advisor, prior to admission to full major status, to discuss career opportunities and degree options and to design an upper-division course program. Admission to full major status will be granted only after this meeting has been documented. Samples of recommended programs for each degree option are available in the *Department of Mathematics Undergraduate Handbook*.

### Bachelor of Science—Mathematics

The bachelor of science degree is especially suitable for students who want a rigorous program with an emphasis on theory or who plan to go on to graduate work in mathematics.

**Pre-major requirements.** Students must complete all pre-major courses with a 2.5 or higher grade-point average. Physics 1 or 6A or 21, Engineering 3, and Computer Science 10 or 5 (any section) are excluded as part of the pre-major grade-point average computation but do apply to the overall GPA. Entry into the pre-major does not guarantee admission to full major status. Upon satisfactory completion of the following pre-major requirements, students may petition to be accepted into full major status: Mathematics 3A-B-C, 5A-B-C, 8; Physics 1, 6A or 21; Computer Science 10 or one course from 5AA-ZZ or Engineering 3.

**Upper-division major.** Fifty-two upper-division units in mathematics are required, excluding Mathematics 100A-B, 193, 195A-B; PSTAT 133A-B-C and 193. At least 40 of these 52 units must be in Mathematics. These 52 units must

include Mathematics 108A-B, 111A-B, 117, 118A-B, 122A, either 111C or 118C, and either 145 or 147A. With an advisor's approval, 4 of the 52 units may be non-mathematics courses taken as part of a coherent mathematics program.

### Bachelor of Science— Mathematical Sciences

This is an applied mathematics degree intended for students interested in computational aspects of mathematics, systems analysis, decision sciences, physical sciences, and operations research. It is suitable as preparation for advanced training in applied mathematics, management science, business administration, or operations research.

**Pre-major requirements.** Students must complete all pre-major courses with a 2.5 or higher grade-point average. Computer Science 10 or 5 (any section), Engineering 3, and Physics 1 or 6A or 21, are excluded as part of the pre-major grade-point average computation but do apply to the overall major GPA. Entry into the pre-major does not guarantee admission to full major status. Upon satisfactory completion of the following pre-major requirements, students may petition to be accepted into full major status: Mathematics 3A-B-C, 5A-B-C, 8; Physics 1, 6A, or 21; Computer Science 10 or one course from 5AA-ZZ or Engineering 3 with a grade of "C" or better.

**Upper-division major.** Fifty-two upper-division units in mathematics are required, excluding Mathematics 100A-B, 193, 195A-B; PSTAT 133A-B-C and 193. At least 40 of these 52 units must be in Mathematics. The 52 units must include: Mathematics 104A-B, 108A, and two two-quarter sequences chosen from Mathematics 119A-B, either 118A-B or 122A-B, 124A-B, 132A-B, 137A-B and PSTAT 120A-B. With an advisor's approval, up to 4 of the 52 required units may be non-mathematics courses taken as part of a coherent mathematics program.

### Bachelor of Arts—Mathematics

This degree provides the student with a broad, liberal education in pure mathematics and is flexible enough to allow a wide variety of upper-division programs that may be created by the student in consultation with a faculty advisor. The B.A. in mathematics contains a special concentration designed specifically as preparation for high-school teaching. However, completion of a concentration will not be formally acknowledged on the student's official transcripts or diploma.

**Pre-major requirements.** Students must complete all pre-major courses with a 2.5 or higher grade-point average. Computer Science 10 or 5 (any section), Engineering 3, and Physics 1 or 6A or 21 are excluded as part of the pre-major grade-point average computation but do apply to the overall major GPA. Entry into the pre-major does not guarantee admission to full major status. Upon satisfactory completion of the following pre-major requirements, students may petition to be accepted into full major status: Mathematics 3A-B-C, 5A, 8; Physics 1, 6A, or 21; Computer Science 10 or one course from 5AA-ZZ or Engineering 3.

**Upper-division major.** Forty upper-division

units in mathematics are required, excluding Mathematics 100A-B, 193, 195A-B; PSTAT 133A-B-C and 193. At least 28 of these 40 units must be in Mathematics. The 40 units must include the specific requirements for one of the following concentrations, which will not be formally acknowledged on the student's official transcript or diploma:

**Concentration 1 requirements:** Mathematics 108A and three two-quarter sequences, chosen from Mathematics 104A-B, 108B-C, 109A-B, 111A-B, 115A-B, 118A-B, 119A-B, 122A-B, 124A-B, 132A-B, 137A-B, either Mathematics 145-147A, or 147A-B, PSTAT 120A-B. With an advisor's approval, 4 units of the 40 units may be non-mathematics courses taken as part of a coherent mathematics program.

**Concentration 2 requirements:** Mathematics 101A-B; 102A-B; 103 and 108A. With an advisor's approval, 4 units of the 40 units may be non-mathematics courses taken as part of a coherent mathematics program.

### Bachelor of Arts— Economics/Mathematics

This program is offered jointly with the Department of Economics. It provides a theoretical foundation for advanced study in economics, business administration, law, or management science.

**Pre-major requirements.** Students must complete all pre-major courses with a 2.7 or higher grade-point average and no individual grade below C-. Entry into the pre-major does not guarantee admission to full major status. Upon satisfactory completion of the following pre-major requirements, students may petition to be accepted into full major status: Economics 1 and 2; PSTAT 120A; Mathematics 3A-B-C, 5A-B-C, and 8.

**Upper-division major.** Forty-four upper-division units in economics and mathematics are required, excluding Economics 109. The 44 units must include Economics 104A-B, 105, and 140A-B; Mathematics 108A-B and 117; and 12 units of upper-division economics electives. Selected from Economics 100C, 106, 115, 116A-B-C, 117A, 120, 122, 133, 134A-B, 135, 143, 150A-B, 152, 153, 155, 170, 171, 174, 175A-B, 176, 180, 181, 184. For breadth, further elective courses concerning optimization and modeling, such as Mathematics 132A-B-C, are recommended. Students should consult closely with their advisors in the Departments of Economics and Mathematics regarding their upper-division programs, particularly if they intend to pursue graduate study in a closely related area such as mathematical economics, applied mathematics, statistics, or operations research.

### Bachelor of Science—Financial Mathematics and Statistics

This is a joint major between the Department of Mathematics and the Department of Statistics and Applied Probability; in cooperation with the Department of Economics. This degree is intended for students who would like to learn how mathematics, probability and statistics play a key role in pricing and hedging securities in the financial markets.



**Pre-major requirements.** In order to be admitted into the Financial Mathematics and Statistics major, students must complete all of the following pre-major courses with a grade-point average of 2.5 or higher: Mathematics 3A-B-C, 5A-B-C, 8, and Economics 1 and 2. In addition, one course is required from the following, with a grade of “C” or better: Computer Science 5AA-ZZ, 10 or Engineering 3. The computer science and engineering courses are excluded from the pre-major GPA calculation but will apply to the overall major GPA.

Entry into pre-major does not guarantee admission into full major status. Upon satisfactory completion of the pre-major requirements, and after meeting with a faculty advisor to discuss career opportunities and upper-division course electives, students may petition to be accepted to full major status.

**Upper-division major.** Fifty-six upper-division units in mathematics, statistics, and economics are required, excluding Mathematics 100A-B, 193, and 195A-B. The 48 required units must include Economics 104A, Mathematics 104A-B, 124A-B; PSTAT 120AB, 126, 130, 160A-B; and either PSTAT 170 or Mathematics 170. The remaining 8 elective upper-division units can be chosen from: Economics 104B, 105, 134A-B, 140B; Mathematics 104C, 108A-B, 117; PSTAT, 120C, 131, 171, 173, 174.

### Minor—Mathematics

All courses to be applied to the minor must be completed on a letter-grade basis. This includes both courses offered in mathematics and those offered by other departments and applied to the minor.

**Preparation for the minor.** Mathematics 3A-B-C, 5A, and 8.

**Upper-division minor.** Twenty-four upper-division units in mathematics are required excluding the following: Math 100A-B, 193, 195A-B.

*Note: Please see page 118 for special conditions governing minors in the College of Letters and Science.*

### Minor—Mathematics for High School Teaching

All courses to be applied to the minor must be completed on a letter-grade basis. This includes both courses offered in mathematics and those offered by other departments and applied to the minor.

**Preparation for the minor.** Mathematics 3A-B-C, 5A, and 8.

**Upper-division minor.** Twenty-four upper-division units in mathematics and PSTAT are required. The required courses are: Mathematics 101A-B, 102A-B, 103, and 4 upper-division units of mathematics or PSTAT elective. The following courses will *not* apply to the minor: Mathematics 100A-B, 193, 195A-B; PSTAT 133A-B-C and 193.

*Note: Please see page 118 for special conditions governing minors in the College of Letters and Science.*

## Graduate Program

Candidates for admission to graduate programs offered by the Department of Mathematics are

required to submit Graduate Record Examination (GRE) general and mathematics subject test scores. Applicants whose native language is not English, are required to take either the Test of English as Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exam. Exceptions to this requirement will be considered for those students who have completed an undergraduate or graduate education at an institution whose primary language of instruction is English. The minimum TOEFL score for consideration is 550 when taking the paper-based test (PBT) and 80 when taking the internet-based test (IBT). The minimum IELTS score for consideration is an Overall Band Score of 7 or higher. TOEFL or IELTS scores must not be more than two years old at the time of application to UCSB.

Foreign students must have a score of 575 (or 231 on the computer-based test) for teaching assistantship consideration. Applicants for teaching assistant positions are encouraged to submit scores for the Test of Spoken English (TSE) at the time of application.

In addition to departmental requirements, candidates for graduate degrees must fulfill the university degree requirements found in the chapter “Graduate Education at UCSB.”

In the following description of the M.A. and Ph.D. programs in mathematics, frequent mention will be made of “area requirements.” Area requirements exist in the disciplines of algebra, analysis, applied mathematics, geometry/topology, and other areas in probability and statistics. Students whose primary interest is in the area of statistics or probability should apply for admission to the Department of Statistics and Applied Probability, not to the Department of Mathematics. The area requirements are fulfilled by satisfactorily completing an examination and a one-year graduate course within the discipline. Complete descriptions of various area requirements and how they may be satisfied can be found in the publication *Graduate Program Handbook*, which is available on our website. Contact the staff graduate advisor at math-gradinfo@math.ucsb.edu, or at the following address: Department of Mathematics, University of California, Santa Barbara, CA 93106. This information can also be obtained via our website at www.math.ucsb.edu/grad.

### Master of Arts—Mathematics

#### Admission

The applicant must (1) fulfill the scholarship requirements for graduate study, and (2) hold a bachelor’s degree in mathematics or a closely related field. Evaluation of the candidate’s past work will be made by the admissions committee, and supplemental undergraduate courses will be required when necessary.

#### Degree Requirements

The department offers two plans for completing the degree: Plan 1 (thesis) and Plan 2 (examination option).

Both plans require completion of 42 units with the grade of at least B in each course, 24 of which must be in selected graduate courses offered by the Department of Mathematics. The remaining 18 units may be chosen from upper-division or graduate courses in mathematics, or in appropriate related fields with the approval

of the Mathematics Graduate Committee. No more than 8 of the 24 graduate units may be in Mathematics 596/598 combined.

**Plan 1, Thesis:** In addition to the above, Plan 1 requires demonstration of adequate knowledge in linear algebra, modern algebra, real analysis, and complex analysis, and preparation of an acceptable thesis and oral defense of the thesis before a faculty committee. The 24 graduate units in mathematics must include at least one full-year course sequence that satisfies one of the area requirements.

**Plan 2, Examination Option:** Students must satisfy the area requirements in Applied Mathematics and Analysis. Students may petition the graduate committee to substitute a different area for analysis.

Students interested in continuing to the Ph.D. normally follow Plan 2 for the master’s degree. To be considered for continuation to the Ph.D. level, students are expected to complete their coursework and comprehensive examinations at a higher level than is expected of terminal master’s degree candidates.

### Master of Arts—Applied Mathematics

#### Admission

The candidate must (1) fulfill the scholarship requirements for graduate study; (2) hold a bachelor’s degree in mathematics or a closely related field; and (3) have had undergraduate coursework in linear algebra, differential equations, advanced calculus, and in some area in which mathematics is applied. Evaluation of the candidate’s past work will be made by the admissions committee, and supplemental undergraduate courses will be required when necessary.

#### Degree Requirements

The department offers two plans for completing the degree: Plan 1 (thesis), and Plan 2 (examination option). All candidates must complete 42 units with the grade of B or better in each course, 24 units of which must be in graduate course sequences approved and offered by the Department of Mathematics. No more than 8 of the 24 graduate units may be in Mathematics 596/598 combined.

The remaining 18 units may be in upper-division or graduate-level courses in mathematics or, with the approval of the graduate committee, outside of mathematics, with a limit of 9 units outside the department.

**Plan 1, Thesis:** Students must prepare an acceptable thesis under the supervision of a faculty member and do an oral defense of it before a faculty committee. The 24 graduate units in mathematics must include at least one full-year course sequence that satisfies one of the area requirements.

**Plan 2, Examination Option:** Students must satisfy the area requirements in Applied Mathematics and Analysis. Students may petition the graduate committee to substitute a different area for Analysis.

Students interested in continuing to the Ph.D. normally follow Plan 2 for the master’s degree. To be invited to continue to the Ph.D. level, students are expected to complete their

coursework and comprehensive examinations at a higher level than is expected of terminal master's degree candidates.

## Doctor of Philosophy— Mathematics

### Admission

A candidate for admission to the Ph.D. program in mathematics must fulfill the scholarship requirements for graduate study presented in the section of this catalog on graduate education and should have a strong undergraduate background in the mathematical sciences.

### Degree Requirements

A student advances to candidacy for the degree by doing the following:

- Passing 72 units of 200-level graduate mathematics courses with a grade of at least B or S in each course (grades for coursework satisfying area requirements must meet the minimum required A- average). These 72 units must include at least one further full-year graduate sequence not being used to satisfy requirement (b).
- Satisfying three area requirements, normally algebra and analysis, plus a third area to be determined in consultation with the graduate advisor. S/U grading is not allowed in coursework used to satisfy area requirements.
- Passing an oral qualifying examination on the proposed plan and subject matter for the doctoral dissertation and on mathematical topics related to the student's research.

After advancing to candidacy, the student completes the requirements for the degree by submitting an acceptable dissertation representing an original mathematical contribution, and defending this dissertation before a faculty committee.

### Optional Graduate Degree Emphasis in Computational Science and Engineering

The Departments of Chemical Engineering, Computer Science, Ecology, Evolution and Marine Biology, Electrical and Computer Engineering, Earth Science, Mathematics, and Mechanical and Environmental Engineering offer an interdisciplinary master's and Ph.D. degree emphasis in Computational Science and Engineering (CSE). Detailed program information can be found at [www.cse.ucsb.edu](http://www.cse.ucsb.edu).

CSE is a rapidly growing multi-disciplinary area with connections to the sciences, engineering, mathematics, and computer science. Computer models and simulations have become an important part of the research repertoire, supplementing (and in some cases replacing) experimentation. Going from application area to computational results requires domain expertise, mathematical modeling, numerical analysis, algorithm development, software implementation, program execution, analysis, validation, and visualization of results. CSE addresses these issues.

Although CSE includes elements from computer science, applied mathematics, engineering and science, it focuses on the integration of knowledge and methodologies from all of these disciplines and, as such, is a subject distinct

from any of them.

All students pursuing an emphasis in CSE must complete the following:

- Numerical Methods: Mathematics 206A-B-C-D (students must take at least three).
- Parallel Computing: Computer Science 240A-B (students must take at least one).
- Applied Mathematics: Students must take a two course sequence from either the Mathematics 243A-B or the Mathematics 246A-B sequence.

The specific requirements for the M.A. in Mathematics (thesis option only) with the CSE emphasis are as follows:

- The completion of the above requirements for an M.A. in mathematics.
- A master's thesis in CSE.

The thesis must be written under the supervision of a CSE ladder faculty member. The thesis committee must include a minimum of three permanent ladder faculty members, at least two from Mathematics and one from CSE (may be CSE faculty member from another department).

Students pursuing a Ph.D. with an emphasis in CSE must:

- Complete the above requirements for a Ph.D. in mathematics.
- Write and defend a dissertation in CSE.

The student's dissertation must be written under the supervision of a Mathematics CSE ladder faculty member. The doctoral examination committee must include at least one CSE ladder faculty member and at least one ladder faculty member from another department.

## Mathematics Courses

### LOWER DIVISION

#### 3A. Calculus with Applications, First Course

(4) STAFF

*Prerequisite: Algebra Diagnostic Test.*

*Reduced credit of 2 units will be given to students who have received credit for Mathematics 2A or 34A. Not open for credit to students who have completed Mathematics 3AS.*

*Students with Advanced Placement credit should contact the department.*

Differential Calculus including analytic geometry, functions and limits, derivatives, techniques and applications of differentiation, logarithmic and trigonometric functions.

#### 3B. Calculus with Applications, Second Course

(4) STAFF

*Prerequisite: Mathematics 3A with a minimum grade of C.*

*Not open for credit to students who have completed Mathematics 3BS. Reduced credit of 2 units will be given to students who have received credit for Mathematics 34B.*

*Students with Advanced Placement credit should contact the department.*

Integral calculus including definite and indefinite integrals, techniques of integration, with applications in mathematics and physics.

#### 3BI. Inquiry Based Calculus I

(4) STAFF

*Prerequisite: AP score of 3 or higher; consent of instructor.*

*Not open for credit to students who have completed Mathematics 3B. Reduced credit of 2 units will be given to students who have received credit for Mathematics 34B.*

Honors version of Mathematics 3B. Mathematical inquiry course is developed through problem solving and discovery.

#### 3C. Differential Equations and Linear Algebra, First Course

(4) STAFF

*Prerequisite: Mathematics 3B with a minimum grade of C.*

*Not open for credit to students who have completed Mathematics 3CS or 3CI.*

First order ODEs including direction fields, separation of variables, first order linear equations, growth and decay, nonlinear models. Linear algebra including systems of linear equations, matrix inverses, determinants, vector spaces and subspaces, basis and dimension.

#### 3CI. Inquiry Based Calculus II

(4) STAFF

*Prerequisite: Mathematics 3B or Mathematics 3BI with a minimum grade of C.*

*Not open for credit to students who have completed Mathematics 3C.*

Honors version of Mathematics 3C. Mathematical inquiry course is developed through problem solving and discovery.

#### 3H. Honors Seminar-Calculus

(1) STAFF

*Prerequisite: Concurrent enrollment in Mathematics 3A or 3B or 3BI or 3C or 3CI.*

*Repeat Comments: May be repeated for credit to a maximum of 3 units.*

Emphasizing fundamental concepts and applications. Intended for highly motivated and well prepared students.

#### 5A. Differential Equations and Linear Algebra, Second Course

(4) STAFF

*Prerequisite: Mathematics 3C or 3CI with a grade of C or better.*

Second order linear ODEs, linear transformations including eigenvalues, eigenvectors and diagonalization. Linear systems of ODEs. Nonlinear systems and linearization.

#### 5AI. Inquiry Based Calculus III

(4) STAFF

*Prerequisite: Mathematics 3C or 3CI with a minimum grade of C.*

*Not open for credit to students who have completed Mathematics 5A.*

Honors version of Mathematics 5A. Mathematical inquiry course is developed through problem solving and discovery.

#### 5B. Vector Calculus with Applications, First Course

(4) STAFF

*Prerequisites: Mathematics 5A or 5AI with a grade of C or better.*

Differential Calculus of Functions of Several Variables. Gradient, Divergence, Curl. Double Integrals and Triple Integrals. Line Integrals in the Plane. Green's Theorem and Independence of Path.

#### 5BI. Inquiry Based Calculus IV

(4) STAFF

*Prerequisite: Mathematics 5A or 5AI with a minimum grade of C.*

*Not open for credit to students who have completed Mathematics 5b.*

Honors version of Mathematics 5B. Mathematical inquiry course is developed through problem solving and discovery.

#### 5C. Vector Calculus with Applications, Second Course

(4) STAFF

*Prerequisites: Mathematics 5B or 5BI with a grade of C or better.*

Line Integrals in Space, Surface Integrals. Divergence Theorem, Stokes's Theorem. Infinite Series, Fourier Series. Introduction to PDE.

#### 5H. Honors Seminar, Advanced Calculus and Linear Algebra

(1) STAFF

*Prerequisite: Concurrent enrollment in Mathematics 5A or 5AI or 5B or 5BI or 5C.*

*Repeat Comments: May be repeated for credit to a maximum of 3 units.*

A supplement to the Mathematics 5 sequence emphasizing fundamental concepts and applications. Intended for highly motivated and well prepared students.

**8. A Transition to Higher Mathematics****(5) STAFF***Prerequisite: Mathematics 3B with a minimum grade of C.*

Introduction to the elements of propositional logic, techniques of mathematical proof, and fundamental mathematical structures including sets, functions, relations, and other topics as time permits. Mastery of this material is essential for students planning to major in mathematics.

**15. Precalculus****(4) STAFF***Prerequisite: a score at the required level on the Algebra Diagnostic Test.*

*Students who have earned a grade of C or better in a course with a prerequisite including algebra or trigonometry may not receive credit for this course.*

A functional approach integrating algebra and trigonometry. Topics include: one-to-one and onto functions; inverse functions; properties and graphs of polynomial, rational, exponential, and logarithmic functions; properties and graphs of inverse trigonometric identities; and trigonometric equations.

**34A. Calculus for Social and Life Sciences****(4) STAFF***Not open for credit to students who have completed Mathematics 3A.*

Introduction to differential and integral calculus with applications to modeling in the biological sciences.

**34B. Calculus for Social and Life Sciences****(4) STAFF***Prerequisite: Mathematics 3A or 3AS or 34A with a grade of C or better.*

*Not open for credit to students who have completed Mathematics 3B or 3BS.*

Continued study of differential and integral calculus with applications. Introduction to mathematical modeling with differential equations. Calculus of several variables including an introduction to partial derivatives.

**94. Group Studies in Mathematics****(1-4) STAFF***Prerequisite: consent of instructor.*

Lectures and discussions on special topics.

**UPPER DIVISION****100A. Mathematics for Elementary Teaching, I****(3) STAFF***Prerequisite: upper-division standing.*

*Course cannot be used to satisfy any mathematics major or minor requirements.*

This class teaches ways to think about and explain elementary school mathematics. Topics include: cultural and base-n number systems, algorithms, elementary number theory, probability, and graphing.

**100B. Mathematics for Elementary Teaching, II****(3) STAFF***Prerequisite: Mathematics 100A.*

*Course cannot be used to satisfy any mathematics major or minor requirements.*

Completes the explanation of elementary school mathematics by discussing geometry and algebra. Discusses the pedagogy with the California Mathematics Framework, the NCTM Standards, and "replacement units."

**101A. Classical Number Systems****(4) STAFF***Prerequisites: Mathematics 3A and 8.*

*Not open for credit to students who have completed Mathematics 118A.*

Especially suitable for prospective teachers. A conceptual rather than an axiomatic development starting with the natural numbers and progressing through the integral, rational, real, and complex number systems. The historical implications of these developments in number systems.

**101B. Mathematical Systems****(4) STAFF***Prerequisite: Mathematics 101A.*

*Not open for credit to students who have completed Mathematics 118A.*

Especially suitable for prospective teachers. The theory of operations within rings and fields and the foundations of the real number system. Ideals, quotient rings, and factorization theorems. The history and the historical implications of these developments in mathematical systems.

**102A-B. Modern Euclidean and Non-Euclidean Geometry****(4-4) STAFF***Prerequisites: Mathematics 3B (for 102A); Mathematics 102A (for 102B).*

Especially suitable for prospective teachers. Topics in plane and solid geometry. The axioms of pure, Euclidean, projective, and non-Euclidean geometry. Transformational geometry (isometries, dilations, involutions, perspectivities, and projectivities). The history and the historical implications of these developments in geometry.

**103. Introduction to Group Theory****(4) STAFF***Prerequisite: Mathematics 8.*

*Not open for credit to students who have completed Mathematics 111A.*

Intended primarily for prospective teachers. Introduction to group theory. Permutation groups, cyclic groups, theory of finite groups, group homomorphisms and isomorphisms, and Abelian groups. Applications to number theory and geometry.

**104A. Introduction Into Numerical Analysis****(4) STAFF***Prerequisite: Mathematics 5A-B-C; and, Computer Science 5AA-ZZ or 10 or Engineering 3 with a grade of C or above.*

Numerical methods for the solution of nonlinear equations (Newton method), for integration (quadrature formulas and composite integration), and for the initial value problem for ordinary differential equations (Euler and Kutta methods).

**104B. Numerical Analysis****(4) STAFF***Prerequisite: Mathematics 104A.*

Numerical methods for the solution of systems of linear equations (direct and interactive methods), and the finite difference methods for boundary value problems for (ordinary and partial) differential equations.

**104C. Advanced Topics in Numerical Analysis****(4) STAFF***Prerequisite: Mathematics 104B*

Topics in approximation theory; numerical methods for finding eigenvalues of a matrix; and advanced topics in numerical methods for ordinary and partial differential equations.

**108A. Introduction to Linear Algebra****(4) STAFF***Prerequisites: Mathematics 5A and 8.*

Abstract Vector spaces and subspaces. Span and linear independence. Basis and dimension. Linear maps. Eigenvalues and eigenvectors.

**108B. Advanced Linear Algebra****(4) STAFF***Prerequisite: Mathematics 108A.*

Diagonalization, inner product spaces, projections, least-squares approximations, invariant factors and elementary divisors, canonical forms, topics from advanced matrix theory, applied linear algebra, and group representation theory.

**109A. Introduction to Mathematical Logic****(4) PUTINAR***Prerequisite: Mathematics 8 or Computer Science 40.**Same course as Computer Science 109A.*

An introduction to mathematical logic with applications in computer science and mathematics. Topics include propositional and predicate calculi; models; proof systems, decidability and undecidability, automated theorem-proving, unification, logic programming, and program verification.

**111A. Introduction to Abstract Algebra****(4) STAFF***Prerequisite: Mathematics 108A.*

An introduction to algebraic structures with an emphasis on groups.

**111B-C. Abstract Algebra****(4-4) STAFF***Prerequisite: Mathematics 111A (for Mathematics 111B); Mathematics 111B (for Mathematics 111C).*

Rings, fields, Galois theory.

**113. Non-Euclidean Geometry****(4) STAFF***Prerequisite: Mathematics 8.*

An introduction to hyperbolic geometry with some discussion of other non-Euclidean systems.

**115A-B. Introduction to Number Theory****(4-4) STAFF***Prerequisite: Mathematics 8 (for 115A); Mathematics 115A (for 115B).*

Divisibility, congruences, primitive roots and indices, quadratic residues and the quadratic reciprocity law, number-theoretic functions. Diophantine equations, the distribution of primes, number-theoretic methods in cryptography, quadratic forms, continued fractions and the approximation of real numbers, algebraic number theory, partitions.

**116. Combinatorial Analysis****(4) STAFF***Prerequisite: Mathematics 8.*

Elementary counting principles, binomial coefficients, generating functions, recurrence relations, the principle of inclusion and exclusion, distributions and partitions, systems of distinct representatives, applications to computation.

**117. Methods of Analysis****(4) STAFF***Prerequisite: Mathematics 8.*

Introduction to methods of proof in analysis.

Topics include limits, sequences and series, continuity, compactness, as well as other topics. This course is intended to follow Mathematics 8 and to introduce students to the level of sophistication of upper-division mathematics.

**118A-B-C. Introduction to Real Analysis****(4-4-4) STAFF***Prerequisites: Mathematics 5A-B and 108A-B and 117 (for Mathematics 118A); Mathematics 118A**(for Mathematics 118B); Mathematics 118B (for**Mathematics 118C).*

The real number system, elements of set theory, continuity, differentiability, Riemann integral, implicit function theorems, convergence processes, and special topics.

**119A. Ordinary Differential Equations****(4) STAFF***Prerequisites: Mathematics 5A-B.*

Existence, uniqueness, and stability; the geometry of phase space; linear systems and hyperbolicity; maps and diffeomorphisms.

**119B. Chaotic Dynamics and Bifurcation Theory****(4) STAFF***Prerequisite: Mathematics 5C or equivalent, and 119A or consent of instructor.*

Hyperbolic structure and chaos; center manifolds; bifurcation theory; and the Feigenbaum and Ruelle-Takens cascades to strange attractors.

**122A-B. Introduction to Theory of Complex Variables****(4-4) STAFF***Prerequisites: Mathematics 5A-B (for Mathematics**122A); Mathematics 122A (for Mathematics 122B).*

Complex numbers, functions, differentiability, series extensions of elementary functions, complex integration, calculus of residues, conformal maps, mapping functions, applications.

**124A. Partial Differential Equations****(4) STAFF***Prerequisites: Mathematics 5A-B-C.*

Wave, heat, and potential equations.

**124B. Fourier Series and Numerical Methods****(4) STAFF***Prerequisite: Mathematics 5A-B-C or equivalent and**124A or consent of instructor.*

Fourier series; generalized functions; and numerical methods.

**132A. Introduction to Operations Research****(4) STAFF***Prerequisite: Mathematics 5A.*

Linear programming, the simplex method, duality, applications to the transportation and assignment problems, sensitivity analysis, problem formulation.

**132B. Introduction to Operations Research****(4) STAFF***Prerequisites: Mathematics 5B and 132A.*

Network analysis: shortest route, minimal spanning tree and maximal flow problems; PERT including the critical path method; dynamic programming; game theory; integer programming, nonlinear programming.

**137A-B. Graph and Network Theory****(4-4) STAFF***Prerequisites: Mathematics 5A and 8 (for Mathematics 137A); Mathematics 137A (for Mathematics 137B).*

Elements of graph and network theory including paths, circuits, trees, coloring, planarity, matching theory, Hall's Theorem, applications to scheduling theory, flows in networks, Menger's Theorem, and other topics as time permits.

**145. Introduction to Topology****(4) STAFF***Prerequisite: Mathematics 8.*

Metric spaces, continuity, compactness, classification of surfaces, Euler characteristics, and fundamental groups. Additional topics at the discretion of the instructor.

**147A-B. Introductory Differential Geometry****(4-4) STAFF***Prerequisites: Mathematics 5B; and, Mathematics 108A or 117 (for Mathematics 147A); Mathematics 147A (for Mathematics 147B).*

Curves and surfaces in three-dimensional Euclidean space, first and second fundamental forms, Gaussian and mean curvature, geodesics, Gauss-Bonnet theorem, and non-euclidean geometry.

**170. Introduction to Mathematical Finance****(4) STAFF***Prerequisites: PSTAT 120A-B and 160A.**Same course as PSTAT 170.**Recommended preparation: PSTAT 160B and 171.*

Describes mathematical methods for estimating and evaluating asset pricing models, equilibrium and derivative pricing, options, bonds, and the term-structure of interest rates. Also introduces finance optimization models for risk management and financial engineering.

**178. Introduction to Cryptography****(4) STAFF***Prerequisites: Computer Science 10; and, PSTAT 120A or 121A or equivalent courses.*

An introduction to the basic concepts and techniques of cryptography and cryptanalysis. Topics include: The Shannon Theory, classical systems, the enigma machine, the data encryption standard, public key systems, digital signatures, file security.

**181A-B. Advanced Problem Solving: Mathematical, Historical, and Pedagogical Contexts****(4) STAFF***Prerequisite: Mathematics 5A; an upper-division mathematics course.*

Designed for prospective middle and high school teachers. Focuses on the representations, strategies, and language learners use to conceptualize and develop fundamental ideas of mathematics. Includes advanced problem solving and its implications for teaching and learning at the secondary level.

**190. Special Topics in Mathematics****(4) STAFF***Prerequisite: consent of instructor.**May be repeated for credit to a maximum of 8 units.*

Information about the special topics to be presented may be obtained from the office of the Department of Mathematics.

**193. Internship in Mathematics****(1-4) STAFF***Prerequisites: consent of instructor and department.**May be repeated for credit to maximum of 4 units, but no credit will be applied toward upper-division major.*

Faculty-sponsored academic internship in industrial or research firms.

**194GS. Group Studies for Advanced Students****(1) STAFF***Prerequisite: Consent of instructor.**Enrollment normally limited to 12 or fewer students.*

Participants will select a math-related book or papers, read the section before the next meeting and discuss reading at the meeting. Readings may include biographies of mathematicians, histories or popularizations of mathematics, textbooks, and readings in mathematical physics or biology.

**195A-B. Internship in Mathematics Teaching****(4-4)***Prerequisites: upper-division standing in the major; and two upper-division mathematics courses.**No credit allowed toward the major or minor.*

Supervised mathematics teaching internship in local schools and participation in the Mathematics Teaching Seminar on mathematics learning and teaching. A paper on mathematics and its teaching required.

**197A. Senior Thesis****(1-4) STAFF***Prerequisites: open to senior majors only; consent of department and instructor.*

*Students must have a minimum overall grade-point average of 3.0 and a 3.5 or better grade-point average in the major. Up to 4 units may apply to the major. Up to 8 units total in all Mathematics 197/199RA courses may apply toward the major.*

Independent research under the supervision of a faculty member which will result in a senior thesis. Students will concentrate on reading and gathering material for a thesis.

**197B. Senior Thesis****(1-4) STAFF***Prerequisites: Mathematics 197A; open to senior majors only; consent of department and instructor.*

*Students must have a minimum overall grade-point average of 3.0 and a 3.5 or better grade-point average in the major. Up to 4 units may apply to the major. Up to 8 units total in all Mathematics 197/199/199RA courses may apply toward the major.*

Independent research under the supervision of a faculty member which will result in a senior thesis. Students will concentrate on writing a thesis

**199. Independent Studies in Mathematics****(1-5) STAFF***Prerequisites: upper-division standing; completion of two upper-division courses in mathematics; and consent of instructor and department.*

*Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. Only 8 units total in all Mathematics 197/199/199AA-ZZ courses may apply toward the major.*

Coursework shall consist of academic research supervised by a faculty member on a topic not available in established course offerings.

**199RA. Independent Research Assistance****(1-4) STAFF***Prerequisites: upper-division standing; completion of two upper-division courses in mathematics; consent of instructor and department.*

*Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 198/199/199AA-ZZ courses combined. Only 8 units total in all Mathematics 197/199/199AA-ZZ courses may apply toward the major.*

Coursework shall consist of faculty supervised research assistance.

**GRADUATE COURSES**

*The department does not offer all the courses listed below each year, but does offer the following courses every year: Mathematics 201A-B-C, 206A-B-C-D, 220A-B-C, 221A-B-C, 240A-B-C and an additional first-year graduate sequence in applied mathematics. The department offers approximately three other one-year courses and several one-quarter courses in mathematics each year.*

**201A-B-C. Real Analysis****(4-4-4) STAFF***Prerequisites: Mathematics 118A-B-C.*

Measure theory and integration. Point set topology. Principles of functional analysis.  $L^p$ -spaces. The Riesz representation theorem. Topics in real and functional analysis.

**202A-B-C. Complex Analysis****(4-4-4) STAFF***Prerequisites: Mathematics 118A-B-C or 122A.*

Analytic functions. Complex integration, Cauchy's theorem. Series and product developments. Entire functions. Conformal mappings. Topics in complex analysis.

**206A. Matrix Analysis and Computation****(4) STAFF***Prerequisite: consent of instructor.*

*Same course as Computer Science 211A, ME 210A, ECE 210A, Geology 251A, and Chemical Engineering 211A. Students should be proficient in basic numerical methods, linear algebra, mathematically rigorous proofs, and some programming language.*

Graduate level matrix theory with introduction to matrix computations. SVDs, pseudoinverses, variational characterization of eigenvalues, perturbation theory, direct and iterative methods for matrix computations.

**206B. Numerical Simulation****(4) STAFF***Prerequisite: consent of instructor.*

*Same course as Computer Science 211B, ME 210B, ECE 210B, Geology 251B, and Chemical Engineering 211B. Students should be proficient in basic numerical methods, linear algebra, mathematically rigorous proofs, and some programming language.*

Linear multistep methods and Runge-Kutta methods for ordinary differential equations: stability, order and convergence. Stiffness. Differential algebraic equations. Numerical solution of boundary value problems.

**206C. Numerical Solution of Partial Differential Equations—Finite Difference Methods****(4) STAFF***Prerequisite: consent of instructor.*

*Same course as Computer Science 211C, ME 210C, ECE 210C, Geology 251C, and Chemical Engineering 211C. Students should be proficient in basic numerical methods, linear algebra, mathematically rigorous proofs, and some programming language.*

Finite difference methods for hyperbolic, parabolic and elliptic PDEs, with application to problems in science and engineering. Convergence, consistency, order and stability of finite difference methods. Dissipation and dispersion. Finite volume methods. Software design and adaptivity.

**206D. Numerical Solution of Partial Differential Equations—Finite Element Methods****(4) STAFF***Prerequisite: consent of instructor.*

*Same course as Computer Science 211D, ME 210D, ECE 210D, Geology 251D, and Chemical Engineering 211D. Students should be proficient in basic numerical methods, linear algebra, mathematically rigorous proofs, and some programming language.*

Weighted residual and finite element methods for the solution of hyperbolic, parabolic and elliptic partial differential equations, with application to problems in science and engineering. Error estimates. Standard and discontinuous Galerkin methods.

**209. Set Theory****(4) STAFF***Prerequisite: consent of instructor.*

Study of axiomatic set theory; topics include relations and functions, orderings, ordinal and cardinal numbers and their arithmetic, transfinite constructible sets, consistency and independence results of Gödel and Cohen.

**214A. Ordinary Differential Equations****(4) STAFF***Prerequisite: Not open to mathematics majors.*

Existence, uniqueness, and stability; the geometry of phase space; linear systems and hyperbolicity; maps and diffeomorphisms.

**214B. Chaotic Dynamics and Bifurcation Theory****(4) STAFF***Prerequisite: Not open to mathematics majors.*

Hyperbolic structure and chaos; bifurcation theory; and the Feigenbaum and Ruelle-Takens cascades to strange attractors.

**215A. Partial Differential Equations****(4) STAFF***Prerequisite: Not open to mathematics majors.*

Wave, heat, and potential equations.

**215B. Fourier Series and Numerical Methods****(4) STAFF***Prerequisite: Not open to mathematics majors.*

Fourier series; generalized functions; and numerical methods.

**220A-B-C. Modern Algebra****(4-4-4) STAFF***Prerequisites: Mathematics 108A-B and 111A-B.*

Group theory, ring and module theory, field theory, Galois theory, other topics.

**221A. Foundations of Topology****(4) STAFF***Prerequisite: Mathematics 118A or equivalent.*

Metric spaces, topological spaces, continuity, Hausdorff condition, compactness, connectedness, product spaces, quotient spaces. Other topics as time allows.

**221B. Homotopy Theory****(4) STAFF***Prerequisite: Mathematics 221A.*

Homotopy groups, exact sequences, fiber spaces, covering spaces, van Kampen Theorem.

**221C. Differential Topology****(4) STAFF***Prerequisite: Mathematics 221A.*

Topological manifolds, differential manifolds, transversality, tangent bundles, Borsuk-Ulam theorem, orientation and intersection number, Lefschetz fixed point theorem, vector fields.

**225A-B-C. Topics in Number Theory****(4-4) STAFF***Prerequisites: Mathematics 220A-B-C.*

May be repeated for credit with instructor and department approval.

Selected topics in number theory.

**227A-B-C. Advanced Topics in Geometric and Algebraic Topology****(4-4-4) STAFF***Prerequisite: consent of instructor.*

May be repeated for credit with instructor and department approval.

Topics, varying from year to year, include piecewise linear and differential topology, manifolds, fiber bundles and fiber spaces, homotopy theory, and spectral sequences.

**228A-B-C. Functional Analysis****(4) STAFF***Prerequisite: Mathematics 201A-B-C.*

Topics in functional analysis such as operators on Hilbert space, convex analysis, fixed point theorems, distribution theory, unbounded operators.

**229A-B-C. Operator Algebras****(4-4-4) STAFF***Prerequisites: Mathematics 201A-B-C.*

Banach algebras. The Gelfand transform.  $C^*$ -algebras and von Neumann algebras. Positivity. States. The Gelfand-Naimark-Segal construction,  $*$ -representations of  $C^*$ -algebras. Von Neumann's bicommutant theorem. Kaplansky's density theorem.

Comparison of projections. Examples and applications. Advanced topics in the theory of operator algebras.

**231A. Lie Groups and Lie Algebras****(4) STAFF***Prerequisite: consent of instructor.*

Differentiable manifolds, definition and examples of Lie groups, Lie group-Lie algebra correspondence, nilpotent and solvable Lie algebras, classification of semi-simple Lie algebras over the complexes, representations of Lie groups and Lie algebras, special topics.

**232A-B. Algebraic Topology****(4-4) STAFF***Prerequisites: Mathematics 108A-B and 145.*

Singular homology and cohomology, exact sequences, Hurewicz theorem, Poincaré duality.

**236A-B. Homological Algebra****(4-4) STAFF***Prerequisites: Mathematics 220A-B-C.*

Algebraic construction of homology and cohomology theories, aimed at applications to topology, geometry, groups and rings. Special emphasis on hom and tensor functors; projective, injective and flat modules; exact sequences; chain complexes; derived functors, in particular, ext and tor.

**237A-B. Algebraic Geometry****(4-4) STAFF***Prerequisites: Mathematics 220A-B-C.*

Affine/projective varieties, Hilbert's Nullstellensatz, morphisms of varieties, rational maps, dimension, singular/nonsingular points, blowing up of varieties, tangent spaces, divisors, differentials, Riemann-Roch theorem. Special topics include: elliptic curves, intersection numbers, Bezout's theorem, Max Noether's theorem.

**240A-B-C. Introduction to Differential Geometry and Riemannian Geometry****(4-4-4) STAFF**

Topics include geometry of surfaces, manifolds, differential forms, Lie groups, Riemannian manifolds, Levi-Civita connection and curvature, curvature and topology, Hodge theory. Additional topics such as bundles and characteristic classes, spin structures and Dirac operator, comparison theorems in Riemannian geometry.

**241A-B-C. Topics in Differential Geometry****(4-4-4) STAFF***Prerequisites: Mathematics 240A-B-C.*

Various topics are covered including sectional curvature and Ricci curvature, minimal submanifolds, Atiyah-Singer index theorem and eta invariant, Einstein manifolds, symplectic geometry, geometry of gauge theories, geometric PDE, Morse theory and Floer theory.

**243A-B-C. Ordinary Differential Equations****(4-4-4) STAFF***Prerequisites: Mathematics 118A-B-C.*

Existence and stability of solutions, Floquet theory, Poincaré-Bendixson theorem, invariant manifolds, existence and stability of periodic solutions, bifurcation theory and normal forms, hyperbolic structure and chaos, Feigenbaum period-doubling cascade, Ruelle-Takens cascade.

**246A-B-C. Partial Differential Equations****(4-4-4) STAFF***Prerequisites: Mathematics 201A-B-C.*

First-order nonlinear equations; the Cauchy problem, elements of distribution theory and Sobolev spaces; the heat, wave, and Laplace equations; additional topics such as quasilinear symmetric hyperbolic systems, elliptic regularity theory.

**260AA-ZZ. Seminars in Mathematics****(1-6) STAFF***May be repeated for credit.*

Topics in algebra, analysis, applied mathematics, combinatorial mathematics, functional analysis, geometry, statistics, topology, by means of lectures and informal conferences with members of staff.

**500. Teaching Assistant Practicum****(1-4) STAFF***Prerequisites: appointment as teaching assistant and departmental approval.**No unit credit allowed toward degree.*

Supervised teaching of undergraduate mathematics courses.

**501. Teaching Assistant Training****(1-2) STAFF***Prerequisites: departmental and instructor approval. No unit credit allowed toward degree.*

Consideration of ideas about the process of learning mathematics and discussion of approaches to teaching.

**502. Teaching Associate Practicum****(1-5) STAFF***Prerequisite: appointment as associate and departmental approval.**No unit credit allowed toward degree.*

Supervised teaching of undergraduate courses.

**510. Reading for Area Examinations****(2-6) STAFF***Prerequisites: enrollment in M.A. or Ph.D. program; consent of instructor.***596. Directed Reading and Research****(1-6) STAFF***Prerequisite: consent of instructor.*

May be repeated for credit. Only 8 units total in all Mathematics 596, 598, 599 courses may apply toward the degree.

**598. Master's Thesis Research and Preparation****(1-6) STAFF***Prerequisites: graduate standing and consent of instructor.*

May be repeated for credit. Only 8 units total in all Mathematics 596, 598, 599 courses may apply toward the degree.

**599. Ph.D. Dissertation Preparation****(1-6) STAFF***Prerequisite: consent of instructor.*

May be repeated for credit. Only 8 units total in all Mathematics 596, 598, 599 courses may apply toward the degree.

# Media Arts and Technology

Interdepartmental Graduate Program in Media Arts and Technology  
Phelps Hall 3309

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Website: [www.mat.ucsb.edu](http://www.mat.ucsb.edu)

Program Chair: Matthew Turk

Vice Chair: Curtis Roads

## Faculty

**Kevin Almeroth**, Ph.D., Georgia Institute of Technology, Professor (computer networks and protocols, large-scale multimedia systems, performance evaluation, distributed systems)

**Clarence Barlow**, B.Sc., Calcutta University, Professor (composition, electroacoustic and computer music, Corwin Chair of Composition)

**Jerry Gibson**, Ph.D., Southern Methodist University; Professor (multimedia communications and compression, signal processing for multimedia, wireless communications)

**Tobias Hollerer**, Ph.D., Columbia University, Associate Professor (human computer interaction, computer graphics, virtual and augmented reality, wearable and ubiquitous computing)

**Lisa Jevbratt**, M.F.A., CADRE, San Jose State University, Associate Professor (software, network art, information visualization)

**Nancy Kawalek**, B.S., Northwestern University, Studio Professor/Director, Professional Artists Lab (creation and development of multi-media theatre work)

**Chandra Krintz**, Ph.D., University of California, San Diego, Associate Professor, dynamic and adaptive compilation systems; high-performance Internet (mobile) computing; runtime and compiler optimizations for Java/CIL; efficient mobile program transfer formats

**JoAnn Kuchera-Morin**, Ph.D., University of Rochester, Eastman School of Music, Professor (composition, sound synthesis and processing, multimedia opera)

**George Legrady**, M.F.A., San Francisco Art Institute, Professor (theory and practice of interactive media and multilinear narrative)

**B. S. Manjunath**, Ph.D., University of Southern California, Professor (image processing, computer vision, pattern recognition, neural networks, learning algorithms, data mining in multimedia databases)

**Marcos Novak**, M.Arch., Ohio State University, Professor (transarchitectures, virtual environments and worldmaking, digital sculpture, algorithmic composition, theory)

**Marko Peljhan**, Diploma, University of Ljubljana, Agrft Academy, Slovenia, Associate Professor (interdisciplinary media/communications/technology, art studio)

**Stephen Travis Pope**, Certificate, Vienna Music Academy, Senior Lecturer (computer music, distributed systems, music/sound databases, virtual environments, graphical user interfaces, multimedia computing)

**Curtis Roads**, Ph.D., University of Paris, Professor (music composition, microsound synthesis, graphical synthesis, sound analysis and transformation, sound spatialization, history of electronic music)

**Matthew Turk**, Ph.D., Massachusetts Institute of Technology, Professor (vision technology, vision-based interaction, 3D body tracking, gesture recognition)

The Media Arts and Technology Program (MAT) is a unique transdisciplinary and interdepartmental graduate degree program that offers M.S., M.A., and Ph.D. degrees in Media Arts and Technology. The program, which is jointly administered by the College of Engineering and the College of Letters and Science, serves as a focal point for education, research, and artistic production in digital media, with special emphases in visual and spatial arts, electronic music and sound design, and multimedia engineering. The curriculum provides for an interdisciplinary experience, building on a core set of skills and knowledge, with an emphasis on research and collaboration in digital media systems, content, and interaction. In addition to the interdisciplinary breadth of the program, each MAT student focuses on an area of emphasis, according to his or her background and career interests.

Prospective students are strongly encouraged to visit the MAT website at [www.mat.ucsb.edu](http://www.mat.ucsb.edu) for the latest program information.

MAT is designed to provide its students with knowledge and skills relevant to careers in digital media-related research and in artistic and technical positions in the media industries of

the 21st century. It fosters aesthetically trained engineers – the media technology inventors of the future. It trains electronic media artists who can work with a high degree of aesthetic and technical sophistication to enrich and enlarge our cultural heritage. It prepares thinkers for advanced studies in media technology, leading toward academic careers in this discipline.

The program is intended for students who are interested in both arts and technology and have a strong background in at least one area (for example, in visual arts, music, computer science, or electrical and computer engineering). Prospective students should be ambitious and curious about interdisciplinary research and intermedia art and should be interested in working with others on collaborative projects spanning multiple areas of expertise.

MAT faculty coordinate with four graduate departments: Art, Computer Science, Electrical and Computer Engineering, and Music. Faculty advisors assist students in planning their courses of study depending upon their backgrounds and areas of interest.

In addition to program requirements, candidates must meet the university degree requirements found in the section “Graduate Education at UCSB.” Master’s and Ph.D. students must be registered as full-time students in the program.

The three areas of primary emphasis within Media Arts and Technology are as follows:

### **Multimedia Engineering**

The multimedia engineering emphasis is intended for creative engineers and computer scientists seeking a comprehensive program in multimedia research. Key topics include multimedia software systems, media signal processing, multimedia networking, computer imaging, human-computer interaction, and virtual and mixed realities. Students will be involved in the development of large-scale software systems of different types. Courses include in-depth work on multimedia networking and programming, imaging, and the development of complex signal processing software systems.

### **Electronic Music and Sound Design**

The electronic music and sound design emphasis focuses on electronic music systems and techniques, composition, immersive sound design and spatialization, interfaces, hardware and software development, and digital audio engineering. It is intended for technically inclined musicians and highly motivated musical engineers. Courses include composition lessons, technical and aesthetic instruction, laboratory work, as well as directed research in musical and technical projects.

### **Visual and Spatial Arts**

The visual and spatial arts emphasis focuses on interdisciplinary, collaborative arts-technology research such as algorithmic morphogenesis, transarchitectures, data mapping, data visualization, digital sculpture, algorithmic processes, computational photography, and interactive installation. The relationship of present to future media is of particular interest, especially as it relates to nanotechnology, biotechnology, new materials, and new fabrication methods.

## **Graduate Program**

### **Master’s Programs— Media Arts and Technology**

The Master of Science and Master of Arts programs provide advanced training in Media Arts and Technology with three areas of emphasis: multimedia engineering (M.S.), electronic music and sound design (M.A.), and visual and spatial arts (M.A.).

The master’s programs typically take two full-time academic years to complete. The goal of the first year of MAT’s intensive interdisciplinary curriculum is to provide a common foundation of aesthetics, history, and mathematical and computational methods. In addition, students take graduate courses in their area of emphasis, as well as courses in a complementary field.

The second year electives allow students to focus on either their area of emphasis or on a complementary discipline. All candidates are expected to complete an advanced project or thesis in their second year of the program, an artistic production or media research project supervised by MAT faculty.

Although all students are expected to engage in both technical and artistic aspects of multimedia creation, each student is expected to specialize in one area of emphasis.

### **Admission**

In addition to fulfilling all university requirements for admission to graduate status, described in the chapter “Graduate Education at UCSB,” the applicant should present a bachelor’s degree in any of the following majors: art, music, computer science, computer engineering, or electrical engineering. This bachelor’s degree defines the student’s major discipline.

Applicants with related undergraduate majors may be considered, but only if they can demonstrate strong credentials in both the arts and technology. Acceptable credentials include recent University of California or equivalent course transcripts in calculus-level mathematics, computer programming, visual arts, and music. These applicants may be required to take a placement examination or submit additional application materials, such as examples of previous work.

In addition to their major discipline, applicants should also demonstrate a basic level of proficiency in a MAT cross-discipline. For students whose major discipline is in the creative arts, their cross-discipline is engineering. For students whose major discipline is in engineering, their cross-discipline is one of the creative arts. For example, an applicant whose major discipline is in the creative arts could prove cross-disciplinary proficiency by having successfully completed courses, or showing significant experience, in software engineering or signal processing. An applicant whose major discipline is in engineering could prove cross-disciplinary proficiency by having successfully completed courses or significant projects in music, art, or digital video. Applicants who cannot demonstrate cross-disciplinary proficiency but who show extraordinary promise in the field may be admitted, but must make up this deficiency in the first year of graduate study. In general, this involves taking introductory courses in the cross-disciplines, to be determined in consulta-

tion with a faculty advisor. Credits earned in the proficiency courses do not count toward the graduate degree.

See the MAT website at [www.mat.ucsb.edu](http://www.mat.ucsb.edu) for detailed admissions requirements.

### Degree Requirements

Each student's area of emphasis and course list is determined in consultation with a MAT faculty committee, consisting of three members. The committee is nominated by the program chair in consultation with the student and is approved by the graduate dean. Two of these members, including the chair of the committee, must be MAT faculty. Committee chairs advise students on a course of study and direct their research.

**Thesis or project plan.** A master's degree may be earned in each of the three areas of emphasis according to two plans: thesis or project.

**Plan 1 (thesis).** Under the thesis plan, a student must submit an acceptable thesis, completed under the supervision of a MAT faculty member and approved by the student's committee. A thesis is a substantial work of research or production that is a novel contribution to the field. The thesis must meet the filing requirements of Graduate Division. The student will give a public lecture based on the thesis.

**Plan 2 (project).** Under the project plan, a student must submit an acceptable project, completed under the supervision of a MAT faculty member and approved by the student's committee. The project will consist of a digital media work resulting in a prototype, installation, or performance. An academic paper will describe the project, and the student will make a public presentation of the work. The project and documentation will be evaluated by the student's committee.

**Unit Requirements.** In addition to the submission of an acceptable thesis or project, both the M.A. and the M.S. degrees require completion of a minimum of 60 units, of which at least 48 units is upper-division or graduate coursework, apart from those credited to the project or thesis, and apart from units gained for teaching assistant duties or training, or units for service as a graduate researcher. Under the thesis option, 20 of the 48 units must be in graduate-level coursework (excluding units for internships, TA and/or GSR practica, and independent study courses numbered 500-599). Under the project option, 24 of the 48 units must be in graduate-level coursework (excluding units for internships, TA and/or GSR practica and independent study courses numbered 500-599).

**Required Courses.** Students in the first year of the program must take five core courses in Media Arts and Technology, designated MAT 200(A,B,C) and MAT 201(A,B). These focus on the history, theory, and practice of media arts and technology.

### Doctor of Philosophy— Media Arts and Technology

The Doctor of Philosophy degree in Media Arts and Technology prepares students for academic research and teaching positions, for research and leadership positions in industry and government, and for leadership positions in relevant artistic fields. The MAT Ph.D. curriculum provides a common foundation of the field's aesthetics, history, and technology through rigorous

coursework, seminars, and active participation with the faculty. Each Ph.D. student participates in interdisciplinary projects and performs innovative research, under the supervision of a faculty advisor and committee, leading to a dissertation that exhibits significant and novel research in the student's area of specialization.

### Admission

Students must fulfill all university requirements for admission to graduate status, described in the chapter "Graduate Education at UCSB." MAT Ph.D. applicants must have a bachelor's or master's degree in media arts and technology, art, music, computer science, computer engineering, electrical engineering, or a closely related field. Note that outstanding students with a bachelor's degree may apply directly to the Ph.D. program. Typically, students who enter with a bachelor's degree will take longer to complete the Ph.D. than those with a master's degree. See the MAT website at [www.mat.ucsb.edu](http://www.mat.ucsb.edu) for detailed admissions requirements.

### Degree Requirements

Students entering directly into the Ph.D. program without a master's degree must first meet the equivalent course requirements of the MAT master's program, which is 48 units of non-thesis-related upper-division and graduate courses. In addition, they must successfully complete a master's thesis or project and present it publicly. Students who enter the Ph.D. program with an M.S. or M.A. in another discipline (e.g., in Art, Computer Science, Engineering, or Music) are required to take the MAT core courses. MAT Ph.D. graduates will be expected to have broad knowledge in all fields of digital multimedia and have a deep and current understanding of at least one of these areas. The MAT Ph.D. is not a unit-count degree; rather, it is awarded upon demonstration of academic excellence and performance of original research. Students will complete an individual program of study determined in consultation with their Ph.D. committee. This will typically include a mix of MAT elective courses, seminars, directed reading for research, and dissertation research. Specific course requirements shall be identified on a per-student basis, under advisement with each candidate's doctoral committee. It is the responsibility of the student's advisor, in consultation with the Ph.D. committee and the MAT graduate advisor, to ensure that the candidate has achieved the appropriate breadth and depth from coursework and independent study. In order to proceed to dissertation research, Ph.D. students must pass a thorough qualifying exam, after completing their coursework, typically at the end of the second year of the Ph.D. program. Passing the qualifying exam and the basic course requirements advances the student to candidacy. Once advanced to candidacy, students are typically expected to complete the degree within three years.

The Ph.D. dissertation is a novel and substantial research work that makes a significant contribution to the field. The dissertation is done under the supervision of a MAT faculty advisor and the doctoral committee, consisting of three faculty, at least two of whom must be from MAT. The committee must approve a dissertation proposal that describes the proposed research and presents a comprehensive plan for

the dissertation. After the dissertation is completed, the committee evaluates the dissertation and the candidate's presentation at the dissertation defense; the committee's approval indicates that the candidate has successfully defended the dissertation.

## Media Arts and Technology Courses

*Media Arts and Technology is in the process of revising its course numbers and adding new courses. Please check with the Media Arts and Technology office for more accurate and up-to-date information on our course offerings.*

### GRADUATE COURSES

#### 200A. Arts and Technology

(4) LEGRADY

*Prerequisite: consent of instructor.*

Overview of the digital media arts field with an emphasis on technological developments and their integration in art research and production. Students are introduced to contemporary and historical directions and methodologies through seminar lectures, research presentations, and a final project.

#### 200B. Music and Technology

(4) ROADS

*Prerequisite: consent of instructor.*

Overview of music and technology, including historical aspects. Readings and exercises with a range of music software applications. Basics of Internet audio and evolving media, music production, business, technical, and aesthetic aspects.

#### 200C. Digital Media Technology and Engineering

(4) POPE

Intensive survey course on digital media technology: perception and media data, information theory, signals and streams, events and timed data, signal representations and formats, data compression, hardware/software issues for digital media systems, media data I/O devices, and multimedia systems integration.

#### 201A. Media Signal Processing

(4) GIBSON

Basic concepts in digital signal and image processing (transforms, convolutions, etc.), filter design, image enhancement and coding, digital video.

#### 201B. Computing with Media Data

(4) POPE

*Recommended preparation: one quarter of introductory programming and one quarter "data structure and algorithms" course.*

Hands-on introduction to development of multimedia applications: basic representations, data structures, and interchange formats used for multimedia data such as sound and images. Students develop programs for multimedia tasks such as file I/O, data streaming, format conversion, and data analysis.

#### 202. Mathematics and Signal Processing

(2) STAFF

An overview of the mathematical concepts used in media signal processing. Review of trigonometry, calculus, and complex exponential representation of signals. Introduction to the MATLAB signal processing language. Lab oriented.

#### 221. Multimedia Compression

(4) GIBSON

*Prerequisites: graduate standing; consent of instructor.*

Covers the principle standards for speech, audio, still image, and video compression, with the emphasis on system performance, key underlying technologies, current applications, and the projected future evolution of the standards.

#### 233. Multimedia Software Development

(2) STAFF

*Prerequisite: consent of instructor.*

*Does not count toward the required units of graduate-level courses.*

An overview of multimedia programming for digital media artists, focusing on the basics of data structures, programming techniques, and algorithms for representing, processing, and displaying media-based information.

### 235. Computer Imaging

(4) TURK

*Prerequisite: consent of instructor.*

Fundamentals of digital imaging systems, including the capture, storage, display, and retrieval of image and video data. Topics include the nature of light, color, optics, sensors, human vision, image processing, and computer vision.

### 240A-F. Digital Audio Programming: The Series

(4-4-4-4-4-4) POPE

*Recommended preparation: some programming experience and basic acoustics.*

Six-quarter practical programming course devoted to digital audio application development. The emphasis is on learning to use current state-of-the-art programming methods, tools, and library APIs. Programming assignments are given in the C, C++, Java, Smalltalk and/or SuperCollider programming language. Quarter topics:

- Using commercial I/O APIs
- Spectral transformations
- Spatial sound manipulation
- Sound synthesis techniques
- Multi-rate control and synchronization
- Media application integration

### 242A. Advanced Topics in Digital Multimedia: Audiophile Engineering

(4) POPE

*Prerequisite: consent of instructor.*

*May be repeated with faculty approval. Upper-division undergraduates are welcome with instructor permission.*

*Recommended preparation: basic knowledge and some familiarity with stereo equipment. (No specific electronic or musical skills are assumed.)*

Focuses on the engineering and aesthetics of audiophile sound recording and reproduction equipment and musical content.

### 242B. Advanced Topics in Digital Multimedia: Recording Studio Engineering

(4) POPE

*Prerequisite: consent of instructor.*

*May be repeated with faculty approval. Upper-division undergraduates are welcome with instructor permission.*

*Recommended preparation: basic knowledge of acoustics, some programming experience, and a familiarity with stereo equipment.*

Focuses on the design and engineering of sound recording studio equipment.

### 246. Virtual Environment Development

(4) STAFF

*Prerequisite: consent of instructor.*

Virtual world building using a variety of tools for 3D modeling and behavior scripting and programming. Overview of two- and three-dimensional computer animation and composing techniques. In addition to basic methodologies, specific areas covered include modeling, animating, lighting, rendering, layering of images, filtering and keying. Readings from texts on modeling and compositing.

### 251. Mixed Realities Interactive Projects

(4) LEGRADY

The theory and practice of interactivity in mixed realities installation. Topics include control devices, motion sensing methods, feedback, user behavior in time and space, phrasing, and narrative plot development for audio/visual output. Students realize a project and a research presentation.

### 253. Navigating Information Space: Design and Visualization

(4) STAFF

*Prerequisite: consent of instructor.*

A project-based course focusing on the theory and practice of interface design with an interaction, visualization, and information architecture. Conceptualization, design, programming, visual communication are addressed in lectures, readings,

and projects.

### 255. Digital Time-Based Media

(4) STAFF

Theory and production of linear and interactive digital video narratives through DVD authoring. Students acquire methodologies and production skills following analysis of time-based media.

### 256. Interdisciplinary Collaborative Project

(4) STAFF

*Same course as INT 256.*

A team-taught course with goals to foster engineering-level research in conjunction with the experimental approach of the visual arts. Course consists of team-based production for the realization of a multimedia project. Emphasis of the course is to develop skills in interdisciplinary production, concept development, and problem solving methodologies.

### 257. Network Protocols in a Social Context

(4) JEVBRATT

*Prerequisite: consent of instructor.*

Theory and history of internet protocols. Examining internet legislation and the politics and structure of the request for comments system. Code as cultural expression. Project-oriented.

### 258. Art and Science of Aerospace Culture

(4) PELJHAN

*Prerequisites: upper-division standing; consent of instructor.*

Interdisciplinary course/seminar/practice for artists, academics, engineers, and designers interested in exploring the technological aesthetic, cultural, and political aspects of the space side of the aerospace complex. Design history, space complex aesthetics, cinema intersections, imaging/telecommunications, human spaceflight history, reduced/alternating gravity, experimentation, space systems design/utilization.

### 259. The Aesthetics of Algorithmic Visualizations

(4) LEGRADY

*Same course as Interdisciplinary 259.*

Project-based course focused on aesthetics of algorithmic visualization. An overview of designing still and time-based visualizations with historical and contemporary perspectives resulting in large scale prints, digital video, or computer generated realtime visualization. Emphasis on implementation of algorithmic expressions.

### 275. Music Systems Programming

(4) POPE

*Recommended preparation: knowledge of a programming language and basic acoustics.*

Theory and practice of programming music and sound software: compositional algorithms, synthesis techniques, signal processing, interactivity, and user interfaces using the SuperCollider programming language.

### 276IA. Direct Digital Synthesis-Processing and Composition

(4) KUCHERA-MORIN

*Prerequisites: MAT majors and graduate non-majors in areas of electrical engineering, computer science, physics and math; consent of instructor.*

First quarter of general purpose computing for computer music applications. Topics include: introduction to the UNIX operating system and VI editor, music synthesis using C-based computer programs, and score input programs.

### 276IB. Direct Digital Synthesis-Processing and Composition

(4) KUCHERA-MORIN

*Prerequisite: MAT 276IA.*

Second quarter of a three-quarter sequence course concentrates on computer music instrument design using C-based music software and exploring applications of frequency modulation, additive/subtractive synthesis, digital signal processing, and computer music composition.

### 276LA. Digital Audio Montage

(2) ROADS

*Prerequisites: graduate MAT majors and graduate non-majors in areas of electrical engineering, computer science, physics and math; consent of instructor.*

First quarter of a three-quarter sequence course concentrates on multitrack recording, mixing, digital signal processing, using microcomputers and special purpose DSP equipment.

### 276LB. Digital Audio Montage

(2) ROADS

*Prerequisite: MAT 276LA.*

Second quarter of a three-quarter sequence course concentrates on digital synthesis (primarily frequency modulation, simple and complex; but also amplitude modulation and additive synthesis) using microcomputers, digital synthesizers and processing equipment.

### 276LC. Digital Audio Montage

(2) ROADS

*Prerequisite: MAT 276LB.*

Third quarter of a three-quarter sequence course concentrates on real-time computer music composition with microcomputer and digital synthesis/processing equipment.

### 276N. Special Topics in Electronic Music

(4) ROADS

*Prerequisite: MAT 276LA-LB-LC.*

Advanced topics in computer music composition, synthesis, and digital signal processing.

### 293. Internship in Industry

(1-4) STAFF

*Prerequisite: consent of instructor.*

*May be repeated for credit with faculty approval.*

Special projects for selected students. Offered in conjunction with selected industrial and research under direct faculty supervision. Prior departmental approval required.

### 299. Independent Study

(4) STAFF

*Prerequisite: consent of graduate advisor and director of graduate studies.*

*Students are limited to 4 units per quarter. No more than 12 units may be credited toward a Master's degree. Not intended for thesis research.*

Independent research under the guidance of a faculty member in the department. Course offers an opportunity for qualified students to undertake independent research or work in a group laboratory in digital media arts and technology.

### 594AA-ZZ. Special Topics in Multimedia Engineering of Visual Arts or Electronic Music

(1-4) STAFF

Special course in selected problems in multimedia engineering, visual arts, or electronic music.

A-E. Transvergence Series - Novak

GL. Special Topics - Legrady

SP. Special Topics - Pope

### 595AA-ZZ. Seminar Series

(1-2) STAFF

Seminar series for advanced topics in multimedia.

### 596. Directed Research

(2-12) STAFF

*Prerequisites: consent of instructor and Director of Graduate Studies.*

Independent research, either experimental or theoretical, may be taken by properly qualified graduate students under the direction of a faculty member.

### 597. Individual Study for Ph.D. Examinations

(1-12) STAFF

Maximum of 12 units per quarter; enrollment limited to 24 units per examination. Instructor is normally student's major advisor or chair of dissertation committee. S/U grading. Individual studies for Ph.D. qualifying examination.

### 598. Master's Thesis Research and Project Research

(1-12) STAFF

*Prerequisite: Consent of Master's adviser.*

For research underlying the thesis/project and writing of the thesis/project.

### 599. Ph.D. Dissertation Research and Preparation

(1-12) STAFF

*Prerequisite: Consent of dissertation advisor.*

For research and preparation of the dissertation.



# Medieval Studies

**Medieval Studies Program**  
**Division of Humanities and Fine Arts**  
**Department of History**  
**Humanities and Social Sciences 5056**  
**Telephone: (805) 893-3167**  
**Website: [www.medievalstudies.ucsb.edu](http://www.medievalstudies.ucsb.edu)**  
**Executive Director: Edward D. English**

## Medieval Studies Advisory Committee

**Debra G. Blumenthal**, Ph.D. (History)  
**Heather Blurton**, Ph.D. (English)  
**Cynthia J. Brown**, Ph.D. (French and Italian)  
**Jody Enders**, Ph.D. (French and Italian)  
**Edward D. English**, Ph.D. (History)  
**Sharon Farmer**, Ph.D. (History), Advisory Committee Chair for 2008-2009  
**L.O. Aranye Fradenburg**, Ph.D. (English)  
**Carol L. Lansing**, Ph.D. (History)  
**Carol Braun Pasternack**, Ph.D. (English)  
**Harvey L. Sharrer**, Ph.D. (Spanish and Portuguese)

## Affiliated Faculty

**C. Edson Armi**, Ph.D. (History of Art and Architecture)  
**Juan Bautista Avalle-Arce**, Ph.D. (Spanish and Portuguese)  
**Francis A. Dutra**, Ph.D. (History)  
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**Barbara Holdrege**, Ph.D. (Religious Studies)  
**R. Stephen Humphreys**, Ph.D. (History)  
**Nuha Houry**, Ph.D. (History of Art and Architecture)  
**Mark A. Meadow**, Ph.D. (History of Art and Architecture)  
**Giorgio Perissinotto**, Ph.D. (Spanish and Portuguese)  
**William Prizer**, Ph.D. (Music)  
**Dwight Reynolds**, Ph.D. (Religious Studies)  
**Jon R. Snyder**, Ph.D. (French and Italian)

## Emeriti Faculty

**Larry M. Ayres**, Ph.D. (History of Art and Architecture)  
**Jeffrey B. Russell**, Ph.D. (History)  
**Alejandro Planchart**, Ph.D. (Music)  
**Robert Potter**, Ph.D. (Dramatic Art)

**M**edieval studies is an interdisciplinary program in which European and Middle Eastern civilizations of the Middle Ages can be explored from the viewpoints of many traditional subject areas: history, literature, religious studies, drama, art, and music. The student can build a program around one or two of these disciplines, enriched by the others, or organize a program in which several subject fields are more or less balanced. In order to enhance the interdisciplinary nature of the major, the Medieval Studies Program has designed a series of cross-listed

courses that will put students in touch with a number of medievalists both at UCSB and in the larger scholarly community. Each year at least one upper-division course from another department that fulfills the requirements of the medieval studies major will be cross-listed as Medieval Studies 100 (A-Z). The instructor of that course will invite at least one professor from another UCSB department to guest teach a class; and the students will have the opportunity to attend a mini-conference, in which visiting scholars will give lectures on research topics relating to the subject of the course.

Each year a series of lectures by distinguished medievalists from other universities in America and Europe, representing various disciplines, provides fresh intellectual perspectives for undergraduate medieval studies majors as well as candidates for graduate degrees in medieval history, literature, art, and music. In addition, undergraduate, graduate, and faculty medievalists meet periodically to hear and discuss scholarly papers and to exchange ideas about the many facets of medieval culture.

The UCSB Medieval Studies Program operates in close cooperation with the Medieval Academy of America, the Medieval and Renaissance Studies Center at UCLA, the International Congress on Medieval Studies, and the Renaissance Society of America.

Students with a bachelor's degree in medieval studies who are interested in pursuing a California Teaching Credential should contact the credential advisor in the Graduate School of Education as soon as possible.

## Undergraduate Program

### Bachelor of Arts— Medieval Studies

**Preparation for the major.** History 4A-B. For students not planning graduate work, a language is desirable but not required. For those who plan to continue their studies on the graduate level, a reading knowledge of Latin and of at least one modern European language will be necessary. In certain fields, Hebrew, Arabic, or Greek may be needed.

**Upper-division major.** Forty units from the following list, with the selection forming a coherent program that must be approved by a member of the medieval studies committee: History of Art and Architecture 105B-C-D-E-F-G-H-I-J-K-L-M-N, 106AA-ZZ, 107A, 109AC; Comparative Literature 120; English 110A, 111, 115, 119X, 152A-B-S, 156, 197 (when course content is appropriate to Medieval Studies); French 148A-B-C, 151A-B, 153A, 154D, 155A-B; History 106A, 112D, 113C, 114A-B-C-P, 115, 115P, 115X, 116, 117A-C-D-DR-P-Q, 118A-B, 119, 119Q, 121A-B, 145A-B, 155A; Italian 114X, 138AX; Classics 103; Medieval Studies 199; Music Performance Laboratories A148S; Music 112A, 179; Portuguese 105A; Religious Studies 111A, 127B, 131J, 137, 140A, 187, 188, 189B; Spanish 110A, 116, 119A, 122A-B; Theater 182MD. Students may also submit petitions to the chair or the executive director of the Medieval Studies Program to have other appropriate courses count towards the major.

## Graduate Program

### Optional Ph.D. Emphasis in European Medieval Studies

The Medieval Studies Program offers an interdisciplinary doctoral emphasis to students previously admitted to a Ph.D. program in the Departments of Dramatic Art, English, French and Italian, History, History of Art and Architecture, Music, Religious Studies, and Spanish and Portuguese. Students pursuing the emphasis in European medieval studies must receive a grade of B or better in each of the following: Medieval Latin (Latin 103); one course in a vernacular, western European or Middle Eastern medieval language (English 205, English 230, French 227AA-ZZ, Spanish 222A, Spanish 222B, Portuguese 205A, Religious Studies 148A, Religious Studies 148 B, Religious Studies 210); Paleography and/or Diplomatics (History 215S, History 215T); Medieval Studies 200A-B-C; and 8 additional units in graduate courses on medieval topics. Students may petition to have appropriate courses from other institutions, or independent study, substituted for these requirements. Medieval Studies 200A-B-C is the program's colloquium series; graduate students in the emphasis attend the series and write brief papers on each colloquium (one per term), to be reviewed by the chair of the program (2 units). To qualify for the emphasis, at least one member of a Ph.D. candidate's dissertation committee must be an affiliated faculty member of the European Medieval Studies Program. Contact the European Medieval Studies Program for additional information on faculty interests, course offerings, and program requirements, or visit our website at [www.medievalstudies.ucsb.edu](http://www.medievalstudies.ucsb.edu).

## Medieval Studies Courses

### UPPER DIVISION

#### 101AA-ZZ. Special Topics

(4) STAFF

Topics vary per instructor.

#### 102AA-ZZ. Special Topics

(4) STAFF

Topics vary per instructor.

#### 194AH-BH. Senior Honors Seminar

(4-4) STAFF

*Prerequisite: admission to Senior Honors Program.*

*Same course as History 194AH-BH. A two-quarter, in-progress course with grade for both quarters issued upon completion of Medieval Studies 194BH. Four of the eight units may be applied to the upper-division units required for the major.*

Students taking part in departmental honors program write a senior thesis on a research topic of suitable depth under close supervision of faculty mentors.

#### 199. Independent Studies in Medieval Studies

(1-5) STAFF

*Prerequisites: upper-division standing; completion of two upper-division courses in medieval studies.*

*Students must have a minimum 3.0 grade-point average for the preceding three quarters and are*

limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.

## GRADUATE COURSES

### 200A-B-C. Interdisciplinary Approaches to Medieval Studies

(2) STAFF

*Prerequisites:* consent of instructor.

Students enroll in the course for the entire Academic year. They attend and write papers on quarterly colloquia. A three-quarter in-progress sequence course with grades for all quarters issued upon completion of *Medieval Studies 200C*.

Students attend and write responses to papers by visiting lecturers on topics in various fields of Medieval Studies. Themes will vary from year to year.

# Middle East Studies

Global and International Studies Program  
Division of Social Sciences  
Social Sciences and Media Studies 2006

Telephone: (805) 893-7860

E-mail: [cutler@global.ucsb.edu](mailto:cutler@global.ucsb.edu)

Website: [www.global.ucsb.edu](http://www.global.ucsb.edu)

Chair: Nancy E. Gallagher

## Middle East Studies Advisory Committee

Ahmad A. Ahmad, Ph.D. (Religious Studies)

Juan E. Campo, Ph.D. (Religious Studies)

Adrienne L. Edgar, Ph.D. (History)

Racha El-Omari, Ph.D. (Religious Studies)

Nancy E. Gallagher, Ph.D. (History)

W. Randall Garr, Ph.D. (Religious Studies)

Lisa Hajjar, Ph.D. (Law and Society)

R. Stephen Humphreys, Ph.D. (History)

Kathleen Moore, Ph.D. (Law and Society)

## Affiliated Faculty

Roger O. Friedland, Ph.D. (Sociology)

Mary Hancock, Ph.D. (Anthropology)

Richard D. Hecht, Ph.D. (Religious Studies)

Barbara Holdrege, Ph.D. (Religious Studies)

Mark Juergensmeyer, Ph.D. (Sociology)

Nuha N. N. Khoury, Ph.D. (History of Art and Architecture)

Gurinder Singh Mann, Ph.D. (Religious Studies)

Scott Marcus, Ph.D. (Music)

Stuart Smith, Ph.D. (Anthropology)

Christine Thomas, Ph.D. (Religious Studies)

The Middle East Studies Program is an interdisciplinary undergraduate program in which students can explore the myriad peoples, societies, languages, and cultures of the Middle East and North Africa from a variety of perspectives. The program brings under one roof studies on the languages, cultures, and history, politics and societies of the region in the ancient, medieval, and modern periods. The program also offers courses on the religious and cultural traditions of Islam, not only of the Middle East and North Africa, but also in other areas where these traditions have come to play a major role—South

and Southeast Asia, sub-Saharan Africa, Europe, and North America. The cultural, religious, and intellectual works generated there by Judaism, Christianity, and Islam have been so durable, and so closely intertwined with one another, that our understanding of any one of them is fatally flawed if we try to study one in isolation from the other two. Likewise, Islam was born in the Middle East and evolved its core traditions there, but has long since taken root throughout the world and must be studied in a world context.

The program offers an undergraduate major but does not offer the M.A. or Ph.D. However, it can help graduate students to coordinate interdisciplinary study across departmental lines, and it also provides an enrichment of UCSB's own resources through the lectures, colloquia, and seminars that it sponsors.

## The UCSB Center for Middle East Studies

The program also collaborates with UCSB Center for Middle East Studies, the Von Grunebaum Center for Near Eastern Studies at UC Los Angeles, and the Center for Middle East Studies at UC Berkeley in areas of common concern. The UCSB Center is a federally designated National Resource Center for Middle East Studies and offers graduate Foreign Language and Area Studies grants for Arabic language study as well as a very active program of films, lectures, seminars, and symposiums.

## The Undergraduate Middle East Studies Major

The B.A. in Middle East Studies aims to provide an educational experience satisfying in and for itself, while simultaneously developing the body of knowledge and skills necessary for graduate study or an area-based career in foreign relations, international development, business, or government. Obviously no undergraduate program can provide a deep expertise in the whole of this vast arena. Students should however expect to achieve a well-defined sense of the whole, as well as to acquire the basic linguistic and conceptual tools needed to approach the region with real understanding. To this end, the program gives students considerable flexibility in designing their course of studies, but it also demands coherence and rigor.

As a key part of their studies students are urged though not required to study in one of the UC Education Abroad Program centers in the Middle East or in other similar programs. Members of the Advisory Committee will work actively with interested students to help them identify opportunities for study abroad.

## Undergraduate Program

### Bachelor of Arts—Middle East Studies

**Preparation for the major.** Students must take Middle East Studies 45. In addition, they must complete either History 46 or Religious Studies 5, and one of the following language series: Hebrew 1, 2, 3, 4, 5, 6 (Modern Hebrew); Department of Germanic, Slavic, and Semitic Studies); Religious Studies 10A-B-C-D-E-F (Arabic); Religious Studies 17A-B-C, 121A-B (Biblical Hebrew); Religious Studies 17A-B,

122A-B (Targumic Aramaic); Religious Studies 57A-B-C-D-E-F (Persian); Religious Studies 90A-B-C (Turkish). Students who take Targumic Aramaic, Syriac, or Coptic should consult with their faculty advisor on how to achieve an intermediate level of language competency within the framework of the major. Students who already have the equivalent of two years' proficiency in the above languages or in another major Islamic or Near Eastern language may petition to satisfy the language requirement with a proficiency examination.

**Upper-division major.** Before students begin the upper-division major, they are required to meet with the faculty advisor to discuss and have approved their academic plan. With the assistance of the faculty advisor, students will develop a broad, coherent plan which supports both the integrity of the major and their own interests.

A total of 36 upper-division units are required from the following courses. No more than 16 units may come from a single department and no more than 20 from a single area.

### Area A: Languages and Cultures.

**Languages:** Arabic: Religious Studies 148A-B-C; Coptic: Religious Studies 139C-D-E; Hebrew: Hebrew 114A-B-C, 115A, Religious Studies 142A-B-C; Persian: Religious Studies 157A-B-C.

**Cultures:** Anthropology 118TS, 138TS, 176TS; History of Art and Architecture 101D, 105C, 132A-C-D-E-I, 133AA-ZZ, 186Q; Music 168X, 175F; Music A170M, A170N (up to 4 units); Religious Studies 115A, 116B, 119A-B-C, 128A, 130, 131J, 185, 186A, 189A-B.

### Area B: History, Politics, and Societies.

Anthropology 121MS; History 118A-B, 119, 142, 145A-B, 145D, 146, 146P, 146PW, 146T, 146W; Middle East Studies 145, 194; Political Science 150A-B; Religious Studies 131H, 140A-B-C-D-F; Sociology 130SA.

# Middle East Studies Courses

## LOWER DIVISION

### 45. Introduction to Islamic and Near Eastern Studies

(4) STAFF

Exploration of the ancient, medieval, and modern cultures of the near and middle east and North Africa, and the religion, music, art, language, and daily life of Muslim societies from Africa to Asia.

## UPPER DIVISION

### 145. Model Arab League

(4) CAMPO

*Prerequisite:* upper-division standing.

May be repeated for credit to a maximum of 12 units, but only 8 units may be applied toward the major.

In-depth study of political, strategic, economic, cultural, and environmental issues in the Arab world as seen from the perspective of the Arab League. Each year a different Arab country is the focus. Students also practice caucusing, speaking, and drafting resolutions.

### 194. Group Studies for Advanced Students

(1-4) STAFF

*Prerequisite:* upper-division standing.

May be repeated for credit to a maximum of 12

units, but only 8 units may be applied toward the major.

Topics vary according to instructor.

### 199. Independent Studies

(1-4) STAFF

*Prerequisites:* upper-division standing; consent of department and instructor.

Students must complete two upper-division courses in the Islamic and Near Eastern Studies major requirements. Students must have a minimum grade-point average of 3.0 for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. INEST 199 may be repeated for credit to a maximum of 8 units, but only 4 units may be applied toward the major.

Directed research in Islamic and Near Eastern studies.

# Military Science (ROTC)

**Military Science**  
Division of Social Sciences  
Building 451

Telephone: (805) 893-3042

E-mail: milsci@mail.lsit.ucsb.edu

Website: www.milsci.ucsb.edu

Department Chair: LTC Martin E. Stokes

## Faculty

**Martin E. Stokes**, M.A., Colorado State University, Lieutenant Colonel, Quartermaster, Professor (History)

The military science curriculum is a part of the Army Reserve Officers Training Corps (ROTC) program that leads to a commission as a second lieutenant in the Active Army, Army Reserve, or National Guard. Enrollment is open to qualified men and women.

The Army ROTC program is divided into two parts: (1) two years of lower-division subjects, or Basic Course, during which the student incurs no military obligation; and (2) two years of upper-division work, or Advanced Course, for selected students. Students in the Basic Course must complete six lower-division military science courses before they can be considered for the Advanced Course. Freshmen and sophomores will be given priority in registering for lower-division military science courses.

Students who were unable to take the Basic Course may receive equivalent ROTC credit for these classes by attending a summer session at a designated Army installation. Attendees at off-campus summer sessions are given a travel allowance, are paid for their period of camp attendance, and receive a \$5,000 bonus for contracting with ROTC.

Admission to the Advanced Course is limited to selected students who meet all academic and physical requirements. Enrollees must sign a contract with the U.S. Army agreeing to complete the course and to accept an officer's commission, when offered. In return, students receive a tax-free stipend ranging from \$450

to \$500 per month for each school month they are enrolled in the program. In addition, students may be eligible to join the National Guard or Reserve and receive pay for attending one weekend meeting a month. In addition to \$450-\$500 per month stipend, cadets may compete for ROTC scholarships. The two, three, and four-year scholarships pay for tuition and fees or UCSB housing, and an additional \$1,200 for books, annually. Both the National Guard and the U.S. Army Reserves will offer similar scholarship incentives.

Students selected for the Leader Development and Assessment Course attend a four-week camp after their junior year of Advanced ROTC. They are given a travel allowance and are paid for their period of camp attendance.

Students may not major in military science. ROTC students must work toward a baccalaureate or graduate degree offered by another university department. After completion of the Advanced Course and upon obtaining a degree, a student is commissioned as a second lieutenant in one of the branches of the U.S. Army. Graduates are eligible for either active duty or part-time duty with the Army Reserve or National Guard. Students accepting ROTC scholarships incur a four-year active duty obligation. ROTC students who wish to obtain advanced degrees may be granted delays in reporting for active duty.

The department also offers a general military science curriculum designed to conform to the academic pattern of the UCSB campus. For the student who does not wish to make the military a career, military science courses and the ROTC program will provide general career preparation. The department's lower-division curriculum provides valuable knowledge concerning the military history of the United States. Several lower-division courses can be used to satisfy the American History and Institutions, and Writing requirements. The department's upper-division curriculum gives students both theoretical and practical leadership and management skills. Military Science units will be given credit as electives towards UCSB unit requirements.

All department instructors can advise students on academic matters, the ROTC program, and financial aid. In addition, the ROTC enrollment counselor is available for discussion of special options such as the two-year program or the scholarship program. Several publications, including brochures and fact sheets, are available in the department office or on their website.

## Military Science Courses

*Leadership laboratory required for all advanced ROTC students to provide the opportunities for leadership development through practical exercises emphasizing the duties and responsibilities of junior leaders.*

### LOWER DIVISION

#### 1A. Introduction to Leadership I

(1) STAFF

*Prerequisite:* freshman standing.

*Leadership lab attendance is required for ROTC students.*

Introduction to the organization, purpose, and

functions of the U.S. Army. Provides the foundation in basic life skills to include fitness, interpersonal communication and ethical behavior using current Army models. Provide insight into the Army's profession of arms and officer's role within that profession.

#### 1AB. Introduction to Leadership II

(1) STAFF

*Prerequisite:* freshman standing.

Introduces students to the Army's tactical concepts such as map reading, orienteering and general military operations. Provides foundation of tactical and leadership concepts that are required for subsequent courses. Focus on basic knowledge and skills for personal leadership competence in the Army. (W)

#### 1C. Introduction to Leadership III

(1) STAFF

*Prerequisite:* freshman standing.

Explores Army Leadership values, attributes, actions and skills required of Army officers. Introduces students to basic military tactics required of all Army soldiers. Continue foundation of tactical and leadership concepts that are required for subsequent courses. Continue to focus on basic leadership knowledge and skills. (S)

#### 2AA. Foundations of Leadership I

(2) STAFF

*Prerequisite:* sophomore standing.

*Leadership laboratory is required.*

Explores leadership and leadership problems solving case study: A broad analysis of leadership with an emphasis on the modern leader. Familiarization with case study on decision making and the modern army leader. Course is designed to maximize student participation, inspire intellectual curiosity, teach critical "life skills", and stimulate self-study.

#### 2AB. Foundations of Leadership II

(2) STAFF

*Prerequisite:* sophomore standing.

*Leadership laboratory is required.*

Exploration of leadership and leadership problem solving techniques using a variety of instructional methodologies. Introduces complex land navigation techniques, operation orders and effective communication skills. Designed to maximize student participation, inspire intellectual curiosity, teach critical military skills and stimulate self-study.

#### 2AC. Foundations of Leadership III

(2) STAFF

*Prerequisite:* sophomore standing.

*Leadership laboratory is required.*

Continued study of leadership techniques using a variety of instructional methodologies. Introduces students to contemporary military operating environment and advance time management techniques. Elaborates on other small unit techniques. Continues to maximize student participation, inspire intellectual curiosity, teach critical military skills.

#### 6. Basic Military Science Field Study

(2) STAFF

*Prerequisites:* sophomore, juniors, senior standing; consent of instructor. Students must meet US Army Officer Enrollment Qualification and Documentation Requirements and have enough time remaining at UCSB to complete the ROTC Advance Course Requirements.

*Students are encouraged to take Military Science 22 or Military Science 23 before attending Leadership Training Course.*

Students attend the 28-day paid Leadership Training Course designed to develop leadership and officer potential for the U.S. Army and ultimately contracting into the Army's ROTC advance course program. Training is intentionally stressful and designed to build individual confidence through the accomplishment of leadership opportunities.

#### 10. Terrorism and Asymmetric Warfare

(2) STAFF

*Prerequisite:* lower-division standing.

Examination of methods in which non-state actors carry out violence against states with emphasis on the motivation behind the acts and implications for modern forces on the strategic, operational, and tactical levels.

**22. Basic Military Physical Conditioning**  
**(5) STAFF**

May be repeated for credit to a maximum of 3 units.

Basic physical conditioning using the United States Army physical training program. Emphasis on cardio-vascular system and upper body strength. Focus towards Army Officer Training Corps cadets, although not limited to this group.

**27. American Military History and the Evolution of Western Warfare****(4) STOKES**

Prerequisites: lower-division standing.

Surveys American military history and the evolution of western warfare from early western civilizations through the end of the twentieth century. Course examines the strategies and tactics of warfare throughout this period and explores how social, economic and technological advances contributed to the distinct patterns of war that characterized the struggles over the past 300 years. Additionally, this course gives an appreciation of the U.S. military establishment in society and the evolution of the military profession. (F,W,S)

**99. Independent Studies****(1-5) STAFF**

Prerequisites: consent of instructor and department.

Students must have a minimum 3.0 grade-point average. May be repeated for credit to a maximum of 8 units. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.

Selected research under the direction of a faculty member. (F,W,S)

**UPPER DIVISION****131. Tactical Leadership I****(2) STAFF**

Prerequisites: junior standing; consent of department.

Leadership labs and field training exercises are required for all students. Enrollment limited to advanced ROTC cadets.

Study of military leadership principles, responsibilities, and traits in a small unit, emphasizing adaptability and flexibility. Master technical skills in land Navigation, Troop Leading Procedures, Tactical Orders, Battle Drills and Squad Tactics. Gain practical experience by planning and executing small unit military training events. (F)

**132. Tactical Leadership II****(2) STAFF**

Prerequisites: Military Science 131; junior standing.

Intermediate study of military leadership principles, responsibilities and traits in a small unit. Intermediate study of offensive and defensive operations and their applications. Students gain practical experience by planning and executing training events. Labs and field training required for all students. (W)

**133. Applied Leadership****(2) STAFF**

Prerequisites: Military Science 132; junior standing.

Introduction to leadership behavior, styles, peer leadership, stress management, motivating others, principles of war and applying rules of land warfare. Introduced to basic military situations in a non-conventional military operating environment. Leadership laboratory required for all ROTC students.

**141. Developmental Leadership I****(2) STAFF**

Prerequisites: Military Science 133; senior standing.

Students study the fundamentals of decision making, command and control problems, staff relationships, counseling, analyzing courses of action. Leadership laboratory required for all ROTC students. Students gain practical experience by planning and executing cadet training and social events. Labs required. (F)

**142. Developmental Leadership II****(2) STAFF**

Prerequisites: Military Science 141; senior standing.

Leadership laboratory required for all ROTC students. Study complex military situations in a contemporary operating environment. Explores military professional ethics, military law, improper relationships, and ethics

in that environment. Gain practical experience by planning and executing cadet training and social events. (W)

**143. Adaptive Leadership****(2) STAFF**

Prerequisites: Military Science 142; senior standing.

Leadership laboratory required for all ROTC students.

Learn about small unit leadership dynamics between officers and noncommissioned officers and apply principles of war in a historical battle analysis setting. Learn about financial management, awards processing and installation support services. (S)

**190. Advanced Military Science Field Study****(4) STAFF**

Prerequisites: upper-division standing. Students must have had successfully completed Military Science 131, 132, and 133, and three quarters of Military Science 23 prior to attending this course. Students must meet US Army Officer Contracted Qualification and Documentation Requirements.

Students attend the 33-day paid Leadership Development Advanced Course designed to further develop and evaluate leadership and officer potential. The challenges are rigorous and demanding, both mentally and physically, and will test intelligence, common sense, ingenuity and stamina. (S)

**199. Independent Studies in Military Science****(1-5) STAFF**

Prerequisites: upper-division standing; completion of two upper-division courses in military science; open only to ROTC advanced course students approved by the chair.

Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.

Independent studies with the professor. To permit study on a subject agreed by the student and professor, not covered by regular course offerings. (F,W,S)

# Molecular, Cellular, and Developmental Biology

Department of Molecular, Cellular, and  
Developmental Biology

Division of Mathematical, Life, and Physical  
Sciences

Life Sciences & Technology Building, Rm. 3311  
Telephone: (805) 893-3512

Undergraduate Information (805) 893-5191  
Graduate Information (805) 893-8499

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mcdb-ugrad@lifesci.ucsb.edu

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Website: lifesci.ucsb.edu/MCDB

Department Chair: Dennis Clegg

**Faculty**

Rolf E. Christoffersen, Ph.D., UC Los Angeles,  
Associate Professor (plant molecular biology)

Dennis O. Clegg, Ph.D., UC Berkeley, Professor  
(molecular neurobiology)

James B. Cooper, Ph.D., Washington  
University, Associate Professor (plant biology)

Peggy A. Cotter, Ph.D., UC Los Angeles,  
Associate Professor (microbial pathogenesis)

Frederick Dahlquist, Ph.D., California Institute  
of Technology, Professor (biochemistry)

Anthony De Tomaso, Ph.D., Washington  
University St. Louis, Assistant Professor (cell  
biology)

Stuart C. Feinstein, Ph.D., UC San Francisco,  
Professor (molecular cell biology and neurobiology)

Ruth R. Finkelstein, Ph.D., Indiana University,  
Professor (plant biology)

Steven K. Fisher, Ph.D., Purdue University,  
Professor (neurobiology)

Kathleen Foltz, Ph.D., Purdue University,  
Associate Professor (cellular and molecular  
biology, marine invertebrate development)

Christopher Hayes, Ph.D., University of  
Connecticut, Assistant Professor (molecular  
mechanisms of ribosome pausing during  
protein synthesis and recruitment of SsrA  
(tmRNA) to stalled ribosomes)

Kenneth Kosik, M.D., Medical College of  
Pennsylvania, Professor and Harriman Chair  
(neuronal development, neurodegeneration,  
Alzheimer's disease)

G. John Lew, Ph.D., University of Calgary,  
Associate Professor (biochemistry, molecular  
biology, enzymology)

David A. Low, Ph.D., UC Irvine, Professor  
(microbial genetics)

Dzwokai Ma, Ph.D., UC Berkeley, Assistant  
Professor (trafficking regulation of receptors  
and channels in the nervous system)

Michael J. Mahan, Ph.D., University of Utah,  
Professor (microbial pathogenesis)

Daniel Morse, Ph.D., Albert Einstein College  
of Medicine, Professor (molecular genetics,  
biochemistry, marine biology, developmental  
biology)

Stephen J. Poole, Ph.D., UC San Diego,  
Associate Professor (developmental biology,  
genetics, molecular biology)

Joel Rothman, Ph.D., University of Oregon,  
Professor (developmental biology, genetics,  
biochemistry)

Charles E. Samuel, Ph.D., UC Berkeley,  
Professor (virology, biochemistry)

Duane Sears, Ph.D., Columbia University,  
Professor (biochemistry)

William C. Smith, Ph.D., UC Santa Cruz,  
Professor (vertebrate developmental biology)

Douglas Thrower, Ph.D., UC Santa Barbara,  
Lecturer PSOE (pharmacology, cell biology,  
biochemistry, genetics, microbiology)

Carol A. Vandenberg, Ph.D., UC San Diego,  
Professor (molecular neurobiology)

J. Herbert Waite, Ph.D., Duke University,  
Professor, (marine biomolecular materials)

Thomas Weimbs, Ph.D., University of  
Cologne, Associate Professor (epithelial cell  
polarity, vesicle traffic, membrane fusion,  
polycystic kidney disease)

Leslie Wilson, Ph.D., Tufts University, Professor  
(biochemical pharmacology)

**Emeriti Faculty**

John A. Carbon, Ph.D., Northwestern  
University, Professor Emeritus (biochemistry)

Louise Clarke, Ph.D., UC Santa Barbara,

Professor Emerita (biochemistry, genetics)

**James Cronshaw**, D.Sc., Ph.D., Leeds, Professor Emeritus (cell biology)

**Diane E. Eardley**, Ph.D., UC Berkeley, Senior Lecturer with Security of Employment (cellular immunology)

**Ellis Englesberg**, Ph.D., UC Berkeley, Professor Emeritus (microbiology, genetics)

**Aharon Gibor**, Ph.D., Stanford University, Professor Emeritus (cell biology)

**David Kohl**, Ph.D., State University of New York, Emeritus Senior Lecturer with Security of Employment (developmental biology)

**Philip C. Laris**, Ph.D., Princeton University, Professor Emeritus (cell physiology)

**Nancy L. Lee**, Ph.D., University of Pittsburgh, Professor Emerita (molecular biology)

**Henry I. Nakada**, Ph.D., Temple University, Professor Emeritus (biochemistry)

**Eduardo Orias**, Ph.D., California Institute of Technology, Professor Emeritus (genetics)

**Ian K. Ross**, Ph.D., McGill University, Professor Emeritus (cell biology, mycology)

**George Taborsky**, Ph.D., Yale University, Professor Emeritus (biochemistry)

**Edward L. Triplett**, Ph.D., Stanford University, Professor Emeritus (biology)

### Affiliated Faculty

**Ben Reese**, Ph.D., University of Oxford (psychology)

**Tod Kippin**, Ph.D., Concordia University (psychology)

The Department of Molecular, Cellular, and Developmental Biology (MCDB) offers the bachelor of science degree in four departmental majors—biochemistry-molecular biology, cell and developmental biology, microbiology, and pharmacology. In addition, it cooperates with the Department of Ecology, Evolution, and Marine Biology in offering the interdepartmental biological sciences major, with both B.A. and B.S. objectives. The department offers graduate programs leading to the degrees of master of arts and doctor of philosophy, with emphasis in molecular, cellular, and developmental biology. An interdepartmental graduate program is offered in biochemistry and molecular biology, in cooperation with the Departments of Chemistry and Materials. In addition, a wide range of courses is available to all undergraduates for elective enrollment or for the support of their preparation for degrees in other departments or programs.

Molecular, cellular, and developmental biology majors provide excellent preparation for a wide variety of biology-related careers, including careers in the health sciences, biotechnology, the pharmaceutical industry, agriculture, environmental health and safety, food technology, and forensic science, and for research careers in academic, industry, and government laboratories. Many MCDB students prepare for entry into graduate or professional schools. Students should become familiar with the requirements of programs of interest, and then discuss their undergraduate coursework with their advisor. In general, all of the department's majors are suitable for students preparing for professional schools in medicine, veterinary medicine,

dentistry, pharmacy, or nursing, and for graduate programs in biochemistry, cell biology, developmental biology, genetics, immunology, microbiology, molecular biology, neurobiology, pharmacology, or virology. Students with a bachelor's degree who are interested in pursuing a California Teaching Credential should contact the credential advisor in the Graduate School of Education as soon as possible.

The department undergraduate academic advisor is available for counseling on matters such as major requirements, course substitutions, petitions, and career and graduate school information. One faculty member serves each year as graduate advisor. The graduate program assistant helps graduate students in all matters related to their graduate study. Department publications are available from the undergraduate advisor and the graduate program assistant. Additional information is available at the MCDB website at [lifesci.ucsb.edu/MCDB](http://lifesci.ucsb.edu/MCDB).

### Senior Honors Program

Students with outstanding academic records in biological sciences are encouraged to apply for the senior honors program early in the fall quarter of the senior year. The honors program centers on an independent research project carried out in one of the departmental research groups (MCDB and EEMB 199) and applications are available from the undergraduate advisor.

### Undergraduate Program

Students are normally expected to complete all courses required in preparation for the major by the end of their sophomore year, but physics may be delayed until the junior year if necessary. Students are urged to complete their basic preparation in general chemistry and mathematics during their freshman year. Students with weak mathematics preparation should make up this deficiency, preferably during the summer preceding enrollment at UCSB, or by completing Mathematics 15 at UCSB. As the requirements suggest, each major in the department is designed to emphasize a different area in biology.

Upper-division major courses offered on the P/NP-only basis may be taken for major credit to a maximum of 4 units total in any combination for pharmacology and the B.A. in biological sciences or a maximum of 8 units total for the other B.S. majors. All other courses for the major, both preparation and upper-division, must be taken for letter grades.

### Pre-Biology

Students are not admitted directly into the following majors: Biological Sciences B.A. or B.S., Biochemistry-Molecular Biology B.S., Biological Sciences B.A. or B.S., Cell and Developmental Biology B.S., Microbiology B.S., and Pharmacology B.S. Instead, they are first admitted to the pre-biology major, and they may advance to full major standing in one of these majors only after fulfilling the pre-major course and grade requirements listed below. *Note: Completion of the pre-major does not fully satisfy the preparation for the major requirements for any of the majors.* Students should review the full requirement sheet for the major they intend to declare and plan their schedules accordingly. Also note that acceptance into the pre-major does not

guarantee admission to full major status.

Students may petition for advancement to full major status in any one of the majors as soon as they have completed the required minimum of twelve courses with a 2.0 or higher grade-point average in area B, in area C, and in the courses in area A and D combined. At the time of the petition, they must also have a 2.0 or higher grade-point average in all courses attempted toward the major (preparation and upper-division). The P/NP grading option is not allowed for any pre-major courses. All must be completed on a letter-grade basis.

A. General Chemistry: Chemistry 1A or 2A, 1B or 2B, 1C or 2C. (*The entire three-quarter series and laboratories are required for all MCDB majors.*)

B. MCDB 1A, MCDB 1B, EEMB 2, EEMB 3.

C. MCDB 1AL, either MCDB 1BL or EEMB 2L, and EEMB 3L.

D. Two courses from the following:

1. Organic Chemistry: Chemistry 109A-B-C. (*Laboratories are also required for all MCDB majors. Biological Sciences B.A. and B.S. do not require 109C.*)
2. Calculus: Mathematics 3A or 34A, 3B or 34B (Biochemistry-Molecular Biology requires Mathematics 3A-B-C; the other majors give a choice of Mathematics 3A-B or 34A-B).
3. Statistics: PSTAT 5A or PSTAT 5LS or Math 3C (Biochemistry-Molecular Biology requires Math 3C).
4. Physics 6A-B-C (Biological Sciences B.A. does not require 6C. Laboratories required for all majors).

*Note: Many upper-division EEMB and all MCDB courses require a C or better in each prerequisite course. See individual course listings.*

### Bachelor of Arts— Biological Sciences

UCSB offers both a bachelor of arts (B.A.) and a bachelor of science (B.S.) degree in biological sciences. The B.A. degree is intended to provide flexibility in curriculum planning for students interested in obtaining a degree in biology accompanied by a broader background in the liberal arts. Either degree is acceptable to most graduate and professional schools. Students are encouraged to seek advice from biology faculty and academic advisors regarding which degree option is most appropriate to their career goals.

Students are not admitted directly into the biological sciences major. Instead, they are first admitted to the pre-biology major, and they may advance to full major standing only after fulfilling specified pre-major course and grade requirements. See section entitled "Pre-Biology" for details.

*Note: Hyphens indicate that an entire course sequence must be completed as shown to fulfill an area requirement. Note also that a single course, though listed in more than one area, can satisfy only one requirement.*

**Preparation for the major.** MCDB 1A-AL, MCDB 1B, EEMB 2, either MCDB 1BL or EEMB 2L, and EEMB 3-3L; Chemistry 1A-AL-B-BL-C-CL or 2A-AC-B-BC-C-CC, 6AL, BL (or-BH), and 109A-B; and Mathematics 3A-B or 34A-B, and one of the following: PSTAT 5LS or 5A or Mathematics 3C; Physics 6A-AL-B-BL.

**Upper-division major.** Thirty-six upper-division units in biological sciences, distributed as follows:

**Note:** *The following courses do not count toward upper-division major credit: EEMB 181, 182, 183, 184, 189 MCDB 121, 182, 183, 184, 194MD, 194KK. In addition, no more than 4 units of the following courses combined will apply to the major: EEMB 185-199, MCDB 185-199.*

- A. Genetics: MCDB 101A (MCDB 101B strongly recommended for students taking 101A) or EEMB 129.
- B. Physiology: One course or course sequence from MCDB 111, 151, EEMB 141, 143, 154, 156, 157.
- C. Development and Cell Biology or Biochemistry and Molecular Biology: One course or course sequence from MCDB 103, 108A, 110, 112, 118, 133, 134, 135, 146, 151, 152, 153; EEMB 164.
- D. Ecology or Evolution: One course or course sequence from EEMB 102, 108, 109 (or Geology 148), 113-113L, 119, 120, 127\*, 128, 131 (or Geology 121), 136-136L, 137-137L (or Geology 141-141L), 138, 139, 140, 142A, 148, 166, 168, 171 (or Environmental Studies 171), either 172 or 179 (not both), Geology 144.
- E. Diversity of Form and Structure: One course or course sequence from EEMB 106, 107, 111, 112, 113-113L (if not used in D above), 116, 127\*, 134; 163 MCDB 131, 139.
- F. Electives: Additional upper-division courses offered within the Department of Ecology, Evolution, and Marine Biology and the Department of Molecular, Cellular, and Developmental Biology to bring unit total to 36.

### **Bachelor of Science— Biochemistry-Molecular Biology**

This major is designed for students interested in the characteristics of the molecules and the molecular mechanisms involved in living systems. It is especially recommended for those planning graduate work in biochemistry, molecular biology, or microbiology.

Students are not admitted directly into the biochemistry-molecular biology major. Instead, they are first admitted to the pre-biology major, and they may advance to full major standing only after fulfilling specified pre-major course and grade requirements. See section entitled “Pre-Biology” for details.

**Note:** *Hyphens indicate that an entire course sequence must be completed as shown to fulfill an area requirement.*

**Preparation for the major.** MCDB 1A-AL, MCDB 1B, EEMB 2, either MCDB 1BL or EEMB 2L, and EEMB 3-3L; Chemistry 1A-AL-B-BL-C-CL or 2A-AC-B-BC-C-CC, 6AL, BL (or-BH), and 109A-B-C; Mathematics 3A-B-C; Physics 6A-AL-B-BL-C-CL.

**Upper-division major.** Forty-eight units, distributed as follows:

**Note:** *The following courses do not count toward upper-division major credit: EEMB 183, 184, MCDB 182, 183, 184. In addition, no more than 8 units of the following courses combined will apply to the major: MCDB 185-199.*

- A. Genetics: MCDB 101A-B.
- B. Biochemistry: MCDB 108A-B-C.
- C. Biochemistry laboratory: MCDB 109L.
- D. Physical Chemistry: Chemistry 112A (recom-

mended) or Chemistry 113A; and MCDB 123.

- E. Electives: additional courses from the following to bring the total upper-division units to 48: MCDB 103, 103L, 108AH, 108AL, 111, 112, 112L, 117, 118, 126A, 126AL, 126B, 126BL, 126C, 131, 131L, 132, 132L, 133, 133H, 133L, 134, 135, 138, 139, 140L, 145, 146, 151, 151H, 152, 152H, 153, 153H, 167, 186, 187, 188, 192, 194DT, 197, 198, 199, Chemistry 143, 145, 147, 161, 162A-B.

### **Bachelor of Science— Biological Sciences**

UCSB offers both a Bachelor of Arts (B.A.) and a Bachelor of Science (B.S.) degree in biological sciences. The B.S. degree is intended for those students desiring a more focused and intensive curriculum in biology, including the development of laboratory skills. Either degree is acceptable to most graduate and professional schools. Students are encouraged to seek advice from biology faculty and academic advisors regarding which degree option is most appropriate to their career goals.

Students are not admitted directly into the biological sciences major. Instead, they are first admitted to the pre-biology major, and they may advance to full major standing only after fulfilling specified pre-major course and grade requirements. See section entitled “Pre-Biology” for details.

**Note:** *Hyphens indicate that an entire course sequence must be completed as shown to fulfill an area requirement.*

**Preparation for the major.** MCDB 1A-AL, MCDB 1B, EEMB 2, either MCDB 1BL or EEMB 2L, and EEMB 3-3L; Chemistry 1A-AL-B-BL-C-CL or 2A-AC-B-BC-C-CC, 6AL, BL (or-BH), and 109A-B; Mathematics 3A-B or 34A-B, and one of the following: PSTAT 5A or 5LS or Mathematics 3C; Physics 6A-AL-B-BL-C-CL.

**Upper-division major.** Forty-eight units, distributed as follows:

**Note:** *The following courses do not count toward upper-division major credit: EEMB 181, 182, 183, 184, 189 MCDB 121, 182, 183, 184 194 MD, 194KK. In addition, no more than 8 units of the following courses combined will apply to the major: EEMB 185-199, MCDB 185-199.*

- A. Genetics: One course sequence from MCDB 101A-B (MCDB concentration) or EEMB 129 and 130 (EEMB concentration).
- B. One course or course sequence from each of the following. **Note:** *Courses listed in more than one section (noted with an asterisk) can be applied to only one section.*
  1. Physiology: MCDB 111, 126A, 132, 151\*; EEMB 141, 143, 151, 154, 156, 157.
  2. Developmental and Cell Biology: MCDB 103, 112, 118, 133\*, 135, 146, 151\*, 152, 153.
  3. Biochemistry and Molecular Biology: MCDB 108A, 110, 126B, 126C, 133\*, 134, EEMB 164.
  4. Ecology: EEMB 119, 120, 128 138, 139\*, 140, 142A, 148, 159, 166, 171 (or Environmental Studies 171), either 172 or 179 (not both).
  5. Evolution: EEMB 102, 108, 109 (or Geology 148), 113-113L\*, 127\*, 131 (or Geology

121), 136-136L (or Geology 111-111L), 137-137L (or Geology 141-141L), 139\*.

6. Diversity of Form and Function: EEMB 106, 107, 111, 112, 113-113L\*, 116, 127\*, 134, 144-144L, 163; MCDB 131, 139.
7. Laboratory: Either one of the underlined courses from sections 1-6 above or one of the following: MCDB 103L, 109L, 112L, 126AL, 126BL, 131L, 132L, 133L, 140L; EEMB 107L, 119, 120AL, 127L, 140L, 143L, 164L, 170.
- C. Electives: Additional upper-division courses offered within the Department of Ecology, Evolution, and Marine Biology and the Department of Molecular, Cellular, and Developmental Biology to bring the total to 48 units.

### **Bachelor of Science—Cell and Developmental Biology**

Modern cell and developmental biology brings together a diverse group of disciplines and technologies linked by the common goals of understanding the nature and behavior of cells and how these cells work together to assemble an organism. Whereas some cell and developmental biologists may concentrate on the role that one particular molecule plays within cells, others study the way that many different molecules assemble into structures such as chromosomes or the nucleus, while others may examine how groups of cells interact to form systems of greater complexity, ultimately leading to the progression of a fertilized egg through the many stages of development to form an adult organism. The range of instruments and methods employed by cell and developmental biologists is equally diverse, including recombinant DNA technology, biochemistry, cell culture, genetics, light and electron microscopy, and many others.

The course requirements for the major in cell and developmental biology reflect the diversity within the field. Upper-division coursework includes work in genetics, cell biology, developmental biology (students may choose from among animal, plant, and neuronal development), biochemistry, and additional electives, including extensive laboratory experience. The major is designed to prepare students for graduate training in a wide range of molecular, cellular and developmental biology disciplines; medical, dental, nursing, optometry, and other health-related professions; and employment in the public or private sector (such as biotechnology) research communities.

Students are not admitted directly into the cell and developmental biology major. Instead, they are first admitted to the pre-biology major, and they may advance to full major standing only after fulfilling the pre-major course and grade requirements. See section entitled “Pre-Biology” for details.

**Note:** *Hyphens indicate that an entire course sequence must be completed as shown to fulfill an area requirement.*

**Preparation for the major.** MCDB 1A-AL, MCDB 1B, EEMB 2, either MCDB 1BL or EEMB 2L, and EEMB 3-3L; Chemistry 1A-AL-B-BL-C-CL or 2A-AC-B-BC-C-CC, 6AL, BL (or-BH), and 109A-B-C; Mathematics 3A-B or 34A-B, and one of the following: PSTAT 5LS or 5A or Mathematics 3C; Physics 6A-AL-B-BL-C-CL.

**Upper-division major.** Forty-eight units, distributed as follows:

**Note:** A minimum of 32 upper division units must be completed within the Department of Molecular, Cellular, and Developmental Biology. The following courses do not count toward upper-division major credit: EEMB 181, 182, 183, 184, 189, MCDB 121, 182, 183, 184, 194MD, 194KK. In addition, no more than 8 units of the following courses combined will apply to the major: EEMB 185-199, MCDB 185-199. Note: Courses with an asterisk (\*) are listed in more than one area, but they may be applied to only one area.

- A. Genetics: MCDB 101A-B.
- B. Biochemistry: MCDB 108A-B-C.
- C. Cell Biology: MCDB 103.
- D. Developmental Biology: Two courses from: MCDB 112, 118, 153.
- E-1. One course from: MCDB 103L\*, 112L\*.
- E-2. One course or course sequence from: MCDB 103L\*, 109L, 112L\*, 126A-AL, 126B-BL, 132-132L, 133-133L, 140L.
- F. Electives: Additional upper-division courses offered within the Department of Molecular, Cellular, and Developmental Biology and the Department of Ecology, Evolution, and Marine Biology and Chemistry 161 to bring unit total to 48 units.

### Bachelor of Science— Microbiology

Microbiology has been and continues to be at the forefront in contributing to human welfare and to our understanding of the basic mechanisms of life processes. Three concentrations in microbiology are available.

General microbiology will provide the student with a broad knowledge of both prokaryotic and eukaryotic microorganisms. Such a background will form the basis for understanding the relationships between the various groups of microorganisms and their environment and the relationship of those microorganisms to human welfare. This program will stress the contribution of microbiology to our understanding of basic life processes, and will provide a background for careers in food, industrial, marine, and pharmacological microbiology, and for graduate work in microbiology.

Biomedical sciences, in addition to providing a basic training in microbiology, will also provide a specialized background for students whose careers lie in the fields of medical technology and for those who wish to pursue graduate work in medical or clinical microbiology.

Genetic engineering, in addition to providing a basic training in microbiology, will provide specialized training in the methodology of recombinant DNA research. This area of research is paving the way for a fundamental understanding of the nature of the eukaryotic gene and its regulation. It is also ushering in a revolution in the pharmaceutical industry in the production of hormones and other biologically useful agents.

Students are not admitted directly into the microbiology major. Instead, they are first admitted to the pre-biology major, and they may advance to full major standing only after fulfilling specified pre-major course and grade requirements. See section entitled "Pre-Biology" for details.

*Note: Hyphens indicate that an entire course*

*sequence must be completed as shown to fulfill an area requirement.*

**Preparation for the major.** MCDB 1A-AL, MCDB 1B, EEMB 2, either MCDB 1BL or EEMB 2L, and EEMB 3-3L; Chemistry 1A-AL-B-BL-C-CL or 2A-AC-B-BC-C-CC; Chemistry 6AL, BL (or-BH), and 109A-B-C; Mathematics 3A-B or 34A-B and one of the following: PSTAT 5LS or 5A or Mathematics 3C; Physics 6A-AL-B-BL-C-CL.

**Upper-division major.** Forty-nine upper-division units required, distributed as follows: MCDB 101A-B, 108A-B-C, 131-131L, 132-132L, 133 (133L strongly recommended), 134, plus additional units from the following to bring unit total to 49 units: MCDB 108AH, 108AL, 133H, 133L, 135, 138, 139, 140L, 197, 199; EEMB 111, 134, 144. A maximum of 2 units of MCDB 197 and 199 combined can be applied. Students are encouraged to select their elective courses from within one of the tracks below.

- A. General Microbiology: EEMB 134; MCDB 108AL, 133L, 138.
- B. Bio-Medical Sciences: MCDB 108AL, 133L, 138, 139; EEMB 111.
- C. Genetic Engineering: MCDB 108AL, 133L, 140L.

### Bachelor of Science— Pharmacology

The emphasis in this major is on pharmacology as a basic science, rather than on the therapeutic principles of pharmacology. The curriculum content is designed to prepare students for careers in pharmaceutical research-and-development laboratories; the program also provides a strong background for graduate study in pharmacology.

Students are not admitted directly into the pharmacology major. Instead, they are first admitted to the pre-biology major, and they may advance to full major standing only after fulfilling the pre-major course and grade requirements. See section entitled "Pre-Biology" for details.

*Note: Hyphens indicate that an entire course sequence must be completed as shown to fulfill an area requirement.*

**Preparation for the major.** MCDB 1A-AL, MCDB 1B, EEMB 2, either MCDB 1BL or EEMB 2L, and EEMB 3-3L; Chemistry 1A-AL-B-BL-C-CL or 2A-AC-B-BC-C-CC; Chemistry 6AL, BL (or-BH), and 109A-B-C; Mathematics 3A-B or 34A-B and one of the following: PSTAT 5A or 5LS or Mathematics 3C or Psychology 5; Physics 6A-AL-6B-BL-6C-CL.

**Upper-division major.** Fifty upper-division units, distributed as follows:

- Note: A minimum of 34 upper division units must be completed through courses within the MCDB Department. Instructor approval required prior to enrollment in psychology courses. It is highly recommended that students take writing 109ST (Writing for Sciences & Technology) prior to enrolling in the MCDB 126AL & BL courses.*
- A. Pharmacology: MCDB 126A-AL-B-BL-C.
  - B. Biochemistry: MCDB 108A-B-C.
  - C. Genetics: MCDB 101A-B.
  - D. Additional courses from the following to bring the total upper-division units in the major to 50. MCDB 103, 108AH, 108AL,

109L, 111, 112, 112L, 123, 131, 131L, 132, 132L, 133, 133H, 133L, 134, 135, 138, 139, 140L, 145 (or CHEM 151), 146, 151, 151H, 152, 152H, 153, 153H, 186, 187, 192, 194DT, 197, 198, 199; EEMB 111, 126MM, 154, 156, 164, 164L; Chemistry 161, 162A, 162B, 181; Psychology 115, 133, 134, 137. *Note: A maximum of 4 units of the following courses allowed: MCDB 185-199.*

Students are encouraged to select their elective courses from within one of these tracks:

1. Molecular and Cellular Biology: MCDB 108AL, 112, 112L, 131, 131L, 132, 132L, 133, 133L, 134, 135, 138, 139, 140L, 151, 152, 153; EEMB 126MM.
2. Biochemical Pharmacology: MCDB 108AL, 109L, 145; Chemistry 161, 162A, 162B, 181, EEMB 126MM, 164, 164L.
3. Neurobiology and Behavior: MCDB 151, 152, 153; Psychology 115, 133A, 133B, 137.
4. Physiology and Development: MCDB 111, 112, 112L, 151, 152, 153; EEMB 111, 154, 156.

## Graduate Program

Graduate-level research in the Department of Molecular, Cellular, and Developmental Biology (MCDB) spans a wide range of topics including biochemistry, cell biology, cell physiology, developmental biology, gene regulation, genetics, immunology, microbiology, molecular marine biology, neurobiology, pharmacology, plant molecular biology, plant physiology, and virology. The department offers graduate studies leading to the master of arts and doctor of philosophy degrees in molecular, cellular, and developmental biology. Candidates for graduate degrees must meet university degree requirements found in the chapter, "Graduate Education at UCSB," as well as departmental requirements.

### Admission

In addition to fulfilling university requirements for admission to graduate status described in the chapter "Graduate Education at UCSB," the applicant will normally hold a bachelor's degree in biology or a biological specialty area (such as biochemistry, cell and developmental biology, microbiology, molecular biology, physiology, or genetics). Undergraduate class work should include one year each of general biology, general chemistry, organic chemistry, calculus, and physics. Upper-division courses should include biochemistry, genetics, and additional specialized electives relevant to preparation for graduate work in molecular, cellular, and developmental biology.

Applicants with strong undergraduate records who lack some of the preparatory class work listed above may be admitted with the condition that they complete the necessary coursework early in their graduate careers.

The general test (verbal, quantitative, and analytical) of the Graduate Record Examination (GRE) is required of all applicants. One of the three following subject tests is also required: biochemistry, cell and molecular biology; biology; or chemistry.

Applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL). Exceptions to this requirement will be considered for those

students who have completed an undergraduate or graduate education at an institution whose primary language of instruction is English. The minimum score for consideration is 610 when taking the paper-based test or 102 when taking the Internet-based test. Tests must be taken within two years of application to UCSB.

Applications for admission must be received by December 15. Further details on admission to the MCDB graduate programs can be seen on the website at [lifesci.ucsb.edu/MCDB](http://lifesci.ucsb.edu/MCDB).

### **Master of Arts— Molecular, Cellular, and Developmental Biology**

#### **Degree Requirements**

A candidate for the master's degree must fulfill, in addition to general university requirements, the minimum lower- and upper-division requirements or their equivalents for the major in their field of emphasis. Students admitted with deficiencies must remedy them early in their graduate studies.

**Plan 1 (thesis) program requirements:** (1) a research thesis, (2) graduate core course modules (16 units), and (3) a minimum of 30 units (core modules and elective courses) of upper-division and graduate coursework. Students must receive an average of a B or better in the core course modules given each quarter and no grade lower than a "C" in a module. Students must receive a B or better in each elective course; courses outside the department may be substituted upon prior written approval of the Faculty Graduate Advisor. Up to 4 units of literature courses (e.g., MCDB 265, 266, 268, 290, 595) may be counted toward the degree unit requirement. No more than one half of the units counted toward the degree can be comprised of MCDB 596 research coursework.

**Plan 2 (examination) program requirements:** (1) graduate core course modules (16 units), and (2) a minimum of 36 units (core modules and elective courses) of upper-division and graduate coursework. Students must receive an average of a B or better in the core course modules given each quarter and no grade lower than a "C" in a module. Students must receive a B or better in each elective course; courses outside the department may be substituted upon prior written approval of the Faculty Graduate Advisor. Up to 4 units of literature courses (e.g., MCDB 265, 266, 268, 290, 595) may be counted toward the degree unit requirement. Up to 6 units of MCDB 596 research coursework may count toward the degree unit requirement. Upper-division undergraduate lecture courses may also count toward the degree with the approval of the faculty graduate advisor. Students are expected to take seminars: 260, 262, and 263. The following courses may not be counted towards the degree: MCDB 260, 263, 269, 290, 500, 501, 502, and 595.

Participation in the departmental research seminar program is expected of all MCDB graduate students.

Students admitted to the M.A.-only program may petition to transfer into a Ph.D. program. Petitions will be acted upon by the appropriate admissions committee, and admission to the Ph.D. program will be based on the same criteria

applied to applications from other entering Ph.D. students. Successful transfer from M.A. to Ph.D. program will also depend on satisfactory progress in all graduate courses and written support of at least three faculty members. If the petition is approved, the student should consult with the appropriate graduate advisor regarding Ph.D. program requirements.

Students admitted to M.A./Ph.D. programs, may petition the graduate committee to drop the M.A. requirements after a minimum of two quarters of graduate study. Petitions will be acted upon by the graduate advisor following review by the graduate committee, and action on such petitions will be contingent upon satisfactory progress in the graduate core courses and the written support of at least two faculty members. As with all other Ph.D. students, continuation in the Ph.D. program is also contingent upon the successful completion of two qualifying examinations, each consisting of a written research proposition followed by an oral defense of the proposition.

### **Doctor of Philosophy— Molecular, Cellular, and Developmental Biology**

#### **Degree Requirements**

Candidates for the degree of doctor of philosophy must normally have the bachelor's degree in biological sciences, with a preparation deemed equivalent to that required for the bachelor's degree from UCSB. Students who are admitted to graduate standing with deficiencies in preparation will be required to take appropriate undergraduate courses.

The following unified requirements, in addition to the dissertation, apply to all students entering the Ph.D. program: (1) students must pass one qualifying examination, consisting of a written research proposition followed by an oral defense of the proposition. This examination will normally be taken during the second year of graduate study. The proposition will deal with an area of molecular and cell biology distinct from the student's anticipated dissertation research; (2) the student must pass the graduate core course sequence (MCDB 220A-B-C; 223; 225, 229, 230, 235, and BMSE 205A); students must receive an average of B or better in the core course modules given each quarter and no grade lower than a C in a module. Students are also required to take the following courses: the MCDB proposal-preparation course (MCDB 221); at least one additional graduate lecture course of the 200 series (not including seminar or literature courses); MCDB 260 (faculty research seminar) each quarter; MCDB 262 (student/postdoctoral research program) each quarter; MCDB 263 (visiting seminar speaker program) each quarter; two graduate literature seminars (from the MCDB 260 series other than 260, 262, and 263; or the 595 series—Group Studies—excluding any laboratory group meetings that may carry a course designation) each year, until formal advancement to Ph.D. candidacy; and departmental teaching assistant orientation/practice/technique courses (MCDB 500, 501, 502).

All doctoral candidates must qualify for and hold a teaching assistantship for the equivalent of two quarters as part of the preparation for

the Ph.D. degree. All doctoral students who are supported wholly or in part by institutional funds (including university fellowships, teaching assistantships, traineeships, etc.) are expected to complete three one-quarter laboratory rotations during their first year of study. For first-year students supported entirely by faculty research grants, three rotations are not mandatory but are highly recommended.

Laboratory rotations serve two purposes: (1) students learn first-hand about research efforts in several different areas, thus broadening a student's research perspective; and (2) they allow students and mentors to match up so that a research advisor may be selected. Each laboratory rotation consists of 3 units of MCDB 596 under the instruction of the appropriate faculty member. Although, in principle, this translates into a minimum commitment of 15 hours per week in the research laboratory, research is the core of doctoral training and it is assumed that students will devote much more than this to their research efforts during rotations. Grades will be assigned according to the Satisfactory/Unsatisfactory (S/U) grading system, on the basis of a laboratory meeting presentation or a written summary of the student's laboratory experience, at the faculty member's discretion, and a summary of the student's laboratory performance, written by the faculty member, will be placed in the student's permanent academic file. Students in the MCDB program may rotate in both MCDB and BMSE faculty laboratories.

Doctoral students take one qualifying examination administered by the department, complete a doctoral dissertation under the general supervision of a committee, and defend their dissertation in a final oral examination. With the approval of the candidate's doctoral committee, a scheduled departmental seminar may be substituted in lieu of the final examination.

### **Interdepartmental Graduate Program in Biomolecular Science and Engineering**

For details, see catalog entry under biomolecular Science and Engineering.

## *Molecular, Cellular, and Developmental Biology Courses*

### **LOWER DIVISION**

#### **1A. Introductory Biology I**

**(4) CHRISTOFFERSEN, WILSON, FEINSTEIN**

*Prerequisites:* Chemistry 1A-B-C (Chemistry 1C may be taken concurrently); or a score of 4 or better on either the Advanced Placement Chemistry or Advanced Placement Biology examinations.

*Not open for credit to students who have completed MCDB 4A or 5A. Lecture, 4 hours.*

Introduction to biochemistry, cell biology and development, and genetics. (F)

#### **1AL. Introductory Biology Laboratory I**

**(1) STAFF**

*Prerequisite:* MCDB 1A (may be taken concurrently).

*Not open for credit to students who have completed MCDB 4A or 5AL. Laboratory, 3 hours.*

Laboratory investigations illustrate basic principles of biochemistry, molecular and cell biology, development, and genetics. (F)



**1AZ. Selected Topics from MCDB 1A**  
**(1-3) STAFF**

*Prerequisite: consent of department.*

*Not open for credit to students who have completed MCDB 4AZ or 5AZ. Lecture, 1-4 hours.*

Designed for transfer students who have completed part of MCDB 1A through transfer work. Topics will be selected by the department, as appropriate, to fulfill the introductory biology requirement at UCSB. (F)

**1B. Introductory Biology II—Physiology**  
**(3) FINKELSTEIN, WEIMBS**

*Prerequisite: MCDB 1A and Chemistry 1A-B-C; or MCDB 1A with a grade of C or better.*

*Not open for credit to students who have completed EEMB 4B or 5B or MCDB 4B or 5B. Lecture, 3 hours.*

Introduction to animal and plant physiology. (W)

**1BL. Introductory Biology Laboratory II**  
**(1) STAFF**

*Prerequisites: MCDB 1A; and, concurrent enrollment in MCDB 1B and EEMB 2.*

*Same course as EEMB 2L. Not open for credit to students who have completed EEMB 4B or 5BL or MCDB 4B or 5BL. Laboratory, 3 hours.*

Laboratory investigations illustrate basic principles of animal and plant physiology, ecology, and evolution. (W)

**1BZ. Selected Topics from MCDB 1B**  
**(1-2) STAFF**

*Prerequisite: consent of department.*

*Not open for credit to students who have completed EEMB 4BZ or 5BZ or MCDB 4BZ or 5BZ. Lecture, 1-4 hours.*

Designed for transfer students who have completed part of MCDB 1B through transfer work. Topics are selected by the department, as appropriate, to fulfill the introductory biology requirement at UCSB. (W)

**20. Concepts of Biology**  
**(4) COOPER**

*Open to non-majors. Not open for credit toward graduation to students who have completed Natural Science 1C. Not open for credit to students who have completed MCDB 5A-AL, or EEMB 5B-BL, or MCDB 5B-BL, or EEMB 5C-CL, or MCDB 1A, or MCDB 1B, or EEMB 2, or EEMB 3, or EEMB 20. Lecture, 3 hours; discussion, 1 hour.*

Introduction to the science of life; cells, genetics, metabolism, molecular biology, physiology, natural selection, evolution, ecosystems; current news and controversial topics in biology. (S)

**21. The Immune System and AIDS**  
**(4) EARDLEY**

*Lecture, 3 hours; discussion, 1 hour.*

The basic properties of the immune system; the basic biology of AIDS and AIDS virus infection; and the biology of other sexually transmitted diseases. (W)

**23. Biology of Cancer**  
**(3) KOHL**

*Lecture, 3 hours.*

An introduction to developments regarding the etiology and treatment of various cancers. Lectures compare normal cells and tissues with those which have become malignant. Discussion of causes, treatment, and prevention of specific cancers.

**24. Genetics and Human Disease**  
**(3) KOHL**

*Lecture, 3 hours*

Introduction to genetics with emphasis on humans. Topics focus on human diseases with strong evidence for genetic components. Diseases covered include cancer, cystic fibrosis, Huntington's, muscular dystrophy, and others.

**26. Contemporary Nutrition**  
**(4) EARDLEY**

*Lecture, 3 hours; discussion, 1 hour.*

Presents the scientific basis for human nutrition including dietary nutrients and requirements, energy balance in health and disease and needs of various life stages. Food safety, preservation, and undernutrition throughout the world is discussed. (S)

**27. Memory: Bridging the Humanities and Neuroscience**  
**(3) KOSIK, JULLIEN**

*Lecture, 3 hours; discussion, 1 hour.*

*Same course as French 40X and Comparative Literature 27.*

Neuroscientists now ask some of the same profound questions posed by writers, artists and philosophers for centuries, thus opening surprising perspectives on memory and morality, dreams and perception, identity and agency. This course explores this emerging concordance.

**90A. Honors Forum in Molecular, Cellular, Developmental Biology**  
**(2) KOHL**

*Prerequisites: honors standing in College of Letters and Science; consent of instructor. Seminar, 2 hours.*

Seminar for selected students in Molecular, Cellular and Developmental Biology. Students will be introduced to research opportunities in the department. Focus will center on the use of the science library and the Internet as tools to produce a basic research paper. (F)

**90B. Honors Forum in Molecular, Cellular, Developmental Biology**  
**(2) KOHL**

*Prerequisites: honors standing in College of Letters and Science; consent of instructor. Seminar, 2 hours.*

Continuation of MCDB 90A. Students are introduced to various faculty in the department and begin reading and reviewing some of the original literature in the field. Students are expected to critically analyze basic research papers. (W)

**90C. Honors Forum in Molecular, Cellular, Developmental Biology**  
**(2) KOHL**

*Prerequisites: honors standing in College of Letters and Science; consent of instructor. Seminar, 2 hours.*

Continuation of MCDB 90B. Students meet with selected faculty in a defined area of research interest, attend various research seminars and laboratory meetings, and begin involving themselves with a research group. (S)

**98. Readings in Biology**  
**(1-3) STAFF**

*Prerequisites: consent of instructor and department.*

*Students must have a minimum 3.0 cumulative grade-point average and are limited to 3 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. Students are limited to 6 units of Biology 98 and MCDB 98 combined. Tutorial, 1 hour.*

Special readings on selected topics in biology. Individual conferences one hour every week. Designed to broaden the outlook and experience of advanced lower-division students. Hours and credit by arrangement with any member of the staff.

**99. Introduction to Research**  
**(1-3) STAFF**

*Prerequisites: consent of instructor and department.*

*Students must have a minimum 3.0 cumulative grade-point average and are limited to 3 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. Students are limited to 6 units of Biology 99 and MCDB 99 combined. Tutorial, 3-9 hours.*

Laboratory experience for advanced lower-division students. Hours and credit by arrangement with any member of the staff.

**UPPER DIVISION**

*Completion of all listed prerequisites with a grade of C or better (unless otherwise noted) is required for all upper-division courses.*

**101A. Molecular Genetics I: Prokaryotes**  
**(4) LOW, COTTER, THROWER**

*Prerequisites: MCDB 1A-B; EEMB 2; and Chemistry 1A-B-C. Completion of all listed prerequisites with a grade of C or better. Lecture, 3 hours; discussion, 1 hour.*

From the double helix and genetic code to the latest breakthroughs. Structure, function, evolution and manipulation of DNA, RNA. Replication, expression, recombination, complementation and their

regulation in prokaryotes (bacteria, plasmids, viruses). Recombinant DNA technology in medicine, research, agriculture, and industry. (F,W,SS)

**101B. Molecular Genetics II: Eukaryotes**  
**(4) POOLE, CHRISTOFFERSEN**

*Prerequisites: MCDB 1A; and, MCDB 1B and EEMB 2; and MCDB 101A. Completion of all listed prerequisites with a grade of C or better.*

*Lecture, 3 hours; discussion, 1 hour.*

Mendelian and molecular genetics. Replication, recombination, transmission and expression of DNA in eukaryotic organisms from yeast to man. Uses of traditional genetics and modern molecular techniques, including molecular genetic approaches to the study of human disease. (W,S,SS)

**103. Cell Biology**  
**(4) MA**

*Prerequisites: MCDB 1A; and, MCDB 1B and EEMB 2. Completion of all listed prerequisites with a grade of C or better.*

*Lecture, 3 hours; discussion, 1 hour.*

An introduction to the structure and function of cell organelles: membranes, nucleus, mitochondria, chloroplasts, endoplasmic reticulum, golgi apparatus, lysosomes, microbodies, microtubules, cilia, centrioles, and microfilaments.

**103L. Laboratory in Molecular Cell Biology**  
**(4) WEIMBS**

*Prerequisites: MCDB 1A; and, MCDB 1B and EEMB 2; and MCDB 103 (may be taken concurrently).*

*Completion of all listed prerequisites with a grade of C or better.*

*Laboratory, 9 hours; discussion, 1 hour.*

Laboratory techniques of modern cell biology; molecular dissection of cell structure and function.

**108A. General Biochemistry**  
**(4) SEARS, DAHLQUIST**

*Prerequisites: MCDB 1A; and, MCDB 1B and EEMB 2; Chemistry 1A-B-C; and Chemistry 109A-B-C.*

*Completion of all listed prerequisites with a grade of C or better.*

*Lecture, 3 hours; discussion, 1 hour.*

*Chemistry of proteins; enzymic catalysis. (F)*

**108AH. General Biochemistry—Honors**  
**(1) SEARS**

*Prerequisites: concurrent enrollment in MCDB 108A or 108AL; consent of instructor. Discussion, 2 hours.*

Honors component of MCDB 108A designed to permit an in-depth consideration of selected aspects of the structure/function relationships of proteins and nucleic acids. (F)

**108AL. Protein Structure/Function Laboratory**  
**(2) SEARS**

*Prerequisite: MCDB 108A (may be taken concurrently).*

*Recommended preparation: Mathematics 3A-B or 34A-B. Lecture, 1 hour; laboratory, 3 hours.*

Computer laboratory analysis of biochemical structures and the dynamics of their interactions with other molecules. (F)

**108B. General Biochemistry**  
**(4) LEW**

*Prerequisite: MCDB 108A with a grade of C or better.*

*Lecture, 3 hours; discussion, 1 hour.*

Principles of human energy metabolism. Chemistry and physiology of the major metabolic pathways of energy production. Metabolic interrelationships of the major body organs. Applications to human nutrition and disease, exercise, starvation, obesity, and atherosclerosis. (W)

**108C. General Biochemistry**  
**(4) HAYES**

*Prerequisites: MCDB 108A-B both with a grade of C or better.*

*Lecture, 3 hours; discussion, 1 hour.*

Amino acid and nucleic acid metabolism, nucleic acid structure, biochemistry of lipids and biological membranes, photosynthesis, special topics. (S)

**109L. Laboratory in Biochemistry**  
**(4) POOLE**

*Prerequisites: MCDB 108A or Chemistry 142A; and, MCDB 1A-1B. Completion of all listed prerequisites*

with a grade of C or better.

Laboratory, 6 hours.

Laboratory techniques in biochemistry. Emphasis on techniques used in modern protein and nucleic acid biochemical research. Includes aspects of the use of computer analysis and recombinant DNA techniques in modern biochemistry. (S)

### 110. Principles of Biochemistry

(4) ROTHMAN

Prerequisites: Chemistry 1A-B-C; and, Chemistry 109A-B. Completion of all listed prerequisites with a grade of C or better.

Not for specialized majors in molecular, cellular, and developmental biology, physiology, or students who have completed MCDB 108A-B-C. Lecture, 3 hours; discussion, 1 hour.

An introduction to molecular structures and mechanisms of living systems. (W)

### 111. Introduction to Physiology

(4) SMITH

Prerequisite: MCDB 1A; and, MCDB 1B and EEMB 2. Completion of all listed prerequisites with a grade of C or better.

Lecture, 3 hours; discussion, 1 hour.

Structural and functional characteristics of membranes in relation to cellular communication. Study of the electrical properties of the hormonal visceral motor pathways of the central nervous system and some neural and hormonal visceral motor pathways. (W)

### 112. Developmental Biology

(4) FOLTZ

Prerequisites: MCDB 1A; and, MCDB 1B and EEMB 2; and, EEMB 3 and MCDB 101A. Completion of all listed prerequisites with a grade of C or better.

Not open for credit to students who have completed Zoology 100. Lecture, 3 hours; discussion, 1 hour.

Modern aspects of animal development. Molecular and cellular mechanisms of embryogenesis. (W)

### 112L. Laboratory in Developmental Biology

(2) FOLTZ

Prerequisites: MCDB 1A; and, MCDB 1B and EEMB 2; and, EEMB 3 and MCDB 101A; and concurrent enrollment in MCDB 112. Completion of all listed prerequisites with a grade of C or better.

Not open for credit to students who have completed Zoology 100L. Laboratory, 3 hours; discussion, 1 hour.

Modern laboratory techniques in developmental biology. Experimental approaches to development using several animal model systems. (W)

### 118. Plant Development

(4) FINKELSTEIN

Prerequisites: MCDB 1A; and, MCDB 1B and EEMB 2; and, MCDB 101A or EEMB 129. Completion of all listed prerequisites with a grade of C or better.

Not open for credit to students who have completed Botany 111. Lecture, 3 hours; discussion, 1 hour.

Differentiation and morphogenesis of plants: mechanisms of control by genetic and environmental factors, plant growth regulators, and cell-cell interactions. (F)

### 123. Experimental Strategies in Physical Biochemistry

(4) WAITE

Prerequisite: MCDB 108A or chemistry 142A with a grade of C or better. Lecture, 3 hours; discussion, 1 hour.

Presentation of selected contemporary concepts and methodologies for determining the structure, size, shape, charge, and interactive behavior of biological macromolecules. (W)

### 126A. Basic Pharmacology

(4) THROWER

Prerequisites: MCDB 101A (may be taken concurrently) or Chemistry 142C; and, Chemistry 109A-B-C. Completion of all prerequisites with a grade of C or better.

Not open for credit to students who have completed EEMB 126A. Lecture, 3 hours; discussion, 1 hour.

Designed to provide the student with a

comprehensive knowledge of the history and scope of pharmacology as a basic science. Emphasis on the principles of drug action and the relationship of pharmacology to physiology, chemistry, and biochemistry. (F)

### 126AL. Pharmacology Lab I

(4) THROWER

Prerequisite: MCDB 126A (may be taken concurrently).

Not open for credit to students who have completed EEMB 126AL. Laboratory, 9 hours; discussion, 1 hour.

Analysis of drug sites and mechanisms of action using isolated tissues, organs, and intact animal preparations. (F)

### 126B. Basic Pharmacology

(4) VANDENBURG

Prerequisites: MCDB 101A or Chemistry 142C; and, Chemistry 109A-B-C. Completion of all prerequisites with a grade of C or better.

Recommended preparation: MCDB 108A. Lecture, 3 hours; discussion, 1 hour.

Receptor signaling mechanisms; pharmacology of neurotransmitter and hormone receptors; molecular and cellular mechanisms of drug-receptor interactions. (W)

### 126BL. Pharmacology Laboratory II

(4) VANDENBURG

Prerequisite: MCDB 126B (may be taken concurrently).

Laboratory, 9 hours; discussion, 1 hour.

An introduction to molecular and biochemical techniques in pharmacology; drug-receptor binding; receptor isolation; pharmacokinetics; techniques to evaluate potency, concentration and effects of hormones and their receptors. (W)

### 126C. Basic Pharmacology

(4) WILSON

Prerequisites: MCDB 101A or Chemistry 142C; and, Chemistry 109A-B-C. Completion of all listed prerequisites with a grade of C or better.

Recommended preparation: MCDB 108A. Lecture, 3 hours; discussion, 1 hour.

Fundamental principles of pharmacology, drug-receptor theory, biochemical mechanisms of action of drugs. (S)

### 131. General Microbiology

(4) COOPER, COTTER

Prerequisites: MCDB 101A (may be taken concurrently); and, Chemistry 109A-B-C, or Chemistry 109A-B and MCDB 110. Completion of all listed prerequisites with a grade of C or better.

Lecture, 3 hours; discussion, 1 hour.

An introduction to the biological properties of microorganisms; the historical foundations of the field of microbiology; a study of the major groups of microorganisms, their structure, physiology, cultivation, and pathogenicity. (F)

### 131L. Laboratory in General Microbiology

(2) COOPER

Prerequisite: MCDB 131 (may be taken concurrently).

Laboratory, 6 hours.

Laboratory experiments dealing with the isolation, cultivation, and physiological, biochemical and genetic analysis of diverse microorganisms. (F)

### 132. Bacterial Pathogenesis

(3) MAHAN

Prerequisites: MCDB 101A with a grade of C or better.

Recommended preparation: MCDB 131. Lecture, 3 hours.

The mechanisms by which bacterial pathogens cause disease. Investigation of the bacterial gene products that are produced during infection to understand the metabolic, physiological, and genetic factors that contribute to the virulence of bacterial pathogens. (W)

### 132L. Bacterial Pathogenesis Laboratory

(3) MAHAN

Prerequisite: concurrent enrollment in MCDB 132.

Laboratory, 6 hours; discussion, 1 hour.

The latest molecular, biochemical, and genetic techniques available for the identification of microbial gene products that contribute to infection. Study of the regulatory parameters that govern their expression. (W)

### 133. Molecular and Cellular Immunobiology

(5) SEARS

Prerequisite: MCDB 101A with a grade of C or better.

Lecture, 4 hours; discussion, 1 hour.

Introduction to the current concepts of immunology. Emphasis on immunoglobulin structure and function, cell-cell cooperation in the immune response, and the role of the major histocompatibility complex and cytokines in regulating immune responsiveness. (W)

### 133H. Immunobiology—Honors

(1) SEARS

Prerequisite: concurrent enrollment in MCDB 133.

Discussion, 2 hours.

Honors component of MCDB 133 focusing on selected aspects of the immune system and its components using a web browser to run interactive computer assignments. (W)

### 133L. Molecular and Cellular Immunobiology Lab

(3) SEARS

Prerequisite: MCDB 133 with a grade of C or better (may be taken concurrently).

Laboratory, 6 hours.

Introduction to modern laboratory methods in immunology; properties and characterization of immunoglobulins and immunoglobulin-secreting cells; introduction to hybridoma technology; characterization of effector and regulatory T cells using functional assays. (S)

### 134. General Animal Virology

(4) SAMUEL

Prerequisite: MCDB 101A or EEMB 129 with a grade of C or better.

Lecture, 3 hours; discussion, 1 hour.

An introduction to the biology of animal viruses with emphasis on the biochemical and biophysical properties of viruses; the mechanisms by which animal viruses replicate; the cellular effects of and response to viral infection; and selected aspects of medical virology. (S)

### 135. Cellular Growth Control and Oncogenesis

(4) THROWER

Prerequisites: MCDB 101A-B both with a grade of C or better.

Lecture, 3 hours; discussion, 1 hour.

Focus on mechanisms of growth control in eukaryotes. Topics include: the properties of mammalian cells in culture and how they relate to malignant cells, growth factors and their receptors, cell cycle control, oncogenes and tumor suppressor genes. (S)

### 136. Cytokine Action and Viral Pathogenesis

(2) SAMUEL

Prerequisites: MCDB 101B and 134 (134 may be taken concurrently); completion of both with a grade of C or better; consent of instructor.

Not open for credit to students who have completed MCDB 136H. Lecture, 1 hour; discussion, 1 hour.

Virology course designed to permit an in-depth consideration of selected aspects of the mechanisms of action of cytokines, with emphasis on the antiviral properties of interferons and their roles in host response to viral infection and viral pathogenesis.

### 138. Medical Immunology

(4) SEARS

Prerequisite: MCDB 133 with a grade of C or better.

Lecture, 2 hours; laboratory, 2 hours.

Interplay between the immune system and human disease is mechanistically evaluated by examining protective immunity against parasites and cancer, and immune dysfunction in transplantation, allergic, and autoimmune diseases, and AIDS. Computer exercises evaluate medical, case-based studies of human immune disorders. (S)

### 139. Medical Microbiology

(4) EARDLEY

Prerequisites: MCDB 1A; and, MCDB 1B and EEMB 2; and EEMB 3. Completion of all listed prerequisites with a grade of C or better.

Lecture, 3 hours; discussion, 1 hour.

Study of the characteristics of bacteria and viruses, both pathogenic and adventitious, as they are

associated with diseases of humans. (F)

#### 140L. Recombinant DNA Methods

(4) SMITH

*Prerequisites:* MCDB 101A-B and 110; or, MCDB 101A-B and 108A-B; and, concurrent enrollment in MCDB 108C. Completion of all listed prerequisites with a grade of C or better.

Laboratory, 6 hours; tutorial, 6 hours.

Basic techniques in molecular cloning. Screening of recombinant cDNA libraries, polymerase chain reaction, restriction endonucleases, gel electrophoresis, DNA sequencing, nucleic acid hybridization. (S)

#### 145. Post-translational Protein Processing

(4) WAITE

*Prerequisite:* MCDB 108A or Chemistry 142A with a grade of C or better.

Same course as Chemistry 151. Lecture, 3 hours; discussion, 1 hour.

Structure/function relationships in interesting macromolecules isolated from marine organisms. Focus is on well-characterized pathways from horseshoe crabs, abalones, mussels, and fish as well as others. (S)

#### 146. Stem Cell Biology in Health and Disease

(4) CLEGG

*Prerequisite:* MCDB 101A OR EEMB 129 with a minimum grade of C; and, MCDB 103 OR MCDB 112 with a minimum grade of C.

Students must have a cumulative 3.0 for the proceeding 2 quarter(s). Designed for majors

Basic biology of embryonic and adult stem cells and nuclear transfer, with emphasis on latest findings from the current literature. (S)

#### 149. Mariculture for the 21st Century: Research Frontiers

(4) CHAPMAN, COLLINS, MORSE

*Prerequisite:* upper-division standing.

Same course as EEMB 149. Lecture, 3 hours; discussion, 1 hour.

Recent progress and new directions in research increasing production of valuable marine animals, plants and microorganisms. Control of reproduction, development, growth and disease in marine species; problems encountered in commercializing production; regional and biological solutions; the role of modern biotechnology. (S)

#### 151. Neurobiology I: Cellular Organization and Biophysics of the Nervous System

(4) FISHER

*Prerequisite:* MCDB 1A and 1B. Completion of both prerequisites with a grade of C or better.

Not open for students who have completed MCDB 114 for a C or better. Repeat Comments: MCDB 151 is a legal repeat of MCDB 114.

Properties of the nervous system ranging from single cells to the whole organism, using examples from vertebrates and invertebrates studied in terms of morphology, physiology, and behavior.

#### 151H. Neurobiology 1: Cellular Organization and Biophysics of the Nervous System - Honors

(1) FISHER

*Prerequisite:* concurrent enrollment in MCDB 151; consent of instructor. Discussion, 1 hour.

Honors section designed to permit an indepth analysis of topics relating to the properties of the nervous system ranging from single cells to the whole organism, using examples from vertebrates and invertebrates studied in terms of morphology, physiology, and behavior. (F)

#### 152. Neurobiology II: Molecular and Cellular Neurobiology

(4) KOSIK, FISHER

*Prerequisites:* MCDB 1A-1B and MCDB 151; completion of all prerequisites with a grade of C or better. Lecture, 3 hours; discussion, 1 hour.

This second course of a three quarter neurobiology course sequence (151/152/153) covers both top down systems level approaches and bottom up molecular approaches to major topics in neurobiology. These topics include mechanisms of sensory transduction in at least two selected sensory systems, processing of sensory information within the brain, mechanisms of muscle control, cell signaling, neuronal plasticity,

neuronal polarity, and the mapping of neural information to the brain. (W)

#### 152H. Neurobiology II: Molecular and Cellular Neurobiology—Honors

(1) KOSIK, FISHER

*Prerequisites:* concurrent enrollment in MCDB 152; consent of instructor. Discussion, 1 hour.

Honors seminar designed to permit an indepth consideration and analysis of both top down systems level approaches and bottom up molecular approaches to major topics in neurobiology. These topics include mechanisms of sensory transduction in at least two selected sensory systems, processing of sensory information within the brain, mechanisms of muscle control, cell signaling, neuronal plasticity, neuronal polarity, and the mapping of neural information to the brain. (W)

#### 153. Neurobiology III: Developmental Neurobiology

(4) FEINSTEIN

*Prerequisite:* MCDB 1A-1B; and, MCDB 101A or EEMB 129; completion of all listed prerequisites with a grade of C or better.

*Recommended Preparation:* MCDB 112. Not open for credit to students who have completed MCDB 115.

The course begins with fertilization and moves through sequential stages in the development of the nervous system, including cell migration and differentiation, axon outgrowth and pathfinding, programmed cell death, synaptogenesis, learning, memory, neurodegenerative conditions and current strategies for neuronal regeneration.

#### 153H. Neurobiology III: Developmental Neurobiology - Honors

(1) FEINSTEIN

*Prerequisite:* concurrent enrollment in MCDB 153; consent of instructor. Discussion, 1 hour.

Honors section designed to permit an indepth consideration and analysis of selected topics relating to the development, maintenance, degeneration and regeneration of the nervous system. (S)

#### 182. Introduction to Health Care and Biomedical Technology

(3) KOHL

*Prerequisites:* upper-division standing.

Same course as Engineering 182. Students must have a minimum 3.0 GPA. Lecture, 2 hours; laboratory, 3 hours.

Course offered in conjunction with Sansum-Santa Barbara and Cottage Hospitals and involves a series of lectures/discussions dealing with various aspects of health delivery and modern biotechnology. Students also spend a period of time working with a physician or medical research scholar.

#### 183. Introduction to Teaching in Biology

(1-5) STAFF

*Prerequisites:* upper-division standing; consent of instructor.

May be repeated for credit to a maximum of 5 units in combination with EEMB 183 but no units may be applied toward the major.

Students will assist instructor in teaching course in which the student previously received a grade of A- or better. Activities will be determined in consultation with the instructor and may include leading discussion, laboratory, or tutorial section(s), attending lectures and grading exams.

#### 184. Internship in Biological Sciences

(1-5) STAFF

*Prerequisites:* upper division standing; consent of instructor and department.

Students must have a 2.5 cumulative grade-point average. May be repeated for credit to a maximum of 15 units, but no units may be applied toward the major (except Aquatic Biology. See restrictions in major narrative). Field, 5-25 hours.

Opportunity to obtain practical biological related research experience by working under faculty direction as an intern with local, state, federal, or private agencies. A written report will be submitted for evaluation.

#### 186. Research Colloquium in Biological Sciences

(1) KOHL

*Prerequisites:* MCDB 1A; and, MCDB 1B and EEMB 2;

and EEMB 3. Completion of all listed prerequisites with a grade of C or better.

Lectures by UCSB faculty from various departments focused on their current research in a variety of biological disciplines. (F,W)

#### 187. Pharmacology Colloquia

(1) JACOBS, WILSON, THROWER

*Prerequisites:* MCDB 1A; and, MCDB 1B and EEMB 2; and EEMB 3.

Same course as EEMB 187. May be repeated for credit to a maximum of 4 units, but only 2 units may be applied toward the major. Seminar, 1 hour.

Lectures on active research programs in pharmacology in the federal, state, and private research sectors. (S)

#### 188. Literature in Plant Molecular Biology

(4) STAFF

*Prerequisite:* consent of instructor.

Seminar, 1 hour.

Critical reading and presentation of the current literature in plant molecular biology, cell biology and development.

#### 192. Special Topics

(1-4) STAFF

*Prerequisite:* Chem 1A-B-C with a minimum grade of C; MCDB 1A-B and EEMB 2 with a minimum grade of C. Upper-division standing in EEMB or MCDB and consent of instructor or department.

May be repeated for credit in combination with EEMB 192. Maximum units for credit in major: 8 for B.S.; 4 for B.A.

Special topics of current importance in biological sciences. Course content will vary. Information may be obtained in department office.

#### 194AA-ZZ. Group Studies for Advanced Students

(2) STAFF

*Prerequisites:* upper-division standing and consent of instructor.

May be repeated for credit in combination with EEMB 194AA-ZZ to a maximum of 8 units. Individual letter designations may be repeated for credit to a maximum of 4 units. Maximum units for credit in major: 8 for BS; 4 for BA. See also credit limits with other courses in description of major requirements. Seminar, 2 hours.

Oral reports by students.

A-B. Biochemistry-Molecular Biology: Staff

BC. Biochemistry-Molecular Biology: Cooper

BG. Bacterial Genetics: Low

CM: Cellular Microbiology: Cotter

DM. Molecular Marine Biology and Marine

Biotechnology: Morse

DS. Molecular and Cellular Immunology: Sears

DT. Cell Cycle Regulation: Thrower

DV. Developmental Biology: Smith

EO. Genetics: Orías

KK. Clinical Research

MD. Underserved Medicine: Doohan

MP. Microbial Pathogenesis: Mahan

PJ. Introduction to Hematology: Kohl

RF. Plant Development Genetics: Finkelstein

V. Mycology: Ross

X. Cell Biology: Foltz

#### 197. Directed Studies

(1-5) STAFF

*Prerequisites:* upper-division standing; a major within MCDB; completion of two prior upper-division courses in MCDB or EEMB; consent of instructor and department.

Students must have a minimum grade-point average of 2.5 in upper-division major courses and are limited to 5 units per quarter and 30 units total in all 197/198/199/199DC/199RA courses combined. Maximum units for credit defined on major sheets. See also credit limits with other courses in description of major requirements. Tutorial, 1-5 hours; laboratory, 5-25 hours.

Hours and credit by arrangement with any faculty member.

#### 198. Directed Readings

(1-5) STAFF

*Prerequisites:* upper-division standing; a major within MCDB; completion of two prior upper-division courses in MCDB or EEMB; consent of instructor and

department.

Students must have a minimum grade-point average of 3.0 in upper-division major courses and are limited to 5 units per quarter and 30 units total in all 197/198/199/199AA-ZZ courses combined. Maximum units for credit in major: 8 for BS; 4 for BA. See also credit limits with other courses in description of major requirements. Tutorial, 1-5 hours.

Individual conferences one hour every two weeks. Special readings designed to broaden the outlook of students and to knit into a cohesive whole the basic principles underlying the major disciplines in the field. (F,W,S)

### 199. Independent Studies

(1-5) STAFF

Prerequisites: upper-division standing; a major within MCDB; completion of two prior upper-division courses in MCDB or EEMB; consent of instructor and department.

Students must have a minimum grade-point average of 3.0 in upper-division major courses and are limited to 5 units per quarter and 30 units total in all 197/198/199/199AA-ZZ courses combined. Maximum units for credit in major: 8 for BS; 4 for BA. See also credit limits with other courses in description of major requirements. Tutorial, 1-3 hours; field, 1-5 hours.

Hours and credit by arrangement with any faculty member. Laboratory or field. (F,W,S)

## GRADUATE COURSES

### 203. Cell Biology

(4) MA

Prerequisites: MCDB 1A-AL; and, MCDB 1B-BL or EEMB 2-2L, or equivalents.

Lecture, 3 hours; discussion, 1 hour.

Introduction to the structure and function of cell organelles: membranes, nucleus, mitochondria, chloroplasts, endoplasmic reticulum, golgi apparatus, lysosomes, microbodies, microtubules, cilia, centrioles, and microfilaments. (W)

### 208AL. Biochemistry Computer Laboratory

(2) SEARS

Prerequisite: MCDB 108A (may be taken concurrently).

Recommended preparation: Mathematics 3A-B or 3A-B. Lecture, 1 hour; laboratory, 2 hours.

Computer laboratory analysis of biochemical structures and the dynamics of their interactions with other molecules. Students are required to submit a structural analysis paper on a topic of their choice. (F)

### 212. Molecular Virology

(5) SAMUEL

Prerequisites: MCDB 108A-B-C and 101A-B or equivalent.

Lecture, 5 hours.

Consideration of selected animal viruses in terms of structure, mechanism of genetic expression, and effects of viral gene expression on cell function, as well as aspects of the virus-host interaction including viral persistence, interference, and interferon.

### 220A. Chromosomes and Cell Cycle

(2) STAFF

Prerequisite: graduate standing. Lecture, 2 hours.

Structure and organization of the nucleus, chromatin and chromosome structure, organization, and function; DNA replication and replication origins; eukaryotic cell cycle regulation. (W)

### 220B. The Cytoskeleton

(2) WILSON

Prerequisite: graduate standing. Lecture, 2 hours.

Structure and function of the eukaryotic cytoskeleton. Structure assembly and function of microtubules, microfilaments, and intermediate filaments. (W)

### 220C. Membrane Dynamics and Cell-Cell Interactions

(2) MA, KOSIK

Prerequisite: undergraduate biochemistry (e.g., MCDB 108A-B-C or Chemistry 142A-B-C) and genetics (e.g., MCDB 101A). Lecture, 2 hours.

Structure and dynamics of biological membranes and membrane proteins, protein translocation and sorting in the endomembrane system of eukaryotic cells, extracellular matrix protein structure/function, cell-matrix and cell-cell interactions, cell adhesion

receptors, transmembrane signaling by cell adhesion receptors. (W)

### 220D. Experimental Cytology and Digital Imaging

(4) FISHER

Prerequisite: consent of instructor. Lecture, 2 hours; laboratory, 6 hours.

Introduction to imaging cellular substructure with the light microscope. Students receive theoretical and hands-on experience in obtaining maximum data from biological specimens using optical and digital enhancement techniques. (S)

### 221. Preparation and Evaluation of Research Proposals

(2) FOLTZ

Prerequisite: graduate standing. Lecture, 2 hours.

Instruction in preparation, writing, and evaluation of research grant proposals. (S)

### 222. Sequence Analysis

(2) POOLE

Prerequisite: consent of instructor. Lecture, 1 hour; discussion, 1 hour.

Analysis of DNA and protein sequence data. Topics include protein property prediction, defining sequence similarity, sequence comparison, and sequence database searching. (F)

### 223. Signal Transduction

(2) MAHAN, VANDENBURG, FINKELSTEIN, FEINSTEIN

Prerequisite: graduate standing. Lecture, 2 hours.

A cell's growth is controlled by positive and negative cues from its surroundings. Discussion of the cell's signaling mechanisms that recognize these cues and initiate an intracellular set of events that generates a response. (S)

### 225. Development

(2) FOLTZ, ROTHMAN, FINKELSTEIN

Prerequisite: graduate standing. Lecture, 2 hours.

The molecular mechanisms of pattern formation and cellular differentiation that underlie developmental processes in a variety of important model systems. (S)

### 226A. Basic Pharmacology

(4) THROWER

Prerequisite: consent of instructor.

Lecture, 3 hours; discussion, 1 hour.

History and scope of pharmacology as a basic science; principles of drug action and relationship of pharmacology to physiology, chemistry, biochemistry emphasized. (F)

### 226B. Basic Pharmacology

(4) VANDENBURG

Prerequisite: consent of instructor.

Lecture, 3 hours; discussion, 1 hour.

Receptor signalling mechanisms; pharmacology of neurotransmitter and hormone receptors; molecular and cellular mechanisms of drug-receptor interactions. (W)

### 226C. Basic Pharmacology: Principles and Chemotherapy

(4) WILSON

Prerequisite: consent of instructor.

Lecture, 3 hours; tutorial, 1 hour.

Fundamental principles of pharmacology, drug-receptor theory, biochemical mechanisms of action of drugs. (S)

### 229. Protein Biochemistry

(2) WAITE

Prerequisite: graduate standing.

Same course as BMSE 229.

Discussion of topics relevant to structure-function relationships in proteins, including chemical reactivity of amino acid side chains, post-translational modifications, and covalent and non-covalent interactions of multimeric structures. Case studies involve recent advances in structure-function relationships of mechanoproteins.

### 230. Gene Regulation

(2) LOW, SAMUEL

Prerequisite: graduate standing. Lecture, 2 hours.

Mechanisms and regulation of transcription and translation in prokaryotic and eukaryotic organisms and their viruses. (W)

### 231. General Microbiology

(4) COOPER, COTTER

Prerequisites: MCDB 1A-AL; and, MCDB 1B-BL or

EEMB 2-2L; and, Chemistry 107A-B and 108, or 130A-B-C.

Lecture, 3 hours; discussion, 1 hour.

Introduction to the biological properties of microorganisms; historical foundations of the field of microbiology; a study of the major groups of microorganisms, their structure, physiology, cultivation, and pathogenicity. (F)

### 232. Bacterial Pathogenesis

(3) MAHAN

Prerequisite: MCDB 101A-B.

Recommended preparation: MCDB 231. Lecture, 3 hours.

The mechanisms by which bacterial pathogens cause disease. Investigation of the bacterial gene products produced during infection to understand the metabolic, physiological, and genetic factors that contribute to the virulence of bacterial pathogens. (W)

### 232L. Bacterial Pathogenesis Laboratory

(3) MAHAN

Prerequisite: MCDB 232 (may be taken concurrently).

Laboratory, 6 hours; discussion, 1 hour.

The latest molecular, biochemical, and genetic techniques available for the identification of microbial gene products that contribute to infection. Study of the regulatory parameters that govern their expression. (W)

### 233. Molecular and Cellular Immunobiology

(3) SEARS

Prerequisites: MCDB 101A-B or 108A-B-C.

Lecture, 3 hours.

Introduction to, and evaluation of, the current concepts of immunology. Emphasis on immunoglobulin structure and function, cell-cell cooperation in the immune response, and the role of the major histocompatibility complex in regulating immune responsiveness. (W)

### 235. Experimental Strategies in Molecular Genetics

(1) ROTHMAN

Prerequisites: undergraduate biochemistry (e.g., MCDB 108A-B-C) and genetics (e.g., MCDB 101A-B-C).

Lecture, 1 hour.

Discussion of experimental strategies used to purify, analyze, and manipulate nucleic acids, isolate molecular clones from complex genomes, physically map genomes, analyze gene expression, and perform reverse genetics. (F)

### 239. Cellular Microbiology

(4) COTTER

Prerequisite: graduate standing.

Same course as BMSE 239. Lecture, 3 hours.

Exploration of the mechanisms by which microbes and their eukaryotic hosts interact at the cellular and molecular levels. Focus is on experimental strategies to investigate these interactions and primary literature is discussed.

### 245. Post-translational Protein Processing

(4) WAITE

Prerequisite: MCDB 108A or 218A or Chemistry 142A or equivalent.

Same course as Chemistry 251. Lecture, 3 hours; discussion, 1 hour.

Structure/function relationships in interesting macromolecules isolated from marine organisms. Focus is on well-characterized pathways from horseshoe crabs, abalones, mussels, and fish as well as others. (S)

### 246. Stem Cell Biology in Health and Disease

(4) CLEGG

Graduate Course. Qualified undergraduate students may petition to enroll with instructor approval.

Basic biology of embryonic and adult stem cells and nuclear transfer, with emphasis on latest findings from the current literature.

### 247. Social Dimensions of Stem Cell Research

(4) OSBORNE

Same course as History 247. Lecture, 3 hours.

Overview of ethical, social and legal contexts of biological research with special reference to stem cells, embryology and policy. (S)

**249. Mariculture: Research Frontiers in Farming the Sea**

(4) COLLINS, CHAPMAN

*Prerequisite:* graduate standing.

Same course as EEMB 249. Lecture, 3 hours; discussion, 1 hour.

Recent progress and new directions in research increasing production of valuable marine animals, plants and microorganisms. Control of reproduction, development, growth and disease in marine species; problems encountered in commercializing production; regional and biological solutions; the role of modern biotechnology. (S)

**251. Neurobiology I: Cellular Organization and Biophysics of the Nervous System**

(4) FISHER

*Prerequisites:* MCDB 1A and 1B or equivalent.

Completion of both prerequisites with a grade of C or better.

Not open for credit to students who have completed MCDB 214. Lecture, 3 hours; discussion, 1 hour.

Nervous system properties ranging from single cells to whole organisms, using examples from vertebrates/invertebrates studied in terms of morphology, physiology, behavior. (F)

**252. Neurobiology II: Molecular and Cellular Neurobiology**

(4) KOSIK, FISHER

*Prerequisite:* MCDB 251 with a grade of B or better.

Lecture, 3 hours; discussion, 1 hour.

This second course of a three quarter neurobiology course sequence (251/252/253) will cover both top down systems level approaches and bottom up molecular approaches to major topics in neurobiology. These topics include mechanisms of sensory transduction in at least two selected sensory systems, processing of sensory information within the brain, mechanisms of muscle control, cell signaling, neuronal plasticity, neuronal polarity, and the mapping of neural information to the brain. (W)

**253. Neurobiology III: Developmental Neurobiology**

(4) FEINSTEIN

*Prerequisites:* MCDB 1A-1B; and, MCDB 101A or EEMB 129. Lecture, 3 hours; discussion, 1 hour.

This course begins with fertilization and moves through sequential stages in the development of the nervous system, including cell migration and differentiation, axon outgrowth and pathfinding, programmed cell death, synaptogenesis, learning, memory, neurodegenerative conditions and current strategies for neuronal regeneration. (S)

**260. Research Seminar in Molecular, Cellular, and Developmental Biology**

(1) STAFF

*Prerequisite:* graduate standing.

Seminar, 1 hour.

Seminars on research in progress presented by faculty of the Department of Chemistry and Department of Molecular, Cellular and Developmental Biology. (F,W,S)

**262. Research Progress in Molecular, Cellular and Developmental Biology**

(1) STAFF

Seminar, 1 hour.

Research presentations by postdoctoral fellows and advanced Ph.D. students of research progress in the department. (F,W,S)

**263. Progress in Molecular, Cellular and Developmental Biology**

(1) STAFF

Seminar, 1 hour.

Research seminars presented by invited speakers on current research topics. (F,W,S)

**265. Literature in Virology**

(1) SAMUEL

*Prerequisites:* graduate standing; consent of instructor.

Seminar, 1 hour.

Critical reading and presentation of the recent literature on animal viruses and host cells by graduate students, postdoctoral fellows, and staff. (F,W,S)

**266. Literature in Neurobiology**

(1) FISHER, CLEGG, VANDENBERG, FEINSTEIN, MA

*Prerequisite:* consent of instructor.

Seminar, 1 hour.

Critical reading and presentation of the literature in modern neurobiology. (F,W,S)

**268. Literature in Plant Molecular Biology**

(1) FINKELSTEIN, CHRISTOFFERSEN, COOPER

*Prerequisite:* graduate standing.

Seminar, 1 hour.

Critical reading and presentation of the current literature in higher plant molecular biology, cell biology, and development. (F,W,S)

**269. Literature in Pharmacology**

(1) WILSON

*Prerequisite:* graduate standing in biological sciences.

Same course as EEMB 269. Seminar, 1 hour.

Critical reading and presentation of current literature in topics on pharmacology. (F,W,S)

**276B. Biomolecular Materials II: Applications**

(3) SAFINYA

*Prerequisite:* Physics 135 or MCDB 108A or Materials 276A. Lecture, 3 hours.

Interactions and self assembly in biomolecular materials. Chemical and drug delivery systems. Tissue engineering. Protein synthesis using recombinant nucleic acid methods: advanced materials development. Nonviral gene therapy.

**290AA-ZZ. Group Studies**

(2) STAFF

*Prerequisite:* consent of instructor.

Presentation and discussion of current research, to be selected from the following list.

- A. Research in Molecular Marine Biology: Morse
- B. Research in Biomineralization: Morse
- BE. Biochemistry and Molecular Biology for Engineers: Feinstein
- BG. Bacterial Genetics: Low
- CE. C Elegans Development: Rothman
- CM. Cellular Microbiology: Cotter
- DN. Developmental Neurobiology: Clegg
- LW. Microtubule Dynamics and Functions: Wilson
- MM. Bacterial Pathogenesis: Mahan
- MS. Biomass Spectrometry: Waite
- NB. Neurobiology: Kosik
- PM. Molecular Plant-Microbe Interactions: Cooper
- RF. Plant Developmental Genetics: Finkelstein
- S. Molecular Virology and Interferon Action: Samuel
- SK. Research in Retinal Cell Biology: Fisher
- V. Current Research on Cell and Developmental Biology of Fungi
- VA. Molecular Neurobiology-Ion Channels: Vandenberg

**293. Computational Methods in Biochemistry-Molecular Biology**

(1) CHRISTOFFERSEN

*Prerequisite:* graduate standing. Lecture, 1 hour.

Survey of computational methods in molecular biology. Topics include analysis and presentation of data, database searching, quantitative image analysis, and protein homology modeling. Emphasis on utilizing accessible software tools that are designed for nonprogrammers. (W)

**500. Teaching Assistant Orientation**

(1) STAFF

*Required of all teaching assistants.*

No unit credit allowed toward advanced degree.

Workshop, 1 hour.

General orientation regarding the University of California and the Santa Barbara campus; various pertinent regulations, officials and their functions, staff and functions; services available to teaching assistants and to students. Prospective teaching assistants are encouraged to take this course during the fall quarter prior to their employment. (F)

**501. Practicum in Instruction**

(1-4) STAFF

*Prerequisite:* concurrent teaching assistant employment.

No unit credit allowed toward advanced degree.

Workshop, 3-12 hours.

Practical experience in teaching within specified

areas of biology. Students will have responsibility for one or more laboratory and/or discussion sections. Staff will periodically observe teaching assistants in actual teaching situations. Evaluation forms will be completed by members of the class sections. (F,W,S)

**502. Techniques of Teaching and Laboratory Class Supervision**

(1-2) EARDLEY, EVEN

*Prerequisite:* concurrent teaching assistant employment. *Required of all teaching assistants.*

No unit credit allowed toward advanced degree.

Discussion, 1 hour.

Weekly discussion and readings on techniques of teaching including lecturing, leading discussions, writing and grading exams, student-teacher interactions, classroom dynamics, and teaching philosophy. (F,W)

**503. Research Practicum in Biology**

(1-2) STAFF

Tutorial, 1-2 hours.

Basic procedures and methods of research in a specified area as determined by consultation between the supervising faculty member and the research assistant. Includes weekly meetings and consultations, and formal evaluations. (F,W,S)

**595AA-ZZ. Group Studies**

(2) STAFF

*Prerequisite:* consent of instructor.

May be repeated for credit to a maximum of 36 units. Individual letter designations may be repeated for credit to a maximum of 36 units. Seminar, 2 hours.

A critical review of research in selected fields of biology. Subject matter for these seminars will be selected from the following list:

- A-B. Biochemistry-Molecular Biology: Staff
- BC. Biochemistry/Molecular Biology: Cooper
- BE. Biochemistry and Molecular Cell Biology for Engineers: Staff
- BG. Bacterial Genetics: Low
- CM. Cellular Microbiology: Cotter
- DM. Molecular Marine Biology and Marine Biotechnology: Morse
- DS. Molecular and Cellular Immunology: Sears
- DV. Developmental Biology: Smith
- EO. Genetics: Orias
- F. General Physiology: Staff
- G. Virology: Samuel
- KK. Clinical Research
- MM. Contemporary Topics in Biochemistry and Molecular Biology: Sears
- MP. Microbial Pathogenesis: Mahan
- MS. Group Studies: Staff
- NN. Literature in Eukaryotic Molecular Genetics: Orias
- RF. Group Studies: Staff
- V. Mycology: Ross
- X. Cell Biology: Foltz

**596. Directed Reading and Research**

(2-12) STAFF

*Prerequisite:* consent of instructor.

Hours and credit by arrangement with faculty.

**597. Individual Study for Master's Comprehensive Examinations and Ph.D. Examinations**

(1-12) STAFF

*Prerequisite:* consent of instructor.

No unit credit allowed toward advanced degree.

Students are limited to 24 units per examination, and 12 units per quarter.

Individual study for M.A. comprehensive examinations and Ph.D. examinations.

**598. Master's Thesis Research and Preparation**

(1-12) STAFF

*Prerequisites:* M.A. (thesis) candidate and consent of committee chair.

No unit credit allowed toward advanced degree.

For research underlying the thesis and writing of the thesis.

**599. Ph.D. Dissertation Preparation**

(1-12) STAFF

*Prerequisites:* Ph.D. candidate and consent of instructor.

For writing of the dissertation.

# Music

**Department of Music**  
**Division of Humanities and Fine Arts**  
**Music 1315**  
**Telephone: (805) 893-3261**  
**Website: [www.music.ucsb.edu](http://www.music.ucsb.edu)**  
**Department Chair: Paul Berkowitz**

## Faculty

**Charles Asche**, D.M.A., University of Texas at Austin, Senior Lecturer (piano, chamber music)

**Paul Bambach**, M.M., University of Cincinnati, Senior Lecturer (clarinet, wind ensemble)

**Clarence Barlow**, B.Sc., Calcutta University, Professor (composition, Corwin Chair of Composition)

**Victor R. Bell**, Lecturer (gospel choir)

**Paul Berkowitz**, Diploma, Curtis Institute of Music, Philadelphia, Professor (piano, chamber music)

**William Booth**, M.M., Catholic University, Lecturer (trombone, tuba, euphonium)

**Benjamin Brecher**, M.M., New England Conservatory of Music, Assistant Professor (voice)

**Helen Callus**, Graduate Performance Diploma, The Peabody Institute, Maryland, Associate Professor (viola)

**Timothy J. Cooley**, Ph.D., Brown University, Associate Professor (ethnomusicology, Eastern European folk music, American vernacular)

**Joel S. Feigin**, D.M.A., Juilliard School of Music, Professor (composition)

**Jill Felber**, M.M., Bowling Green University, Professor (flute)

**Neil Garber**, M.M., Juilliard School of Music, Lecturer (bass)

**Michel Marc Gervais**, B.M., University of Alberta, Professor (choral conducting, choir)

**Steven Gross**, D.M.A., University of Cincinnati, Professor (French horn)

**John Hajda**, Ph.D., UC Los Angeles, Assistant Professor (systematic musicology)

**Jeremy Haladyna**, Ph.D., UC Santa Barbara, Lecturer (orchestration, ensemble for contemporary music)

**Patricia Hall**, Ph.D., Yale University, Associate Professor (theory, 20th-century music)

**Grant M. Hungerford**, M.M., Manhattan School of Music, Lecturer (trumpet)

**Michael Ingham**, M.A., Denver University, Professor (voice)

**Derek Katz**, Ph.D., UC Santa Barbara, Assistant Professor, (Czech music, opera, nationalism and modernism)

**Robert J. Koenig**, M.M., The Curtis Institute of Music, Associate Professor (collaborative piano)

**JoAnn Kuchera-Morin**, Ph.D., University of Rochester, Eastman School of Music, Professor (electronic and computer-generated music)

**Scott Marcus**, Ph.D., UC Los Angeles, Professor (ethnomusicology)

**Jonathan S. Nathan**, D.M.A., UC Santa Barbara, Lecturer (percussion, jazz ensemble)

**David Paul**, Ph.D., UC Berkeley, Assistant

Professor, (theory/musicology)

**Michael Pievac**, Lecturer (gamelan ensemble)

**Lee A. Rothfarb**, Ph.D., Yale University, Associate Professor (theory)

**Geoffrey B. Rutkowski**, M.M., University of Southern California, Professor (cello, chamber music)

**Stefanie Tcharos**, Ph.D., Princeton University, Assistant Professor (baroque music, opera, reception)

**Pieter van den Toorn**, Ph.D., UC Berkeley, Professor (theory, 20th-century music)

**Yuval Yaron**, Artist Diploma, Indiana University, Bloomington, Professor (violin)

**Annie K. Yih**, Ph.D., Yale University, Lecturer (theory and musicianship)

## Emeriti Faculty

**Emma Lou Diemer**, Ph.D., Eastman School of Music, Professor Emerita (composition)

**Dolores M. Hsu**, Ph.D., University of Southern California, Professor (19th-century music, music criticism, ethnomusicology)

**William Kraft**, M.A., Columbia University, Professor Emeritus (composition)

**Elizabeth Mannion**, B.A., University of Washington, Professor Emerita (voice)

**Elizabeth Mosher**, M.M., University of Southern California, Professor Emerita (voice)

**Betty Oberacker**, D.M.A., Ohio State University, Professor Emerita (piano, chamber music)

**Heiichiro Ohyama**, A.G.S.M., Guildhall School of Music, London, Professor (conducting, viola, violin, chamber music)

**Alejandro Planchart**, Ph.D., Harvard University, Professor Emeritus (medieval and renaissance music, collegium musicum)

**William F. Prizer**, Ph.D., University of North Carolina, Professor (medieval, renaissance and early baroque music)

**Carl Zytowski**, M.A., University of Washington, Professor Emeritus (choir)

## Affiliated Faculty

**Jon D. Cruz**, Ph.D. (Sociology)

**Dwight F. Reynolds**, Ph.D. (Religious Studies)

**Curtis Roads**, Ph.D. (Media Arts and Technology)

The Department of Music curriculum includes undergraduate courses which lead to completion of either of two degrees: (1) the bachelor of arts in music, or (2) the bachelor of music, a professional degree in performance or composition. The undergraduate major programs are designed to serve as background for professional careers in music, as preparation for graduate studies, or as an area of concentration for a liberal arts education.

The graduate program includes courses leading to the master of arts degree and the doctor of philosophy degree in composition, ethnomusicology, musicology, and theory. The master of music degree and the doctor of musical arts degree in musical performance are designed to provide graduate and professional training in the intellectual, practical, and professional skills increasingly demanded of performers in this century.

## Undergraduate Program

Performance ensembles are available for all qualified students, and a wide range of undergraduate courses is offered for non-majors. Information regarding various cash prizes and awards that are offered each year to outstanding students enrolled in composition, ethnomusicology, musicology, performance or theory is available at the Department of Music office.

All new music majors are required to take placement tests in musicianship and music theory, and placement auditions in classical piano (except for students who have had no background whatsoever in piano; they should enroll in Music 31A). These are given only during (Discovery Days) pre-instructional days at the beginning of each year, and should be taken prior to enrollment in music classes. All students wishing to take performance classes must pass an audition for the appropriate class. Auditions for performance classes should be taken preferably at the entrance auditions before admission (particularly if a bachelor of music performance concentration is being considered—see below), or during pre-instructional days (Discovery Days) at the beginning of each year. An initial consultation with the departmental undergraduate staff advisor is mandatory before embarking on any of the following courses of study. The department also requires that music majors meet at least once each year with the undergraduate staff advisor to help in the planning of course selection and to assure that adequate progress is being made toward the degree.

The departmental recital attendance requirement must be met each quarter a student is enrolled, up to normative time (twelve quarters).

All auditions (including recital auditions), composition portfolios and papers required for both music major degrees and all emphases must be reviewed by the faculty area committee appropriate to the B.M. emphasis or B.A. project and approved by at least two members of the committee, as signed on forms provided by the music undergraduate advisor.

A grade of at least a C- is required from placement point onwards in all courses in the Music 4A-F, 5A-F, and 31A-F sequences in order to proceed to the next course in each sequence and to complete each sequence. (Course F must also be completed with a grade of C- or better). All upper-division music courses that require any course in the Music 4A-F sequence and/or any course in the Music 5A-F sequence as prerequisites requires that these prerequisites be passed with a grade of C- or better, or that the student have been placed into a higher course in the sequence or out of the sequence entirely, in the placement tests conducted by the Department of Music. Music 12 is a prerequisite for the upper-division Music 112 series. A grade of at least C- is required in Music 12 in order to enroll in the Music 112 series. All students must achieve a grade-point average of at least 2.0 in all courses for the overall major program, both lower- and upper-division and in all courses required for the upper-division major program. Students must also achieve an overall grade-point average of at least 2.0 in order to qualify for graduation. Students transferring from other institutions must complete at least three quarters within the department.

Majors and non-majors admitted to individual performance classes Music 25-33 and 125-133 (all of which are by audition and require the consent of department and instructor) may be required to participate in orchestra, wind ensemble, choir, or another ensemble, as appropriate, in quarters in which they are enrolled in such performance classes.

### **Honors Program in Music (Distinction in the Major)**

The senior honors program in the Department of Music encourages seniors to excel in music and to undertake projects beyond the normal requirements, and provides a means of recognizing outstanding achievement. Only music majors (B.A. or B.M.) with a cumulative grade-point average of at least 3.5 at the end of the junior year or at the time of applying for selection during senior year and who are recommended by a faculty member may be selected for the departmental honors program in Music. Students selected must enroll for unit credit in Music 196 (Honors Project) and in either Music 192 (B.A. Senior Project), Music 197 (B.M. Senior Recital), or Music 197B (B.M. Senior Composition Portfolio and Recital), as applicable. "Distinction in the Major" will be awarded if a final cumulative grade-point average of at least 3.5 is maintained and both a grade of at least A- in Music 196 and a grade of at least A- in Music 192, 197, or 197B are achieved as assessed by both the instructor(s) of the two courses and by one other faculty member.

### **Bachelor of Arts—Music**

Students pursuing the bachelor of arts in music must meet the General Education requirements for the bachelor of arts degree set by the College of Letters and Science. The following courses may be taken for 1-2 units in the major per quarter by B.A. music students: Music 25, 26A-E, 27A-D, 28A-E, 29, 33, 108, 125, 126A-E, 127A-D, 128A-E, 129, and 133. The upper-division courses in this list may only be taken after passing the appropriate sophomore audition or composition portfolio. Any such courses improperly enrolled in may not be applied to the upper-division major. A grade of at least a C- is required from placement-point onwards in all courses in the Music 4A-F, 5A-F and 31A-F sequences in order to proceed to the next course in each sequence and to complete each sequence. (Course F must also be completed with a grade of C- or better). All upper-division music courses that require any course in the Music 4A-F sequence and/or any course in the Music 5A-F sequence as prerequisites requires that these prerequisites be passed with a grade of C- or better or that the student have been placed into a higher course in the sequence or out of the sequence entirely in the placement tests conducted by the Department of Music. Music 12 is a prerequisite for the upper-division Music 112 series. A grade of at least C- is required in Music 12 in order to enroll in the Music 112 series.

**Preparation for the major:** Music 4A-B-C-D-E-F (placement determined by exam); 5A-B-C-D-E-F (placement determined by exam); piano proficiency required either by successful completion of a piano proficiency audition or

by completing Music 31A-B-C-D-E-F (placement determined by audition); completion of sixth quarter or its equivalent in (level 6 proficiency) French, German or Italian, or completion of third quarter or its equivalent (level 3 proficiency) in two of the following languages: French, German, Italian (the attainment of level 6 proficiency in one language is strongly recommended, particularly for students intending to pursue graduate studies in musicology or music theory); 12; six courses (at 1-2 units per quarter) from 20-33 (6-12 units); six courses from Music A34-A70AA-ZZ.

**Upper-division major.** Forty-six upper-division units required: Music 102; 112AB-C-D-E-F; 160A-B-C; one course from 175A-M or 176; one course from 160D-187; three courses from A134-A170AA-ZZ; Upper-division music electives 5-9 units; successful completion of the senior project (audition, composition, or paper). All students enrolled in applied instruction in an orchestral instrument are required to elect orchestra (A42/A142) if their participation is needed. All students enrolled in applied vocal instruction are required to elect a choir (A36/A136, or A37A/A137) if their participation is needed.

### **Ethnomusicology Emphasis**

**Preparation for the major:** Music 4A-B-C-D-E-F (placement determined by exam); 5A-B-C-D-E-F (placement determined by exam); piano proficiency, demonstrated either by successful completion of a piano proficiency audition or by completing Music 31A-B-C-D-E-F (placement determined by audition); completion of sixth quarter or its equivalent (level 6 proficiency) in French, German or Italian, or another language by petition or completion of third quarter or its equivalent (level 3 proficiency) in two of French, German, Italian, or other languages by petition (the attainment of level 6 proficiency in one language is strongly recommended particularly for students intending to pursue graduate studies in ethnomusicology); 12; 17; six courses (at 1-2 units per quarter) from Music 20-33 (6-12 units); six courses from A34-A70AA-ZZ.

**Upper-division major.** Forty-seven upper-division units required: three courses from Music 112AB-C-D-E-F; two courses from 160A-F, 169; two courses from 175A-M; 176; one course from 104, 105; two courses from 168A-L, 168X; three courses from A134-A170AA-ZZ; Electives: courses to bring the total upper-division units for the major to 47; successful completion of the senior project. All students enrolled in applied instruction in an orchestral instrument are required to elect orchestra (A42/A142) if their participation is needed. All students enrolled in applied vocal instruction are required to elect a choir (A36/A136, A37/A137), or A70/A170AA-ZZ) if their participation is needed.

### **Bachelor of Music**

The bachelor of music degree is open by audition to specially qualified students in performance and composition. Students seeking admission to a bachelor of music performance emphasis are required to pass an entrance audition in their desired emphasis (instrument or voice) in order to determine their eligibil-

ity. Entrance scholarships may be awarded to selected students demonstrating outstanding talent and proficiency at the entrance auditions. Information and dates of the entrance auditions may be obtained from the music undergraduate advisor in the Department of Music office. Students must meet the General Education Program requirements for the bachelor of music degree set by the College of Letters and Science. Completion of one (or more) of the following emphases will be noted on the student's official transcript, but will not appear on the diploma. For all emphases except guitar and voice, knowledge of German, French or Italian to level three is highly recommended by the end of the sophomore year. Knowledge of Spanish to level three is highly recommended for the guitar emphasis. Knowledge of Italian to level three is required for the voice emphasis, along with knowledge of French or German to level three. Junior and senior recitals may not be given until the appropriate recital audition (or composition portfolio) has been reviewed by the faculty area committee appropriate to the emphasis and approved by at least two members of the committee, as signed on forms provided by the music undergraduate advisor. Except where specified in the description of requirements for individual B.M. emphases, the following courses may be taken for 1-2 units per quarter: Music 25, 26A-E, 27A-D, 28A-E, 29, 33, 108, 125, 126A-E, 127A-D, 128A-E, 129, and 133.

The upper-division courses in this list, whether applied to the B.M. emphasis or otherwise, may only be taken after passing the appropriate sophomore audition or composition portfolio. Any such courses improperly enrolled in may not be applied to the upper-division major. A grade of at least a C- is required from placement point onwards in all courses in the Music 4A-F, 5A-F and 31A-F sequences in order to proceed to the next course in each sequence and to complete each sequence. (Course F must also be completed with a grade of C- or better). All upper-division music courses that require any course in the Music 4A-F sequence and/or any course in the Music 5A-F sequence as prerequisites requires that these prerequisites be passed with a grade of C- or better or that the student have been placed into a higher course in the sequence or out of the sequence entirely in the placement tests conducted by the Department of Music. Music 12 is a prerequisite for the upper-division Music 112 series. A grade of at least C- is required in Music 12 in order to enroll in the Music 112 series.

### **Accompanying Emphasis**

**Preparation for the major.** Music 4A-B-C-D-E-F (placement determined by exam); 5A-B-C-D-E-F (placement determined by exam); 12; six quarters (at 3 units per quarter) of 33 (18 units); three courses of A41; 35A-B-C; 17; successful completion of the freshman and sophomore auditions.

### **Upper-division major.**

Seventy-six to 77 upper-division units required: Music 112AB-C-D-E-F; 160A-B; six quarters (at 4 units per quarter) of 133 (24 units); 135A-B-C-D-E-F; one course from 160C, 187; 120A or 120B; one course from Music 178A-184; three quarters of A144; two quarters of 150; successful completion of junior and senior recitals.

### **Bassoon, Cello, Clarinet, Double Bass, Flute, French Horn, Oboe, Percussion, Trombone, Trumpet, Tuba, Viola, and Violin Emphases**

**Preparation for the major.** Music 4A-B-C-D-E-F (placement determined by exam); 5A-B-C-D-E-F (placement determined by exam); piano proficiency, demonstrated either by successful completion of a piano proficiency audition or by completing Music 31A-B-C-D-E-F (placement determined by audition); 12; six quarters (at 3 units per quarter) of one of the following courses, as appropriate to the emphasis: Bassoon Emphasis: 27A; Cello Emphasis: 26B; Clarinet Emphasis: 27B; Double Bass Emphasis: 26A; Flute Emphasis: 27C; French Horn Emphasis: 28A; Oboe Emphasis: 27D; Percussion Emphasis: 29; Trombone Emphasis: 28B; Trumpet Emphasis: 28C; Tuba Emphasis: 28D; Viola Emphasis: 26D; Violin Emphasis: 26E (18 units); Bassoon, Cello, Clarinet, Double Bass, Flute, Oboe, Percussion, Viola, or Violin Emphasis: three courses from A40, A43, A44, A45, A46 and/or A49; French Horn Emphasis: three courses from A40, A43, A44, A45, A45BR, A45H, A46 and/or A49; Trombone, Trumpet, and Tuba Emphasis: three courses from A40, A43, A44, A45, A45BR, A46 and/or A49; six courses from A34 or A42 (cello, viola, and violin emphases: A42 only); 17; successful completion of the freshman and sophomore auditions. Highly recommended: Knowledge of German, French, or Italian to level 3 by the end of the sophomore year.

**Upper-division major.** Seventy-one to 78 upper-division units required: Music 112AB-C-D-E-F; 160A-B; 120A; six quarters (at 4 units per quarter) of one of the following courses, as appropriate to the emphasis: Bassoon Emphasis: 127A; Cello Emphasis: 126B; Clarinet Emphasis: 127B; Double Bass Emphasis: 126A; Flute Emphasis: 127C; French Horn Emphasis: 128A; Oboe Emphasis: 127D; Percussion Emphasis: 129; Trombone Emphasis: 128B; Trumpet Emphasis: 128C; Tuba Emphasis: 128D; Viola Emphasis: 126D; Violin Emphasis: 126E (24 units); one course from 160C-187; Bassoon, Cello, Clarinet, Double Bass, Flute, Oboe, Percussion, Viola, or Violin Emphases: six courses from A140, A143, A144, A145, A146 and/or A149; French Horn Emphasis: six courses from A140, A143, A144, A145, A145BR, A145H, A146 and/or A149; Trombone, Trumpet, and Tuba Emphases: six courses from A140, A143, A144, A145, A145BR, A146 and/or A149; six courses from A134 or A142 (cello, viola, and violin emphases: A142 only); 6 units (cello, viola and violin); 9 units (all others) of upper-division electives; successful completion of the junior and senior recitals. All students enrolled in applied instruction in an orchestral instrument are required to elect orchestra (A42/A142) if their participation is needed. Highly recommended: Knowledge of German, French, or Italian to level 3 by the end of the sophomore year.

### **Composition Emphasis**

**Preparation for the major:** Music 4A-B-C-D-E-F (placement determined by exam); 5A-B-C-D-E-F; piano proficiency, demonstrated either by successful completion of a piano proficiency audition or by completing Music 31A-B-C-D-

E-F (placement determined by audition); three quarters of 8; 12, three quarters of 88; 17; six courses (6-12 units) from 25, 26A-E, 27A-D, 28A-E, 29, 32A-E, 33 (or 22 by petition and audition); six courses from A34-A70; successful completion of freshman and sophomore composition portfolios.

**Upper-division major.** Seventy-one to 76 upper-division units required: Music 112AB-C-D-E-F; 120A or B; six quarters (at 3 units per quarter) of 108 (18 units); 101A-B-C; 102; 103; 106A-B-C; 160A-B; one course from 160C-187; 109IA-B or 109LA-B-C or 109IA and 109LA; three courses from A134-A170; one unit of upper division electives; successful completion of the junior composition portfolio and the senior composition portfolio and recital. All students enrolled in applied instruction in an orchestral instrument are required to elect orchestra (A42/A142) if their participation is needed. All students enrolled in applied vocal instruction are required to elect a choir (A36/A136, A37/A137, or A132) if their participation is needed.

### **Guitar Emphasis**

**Preparation for the major:** Music 4A-B-C-D-E-F (placement determined by exam); 5A-B-C-D-E-F (placement determined by exam); piano proficiency, demonstrated either by successful completion of a piano proficiency audition or by completing Music 31A-B-C-D-E-F (placement determined by audition); 12; six quarters (at 3 units per quarter) of 26C (18 units); three quarters of A44; three courses from A34-A70AA-ZZ; 17; successful completion of the freshman and sophomore auditions.

**Upper-division major.** Seventy-one to 72 upper-division units required: Music 112AB-C-D-E-F; 160A-B; six quarters (at 4 units per quarter) of 126C (24 units); one course from 160C-187; six quarters of A144; three courses from A134-A170AA-ZZ; one course of 120A or B; six units of upper-division electives; successful completion of the junior and senior recitals.

### **Piano Emphasis**

**Preparation for the major.** Music 4A-B-C-D-E-F (placement determined by exam); 5A-B-C-D-E-F (placement determined by exam); 12; six quarters (at 3 units per quarter) of 33 (18 units); three courses of A41; 35A-B-C; 17; successful completion of the freshman and sophomore auditions. Highly recommended: Knowledge of German, French, or Italian to level 3 by the end of the sophomore year.

**Upper-division major.** Seventy-two to 73 upper-division units required: Music 112AB-C-D-E-F; 160A-B; six quarters (at 4 units per quarter) of 133 (24 units); one course from 160C-187; 120A or B; one course from Music 178A-184; three courses from 135A-B-C and/or A144; three quarters of A144 (not applied above); upper-division music electives (6 units); successful completion of junior and senior recitals. Highly recommended: Knowledge of German, French, or Italian to level 3 by the end of the sophomore year.

### **Voice Emphasis**

**Preparation for the major.** Music 4A-B-C-D-E-F (placement determined by exam); 5A-B-C-D-E-F (placement determined by exam); piano proficiency, demonstrated either by successful

completion of a piano proficiency audition or by completing Music 31A-B-C-D-E-F (placement determined by audition); Italian 1-2-3; German 1-2-3 or French 1-2-3; 12; six quarters (at 3 units per quarter) of 25 (18 units); six courses from A36A-B-C, or A37A-B-C; three quarters at A38 or A38P; 17; successful completion of the freshman and sophomore auditions.

**Upper-division major.** Seventy-three to 74 upper-division units required: Music 112AB-C-D-E-F; 160A-B; 120B; six quarters (at 4 units per quarter) of 125 (24 units); one course from 160C-187; three quarters from A132, A136, A137; three courses from A132, A136, A137, A138, A138P; three quarters of 150; three quarters of 151; 158A-B-C-D; 4 units of upper-division electives; successful completion of junior and senior recitals. All students enrolled in applied vocal instruction are required to elect a choir (A36 /A136, A37 /A137 or A132) if their participation is needed.

### **Minor—Music**

Students majoring in other disciplines are able to pursue an interest in music at a less intensive level than the major by completing a minor in music. The wide diversity of courses offered by the Department of Music is well suited to cater to varied interests such as vocal or instrumental music study, composition, music history, music theory, and ethnomusicology.

All upper-division courses to be applied to the minor must be completed on a letter-grade basis. This includes both courses offered in the Department of Music at UCSB and those offered by other departments and applied to the minor.

**Preparation for the minor.** Four to 8 units: Music 11 (which may be considered satisfied by placement examination only); and either 12, 15 or 17 (3-4 units). Variable units: All prerequisites for specific upper-division music courses, as specified in the General Catalog, or as considered satisfied by consent of instructor. Recommended for students interested in Western music: Music 4A-B-C/5A-B-C.

Please note:

- Upper-division music history courses require either Music 12, 15 or 5C (and/or 112), or consent of instructor.
- Upper-division ethnomusicology courses: no prerequisite (Music 17 recommended).
- Upper-division music theory courses require Music 5E or 5F or consent of instructor.
- Upper-division composition courses require Music 5E or 5F or consent of instructor.
- All upper-division performance courses except Music 122 require the passing of the B.A. sophomore audition (each performance area has appropriate guidelines for this audition).
- Upper-division ensembles (music performance laboratories) require only consent of instructor.

**Upper-division minor.** Eighteen upper-division units in music. No more than 8 units of courses designated as “not open to music majors” or “for the non-major.” No more than 6 units of performance courses 120-133 may be applied to the minor. No more than 6 units of ensemble courses A134-A170AA-ZZ may be applied to the minor.

The following courses may be taken for



1-2 units of credit per quarter and applied to the minor: Music 108, 125, 126A-E, 127A-D, 128A-E, 129, and 133. *Note: One may enroll in these upper-division courses only after passing the appropriate audition or composition evaluation.*

*Note: Substitutions are subject to approval by the chair of the department. Please see page 118 for special conditions governing minors in the College of Letters and Science.*

## Graduate Program

Admission to the Department of Music at UCSB is determined by the examination of a number of factors, but is based on intellectual potential and promise, academic records, and programmatic fit. Above all, selection to the graduate program is an academic decision involving factors beyond scores and grades and is made exclusively by the faculty of the graduate program and the department.

In addition to departmental requirements, candidates for graduate degrees must fulfill the university degree requirements found in the chapter "Graduate Education at UCSB." Graduate students in music are required to take at least 12 units per quarter. A minimum residency of six quarters, including composition, dissertation, or thesis, is mandatory. Units of Music 501, 502, 597, 598, and 599 do not count toward fulfillment of university requirements for the M.A., M.M., Ph.D., or D.M.A. degrees.

In addition to the requisite coursework, all sections of the placement guidance exams, taken upon entrance, must be passed or satisfied by taking approved coursework before advancement to candidacy. Demonstrated reading knowledge of the designated foreign language(s) is required by examination(s). The department requires that all graduate students meet each quarter, prior to final registration, with the designated faculty advisor in their area, and at the beginning of their last year of coursework with the department's graduate advisor.

### Master of Arts—Music

#### Admission

Applicants will normally be expected to have a bachelor of arts in music or a bachelor of music degree. In addition to departmental requirements for admission, applicants must fulfill university requirements for admission to graduate status described in the chapter "Graduate Education at UCSB."

#### Degree Requirements— Composition Emphasis

Students must pass placement guidance examinations in the subject areas denoted by capital letters or successfully complete equivalent coursework before advancement to candidacy. All entering composition students are required to demonstrate proficiency in 18th-century counterpoint (fugue). This will be tested through an examination given when other guidance exams are administered (just prior to the start of fall quarter). Those who do not pass may satisfy this core proficiency by passing 212A, or by reexamination. Those who elect to pursue further fugal studies may do so by continuing the 212 series, offered in alternate years. Course numbers are shown in parentheses. THEORY: Fundamentals of Counterpoint

(102); Canon and Fugue (212A); Figured Bass (5A-F); Tonal Analysis (160A); 20th-Century Analysis (160B); Orchestration (106A-B-C). HISTORY: Medieval/Renaissance (112AB); Baroque (112C); Classical (112D); Romantic (112E); 20th Century (112F). MUSICIANSHIP: (204A-B-C). Students must demonstrate reading knowledge of French, German, or Italian by the end of their first year of residency. (See the departmental Graduate Student Handbook for details on language exams)

Seventy-two graduate units are required: All students must take Music 200A, 207A, six quarters of 208, 211A-B-C; either (a) two courses from 209IA-IB-IC or (b) one course from 209IA-IB-IC and two courses from 209LA-LB-IC; 20 units of electives selected with the guidance of a faculty advisor.

Students must also submit an original composition of substantial length. Additionally, they must present a concert of their own compositions.

#### Degree Requirements— Ethnomusicology Emphasis

Students must pass sections one through four of the ethnomusicology placement guidance examinations or successfully complete, by the end of their first year of residency, equivalent coursework specified by the ethnomusicology committee. Students must demonstrate reading knowledge of either one European or one field language by the end of their first year of residency. (See the departmental Graduate Student Handbook for details on language exams). Sixty-eight graduate units are required: Music 200A, 200C, 225, 276A and B; one course from 224, 262A-X; two courses from 224, 293A-M; one course from 260D-F or 226; 6 units of 288; three courses from A232-A270; Anthropology 235A or 235B; 16 elective units of any pre-approved graduate courses offered in the UC system (may include up to 6 additional ensemble units); thesis. Progress from the M.A. to the Ph.D. is not automatic, but contingent on the formal approval of the ethnomusicology faculty.

#### Degree Requirements— Musicology Emphasis

M.A. students will follow one of two plans: Plan 1 (thesis) or Plan 2 (comprehensive examinations). The former requires two years of coursework and the thesis. The latter requires three years of coursework (see below for required courses) and a written comprehensive examination. Upon satisfactory completion of this examination, the student will be awarded an M. A. degree and proceed to the oral qualifying examination for the Ph.D. Students continuing for the Ph.D. will normally follow Plan 2. Progress from the M. A. to the Ph.D. is not automatic, but is contingent on the formal approval of the Musicology faculty. Terminal M. A. students will follow Plan 1. All students must pass placement guidance examinations in the subject areas denoted by capital letters or successfully complete equivalent coursework before advancement to candidacy. Course numbers are shown in parentheses. THEORY: Tonal Analysis (160A); 20th-Century Analysis (160B). If germane to their interests, students may also be required to be proficient in figured

bass and 16th- and/or 18th-century counterpoint. HISTORY: Medieval (279); Renaissance (291); Baroque (292); Classical (282); Romantic (283); 20th-Century (284). With the permission of the instructor, these areas may also be filled by the relevant seminar (261, 263, 265, 266, 268, 269). MUSICIANSHIP: 204A-B-C. Students must demonstrate reading knowledge of German, French, or Italian, for Plan 1. Plan 2 students must demonstrate reading knowledge of German and either French or Italian. (See the departmental Graduate Student Handbook for details on language exams)

**Plan 1 (thesis).** Seventy-eight graduate units required. The following courses are required: Music 200A, 200B, and 200D; six courses from 203MT; one seminar in musicology each quarter for two years (chosen from 201A, 201C [201A or 201C is required of students specializing in music before 1600], 202A, 202B, 261, 263, 265, 266, 268, 269); two courses from A-32-A270. Thirty-two additional units selected with guidance of faculty advisor, thesis.

**Plan 2 (comprehensive examination).** Eighty-nine graduate units are required. The following courses are required: Music 200A, 200B, and 200D; 202A and 202B; nine courses from 203MT; 28 units chosen from 201C (201C is required if specializing in music prior to 1600), 261, 263, 265, 266, 268, and 269 (at least 1 every quarter except quarters when 202A or 202B is taken) (these courses, except 201C, may be repeated for credit) (Up to three seminars in music theory chosen from Music 250A, 250B, 251A, 251B may be substituted for musicology seminars, with the approval of the faculty advisor); two courses from A232-A270; twenty-eight additional units selected with guidance of faculty advisor. (Students are encouraged to take courses in theory and/or ethnomusicology). At least eight of these units must come from outside the department; three days of written comprehensive examinations. Upon successful completion of all required coursework and of the written comprehensive examinations, students are awarded their M.A. and may proceed to the oral portion of the qualifying exam.

#### Degree Requirements— Theory Emphasis

M.A. students will follow one of two plans: Plan 1 (thesis) or Plan 2 (comprehensive examination). The former requires two years of coursework and the thesis. The latter requires three years of coursework (see below for required courses) and a written comprehensive examination. Upon satisfactory completion of this examination, the student will be awarded an M.A. degree and proceed to the oral qualifying examination for the Ph.D. Students continuing for the Ph.D. will normally follow Plan 2. Progress from the M.A. to the Ph.D. is not automatic, but is contingent on the formal approval of the Theory faculty. Terminal M.A. students will follow Plan 1. All students must pass placement guidance examinations in the subject areas denoted by capital letters or successfully complete equivalent coursework before advancement to candidacy. Course numbers are shown in parentheses. THEORY: Fundamentals of Counterpoint (102) or 18th-Century Fugue (103); Figured Bass (5A-F); Tonal Analysis (160A); 20th-Century Analysis (160B). HIS-

TORY: Medieval (279) or Renaissance (291); Baroque (292); Classical (282); Romantic (283); 20th Century (284). MUSICIANSHIP: (204A-B-C). Students must demonstrate reading knowledge of French or German by the end of their second year of residency. (See the departmental Graduate Student Handbook for details on language exams)

**Plan 1 (thesis).** Sixty-four graduate units required. The following courses are required: Music 200A, 200B and 200D; six courses of 203MT; 250A or B; 251A or B; 252A and B; one course from A232-A270. Twenty-eight additional units selected with guidance of faculty advisor, thesis.

**Plan 2 (comprehensive examination).** Eighty-three graduate units required. The following courses are required: nine courses of 203MT; 200A, 200B and 200D; 250A and B; 251A and B; 252A and B; 273; 8 units in approved field(s) outside the music department, selected with the guidance of faculty advisor; one course from A32-A270. Twenty-four additional units selected with guidance of faculty advisor. They may be within the department or outside the department; five days of written and oral comprehensive exams.

### Master of Music

The master of music degree provides preparation for professional performers in the areas offered. The degree will be awarded to candidates who demonstrate technical proficiency and advanced competence as performers, a substantial knowledge of the solo and chamber music literature in the field of their specialization, and a ready command of those aspects of music theory and music history that support and illuminate informed performance.

### Admission

Applicants must hold a bachelor of music or a bachelor of arts in music, or equivalent education and training. An audition is required. Applicants will provide a repertory list and programs of concerts performed. In addition to departmental requirements for admission, applicants must fulfill university requirements for admission to graduate status described in the chapter "Graduate Education at UCSB."

### Degree Requirements— Conducting Emphasis

M.M. students in conducting will follow one of two plans: Plan 1 (major performance) or Plan 2 (comprehensive examinations). The former requires two years of coursework and the major performance. The latter requires three years of courses, a successful D.M.A. audition, and a written comprehensive examination. Upon satisfactory completion of this examination, the student will be awarded an M.M. degree and proceed to the oral qualifying examination for the D.M.A. Students continuing for the D.M.A. in emphases in which this degree is offered will normally follow Plan 2. Terminal M.M. students will follow Plan 1.

Students must pass placement guidance examinations in the subject areas denoted by capital letters or successfully complete equivalent coursework before advancement to candidacy. Course numbers are shown in parentheses. THEORY: Figured Bass (5A-D); Tonal Analysis (160A). HISTORY: Any four of

the following periods: Medieval/Renaissance (112AB); Baroque (112C); Classical (112D); Romantic (112E); 20th Century (112F). MUSICIANSHIP: (204A-B-C). M.M. choral conducting Plan 1 requires two languages before graduation, and M.M. choral conducting Plan 2 requires all three languages before comprehensive examinations are taken. (See the departmental Graduate Student Handbook for details on language exams) Choral conducting students must demonstrate basic proficiency in piano and voice; orchestral conducting students must demonstrate proficiency in piano or in an orchestral instrument.

M.M. concerts may not be given until an audition has been reviewed and approved by two members of the conducting committee, as indicated on forms provided by the music graduate advisor. The concerts, too, must be approved by the student's master's committee, as indicated on forms provided by the graduate advisor. Auditions and concerts must take place in Santa Barbara, with the full committee or pre-approved substitutes in attendance.

**Plan 1 (major performance).** Sixty-two graduate units are required: Six quarters of Music 220 (24 units); 200A; 296D or 296E; one quarter of 230 (M.M., choral conducting) or one quarter of 231 (M.M., orchestral conducting); six courses from A232-A270; two courses from 200B, 201, 202, 211, 212, 223-227, 250-252, and/or 260-294; 4 units of electives; 295A and the equivalent of a full-length concert; 295B and a major performance (the equivalent of a chamber ensemble or small ensemble or large ensemble or mixed concert). Either 295A or 295B should normally be completed by the end of the first year.

**Plan 2 (comprehensive examinations).** Ninety units are required before the oral examination: nine quarters of Music 220 (36 units); 200A; 296D or 296E; 299A; one quarter of 230 (M.M., choral conducting) or one quarter of 230 and one quarter of 231 (M.M., orchestral conducting); six courses from Music A232-A270; four courses from Music 200B, 201, 202, 211, 212, 223-227, 250-252, and/or 260-294; six units of electives; 295A and the equivalent of a full-length concert by the end of the first year; successful D.M.A. audition for the conducting area committee; 297A and the equivalent of a chamber ensemble or small ensemble or large ensemble or mixed concert; 297B and the equivalent of a full-length concert: either 297A or 297B should normally be completed by the end of the second year; three days of written comprehensive examinations.

### Degree Requirements—Keyboard, Strings, Voice, and Woodwinds and Brass Emphases

M.M. students in keyboard, strings, and voice will follow one of two plans: Plan 1 (major performance) or Plan 2 (comprehensive examinations). The former requires two years of coursework and the major performance. The latter requires three years of courses, a successful D.M.A. audition, and a written comprehensive examination. Upon satisfactory completion of this examination, the student will be awarded an M.M. degree and proceed to the oral qualifying examination for the D.M.A. Students

continuing for the D.M.A. in emphases in which this degree is offered will normally follow Plan 2. Terminal M.M. students, including all M.M. students in the woodwinds and brass emphasis, will follow Plan 1.

Students must pass placement guidance examinations in the subject areas denoted by capital letters or successfully complete equivalent coursework before advancement to candidacy. Course numbers are shown in parentheses. THEORY: Figured Bass (5A-D); Tonal Analysis (160A). HISTORY: Any four of the following periods: Medieval/Renaissance (112AB); Baroque (112C); Classical (112D); Romantic (112E); 20th Century (112F). MUSICIANSHIP: (204A-B-C). M.M. Plan 1 Voice requires reading knowledge of two from French, German, and Italian; M.M. Plan 2 Voice requires reading knowledge of French, German, and Italian before advancement to candidacy. (See the departmental Graduate Student Handbook for details on language exams)

M.M. recitals may not be given until a recital audition has been reviewed and approved by two members of the appropriate area committee (keyboard, strings, voice, or woodwinds/brass), as indicated on forms provided by the music program advisor. The recitals, too, must be approved by the student's master's committee, as indicated on forms provided by the program advisor. Auditions and recitals must take place in Santa Barbara, with the full committee or pre-approved substitutes in attendance.

**Plan 1 (major performance).** Sixty graduate units are required (M.M. strings and M.M. woodwinds and brass: 66 graduate units are required.): Six quarters of Music 220 (24 units); 200A; one course from 296A-B-C-F-G; M.M. keyboard, strings and woodwinds and brass only: three courses of A244; three courses from Music A232-A270 (M.M. strings and woodwinds and brass: six quarters from Music A232-270); M.M. voice Plan 1: three courses from A232 or A236 and three courses from A238 or A238P); two courses from 200B, 201, 202, 211, 212, 223-227, 250-252, and/or 260-294; 4 units of electives selected with guidance of faculty advisor; 295B and major performance (chamber music recital or concerto or major opera/oratorio role or another full-length recital). Either 295A or 295B should normally be completed by the end of the first year.

**Plan 2 (comprehensive examinations).** Required before the oral examination: Ninety-four graduate units, including nine quarters of Music 220 (36 units); 200A; one course from 296A-B-C; 299A; M.M. keyboard, strings and woodwinds and brass only: three courses of A244; six courses from Music A232-A270 (M.M. voice Plan 2: three courses from A232 or A236 and three courses from A238 or A238P and three additional courses from Music A232, A238, or A238P); four quarters from 200B, 201, 202, 211, 212, 223-227, 250-252, and/or 260-294; 6 units of electives selected with guidance of faculty advisor; 295A and a full-length recital by the end of the first year; successful D.M.A. audition for the appropriate performance area committee (keyboard, strings, or voice); 297A and a chamber music recital or concerto or major opera/oratorio role or full-length recital; 297B and a full-length recital: either 297A or 297B

should normally be completed by the end of the second year; three days of written comprehensive examinations.

### **Degree Requirements— Piano Accompanying Emphasis**

Students must pass placement guidance examinations in the subject areas denoted by capital letters or successfully complete equivalent coursework before advancement to candidacy. Course numbers are shown in parentheses. THEORY: Figured Bass (5A-D); Tonal Analysis (160A). HISTORY: Any four of the following periods: Medieval/Renaissance (112AB); Baroque (112C); Classical (112D); Romantic (112E); 20th Century (112F). MUSICIANSHIP: (204A-B-C). Students must demonstrate reading knowledge of French, German, or Italian by the end of their first year of residency and of a second of these before graduation. (See the departmental Graduate Student Handbook for details on language exams).

M.M. recitals may not be given until a recital audition has been reviewed and approved by two members of an appropriate area committee, as indicated on forms provided by the music program advisor. The recitals, too, must be approved by the student's master's committee, as indicated on forms provided by the program advisor. Auditions and recitals must take place in Santa Barbara, with the full committee or pre-approved substitutes in attendance.

Seventy graduate units are required: Six quarters of Music 220 (24 units); three quarters of 235 (6 units); 200A; one course of 296A; three quarters of A244; two courses of 258; two courses from 200B, 201, 202, 211, 212, 223-227, 250-252, and/or 260-294; three courses from A232-A270; 4 units of electives; 295A and a full-length recital; 295B and a major performance (chamber music recital or another full-length recital). Either 295A or 295B should normally be completed by the end of the first year.

### **Doctor of Philosophy—Music Admission**

The department requires completion of a master of arts degree in music from UCSB or a degree based on equivalent training. Students with a master of arts from another institution will take at least two additional years of graduate coursework for the doctor of philosophy. In addition to departmental requirements for admission, applicants must fulfill university requirements for admission to graduate status described in the chapter "Graduate Education at UCSB."

### **Degree Requirements— Composition Emphasis**

Students must pass placement guidance examinations in the subject areas denoted by capital letters or successfully complete equivalent coursework before advancement to candidacy. All entering composition students are required to demonstrate proficiency in 18th-century counterpoint (fugue). This will be tested through an examination given when other guidance exams are administered (just prior to the start of fall quarter). Those who do not pass may satisfy this core proficiency by passing 212A, or by reexamination. Those who

elect to pursue further fugal studies may do so by continuing the 212 series, offered in alternate years. Course numbers are shown in parentheses. THEORY: Fundamentals of Counterpoint (102); Cannon and Fugue (212A); Figured Bass (5A-F); Tonal Analysis (160A); 20th-Century Analysis (160B); Orchestration (106A-B-C). HISTORY: Medieval/Renaissance (112AB); Baroque (112C); Classical (112D); Romantic (112E); 20th Century (112F). MUSICIANSHIP: (204A-B-C). Students must demonstrate reading knowledge of two languages from French, German, or Italian by the end of their first year of residency. Students may substitute a computer music language for the second language. (See the departmental Graduate Student Handbook for details on language exams) The computer-music language, Cmusic, may be substituted for the second foreign language under the following conditions: (1) successful completion of 209IA and 209IB and (2) composition of a substantial computer-music work which begins in 209IC, continues beyond that quarter, and demonstrates sufficient competence in applying the language. (Normally, one language examination must be passed by the Ph.D. candidate prior to acceptance.) Students must have completed the equivalent of Music 200A (Bibliography).

Eighty-eight graduate units are required. All students must take Music 207A-B; six quarters of 208; 211A-B-C; either (a) two courses from 209IA-IB-IC or (b) one course from 209IA-IB-IC and two courses from 209LA-LB-LC; 36 units of electives selected with the guidance of a faculty advisor.

In addition, all students must take five days of written and oral qualifying exams; write a dissertation consisting of a portfolio of compositions, including one of substantial length; write a document analyzing a major twentieth-century work, and give a concert of their compositions, for which the student supplies a detailed commentary of each piece; oral defense.

### **Degree Requirements— Ethnomusicology Emphasis**

Students must pass sections one through four of the ethnomusicology placement guidance examinations or successfully complete, by the end of their first year of residency, equivalent coursework specified by the ethnomusicology committee. Students must demonstrate reading knowledge of two languages, including one European language chosen from French, German, Italian, or Spanish (proficiency to be demonstrated by the end of the first year of residency), and one additional language relevant to the field of specialization (proficiency to be demonstrated prior to the qualifying exams.) (See the departmental *Graduate Student Handbook* for details on language exams.)

Ninety-two graduate units are required: 200A and 200C, 225, 227, 276A, and 276B; one course from 260D-F or 226; three courses from 224, 262A-X; three courses from 224, 293A-M; 6 units of 288; three courses from A232-A270; Anthropology 235A or 235B; 24 elective units of any pre-approved graduate courses offered in the UC system selected with the guidance of faculty advisor (may include up to 6 additional ensemble units); five days of written and oral qualifying exams; dissertation; oral defense.

### **Degree Requirements— Musicology Emphasis**

Students must pass placement guidance examinations in the subject areas denoted by capital letters or successfully complete equivalent coursework before advancement to candidacy. Course numbers are shown in parentheses. THEORY: Tonal Analysis (160A); 20th-Century Analysis (160B). If germane to their interests, students may also be required to be proficient in figured bass and 16th- and/or 18th-century counterpoint. HISTORY: Medieval (279); Renaissance (291); Baroque (292); Classical (282); Romantic (283); 20th-Century (284). With the permission of the instructor, these areas may also be filled by the relevant seminar (261, 263, 265, 266, 268, 269). MUSICIANSHIP: 204A-B-C. Students must demonstrate reading knowledge of German and French or Italian. Mastery of a third language may also be required in the student's field of specialization. Students in the doctoral emphasis usually demonstrate mastery of one language by the end of their first year of residency, and demonstrate mastery of the remaining European language by the end of the second year of residency. (See the departmental Graduate Student Handbook for details on language exams)

Eighty-nine graduate units are required. The following courses are required: Music 200A, 200B, and 200D; 202A and 202B; nine courses from 203MT; 28 units chosen from 201C (201C is required if specializing in music prior to 1600), 261, 263, 265, 266, 268, and 269 (at least 1 every quarter except quarters when 202A or 202B is taken) (these courses, except 201C, may be repeated for credit) (Music 250A, 250B, 251A and 251B may be substituted for these courses up to three times with the approval of faculty advisor); two courses from A232-A270; twenty-eight additional units selected with guidance of faculty advisor. At least eight of these units must come from outside the department (Students are encouraged to take courses in theory and/or ethnomusicology); four days of written and oral qualifying exams; dissertation; oral defense.

Continuing students who selected the Plan 2 M.A. degree are required to take only the oral portion of the qualifying examinations.

### **Degree Requirements— Theory Emphasis**

Students must pass the placement guidance examinations in the subject areas denoted by capital letters or successfully complete equivalent coursework before advancement to candidacy. Course numbers are shown in parentheses. THEORY: Fundamentals of Counterpoint (102) or 18th-Century Fugue (103); Figured Bass (5A-F); Tonal Analysis (160A); 20th-Century Analysis (160B). HISTORY: Medieval (279) or Renaissance (291); Baroque (292); Classical (282); Romantic (283); 20th Century (284). MUSICIANSHIP: (204A-B-C). Students must demonstrate reading knowledge of French or German by the end of their first year of residency, and a second language by the end of their second year of residency. (See the departmental Graduate Student Handbook for details on language exams)

Eighty-three graduate units required. The following courses are required: nine courses from 203MT; 200A, 200B and 200D; 250A and

250B; 251A and B; 252A and B; 273; 8 units in approved field(s) outside the music department, selected with the guidance of faculty advisor; one course from A232-A270. Twenty-four additional units selected with guidance of faculty advisor. They may be within the department or outside the department; five days of written and oral compressive exams.

### **Doctor of Musical Arts**

The doctor of musical arts degree provides a thorough preparation for the professional performer and the artist-teacher in the areas offered. Candidates for the degree will demonstrate the following: an exceptional degree of technical proficiency and thoroughly professional competence as performers; a thorough and deep command of the solo and chamber music literature in their specialties; a thorough knowledge of the relevant literature in music theory and music history and the kind of thoughtful musicianship that results from disciplined and careful study of music theory, music history, and musical styles.

### **Admission**

Applicants must have completed a master of music degree or its equivalent. A live audition is required, comparable in scope to a full recital demonstrating the applicant's command of several musical styles. Applicants will submit a repertory list and programs and reviews of concerts performed. In addition to departmental requirements for admission, applicants must fulfill university requirements for admission to graduate status described in the chapter "Graduate Education at UCSB."

### **Degree Requirements— Conducting Emphasis**

Continuing students in conducting who selected the Plan 2 M.M. degree will have completed all unit requirements for the D.M.A. degree and are required to take only the oral portion of the qualifying examinations.

Students must pass placement guidance examinations in the subject areas denoted by capital letters or successfully complete equivalent coursework before advancement to candidacy. Course numbers are shown in parentheses. THEORY: Figured Bass (5A-D); Tonal Analysis (160A). HISTORY: Any four of the following periods: Medieval/Renaissance (112AB); Baroque (112C); Classical (112D); Romantic (112E); 20th Century (112F). MUSICIANSHIP: (204A-B-C). Students must have completed the equivalent of 200A (Bibliography). Choral conducting students must demonstrate reading knowledge of French, German, and Italian; orchestral conducting students one of French, German, and Italian. (See the departmental Graduate Student Handbook for details on language exams)

Choral conducting students must demonstrate basic proficiency in piano and voice; orchestral conducting students must demonstrate proficiency in piano, or in an orchestral instrument.

Pre-candidacy concerts may not be given until an audition has been reviewed and approved by two members of the conducting committee, as indicated on forms provided by the music graduate advisor. The concerts, too, both pre-

and post-candidacy, must be approved by the student's doctoral committee, as indicated on forms provided by the graduate advisor. Auditions and concerts must take place in Santa Barbara, with the full committee or pre-approved substitutes in attendance.

Admission to candidacy will be established by fulfillment of the residency requirement of six quarters, fulfillment of language requirements, presentations of two concerts (as specified below), and passing the written and oral D.M.A. qualifying examinations. In addition, the following requirements must be met before advancement to candidacy: Fifty-six graduate units: Six quarters of Music 220 (24 units); 296D or 296E; 299A; one quarter of 230 (D.M.A., choral conducting) or 231 (D.M.A., orchestral conducting); two courses from Music A232-A270; three courses from Music 200B, 201, 202, 211, 212, 223-227, 250-252, and/or 260-294; 4 units of electives; 297A and the equivalent of a chamber ensemble or small ensemble or large ensemble or mixed concert; 297B and the equivalent of a full-length concert (either 297A or 297B should normally be completed by the end of the second year); four days of written and oral qualifying examinations. After advancement to candidacy: the equivalent of two additional full-length concerts, tapes of which are deposited in the Music Library; D.M.A. research document, (scholarly study or thesis presenting an original contribution or insight into some aspect related to the candidate's field of study) deposited in the UCSB Davidson Library; and an oral defense of the research document, preceded by a public lecture-recital presentation related to the research document topic.

*Note: Continuing students who have successfully completed the Plan 2 M.M. degree will have fulfilled all D.M.A. unit course requirements, are exempt from the written qualifying examinations, and are required to take only the oral qualifying examinations before advancement to candidacy.*

### **Degree Requirements—Keyboard, Horn, Strings, and Voice Emphases**

Continuing students in keyboard, strings, and voice who selected the Plan 2 M.M. degree will have completed all unit requirements for the D.M.A. degree and are required to take only the oral portions of the qualifying examinations.

Students must pass placement guidance examinations in the subject areas denoted by capital letters or successfully complete equivalent coursework before advancement to candidacy. Course numbers are shown in parentheses. THEORY: Figured Bass (5A-D); Tonal Analysis (160A). HISTORY: Any four of the following periods: Medieval/Renaissance (112AB); Baroque (112C); Classical (112D); Romantic (112E); 20th Century (112F). MUSICIANSHIP: (204A-B-C). Students must have completed the equivalent of 200A (Bibliography). Students must demonstrate reading knowledge of French, German, or Italian (D.M.A. Voice: French, German, and Italian). (See the departmental *Graduate Student Handbook* for details on language exams.)

D.M.A. pre-candidacy recitals may not be given until a recital audition has been reviewed and approved by two members of the appropriate area committee (keyboard, strings, or voice), as indicated on forms provided by the music

graduate advisor. The recitals, too, both pre- and post-candidacy, must be approved by the student's doctoral committee, as indicated on forms provided by the graduate advisor. Auditions and recitals must take place in Santa Barbara, with the full committee or pre-approved substitutes in attendance.

Admission to candidacy will be established by fulfillment of the residency requirement of six quarters, fulfillment of language requirements, presentations of two recitals or concerts (as specified below), and passing the written and oral D.M.A. qualifying examinations. In addition, the following requirements must be met before advancement to candidacy: Sixty graduate units: Six quarters of Music 220 (24 units); one course from 296A-B-C; 299A; D.M.A. keyboard and strings only: three courses of A244; D.M.A. horn only: three courses from A245, or A245BR, or A245H; three courses from Music A232-A270); (voice D.M.A.: three courses from Music A232 or A236 and three courses from A238 or A238P); two quarters from 200B, 201, 202, 211, 212, 223-227, 250-252, and/or 260-294; 4 units of electives selected with guidance of faculty advisor; 297A and a chamber music recital or concerto or major opera/oratorio role or full-length recital; 297B and a full-length recital: either 297A or 297B should normally be completed by the end of the first year; four days of written and oral qualifying examinations. After advancement to candidacy: the equivalent of two additional full-length concerts, tapes of which are deposited in the Music Library; D.M.A. research document, (scholarly study or thesis presenting an original contribution or insight into some aspect related to the candidates' field of study) deposited in the UCSB Davidson Library; and an oral defense of the research document, preceded by a public lecture-recital presentation related to the research document topic.

*Note: Continuing students who have successfully completed the Plan 2 M.M. degree will have fulfilled all D.M.A. unit course requirements, are exempt from the written qualifying examinations, and are required to take only the oral qualifying examinations before advancement to candidacy.*

### **Optional Ph.D. Emphasis in European Medieval Studies**

The Medieval Studies Program offers an interdisciplinary doctoral emphasis to students previously admitted to a Ph.D. program in the Departments of Theater and Dance, English, French and Italian, History, History of Art and Architecture, Music, Religious Studies, and Spanish and Portuguese. Students pursuing the emphasis in European medieval studies must receive a grade of B or better in each of the following: Medieval Latin (Latin 103); one course in a vernacular, western European or Middle Eastern medieval language (English 205, English 230, French 206, Spanish 222A, Spanish 222B, Portuguese 222, Religious Studies 148A, Religious Studies 148 B, Religious Studies 210); Paleography and/or Diplomatics (History 215S, History 215T); Medieval Studies 200A-B-C; and 8 additional units in graduate courses on medieval topics. Students may petition to have appropriate courses from other institutions, or independent study, substituted for these

requirements. Medieval Studies 200A-B-C is the program's colloquium series; graduate students in the emphasis attend the series and write brief papers on each colloquium (one per term), to be reviewed by the chair of the program (2 units). To qualify for the emphasis, at least one member of a Ph.D. candidate's dissertation committee must be an affiliated faculty member of the European Medieval Studies Program. Contact the European Medieval Studies Program for additional information on faculty interests, course offerings, and program requirements, or visit our website at [www.medievalstudies.ucsb.edu](http://www.medievalstudies.ucsb.edu).

## Music Courses

Majors and non-majors admitted to individual performance classes Music 25-33 and 125-133 (all of which are by audition and require the consent of department and instructor) may be required to participate in orchestra, wind ensemble, choir or another ensemble, as appropriate, in quarters in which they are enrolled in such performance classes.

### LOWER DIVISION

#### 1. Classical Music Live

(1) BERKOWITZ

Tickets and transportation are provided free of charge. Primarily for non-Music majors. For full course information, please go to: [www.music.ucsb.edu/Music1.htm](http://www.music.ucsb.edu/Music1.htm). Open to non-majors

Students meet for a one-hour pre-concert lecture given by Music Department faculty, and then attend world-class symphony concerts sponsored by Santa Barbara's Community Arts Music Association. (F, W, S)

#### 4A-B-C-D-E-F. Musicianship

(1-1-1-1-1-1) STAFF

Prerequisites: placement exam. A grade of at least C- is required in each course of the Music 4 series. Must be taken consecutively, and concurrently with the Music 5 series.

A practical course in sight singing, aural analysis, and rhythmic studies.

#### 5A-B-C-D-E-F. Music Theory

(3-3-3-3-3-3) STAFF

Prerequisites: placement exam. A grade of at least C- is required in each course of the Music 5 series. Must be taken consecutively, and concurrently with the Music 4 series.

Music theory sequence: tonal and chromatic harmony, analysis, counterpoint, twentieth-century techniques, formal structures in music.

#### 8. Class Composition

(2) STAFF

Prerequisite: consent of instructor.

Primarily for the major. May be repeated for credit to a maximum of 18 units, but only 12 units may be applied toward the major.

Assignments in basics of music writing. For a selected number of students enrolled in Music 5A-F.

#### 11. Fundamentals of Music

(4) STAFF

For the non-major.

The study of notes, scales, triads, inversions, rhythm, harmony, and musical terminology. Laboratory activities include keyboard orientation, sight-singing, and ear training. (F,W,S)

#### 12. Introduction to Music Literature

(3) KATZ, PAUL, TCHAROS

Prerequisite: open to music majors only.

Survey of western music from the Middle Ages through the present day. Designed to acquaint the new music major with the styles of European art music. For the entering music major, or by permission of the instructor. (F)

#### 15. Music Appreciation

(4) STAFF

Not open to music majors.

A selective survey of music of Western civilization, evolution of forms, styles, media. Designed to enable the student to listen with understanding. (F,W,S)

#### 17. World Music

(4) MARCUS

No previous training in music required.

An introductory course surveying the unity and diversity of folk, traditional, and classical music of the non-Western world. Emphasis given to dance, theatre, musical instruments, and the role of music in society. (F,W,S)

#### 20A. Elementary Voice

(1) STAFF

Prerequisite: Music 11. Placement by audition.

May be repeated for credit in combination with Music 20B and 20C to a maximum of 6 units, but only 3 units may be applied toward the major.

Elementary voice lessons, primarily for the instrumental music major and the music minor. (F,W,S)

#### 20B. Elementary Voice

(1) STAFF

Prerequisite: Music 11. Placement by audition.

May be repeated for credit in combination with Music 20A and 20C to a maximum of 6 units, but only 3 units may be applied toward the major.

Elementary voice lessons, primarily for the instrumental music major and the music minor. (F,W,S)

#### 20C. Elementary Voice

(1) STAFF

Prerequisite: Music 11. Placement by audition.

May be repeated for credit in combination with Music 20A and 20B to a maximum of 6 units, but only 3 units may be applied toward the major.

Elementary voice lessons, primarily for the instrumental music major and the music minor. (F,W,S)

#### 22. Practicum in World Music Performance

(1) STAFF

Prerequisite: consent of instructor.

May be repeated for credit to a maximum of 6 units.

Applied instruction in non-Western instruments or vocal styles.

#### 24. Carillon

(1) HALSTED

Prerequisite: Consent of instructor.

Recommended Preparation: Some keyboard proficiency (Music 31F, 32, or 33 or equivalent) recommended. May be repeated for credit to a maximum of 9 units, but only 3 units may be applied toward the major.

Applied instruction on Carillon (bells in bell tower) performance.

#### 25. Intermediate Voice

(1-3) BRECHER, INGHAM

Prerequisites: by audition; Consent of instructor and department.

Primarily for music majors. May be repeated for credit to a maximum of 27 units.

Intermediate voice lessons. Taken for 3 units per quarter by BM Voice Emphasis majors, and for 1-2 units per quarter by all others. (F,W,S)

#### 26A. Intermediate Double Bass

(1-3) GARBER

Prerequisites: by audition; consent of instructor and department.

May be repeated for credit to a maximum of 27 units.

Intermediate double bass lessons. Taken for 3 units per quarter by BM Double Bass Emphasis majors, and for 1-2 units per quarter by all others.

#### 26B. Intermediate Cello

(1-3) RUTKOWSKI

Prerequisites: by audition; consent of instructor and department.

May be repeated for credit to a maximum of 27 units.

Intermediate cello lessons. Taken for 3 units per quarter by BM Cello Emphasis majors, and for 1-2 units per quarter by all others.

#### 26D. Intermediate Viola

(1-3) CALLUS

Prerequisites: by audition; consent of instructor and department.

May be repeated for credit to a maximum of 27 units.

Intermediate viola lessons. Taken for 3 units per quarter by BM Viola Emphasis majors, and for 1-2 units per quarter by all others.

#### 26E. Intermediate Violin

(1-3) YARON

Prerequisites: by audition; consent of instructor and department.

May be repeated for credit to a maximum of 27 units.

Intermediate violin lessons. Taken for 3 units per quarter by BM Violin Emphasis majors, and for 1-2 units per quarter by all others.

#### 27A. Intermediate Bassoon

(1-3) RADFORD

Prerequisites: by audition; consent of instructor and department.

May be repeated for credit to a maximum of 27 units.

Intermediate bassoon lessons. Taken for 3 units per quarter by BM Bassoon Emphasis majors, and for 1-2 units per quarter by all others.

#### 27B. Intermediate Clarinet

(1-3) BAMBACH

Prerequisites: by audition; consent of instructor and department.

May be repeated for credit to a maximum of 27 units.

Intermediate clarinet lessons. Taken for 3 units per quarter by BM Clarinet Emphasis majors, and for 1-2 units per quarter by all others.

#### 27C. Intermediate Flute

(1-3) FELBER

Prerequisites: by audition; consent of instructor and department.

May be repeated for credit to a maximum of 27 units.

Intermediate flute lessons. Taken for 3 units per quarter by BM Flute Emphasis majors, and for 1-2 units per quarter by all others.

#### 27D. Intermediate Oboe

(1-3) HORN

Prerequisites: by audition; consent of instructor and department.

May be repeated for credit to a maximum of 27 units.

Intermediate oboe lessons. Taken for 3 units per quarter by BM Oboe Emphasis majors, and for 1-2 units per quarter by all others.

#### 28A. Intermediate French Horn

(1-3) GROSS

Prerequisites: by audition; consent of instructor and department.

May be repeated for credit to a maximum of 27 units.

Intermediate french horn lessons. Taken for 3 units per quarter by BM French Horn Emphasis majors, and for 1-2 units per quarter by all others.

#### 28B. Intermediate Trombone

(1-3) BOOTH

Prerequisites: by audition; consent of instructor and department.

May be repeated for credit to a maximum of 27 units.

Intermediate trombone lessons. Taken for 3 units per quarter by BM Trombone Emphasis majors, and for 1-2 units per quarter by all others.

#### 28C. Intermediate Trumpet

(1-3) HUNGERFORD

Prerequisites: by audition; consent of instructor and department.

May be repeated for credit to a maximum of 27 units.

Intermediate trumpet lessons. Taken for 3 units per quarter by BM Trumpet Emphasis majors, and for 1-2 units per quarter by all others.

#### 28D. Intermediate Tuba

(1-3) BOOTH

Prerequisites: by audition; consent of instructor and department.

May be repeated for credit to a maximum of 27 units.

Intermediate tuba lessons. Taken for 3 units per quarter by BM Tuba Emphasis majors, and for 1-2 units per quarter by all others.

#### 29. Intermediate Percussion

(1-3) NATHAN

Prerequisites: by audition; consent of instructor and

department.

May be repeated for credit to a maximum of 27 units.

Intermediate percussion lessons. Taken for 3 units per quarter by BM Percussion Emphasis majors, and for 1-2 units per quarter by all others. (F,W,S)

### 31A-B-C-D-E-F. Class Piano

(1-1-1-1-1-1) KISLENKO

Prerequisite: placement by audition. A grade of at least C- is required in each course of the music 31 series.

Primarily for music majors. Must be taken consecutively.

Includes scales, sight-reading and appropriate piano literature. (F,W,S)

### 31X. Class Piano

(1) KISLENKO

Prerequisite: placement by audition; Music 31F with a minimum grade of C- or passing the piano proficiency test.

Primarily for Music Majors. May be repeated for credit to a maximum of 6 units.

Optional continuation of Music 31. Equivalent in level to Music 32. Elementary individual class piano instruction in class or individual context. Includes scales, sight reading, transposition, harmonization at the keyboard, with emphasis on piano literature.

### 32A-B-C-D-E-F. Secondary Piano

(1-1-1-1-1-1) KISLENKO

Prerequisite: placement by audition.

Primarily for music majors. May be repeated for credit to a maximum of 6 units.

Optional continuation of Music 31. Elementary individual class piano instruction. Includes scales, sight-reading, transposition, harmonization at the keyboard, with emphasis on piano literature.

### 33. Intermediate Piano

(1-3) ASCHE, BERKOWITZ, KISLENKO

Prerequisites: by audition; consent of instructor and department.

May be repeated for credit to a maximum of 27 units.

Intermediate piano lessons. Taken for 3 units per quarter by BM Piano Emphasis and BM Piano Accompanying Emphasis majors, and for 1-2 units per quarter by all others. (F,W,S)

### 35A-B-C-D-E-F. Piano Accompanying

(1-1-1-1-1-1) KOENIG

Prerequisites: Music 33 (may be taken concurrently) for piano and accompanying emphasis majors only; consent of instructor.

An introduction to the study of accompaniment repertoire and performance (art song, instrumental literature, orchestral transcriptions, sight-reading).

### 51. Vocal and Instrumental Coaching

(1) KISLENKO, BALLERINO

Prerequisite: concurrent vocal or instrumental study (Music 25-29).

May be repeated for credit to a maximum of 9 units, but only 3 units may be applied toward the major.

Musical preparation of vocal or instrumental works from a coach/accompanist.

### 88. Intermediate Composition

(2) STAFF

Prerequisites: passing of freshman composition portfolio and consent of instructor.

May be repeated for credit to a maximum of 12 units, but only 6 units may be applied toward the major.

Preparation for Music 108. For selected students.

### 94. Freshman Audition

(1) STAFF

Preparation of freshman audition.

### 96A-B-C. Honors Project

(2-2-2) STAFF

Prerequisites: honors students only; consent of instructor and department.

Public presentation of sophomore project:

- A. Public performance of sophomore audition (BM performance; BA by petition)
- B. Portfolio
- C. Public presentation of sophomore paper (BA music)

### 97. BM Sophomore Audition

(2) STAFF

Prerequisites: passing of freshman audition (may be

waived for transfer students); consent of instructor.

Preparation of sophomore audition.

### 98. Readings in Music

(1-3) STAFF

Prerequisite: consent of instructor.

Students must have a minimum 3.0 cumulative grade-point average. May be repeated for credit up to 6 units. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.

Critical review and discussion of related topics in musicology, ethnomusicology, composition, theory, or performance. (F,W,S)

### 99. Introduction to Musical Research

(1-3) STAFF

Prerequisite: consent of instructor.

Students must have a minimum 3.0 cumulative grade-point average. May be repeated for credit up to 6 units. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.

Independent research under the guidance of a faculty member in the department. Course offers exceptional students the opportunity to undertake independent research of work in a research group in topics in musicology, ethnomusicology, composition, theory, or performance. (F,W,S)

## UPPER DIVISION

All upper-division Music courses that require any course in the Music 4A-F sequence and/or any course in the Music 5A-F sequence as prerequisites requires that these prerequisites be passed with a grade of C- or better, or that the student have been placed into a higher course in the sequence or out of the sequence entirely in the placement tests conducted by the Department of Music.

### 101A-B-C. Twentieth-Century Techniques

(2-2-2) HALADYNA

Prerequisite: Music 5E.

Music 101A not open for credit to students who have completed Music 101.

A study of contemporary techniques, through both written work and analysis.

### 102. Fundamentals of Counterpoint

(3) STAFF

Prerequisite: Music 5E or equivalent.

A study of the general principles of counterpoint based on literature and repertoire of various periods, complemented by written exercises.

### 103. Eighteenth Century Counterpoint

(3) FEIGIN

Prerequisites: Music 5E and 102.

A study of contrapuntal practices of the eighteenth century through analysis and compositional exercises.

### 104. Musical Instruments of the World

(3) HSU

A systematic study of musical instruments in world cultures involving classification, distribution, acoustical phenomena, and physical typologies. Emphasis on cross-cultural comparative analysis of solo and ensemble groupings, and the role of musical instruments in the study of acculturation, historical diffusion, and aesthetics. (F,W,S)

### 105. Field and Laboratory Methods in Ethnomusicology

(3) STAFF

Prerequisite: Music 176.

The development and execution of field research designs. Practical field experience using various techniques of data collection and management including music recording, photography, filming, questionnaires, and interviewing. The use and interpretation of standard and innovative laboratory methods for processing data, including computer analysis.

### 106A-B-C. Orchestration

(2-2-2) HALADYNA

Prerequisite: Music 5E.

Music 106A not open for credit to students who have completed Music 106. Music 106B not open for credit to students who have completed Music 107.

The study of orchestration through written work and analysis.

### 108. Advanced Composition

(1-3) FEIGIN

Prerequisites: Music 5F; passing of sophomore composition portfolio; consent of instructor.

May be repeated for credit to a maximum of 36 units.

Individual instruction in composition. Taken for 3 units per quarter by BM Piano Emphasis and BM Composition Emphasis majors, and for 1-2 units per quarter by all others. Assignments using small and large forms.

### 109IA. Direct Digital Synthesis, Processing and Composition

(3) KUCHERA-MORIN

Prerequisites: upper-division standing; consent of instructor; music majors must have taken Music 5E.

First quarter of general purpose computing for computer music applications. Topics include: introduction to the UNIX operating system and the vi editor, music synthesis using C-music program and score input programs.

### 109IB. Direct Digital Synthesis, Processing and Composition

(3) KUCHERA-MORIN

Prerequisite: Music 109IA.

Second quarter of a three-quarter series concentrating on computer instrument design using C-based computer music software and exploring synthesis applications of frequency modulation, amplitude modulation, additive/subtractive synthesis etc., computer processing of sound, and computer music composition.

### 109IC. Direct Digital Synthesis, Processing and Composition

(3) KUCHERA-MORIN

Prerequisites: Music 109IA and 109IB.

Third quarter of a three-quarter series concentrating on advanced C-based computer programs for digital signal processing, advanced instrument design. Most of the emphasis in the quarter is music composition.

### 109LA. Real-Time Digital Synthesis, Processing and Composition

(2) ROADS

Prerequisites: upper-division standing; consent of instructor; music majors must have taken Music 5E.

A maximum of 12 units total allowed for Music 109LA, 109LB, and 109LC.

First quarter of a three-quarter series course in real-time digital synthesis and composition will concentrate on multi-track recording, mixing, digital signal processing using micro-computers and special purpose DSP equipment for music composition.

### 109LB. Real-Time Digital Synthesis, Processing and Composition

(2) ROADS

Prerequisite: Music 109LA.

A maximum of 12 units total allowed for Music 109LA, 109LB, and 109LC.

Second quarter of a three-quarter series course will concentrate on digital synthesis (primarily frequency modulation, simple and complex; but also amplitude modulation and additive synthesis) using micro-computers, digital synthesizers and processing equipment for music composition.

### 109LC Real-Time Digital Synthesis, Processing and Composition

(2) ROADS

Prerequisites: Music 109LA and 109LB.

A maximum of 12 units total allowed for Music 109LA, 109LB, and 109LC.

Third quarter of a three-quarter series course will concentrate on real-time computer music composition with micro-computers and digital synthesis/processing equipment.

### 109N. Special Topics in Computer Music and Digital Signal Processing

(3) KUCHERA-MORIN, ROADS

Prerequisites: Music 109LA-B-C or 109IA-B-C.

May be repeated for credit to a maximum of 12 units.

Advanced topics in computer music composition, synthesis, and digital signal processing.

**112AB. History of Music: The Middle Ages and Renaissance****(3) PRIZER***Prerequisites: Music 5C; and Music 12 with a minimum grade of C-*

History of music in Western civilization from antiquity to 1600.

**112C. History of Music: The Baroque****(3) TCHAROS***Prerequisites: Music 5C; and Music 12 with a minimum grade of C-*

History of music in Western civilization from 1600 to 1750.

**112D. History of Music: The Classic Era****(3) TCHAROS***Prerequisites: Music 5C; and Music 12 with a minimum grade of C-*

History of music in Western civilization from 1725 to 1825.

**112E. History of Music: The Romantic Era****(3) KATZ***Prerequisites: Music 5C; and Music 12 with a minimum grade of C-*

History of music in Western civilization from 1790 to 1918.

**112F. History of Music: The Twentieth Century****(3) KATZ***Prerequisites: Music 5C; and Music 12 with a minimum grade of C-*

History of music in Western civilization from 1870 to the present.

**113A. The History of Opera: 1600-1800****(4) TCHAROS**

An overview of the history of opera from 1600-1800, placing selected works within a social context, and viewing opera as a musical work, dramatic spectacle, and cultural commodity.

**113B. The History of Opera: 1800-1960****(4) KATZ**

An overview of the history of opera from 1800-1960, placing selected works within a social context, and viewing opera as a musical work, dramatic spectacle, and cultural commodity.

**114. Music and Popular Culture in America****(4) STAFF***Prerequisites: upper-division standing; not open to music majors.*

A survey of the relationships between music and popular culture in America. Music to be discussed includes blues, jazz, and rock, as well as classical music. Emphasis is on cultural, rather than technical aspects of music. (F,W,S)

**116. American music History: From the Colonial Period to the Present****(4) PAUL***Prerequisites: upper-division standing; not open to music majors.*

An overview of the varieties of American musical experience from the colonial period to the present. Representative works from several genres are studied with a view to placing them in their cultural context and identifying major aesthetic issues.

**115. Symphonic Music****(4) RUTKOWSKI***Prerequisite: Music 15.**For the non-major.*

A study of selected symphonic works.

**118A-Z. History and Literature of Great Composers in Western Music****(4) STAFF***Prerequisite: Music 15.**For the non-major.*

A survey of the life and stylistic development of the music of an individual composer selected from the fourteenth to the twentieth century.

**119A. Music and Politics****(4) HALL***No previous training in music required. Primarily for non-majors; also open to majors.*

A study of the interaction between music and politics from the fourteenth century to the present. Includes discussion of relevant art from each period.

**120A. Orchestral Conducting****(2) STAFF***Prerequisite: consent of instructor.**May be repeated for credit to a maximum of 12 units, but only 4 units may be applied toward the major.*

An introduction to the fundamentals of orchestral conducting and score reading.

**120B. Choral Conducting****(2) GERVAIS***Prerequisite: consent of instructor.**May be repeated for credit to a maximum of 12 units, but only 4 units may be applied toward the major.*

An introduction to the fundamentals of choral conducting and score reading.

**120C. Advanced Conducting****(1) GERVAIS***Prerequisite: consent of instructor.**May be repeated for credit to a maximum of 6 units, but only 2 units may be applied toward the major.*

Applied instruction in choral and orchestral conducting.

**120T. Choral Techniques****(2) GERVAIS***Prerequisites: Music 120B (may be taken concurrently); consent of instructor.*

Aspects of choral techniques including: development of concert programs and rehearsal plans, rehearsal procedures, types of vocal ensembles and seating configurations, acoustical considerations, performance and recording procedures, long-term programming and artistic development, social and organizational aspects of vocal ensemble.

**122. Practicum in World Music Performance****(1) STAFF***Prerequisites: consent of instructor. Passing of sophomore audition for Bachelor of Music Composition emphasis majors.**May be repeated for credit to a maximum of 6 units.*

Applied instruction in non-Western instruments or vocal styles.

**125. Advanced Voice****(1-4) BRECHER, INGHAM***Prerequisite: passing of voice sophomore audition.**May be repeated for credit to a maximum of 36 units.*

Advanced voice lessons. Taken for 4 units per quarter by BM Voice Emphasis majors, and for 1-2 units per quarter by all others. (F,W,S)

**126A. Advanced Double Bass****(1-4) GARBER***Prerequisite: passing of double bass sophomore audition.**May be repeated for credit up to a maximum of 36 units.*

Advanced double bass lessons. Taken for 4 units per quarter by BM Double Bass Emphasis majors, and for 1-2 units per quarter by all others. (F,W,S)

**126B. Advanced Cello****(1-4) RUTKOWSKI***Prerequisite: passing of cello sophomore audition.**May be repeated for credit up to a maximum of 36 units.*

Advanced cello lessons. Taken for 4 units per quarter by BM Cello Emphasis majors, and for 1-2 units per quarter by all others. (F,W,S)

**126D. Advanced Viola****(1-4) CALLUS***Prerequisite: passing of viola sophomore audition.**May be repeated for credit up to a maximum of 36 units.*

Advanced viola lessons. Taken for 4 units per quarter by BM Viola Emphasis majors, and for 1-2 units per quarter by all others. (F,W,S)

**126E. Advanced Violin****(1-4) YARON***Prerequisite: passing of violin sophomore audition.**May be repeated for credit up to a maximum of 36 units.*

Advanced violin lessons. Taken for 4 units per quarter by BM Violin Emphasis majors, and for 1-2 units per quarter by all others. (F,W,S)

**127A. Advanced Bassoon****(1-4) RADFORD***Prerequisite: passing of bassoon sophomore audition.**May be repeated for credit up to a maximum of 36 units.*

Advanced bassoon lessons. Taken for 4 units per quarter by BM Bassoon Emphasis majors, and for 1-2 units per quarter by all others. (F,W,S)

**127B. Advanced Clarinet****(1-4) BAMBACH***Prerequisite: passing of clarinet sophomore audition.**May be repeated for credit up to a maximum of 36 units.*

Advanced clarinet lessons. Taken for 4 units per quarter by BM Clarinet Emphasis majors, and for 1-2 units per quarter by all others. (F,W,S)

**127C. Advanced Flute****(1-4) FELBER***Prerequisite: passing of flute sophomore audition.**May be repeated for credit up to a maximum of 36 units.*

Advanced flute lessons. Taken for 4 units per quarter by BM Flute Emphasis majors, and for 1-2 units per quarter by all others. (F,W,S)

**127D. Advanced Oboe****(1-4) HORN***Prerequisite: passing of oboe sophomore audition.**May be repeated for credit up to a maximum of 36 units.*

Advanced oboe lessons. Taken for 4 units per quarter by BM Oboe Emphasis majors, and for 1-2 units per quarter by all others. (F,W,S)

**128A. Advanced French Horn****(1-4) GROSS***Prerequisite: passing of french horn sophomore audition.**May be repeated for credit up to a maximum of 36 units.*

Advanced french horn lessons. Taken for 4 units per quarter by BM French Horn Emphasis majors, and for 1-2 units per quarter by all others. (F,W,S)

**128B. Advanced Trombone****(1-4) BOOTH***Prerequisite: passing of trombone sophomore audition.**May be repeated for credit up to a maximum of 36 units.*

Advanced trombone lessons. Taken for 4 units per quarter by BM Trombone Emphasis majors, and for 1-2 units per quarter by all others. (F,W,S)

**128C. Advanced Trumpet****(1-4) HUNGERFORD***Prerequisite: passing of trumpet sophomore audition.**May be repeated for credit up to a maximum of 36 units.*

Advanced trumpet lessons. Taken for 4 units per quarter by BM Trumpet Emphasis majors, and for 1-2 units per quarter by all others. (F,W,S)

**128D. Advanced Tuba****(1-4) BOOTH***Prerequisite: passing of tuba sophomore audition.**May be repeated for credit up to a maximum of 36 units.*

Advanced tuba lessons. Taken for 4 units per quarter by BM Tuba Emphasis majors, and for 1-2 units per quarter by all others. (F,W,S)

**129. Advanced Percussion****(1-4) NATHAN***Prerequisite: passing of percussion sophomore audition.**May be repeated for credit to a maximum of 36 units.*

Advanced percussion lessons. Taken for 4 units per quarter by BM Percussion Emphasis majors, and for 1-2 units per quarter by all others. (F,W,S)

**133. Advanced Piano****(1-4) BERKOWITZ, ASCHE***Prerequisite: passing of piano sophomore audition.**May be repeated for credit to a maximum of 36 units.*

Advanced piano lessons. Taken for 4 units per quarter by BM Piano Emphasis and BM Piano Accompanying Emphasis majors, and for 1-2 units per quarter by all others. (F,W,S)

**135A-B-C. Piano Accompanying****(2-2-2) KOENIG**

*Prerequisites: Music 35A-B-C or Music 133 (may be taken concurrently); piano and accompanying emphasis majors only; consent of instructor.*

*May be repeated for credit to a maximum of 4 units each.*

An advanced study of accompaniment repertoire and performance (art song, instrumental literature, orchestral transcription, sight-reading).

**150. Opera/Song Repertoire****(2) INGHAM**

*Prerequisite: Music 25 or 33.*

*Letter grade required for majors. May be repeated for credit to a maximum of 12 units.*

A detailed study of operatic literature and concert literature (lieder, melodies, songs, and pieces with instruments). The interpretation of vocal music as a preparation for performance. (F,W,S)

**151. Vocal and Instrumental Coaching****(1) BALLERINO**

*Prerequisite: concurrent upper-division vocal or instrumental study (Music 125-129).*

*May be repeated for credit to a maximum of 9 units, but only 3 units may be applied toward the major.*

Musical preparation of vocal or instrumental works.

**158A-B-C-D. Diction****(1-1-1-1) INGHAM**

*Prerequisite: for Music 158A-B: Music 25. For Music 158C-D, primarily for voice majors; Music 25.*

A. English diction (W)

B. Italian diction (F)

C. German diction (W)

D. French diction (S)

**160A. Tonal Analysis****(3) STAFF**

*Prerequisites: Music 4E and 5E.*

Analysis of small-scale and large-scale formal structures through mid-classical period.

**160B. Twentieth Century Analysis****(3) HALL**

*Prerequisites: Music 4E and 5E.*

Analysis of non-tonal and twelve-tone music.

**160C. Advanced Tonal Analysis****(3) STAFF**

*Prerequisites: Music 4F, 5F, and 160A.*

Continuation of Music 160A, advanced tonal analysis through nineteenth century works.

**160D. Tuning and Temperament****(3) MARCUS**

*Prerequisite: consent of instructor.*

Survey of a number of tuning systems found around the world, including those of ancient Greece, Europe, India, China, the Arab Middle East, Turkey, and Indonesia. The mathematical, aesthetic, and symbolic bases of each system will be considered.

**160E. The Arabic System of Melodic Modes: The Maqamat****(3) MARCUS**

*Prerequisite: consent of instructor.*

An intensive examination of the system of melodic modes (maqamat) that governs present-day practice in the eastern Arab world. Emphasis given to theoretical issues (quarter tones, tetrachordal structures, and theories of intonation), analysis of standard repertoire, and procedures governing improvisation.

**160F. Sound Color: Timbre and Music****(3) HAJDA**

*Prerequisites: consent of instructor; not open to freshmen.*

"Sound color" refers to the quality or timbre of musical sound, whether instrumental, vocal, or synthetic. This course investigates timbre's special perceptual and cognitive qualities, as well as its unique expressive power in music.

**162. Choral Literature****(3) GERVAIS**

*Prerequisites: three quarters of the Music 112A-F series.*

A historical and analytical survey of major choral works from the seventeenth century to the present.

**165. Art Song****(4) STAFF**

*Prerequisites: three quarters of the Music 112AB-F series.*

The development of the art song with special emphasis on the poetry and musical styles which evolved in each historical period.

**167. National Elements in Music****(4) KATZ**

*Prerequisites: three quarters of the Music 112AB-F series.*

In-depth discussion and analysis of music concentrating on the nineteenth and twentieth centuries of a particular country.

**168B. The Anthropology of Music****(4) STAFF**

An examination of music performance traditions as cultural and social phenomena. Special attention given to theoretical formulations of musical anthropology.

**168G. Other Issues in Ethnomusicology****(4) STAFF**

*May be repeated for credit to a maximum of 16 units.*

A study of other cultural issues in ethnomusicology. Specific issues or topics will vary by quarter and will be announced in advance by the department.

**168H. Music and Tourism****(4) COOLEY**

Students read folklore, anthropology, tourism studies, musicology, and ethnomusicology in an attempt to develop theories for interpreting the impact of tourism on music locally and globally.

**168I. Film Music Cognition****(4) HAJDA**

*Prerequisite: Music 11 or Music 5A (may be taken concurrently); upper division standing or consent of instructor.*

*Concurrently offered with Music 262I.*

A consideration of film music as a medium of communication between the director, composer, music supervisor, editors, performers and the audience. Emphasis given to cognitive psychological theories of meaning in terms of structure and affect in audio/visual contexts.

**168X. Umm Kulthum: Her Music, Her Life, Her Times****(4) MARCUS**

*Prerequisite: consent of instructor.*

Analysis of the music, life and times of the predominant Arab singer of the twentieth century. Individual projects may focus on music or text analysis, issues of gender, nationalism, agency, performance, practice, and investigation of related arts (film, novels, etc.).

**169. Notation and Transcription in Ethnomusicology****(3) STAFF**

Survey of existing notational systems and exercises in ethnomusicology and transcription, with particular attention to issues related to the visual representation of performed musical sound.

**173. Studies in Music Theory****(4) STAFF**

*Prerequisites: Music 5A-F.*

*May be repeated for credit to a maximum of 8 units.*

Selected topics in musical analysis.

**174. Musical Acoustics****(4) HAJDA**

*Prerequisites: Music 11 or Music 5A (may be taken concurrently); upper division standing or consent of instructor.*

Consideration of the relationships between acoustics, perception and music. Emphasis on the physical and psychophysiological bases for tonality, dynamics, timbre and rhythm. Additional focus on the vibrational properties of musical instruments and features of digital recording and playback.

**175E. Music Cultures of the World: China****(4) HSU**

An examination of universal music issues through case studies of Chinese musical works, musicians, theories, and practices. Special attention given to interdisciplinary understanding of Chinese music and culture.

**175F. Music Cultures of the World: The Middle East****(4) MARCUS**

Arab, Turkish, and Persian music traditions from historical, cultural, and musicological perspectives. Emphasis given to the position of music in Islam, present-day performers, and modal and rhythmic structures.

**175G. Music Cultures of the World: India****(4) MARCUS**

A survey of music traditions of the Indian subcontinent from classical to folk and popular. Emphasis on the position of music in Hindu philosophy, the role of music in society, musical instruments, and modal and rhythmic structures (Raga and Tala).

**175K. Music Cultures of the World: Other Regions****(4) STAFF**

*May be repeated for credit to a maximum of 16 units.*

A study of music traditions and genres from other regions of the world. Specific regions studied vary by quarter and will be announced in advance by the department.

**175L. Music Culture of the Polish Tatra Mountains****(4) COOLEY**

The Tatras are the home of a distinct folk culture, including music based on polyphonic singing and violin ensembles. Course investigates the present-day music from this region and its history, and examines the influence of tourism and ethnography on the music-culture.

**175M. American Folk Music: Old-Time, Bluegrass, and Country****(4) COOLEY**

The study of English-language American folk music, using mixed-media tools for learning. The focus is on string band music often associated with Appalachia and usually called "old-time," and the distinct but related styles of bluegrass and country.

**176. Studies in Ethnomusicology****(4) STAFF**

*Prerequisites: upper-division standing.*

An introduction to the field of ethnomusicology using theories and methods derived from the social sciences and humanities. Topic areas to include transcription and analysis, musicians, musical instruments, music acculturation, and the function of music in society. (F)

**178A-B. Performance Practices****(4-4) STAFF**

*Prerequisites: three quarters of the Music 112AB-F series.*

A. A study, through selected works, of historical performance practices of vocal and instrumental music from the Middle Ages through the romantic era. Problems to be treated will include instrumentation, ornamentation, figured bass, rhythm, tempo, articulation, and expression.

B. A study, through selected works, of performance practices of twentieth-century music, with particular attention to new notational concepts and their execution.

**179. Proseminar in Medieval Music****(4) STAFF**

*Prerequisites: Music 112AB and two additional quarters of the Music 112AB-F series.*

A selective study of various stylistic and historical aspects of medieval music.

**180. Proseminar in Renaissance Music****(4) STAFF**

*Prerequisites: Music 112AB and two additional quarters of the Music 112AB-F series.*

A selective study of various stylistic and historical aspects of renaissance music.

**181. Proseminar in Baroque Music****(4) TCHAROS**

*Prerequisites: Music 112C and two additional quarters of the Music 112AB-F series.*

A selective study of various stylistic and historical aspects of Baroque music.



**182. Proseminar in Classical Music****(4) TCHAROS**

*Prerequisites:* Music 112D and two additional quarters of the Music 112AB-F series.

A selective study of various stylistic and historical aspects of classical music.

**183. Proseminar in Romantic Music****(4) KATZ**

*Prerequisites:* Music 112E and two additional quarters of the Music 112AB-F series.

A selective study of various stylistic and historical aspects of romantic music.

**184. Proseminar in Contemporary Music****(4) KATZ**

*Prerequisites:* Music 112F and two additional quarters of the Music 112AB-F series.

A selective study of various stylistic and historical aspects of contemporary music.

**187. Strauss and Hofmannsthal****(4) HSU**

*Prerequisite:* upper-division standing.

Same course as *Comparative Literature 187*.

A course in the collaboration between composer and poet. A study of the operas, the correspondence, and related developments in German music in the early twentieth century.

**188. Ethnomusicology Forum****(1) STAFF**

*Prerequisite:* consent of instructor.

May be repeated for credit in combination with Music 172 to a maximum of 6 units. Students must be currently involved in a research project.

A forum for the presentation of research and performances by students, faculty, and visiting scholars and performers. Students must be currently involved in a research project. (F,W,S)

**191. Special Topics****(2-4) STAFF**

*Prerequisites:* upper-division standing; consent of instructor.

May be repeated for credit to a maximum of 12 units.

Special seminar in selected problems of current musicology, ethnomusicology, theory, or performance.

**192. B.A. Senior Project****(3) STAFF**

*Prerequisites:* open to senior music majors only.

Preparation of senior audition, composition, or paper.

**195. Junior Recital****(2) STAFF**

*Prerequisite:* passing of B.M. sophomore audition; open to upper-division bachelor of music performance emphasis majors only.

Preparation of junior recital.

**195B. Junior Composition Portfolio****(2) STAFF**

*Prerequisites:* passing of B.M. sophomore composition portfolio; consent of instructor; open to upper-division bachelor of music composition emphasis majors only.

Preparation of junior composition portfolio.

**196. Honors Music****(4) STAFF**

*Prerequisites:* upper-division standing; honors students only; consent of instructor and department.

Undergraduate independent research for honor students. Carefully selected topics intended to foster excellence in research, theory, composition, or performance.

**197. Senior Recital****(3) STAFF**

*Prerequisites:* passing of junior recital; open to senior bachelor of music performance emphasis majors only.

Preparation of senior recital.

**197B. Senior Composition Portfolio and Recital****(3) STAFF**

*Prerequisites:* passing of junior composition portfolio; consent of instructor; open to senior bachelor of music composition emphasis majors only.

Preparation of senior composition portfolio.

**198. Readings in Music****(1-4) STAFF**

*Prerequisites:* upper-division standing; completion of

three quarters of the Music 112A-F series; consent of instructor.

Students must have a minimum 3.0 cumulative grade-point average and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. Music 198 may be repeated to a maximum of 16 units.

Critical review and discussion of related topics in musicology, ethnomusicology, composition, theory, or performance.

**199. Individual Research in Music****(1-4) STAFF**

*Prerequisites:* upper-division standing; completion of three quarters of the Music 112AB-F series; consent of instructor.

Students must have a minimum 3.0 GPA for the preceding 3 quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. Students are limited to 4 units per quarter and 16 units total in Music 198/199 courses.

Independent research under the guidance of a faculty member in the department. Course offers qualified students the opportunity to undertake independent research or work in a research group in topics in musicology, ethnomusicology, composition, theory, or performance.

**199RA. Independent Research Assistance in Music****(1-4) STAFF**

*Prerequisites:* upper-division standing; completion of three quarters of the Music 112AB-F series; consent of instructor and department.

Students must have a minimum 3.0 GPA for the preceding 3 quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. Students are limited to 4 units per quarter and 16 units total in Music 198/199 courses. No more than 4 units in combination with Music 199 may be applied to major. Faculty supervised research assistance.

**GRADUATE COURSES****200A. Bibliography and Research Techniques****(4) STAFF**

Primarily intended for the M.A. and Ph.D. graduate student in music.

A survey of music bibliography and research methods.

**200B. Bibliography and Research Techniques****(4) STAFF**

Primarily intended for the M.A. and Ph.D. graduate student in musicology or theory.

Survey and discussion of select historical, methodological, and theoretical approaches to research in musicology.

**200C. Bibliography and Research Techniques****(4) HSU**

Primarily intended for Ph.D. students in ethnomusicology.

Survey of bibliographic sources and individual research projects in ethnomusicology.

**200D. Bibliography and Research Techniques****(4) STAFF**

Primarily intended for M.A. and Ph.D. students in theory.

A survey of music bibliography and research methods in theory.

**201C. Notation and Music: Their Historical Interrelation****(4) PRIZER**

White mensural notation, lute and keyboard tablatures.

**202A-B. Seminar in Musicology****(4-4) STAFF**

*Prerequisites:* M.A. or equivalent with consent of instructor.

For advanced students only. A two-quarter in-progress sequence course with grades for both quarters issued upon completion of 202B. May be

repeated for credit.

A two-quarter doctoral seminar dealing with selected topics in musicology.

**203MT. Musicology—Theory Forum****(1) STAFF**

*Prerequisites:* graduate standing with musicology or theory emphasis.

A monthly meeting of musicology and theory students, faculty, and visiting scholars to present their current research.

**204A. Graduate Musicianship I****(1) STAFF**

An introduction for graduate students who fail the musicianship placement exam. 204A reviews diatonic ear-training skills and their relation to theory. All graduate students encouraged to enroll; theory/composition students should especially consider 204A as a pedagogical study.

**204B. Graduate Musicianship II****(1) STAFF**

*Prerequisite:* Music 204A.

Continues skills of 204A; reviews musicianship skills for modulation. All graduate students encouraged to enroll; theory/composition students should especially consider 204B as a pedagogical study of musicianship.

**204C. Graduate Musicianship III****(1) STAFF**

*Prerequisite:* Music 204A.

Open to all graduate students; theory and composition students especially encouraged to take as a pedagogical study.

Continues skills of Music 204A and 204B; reviews musicianship skills for chromatic harmony.

**207A-B. Seminar in Orchestration****(4-4) STAFF**

*Prerequisite:* graduate standing in composition.

A. Instrumental families of the orchestra.

B. Writing for full orchestra.

**208. Graduate Composition****(4) BARLOW, FEIGIN, KUCHERA-MORIN, ROADS**

*Prerequisite:* consent of instructor.

Required for M.A. and Ph.D. in composition. May be repeated for credit.

Individual instruction in composition.

**209IA. Direct Digital Synthesis, Processing and Composition****(4) KUCHERA-MORIN**

*Prerequisites:* graduate music majors and graduate non-majors in areas of electrical engineering, computer science, physics and mathematics; consent of instructor.

First quarter of general purpose computing for computer music applications. Topics include: introduction to the UNIX operating system and the vi editor, music synthesis using C-based computer programs, and score input programs.

**209IB. Direct Digital Synthesis, Processing and Composition****(4) KUCHERA-MORIN**

*Prerequisite:* Music 209IA.

Second quarter of a 3-quarter sequence course will concentrate on computer music instrument design using C-based music software and exploring applications of frequency modulation, amplitude modulation, additive/subtractive synthesis, digital signal processing, and computer music composition.

**209LA. Real-Time Digital Music Synthesis, Processing and Composition****(2) ROADS**

*Prerequisites:* graduate music majors and graduate non-majors in areas of electrical engineering, computer science, physics, and math; consent of instructor.

First quarter of a 3-quarter sequence course will concentrate on multi-track recording, mixing, digital signal processing using micro-computers and special purpose dsp equipment.

**209LB. Real-Time Digital Music Synthesis, Processing and Composition****(2) ROADS**

*Prerequisite:* Music 209LA.

Second quarter of a 3-quarter sequence course will concentrate on digital synthesis (primarily

frequency modulation, simple and complex; but also amplitude modulation and additive synthesis) using micro-computers, digital synthesizers and processing equipment.

### 209LC. Real-Time Digital Music Synthesis, Processing and Composition

(2) ROADS

*Prerequisites: Music 209LA and 209LB.*

Third quarter of a 3-quarter sequence course will concentrate on real-time computer music composition with micro-computer and digital synthesis/processing equipment.

### 209N. Special Topics in Electronic Music

(3) BARLOW, KUCHERA-MORIN, ROADS

*Prerequisite: Music 209L.*

*May be repeated for credit to a maximum of 12 units.*  
Advanced topics in computer music composition, synthesis, and digital signal processing.

### 211A-B-C. Contemporary Techniques

(4-4-4) BARLOW, FEIGIN

*Prerequisite: passing grade on all theory placement guidance examinations.*

A detailed study of contemporary compositional techniques. Extensive compositional exercises will be required in whole-tone, pentatonic, quartal, pitch-set, tone-row, process, percussion, and aleatoric composition.

### 212A-B-C. Canon and Fugue

(4-4-4) FEIGIN

*Prerequisite: passing grade on all theory placement guidance examinations.*

A detailed study of Bach's canons and fugues, including invertible counterpoint, stretto, triple and quadruple counterpoint, as well as extensions by later and contemporary composers. Extensive compositional exercises required.

### 219. Applied Instruction

(2) STAFF

*Prerequisite: graduate standing. Enrollment by audition.*

*Not for the performance emphasis in MM or DMA degree programs. May be repeated for credit.*

Applied vocal or instrumental instruction for graduate students other than in the performance emphasis discipline of MM and DMA degree programs.

### 220. Graduate Performance

(3-4) STAFF

*Prerequisite: entrance audition for MM or DMA degree program.*

*May be repeated for credit. (MM Piano Accompanying: 3 units.)*

Applied instruction in the performance emphasis discipline (MM Piano Accompanying: instruction in piano) of MM and DMA degree programs.

### 222X. Practicum in World Music Performance

(1-2) MARCUS

*Prerequisites: graduate standing; consent of instructor.*

*May be repeated for credit.*

Individual or group instruction in non-western instruments or vocal styles.

### 224. Organology

(4) HSU

A systematic study of musical instruments in world cultures involving classification, distribution, acoustical phenomena, and physical typologies. Emphasis on cross-cultural, comparative analysis of solo and ensemble groupings, and the role of musical instruments in the study of acculturation, historical diffusion, and aesthetics.

### 225. Field and Laboratory Methods in Ethnomusicology

(4) STAFF

*Prerequisite: Music 276.*

The development and execution of field research designs. Practical field experience using various techniques of data collection and management, including music recording, photography, filming, questionnaires, and interviewing. The use and interpretation of standard and innovative laboratory methods for processing data, including computer analysis.

### 226. Notation and Transcription in Ethnomusicology

(4) STAFF

Survey of existing notational systems and exercises in ethnomusicological transcription, with particular attention to issues related to the visual representation of performed musical sound.

### 231. Choral Conducting

(2) GERVAIS

*Prerequisite: enrollment by audition.*

*May be repeated for credit.*

Advanced conducting techniques, score reading and analysis, rehearsal techniques and repertoire for vocal and choral ensembles. (F,W,S)

### 231T. Choral Techniques

(2) GERVAIS

*Prerequisites: Music 231 (may be taken concurrently); consent of instructor.*

Aspects of choral techniques including: development of concert programs and rehearsal plans, rehearsal procedures, types of vocal ensembles and seating configurations, acoustical considerations, performance and recording procedures, long-term programming and artistic development, social and organizational aspects of vocal ensemble.

### 233. Score Reading

(2) STAFF

*Prerequisite: consent of instructor.*

*Required for M.M. and D.M.A. degrees in Conducting. May be repeated for credit.*

A practical survey of score-reading of selected orchestral scores of the eighteenth, nineteenth, and twentieth centuries including a detailed study of the necessary transcriptions and their relationship to the various clefs.

### 235A-B-C-D-E-F. Accompanying Techniques and Repertoire

(2-2-2-2-2-2) KOENIG

*Prerequisite: MM/DMA piano and piano accompanying emphases only.*

Emphasizes advanced accompaniment techniques, the intensive study of the French and German song cycle, secco recitative, and orchestral score-reading.

### 250A-B. Seminar in Music Theory

(4-4) VAN DEN TOORN, HALL

Topics in theoretical research. Content will vary depending on instructor.

- A. Analysis and theory of atonal music.
- B. Analysis and theory of twelve-tone music.

### 251A-B. Seminar in the History of Theory

(4-4) ROTHFARB, VAN DEN TOORN

- A. History of early music theory.
- B. History of music theory from Rameau to Schenker.

### 252A-B. Seminar in Schenkerian Analysis

(4-4) ROTHFARB

*Must be taken in consecutive order.*

- A. Readings in the theory of Schenkerian analysis. Basic analytical techniques.
- B. Advanced reading in Schenkerian theory. Analysis of large forms.

### 256. Vocal and Instrumental Coaching

(2) STAFF

*Prerequisites: concurrent graduate vocal or instrumental study (Music 220, 219, 235); graduate standing; consent of instructor.*

Musical preparation of vocal or instrumental works.

### 257. Composition Forum

(1) STAFF

*Prerequisite: Music 208.*

*May be repeated for credit to a maximum of 16 units.*

A forum for the presentation and discussion of new works by students, faculty and guest composers. (F,W,S)

### 258. Opera/Song Repertoire

(2) INGHAM

*Prerequisite: consent of instructor.*

A detailed study of operatic literature and concert literature (Lieder, melodies, songs, and pieces with instruments). The interpretation of vocal music as a preparation for performance.

### 260D. Tuning and Temperament

(4) MARCUS

*Prerequisite: consent of instructor.*

The course surveys a number of tuning systems around the world, including those of ancient Greece, Europe, India, China, the Arab Middle East, Turkey, and Indonesia. The mathematical, aesthetic, and symbolic basis of each system will be considered.

### 260E. The Arabic System of Melodic Modes (Maqamat)

(4) MARCUS

*Prerequisites: graduate standing; consent of instructor.*

Examination of the system of melodic modes (maqamat) governing present-day melodic practice in the eastern Arab world. Emphasis given to theoretical issues (quarter tones, tetrachordal structures, and theories of intonation), analysis of pieces in the repertoire, and procedures governing improvisation.

### 260F. Sound Color

(4) HAJDA

*Prerequisites: graduate standing; consent of instructor.*

"Sound color" refers to the quality or timbre of musical sound, whether instrumental, vocal, or synthetic. This course investigates timbre's special perceptual and cognitive qualities, as well as its unique expressive power in music.

### 261. Seminar in Musicology: The Middle Ages

(4) PRIZER

*May be repeated for credit.*

Graduate seminar in music of the middle ages.

### 262B. Anthropology of Music

(4) STAFF

Examination of music performance traditions as cultural and social phenomena. Special attention given to theoretical formulations of musical anthropology.

### 262G. Other Issues in Ethnomusicology

(4) STAFF

*May be repeated for credit to a maximum of 16 units provided topics are different.*

A study of other cultural issues in ethnomusicology. Specific topics will vary by quarter and will be announced in advance by the department.

### 262H. Music and Tourism

(4) COOLEY

Students read folklore, anthropology, tourism studies, musicology, and ethnomusicology in an attempt to develop theories for interpreting the impact of tourism on music locally and globally.

### 262I. Film Music Cognition

(4) HAJDA

A consideration of film music as a medium of communication between the director, composer, music supervisor, editors, performers and the audience. Emphasis given to cognitive psychological theories of meaning in terms of structure and affect in audio/visual contexts. Students are required to propose and complete an experiment in film music cognition.

### 263. Seminar in Musicology: The Renaissance

(4) PRIZER

*May be repeated for credit.*

Graduate seminar in Renaissance music.

### 265. Seminar in Musicology: The Baroque Period

(4) PRIZER, TCHAROS

*May be repeated for credit.*

Graduate seminar in music of the Baroque period.

### 266. Seminar in Musicology: The Classical Period

(4) TCHAROS

*May be repeated for credit.*

Graduate seminar in music of the Classical period.

### 268. Seminar in Musicology: The Romantic Period

(4) STAFF

*May be repeated for credit.*

Graduate seminar in music of the Romantic period.

### 269. Seminar in Musicology: The Twentieth Century

(4) STAFF

*May be repeated for credit.*

Graduate seminar in music of the twentieth century.

**273. Studies in Music Theory****(4) STAFF**

Selected topics in musical analysis.

**275. Seminar in Music Criticism****(4) ROTHFARB**

Investigation of important critical writing in music from the early eighteenth century to the present with study of related works in the field of aesthetics. Analysis of the scope and impact of criticism in the musical life of each period.

**276A-B. Studies in Ethnomusicology****(4-4) COOLEY**

An introduction to the field of ethnomusicology using theories and methods derived from the social sciences and humanities. Topic areas to include transcription and analysis, musicians, musical instruments, music acculturation, and the function of music in society.

**278B. Performance Practices****(4) STAFF**

A study, through selected works, of twentieth-century music with particular attention to new notational concepts and their execution.

**279. Proseminar in Medieval Music****(4) PRIZER***Prerequisite: graduate standing.*

*Recommended preparation: passing Medieval section of Guidance exam, or Music 112AB.*

A selective study of various stylistic and historical aspects of medieval music.

**282. Proseminar in Classical Music****(4) TCHAROS, KATZ***Prerequisite: graduate standing.*

*Recommended preparation: passing Classical portion of Guidance exam, or Music 112D.*

A selective study of various stylistic and historical aspects of classical music.

**283. Proseminar in Romantic Music****(4) KATZ***Prerequisite: graduate standing.*

*Recommended preparation: passing Romantic portion of Guidance exam, or Music 112E.*

A selective study of various stylistic and historical aspects of romantic music.

**284. Proseminar in Contemporary Music****(4) KATZ***Prerequisite: graduate standing.*

*Recommended preparation: passing of twentieth century portion of guidance exam, or Music 112F.*

A selective study of various stylistic and historical aspects of contemporary music.

**287. Strauss and Hofmannsthal****(4) HSU**

*Same course as Comparative Literature 287.*

A course in the collaboration between composer and poet. A study of the operas, the correspondence, and related developments in German music in the early twentieth century.

**288. Ethnomusicology Forum****(1) STAFF**

*Not open for credit to students who have completed Music 222.*

A forum for the presentation of research and performances by students, faculty, and visiting scholars and performers. Students must be currently involved in a research or performance project.

**291. Proseminar in Renaissance Music****(4) PRIZER***Prerequisite: graduate standing.*

*Recommended preparation: passing of Renaissance portion of guidance exam, or Music 112AB.*

A selective study of various stylistic and historical aspects of renaissance music.

**292. Proseminar in Baroque Music****(4) PRIZER, TCHAROS***Prerequisite: graduate standing.*

*Recommended preparation: passing of Baroque portion of guidance exam, or Music 112C.*

A selective study of various stylistic and historical aspects of baroque music.

**293E. Music Cultures of the World: China****(4) STAFF**

*Not open for credit to students who have*

*completed Music 223.*

Examination of universal music issues through case studies of Chinese musical works, musicians, theories and practices. Special attention given to interdisciplinary understanding of Chinese music and culture.

**293G. Music Cultures of the World: India****(4) MARCUS***Prerequisite: graduate standing.*

*Not open for credit to students who have completed Music 216.*

A survey of music traditions of the Indian subcontinent from classical to folk and popular. Emphasis given to the position of music in Hindu philosophy, the role of music in society, musical instruments, and modal and rhythmic structures (raga and tala).

**293K. Music Cultures of the World: Other Regions****(4) STAFF**

*May be repeated for credit to a maximum of 16 units provided region studied is different.*

A study of the music traditions and genres from other regions of the world. Specific regions studied vary from quarter to quarter and will be announced in advance by the department.

**293L. Music Culture of the Polish Tatra Mountains****(4) COOLEY**

The Tatras are the home of a distinct folk culture, including music based on polyphonic singing and violin ensembles. Course investigates the present day music from this region and its history, and examines the influence of tourism and ethnography on the music culture.

**293M. American Folk Music****(4) COOLEY**

The study of English language American folk music, using mixed-media for learning. The focus is on string band music often associated with Appalachia and usually called "oldtime," and the distinct but related styles of bluegrass and country.

**295A-B. Master of Music Performances****(2-2) STAFF**

*Prerequisite: master of music students only. Recital audition required.*

Preparation of:

- A. A full-length recital, Conducting: the equivalent of a full-length concert.
- B. A major performance: chamber music recital, concerto, major opera/oratorio role, or another full-length recital. Conducting: the equivalent of a chamber ensemble, small ensemble, large ensemble, or mixed concert.

**296AA-ZZ. Performance Literature****(4) STAFF**

A study of problems in the analysis and performance of major works in selected repertoire.

- A. Piano
- B. Strings
- C. Voice
- D. Orchestral
- E. Choral
- F. Woodwinds
- G. Brass

**297A-B. Doctor of Musical Arts Performances****(2-2) STAFF**

*Prerequisite: DMA (including MM Plan 2) students only. Recital audition required.*

Preparation of:

- A. Chamber music recital, concerto, major opera/oratorio role, or a full-length recital. Conducting: the equivalent of a chamber ensemble, small ensemble, large ensemble, or mixed concert.
- B. A full-length recital. Conducting: the equivalent of a full-length concert.

**299A-B. Doctor of Musical Arts Seminar: Historical/Theoretical Aspects of Music.****(4-4) STAFF**

*Prerequisite: Music 200A.*

A study of selected repertoires, not confined to a single genre or period, from the technical perspective of music theory and history.

**501. Directed Teaching in Music****(2-4) STAFF**

*Prerequisite: appointment as teaching assistant.*

Covers development of teaching techniques especially oriented to lower-division instruction. Theoretical aspects covered at beginning of each quarter offered. Practical techniques discussed including weekly meeting with class instructor. Required course for all teaching assistants. (F)

**502. Teaching Practicum****(2-4) STAFF**

*Prerequisite: appointment as teaching assistant or associate.*

*No unit credit allowed toward advanced degree.*

Teaching assistant: leads discussion of topics covered in the lecture. Associate: assumes full responsibility for the teaching of one or more courses. (F,W,S)

**594AA-ZZ. Special Topics****(2-4) STAFF**

Special seminar in selected problems of current musicology, ethnomusicology, composition, theory, or performance. (F,W,S)

**595. Group Studies****(2-4) STAFF**

Critical review of research in selected problems of musicology, ethnomusicology, composition, theory, or performance. (F,W,S)

**596. Directed Reading and Research****(2-4) STAFF**

Individual tutorial for research in musicology, ethnomusicology, composition, theory, or performance; instructor will usually be student's major professor. (F,W,S)

**597. Individual Study for Master's Comprehensive and Doctoral Qualifying Examinations for Advancement to Candidacy****(1-12) STAFF**

*Prerequisites: consent of instructor and graduate advisor.*

*No unit credit allowed toward advanced degree.*

**598. Preparation for the Master's Degree****(1-12) STAFF**

*No unit credit allowed toward advanced degree.*

Instructor will be chair of student's committee in musicology, ethnomusicology, composition, theory, or performance.

**599A. Ph.D. Dissertation Research and Preparation****(1-12) STAFF**

*No unit credit allowed toward advanced degrees.*

Instructor will ordinarily be chair of student's doctoral committee. (F,W,S)

**599B. Preparation for DMA Post-Candidacy Recitals****(1-12) STAFF**

*No unit credit allowed toward advanced degrees.*

Preparation of two full-length recitals (conducting: the equivalent of two full-length concerts) required after advancement to candidacy for the DMA degree. Instructor should be student's performance instructor: ordinarily chair of DMA Committee. (F,W,S)

**599C. Preparation of DMA Document****(1-12) STAFF**

*No unit credit allowed toward advanced degrees.*

Preparation of the DMA document required after advancement to candidacy for the DMA degree. Instructor should be a member of student's doctoral committee.

**Related Courses in Other Departments**

Interdisciplinary: 188A-B, 288A-B.

# Music Performance Laboratories

**LOWER DIVISION**

*Music courses A36 through A70 may be repeated*

for credit to a maximum of 6 units with the exception of Music A44 and A42. Enrollment by audition (with the exception of A70's). For lower-division students only.

**A34. Wind Ensemble**  
(1) BAMBACH

Prerequisite: by audition.

Masterworks of the literature for ensembles smaller than orchestral or full band scoring. Although the basic ensembles feature winds, both strings and percussion are utilized. Advanced players only.

**A36A-B-C. Chamber Choir**  
(1-1-1) GERVAIS

Prerequisites: by audition (for Music A36A): Music A36A (for Music A36B): Music A36B (for Music A36C).

A select ensemble for singers and instrumentalists, the Chamber Choir prepares musicians for professional ensemble work and offers specialized study in choral literature, techniques, styles and interpretation covering five centuries of choral repertoire.

**A37A-B-C. University Singers**  
(1-1-1) GERVAIS

Prerequisites: by audition (for Music A37A): Music A37A (for Music A37B): Music A37B (for Music A37C).  
University Choir. (A:F,B:W,C:S)

**A38. Opera Workshop**  
(1) STAFF

Prerequisite: by audition.

Letter grade required for majors. May be repeated for credit to a maximum of 6 units.

Participation in opera scenes.

**A38P. Opera Production**  
(1) STAFF

Prerequisite: by audition.

Letter grade required for majors. May be repeated for credit to a maximum of 3 units.

Participation in annual opera production.

**A40. Ensemble for Contemporary Music**  
(1) HALADYNA

Prerequisite: by audition.

Reading sessions and preparation for performance of contemporary music. There will be one or two concerts each quarter. Includes departmental scholarship players, and is open to composers who also perform.

**A41. Piano Ensemble**  
(1) ASCHE, BERKOWITZ

Prerequisite: by audition.

May be repeated for credit to a maximum of 6 units.

Piano duets (1 piano, 4 hands) and duos (2 pianos) in separate sections. (F,W,S)

**A42. Orchestra**  
(2) STAFF

Prerequisite: by audition.

(F,W,S)

**A43. Flute Choir**  
(1) FELBER

The Flute Choir studies flute literature in depth, perfects technique and interpretation, employs the complete flute family of Bass, Alto flutes, and piccolos. Prepares ensemble for public performances each quarter.

**A44. Chamber Music Ensemble**  
(1) STAFF

Prerequisite: by audition.

(F,W,S)

**A45. Brass Quintet**  
(1) GROSS

Prerequisite: by audition.

May be repeated for credit to a maximum of 6 units.

Participation in scholarship brass quintet.

**A45BR. Brass Orchestral Repertoire**  
(1) GROSS

Prerequisite: by audition.

May be repeated for credit to a maximum of 6 units.

Intensive exploration of staple brass orchestral repertoire, emphasizing the works of important 19th and 20th century composers. Classes include rehearsal sessions, guided listening and analysis, mock auditions, resume and taped audition preparation.

**A45H. Horn Ensemble**  
(1) GROSS

Prerequisite: by audition.

**A46. Clarinet Choir**  
(1) BAMBACH

**A47S. Jazz Ensemble**  
(1) NATHAN

Instruction in interpretation and performance of jazz music. Improvization is stressed. Audition is required.

**A48S. Collegium Musicum: Musica Antiqua**  
(1) GROSS

Prerequisite: by audition.

Performance workshop in medieval and renaissance music. Specialized in instrumental and solo vocal music.

**A49. Percussion Ensemble**  
(1) NATHAN

Prerequisite: by audition.

Rehearsal and performance of standard percussion ensemble literature. Instruction of appropriate playing techniques for standard and exotic percussion instruments.

**A53. Viola Orchestral Repertoire**  
(1) CALLUS

Prerequisite: by audition.

May be repeated for credit to a maximum of 6 units.

The study of the entire standard orchestral repertoire for viola and audition procedures.

**A70AA-ZZ. Ethnomusicology Performance Ensemble**  
(1) STAFF

Prerequisite: enrollment by audition with the exception of Music A70J.

Group performance of music from selected world cultures: (F,W,S)

A. American Folk Music

B. English Ballads

I. Indian Music

J. Gamelan

M. Middle East Music

N. Middle Eastern Chorus

V. Gospel Choir

**A70N. Middle East Chorus**  
(1) MARCUS

May be repeated to a maximum of 6 units.

Will be given concurrently with A170N and A270N.

The chorus learns a variety of songs from Arab, Armenian, Greek, Persian, and Turkish music cultures and performs with the Middle East Ensemble.

**UPPER DIVISION**

Music courses A134 through A170 may be repeated for credit to a maximum of 9 units with the exception of Music A132A-B-C, A142, and A144. Enrollment by audition, with the exception of A170J. For upper-division students only.

**A132A-B-C. Young Soloists Ensemble**  
(1-1-1) GERVAIS

Prerequisites: Music A132A for A132B; Music A132B for A132C; concurrent enrollment in Music A36A-B-C or A136A-B-C; consent of instructor.

May be repeated for credit to a maximum of 12 units, but only 6 unit may be applied toward the major.

A specialized select ensemble for singers as part of a professional apprenticeship program

**A134. Wind Ensemble**  
(1) BAMBACH

Prerequisite: enrollment by audition.

For upper-division students.

Masterworks of the literature for ensembles smaller than orchestral or full band scoring. Although the basic ensemble feature winds, both strings and percussion are utilized. Advanced players only.

**A136A-B-C. Chamber Choir**  
(1-1-1) GERVAIS

Prerequisites: Music A136A for Music A136B; Music A136B for Music A136C.

A select ensemble for singers and instrumentalists, the Chamber Choir prepares musicians for professional ensemble work and offers specialized study in choral literature, techniques, styles and interpretation covering five centuries of choral repertoire.

**A137A-B-C. University Singers**  
(1-1-1) GERVAIS

Prerequisites: Music A137A for Music A137B; Music A137B for Music A137C.

University Choir. (A:F,B:W,C:S)

**A138. Opera Workshop**  
(1) STAFF

Prerequisite: by audition.

Letter grade required for majors. May be repeated for credit to a maximum of 9 units.

Participation in opera scenes.

**A138P. Opera Production**  
(1) STAFF

Prerequisite: by audition.

Letter grade required for majors. May be repeated for credit to a maximum of 9 units.

Participation in annual opera production.

**A140. Contemporary Music Ensemble**  
(1) HALADYNA

Prerequisites: by audition; upper-division standing.

Reading sessions and preparation for performance of contemporary music. There will be one or two concerts each quarter. Includes departmental scholarship players, and is open to composers who also perform.

**A141. Piano Ensemble**  
(1) ASCHE, BERKOWITZ

Piano duets (1 piano, 4 hands) and duos (2 pianos) in separate sections. (F,W,S)

**A142. Orchestra**  
(2) STAFF

May be repeated for credit to a maximum of 18 units.

(F,W,S)

**A143. Flute Choir**  
(1) FELBER

The Flute Choir studies flute literature in depth, perfects technique and interpretation, employs the complete flute family of Bass, Alto flutes, and piccolos. Prepares ensemble for public performances each quarter.

**A144. Chamber Music Ensemble**  
(2) STAFF

May be repeated for credit to a maximum of 18 units.

(F,W,S)

**A145. Brass Quintet**  
(1) GROSS

Prerequisites: by audition; upper-division standing.

May be repeated for credit to a maximum of 9 units.

Participation in scholarship brass quintet.

**A145BR. Brass Orchestral Repertoire**  
(1) GROSS

Prerequisites: by audition; upper-division standing.

May be repeated for credit to a maximum of 9 units.

Intensive exploration of staple brass orchestral repertoire, emphasizing the works of important 19th and 20th century composers. Classes include rehearsal sessions, guided listening and analysis, mock auditions, resume and taped audition preparation.

**A145H. Horn Ensemble**  
(1) GROSS

**A146. Clarinet Choir**  
(1) BAMBACH

**A147S. Jazz Ensemble**  
(1) NATHAN

Instruction in interpretation and performance of jazz music. Improvization is stressed. Audition is required.

**A148S. Collegium Musicum: Musica Antiqua**  
(1) GROSS

Prerequisites: by audition; upper-division standing.

May be repeated for credit to a maximum of 9 units.

Performance workshop in medieval and

renaissance music. Specializes in instrumental and solo vocal music.

### A149. Percussion Ensemble

(1) NATHAN

Rehearsal and performance of standard percussion ensemble literature. Instruction of appropriate playing techniques for standard and exotic percussion instruments.

### A153. Viola Orchestral Repertoire

(1) CALLUS

Prerequisite: by audition.

May be repeated for credit to a maximum of 9 units.

The study of the entire standard orchestral repertoire for viola, and audition procedures.

### A170AA-ZZ. Ethnomusicology Performance Ensemble

(1) STAFF

Prerequisite: enrollment by audition with the exception of Music 170I.

Group performance of music from selected world cultures: (F,W,S)

- A. American Folk Music
- B. English Ballads
- I. Indian Music
- J. Gamelan
- K. Advanced Gamelan
- M. Middle East Music
- N. Middle Eastern Chorus
- V. Gospel Choir

### A170N. Middle East Chorus

(1) MARCUS

May be repeated to a maximum of 9 units, but only 6 units may be applied toward the major.

Will be given concurrently with A70N and A270N.

The chorus learns a variety of songs from Arab, Armenian, Greek, Persian, and Turkish music cultures and performs with the Middle East Ensemble.

## GRADUATE COURSES

Music courses A232 to A270 may be repeated for credit to a maximum of 12 units. Enrollment by audition (with the exception of A270J). For graduate students only.

### A 232. Young Soloists Ensemble

(2) GERVAIS

Prerequisite: Enrollment by audition

Units cannot be used to fulfill ensemble requirements toward the major.

A small, select vocal ensemble specialized in one- or two-on-a-part singing. Requires concurrent enrollment in Mus A235, A236 or A237.

### A234. Wind Ensemble

(2) BAMBACH

Masterworks of the literature for ensembles smaller than orchestral or full band scoring. Although the basic ensembles feature winds, both strings and percussion are utilized. Advanced players only.

### A236A-B-C. Chamber Choir

(2-2-2) GERVAIS

Prerequisite: Music A236A for Music A236B; Music A236B for Music A236C.

A select ensemble for singers and instrumentalists, the Chamber Choir prepares musicians for professional ensemble work and offers specialized study in choral literature, techniques, styles and interpretation covering five centuries of choral repertoire.

### A 237. UCSB Women's Chorus

(2) GERVAIS

Recommended Preparation: Enrollment by audition

For female voices only, this chorus performs the main repertoire for treble voices, including a cappella and accompanied works from the Renaissance to the 20th century. Occasionally undertakes collaborative projects with the Men's Chorus.

### 237M. UCSB Men's Chorus

(2) GERVAIS

Recommended Preparation: Enrollment by audition

For male voices only, this chorus performs a wide range of choral music, from classical works of the Renaissance to the 20th century, as well as lighter fare normally associated with glee club choirs. Occasionally

undertakes collaborative projects with the Women's Chorus.

### A238. Opera Workshop

(2) STAFF

Prerequisite: by audition.

May be repeated for credit to a maximum of 12 units. Letter grade required for majors, optional grading for non-majors.

Participation in opera scenes.

### A238P. Opera Production

(2) STAFF

Prerequisite: by audition.

May be repeated for credit to a maximum of 12 units. Letter grade required for majors, optional grading for non-majors.

Participation in annual opera production.

### A240. Ensemble for Contemporary Music

(2) STAFF

Prerequisites: by audition; graduate students only.

May be repeated for credit up to 12 units.

Reading sessions and preparation for performance of contemporary music. There are one or two concerts each quarter. Includes departmental scholarship players, and is open to composers who also perform.

### A241. Piano Ensemble

(2) ASCHE, BERKOWITZ

Primarily for MM and DMA students in piano.

Piano duets (1 piano, 4 hands) and duos (2 pianos) in separate sections.

### A242. Orchestra

(2) STAFF

(F,W,S)

### A243. Flute Choir

(2) FELBER

### A244. Chamber Music Ensemble

(2) STAFF

(F,W,S)

### A245. Brass Quintet

(2) GROSS

Prerequisites: by audition; graduate standing.

May be repeated for credit to a maximum of 12 units.

Participation in scholarship brass quintet.

### A245BR. Brass Orchestral Repertoire

(2) GROSS

Prerequisites: by audition; graduate standing.

May be repeated for credit.

Intensive exploration of staple brass orchestra repertoire, emphasizing the works of important 19th and 20th century composers. Classes include rehearsal sessions, guided listening and analysis, mock auditions, resume and taped audition preparation.

### A245H. Horn Ensemble

(2) GROSS

### A246. Clarinet Choir

(2) BAMBACH

### A247S. Jazz Ensemble

(2) NATHAN

### A248S. Collegium Musicum: Musica Antiqua

(2) KRONOUR, GROSS

Prerequisite: by audition.

Performance workshop in medieval and renaissance music. Specializes in instrumental and solo vocal music.

### A249. Percussion Ensemble

(2) NATHAN

### A249. Percussion Ensemble

(2) NATHAN

### A253. Viola Orchestral Repertoire

(2) CALLUS

Prerequisite: by audition.

May be repeated for credit to a maximum of 36 units. Letter grade required for majors, optional grading for non-majors.

The study of the entire standard orchestral repertoire for viola and audition procedures.

### A270AA-ZZ. Ethnomusicology Performance Ensemble

(2) STAFF

Prerequisite: enrollment by audition with the exception of Music A270K.

May be repeated for credit.

Group performance of music from selected world cultures:

- A. Ethno Ensemble - American Folk Music
- I. Indian Music
- K. Gamelan
- M. Middle East Ensemble
- N. Middle East Chorus
- V. Gospel Choir

# Natural Science Sequence

Department of Physics  
Division of Mathematical, Life, and Physical Sciences  
Broida Hall 3019  
Telephone: (805) 893-3888  
E-mail: [ugrad@physics.ucsb.edu](mailto:ugrad@physics.ucsb.edu)  
Website: [www.physics.ucsb.edu](http://www.physics.ucsb.edu)

## Natural Science Course

### LOWER DIVISION

Course not generally open to students who have completed a college level course in the biological or physical sciences. Exceptions can be made with consent of the instructor and approval of the dean.

### 1A. Contemporary Natural Science—Physics

(4) STAFF

Not open for degree credit for students who have completed Physics 1, 6A, or 10. Lecture, 3 hours; discussion, 1 hour.

Modern description of matter from the scale of the universe to the scale of subatomic particles. Focus on concepts of order, simplicity, and beauty of nature at a fundamental level. Basically descriptive; some familiarity with high-school algebra is useful. (F)

# Philosophy

Department of Philosophy  
Division of Humanities and Fine Arts  
South Hall 5631  
Telephone: (805) 893-3122  
Undergraduate e-mail: [ug\\_advisor@philosophy.ucsb.edu](mailto:ug_advisor@philosophy.ucsb.edu)  
Graduate e-mail: [grad\\_advisor@philosophy.ucsb.edu](mailto:grad_advisor@philosophy.ucsb.edu)  
Website: [www.philosophy.ucsb.edu](http://www.philosophy.ucsb.edu)

Department Chair: TBA

## Faculty

C. Anthony Anderson, Ph.D., UC Los Angeles, Professor (logic, metaphysics, epistemology, philosophy of religion)

Anthony Brueckner, Ph.D., UC Los Angeles, Professor (epistemology, philosophy of language, metaphysics, philosophy of mind)

Kevin Falvey, Ph.D., University of Minnesota, Associate Professor (philosophy of mind, philosophy of action, epistemology)

**Matthew Hanser**, Ph.D., UC Los Angeles, Professor (ethics, philosophy of law, philosophy of action)

**Thomas Holden**, Ph.D., University of North Carolina at Chapel Hill, Associate Professor (history of modern philosophy, metaphysics, epistemology)

**Christopher McMahan**, Ph.D., University of Pittsburgh, Professor (moral philosophy, political and social philosophy)

**Michael Rescorla**, Ph.D., Harvard University, Associate Professor (philosophy of language, philosophy of mind, logic, philosophy of science)

**Nathan Salmon**, Ph.D., UC Los Angeles, Professor (philosophy of language, philosophy of logic, metaphysics)

**Voula Tsouna**, Ph.D., Université de Paris X, Professor (ancient philosophy)

**Burleigh T. Wilkins**, Ph.D., Princeton University, Professor (philosophy of history, political philosophy, philosophy of law)

**Aaron Zimmerman**, Ph.D., Cornell University, Associate Professor (epistemology, ethics, philosophy of mind)

### Emeriti Faculty

**Donald W. Crawford**, Ph.D., University of Wisconsin, Madison, Professor Emeritus (aesthetics, environmental aesthetics, 18th-century philosophy)

**Francis W. Dauer**, Ph.D., Harvard University, Professor Emeritus (epistemology, Hume, philosophical psychology)

**Herbert Fingarette**, Ph.D., UC Los Angeles, Professor Emeritus (philosophy of psychology, philosophy of law, Chinese philosophy)

**Noel Fleming**, D. Phil., Oxford University, Professor Emeritus (philosophy of mind, history of philosophy, aesthetics)

**J. William Forgie**, Ph.D., Cornell University, Professor Emeritus (philosophy of religion, epistemology, Wittgenstein)

**Alexander Sesonske**, Ph.D., UC Los Angeles, Professor Emeritus (aesthetics/film, ethics, classical philosophy, philosophy of language)

### Affiliated Faculty

**Andrew Norris**, Ph.D., UC Berkeley, Associate Professor Political Science Department (Heidegger, Hegel, Wittgenstein, political philosophy)

**Robert Renehan**, Ph.D., Harvard University, Professor Emeritus and Research Professor (Classics Department)

**P**hilosophy deals with the kinds of questions that engage all reflective people, but which seemingly cannot be dealt with by any of the empirical sciences: Is everything material? Is human behavior determined or is free choice possible? Are there objective standards for deciding what is right and wrong, or is morality merely a subjective matter, a matter of individuals' feelings? Is there a moral obligation to obey the law? Can we justify our claims to know anything? Can we objectively distinguish rational from irrational beliefs? How does language relate to the world?

The study of philosophy encourages rigorous and disciplined habits of mind. Because the major in philosophy emphasizes and enhances analytical skills, it is useful for the large number

of careers that require these skills or as general humanistic training at the undergraduate level. Two concentrations within the major accommodate differences in student needs and interests and reflect the two central concerns of philosophy. (1) The Core Philosophy concentration is designed for students who seek thorough training in philosophy, either as a way of acquiring reasoning and analytical skills and mastering a discipline at the undergraduate level or as preparation for graduate study. (2) The Ethics and Public Policy concentration focuses on moral and legal problems confronting the community and on the responsibilities of various professions. It is intended for a wide variety of students, including those who plan careers in law, the public sector, or medicine.

Students with a bachelor's degree in philosophy who are interested in pursuing a California Teaching Credential should contact the credential advisor in the Graduate School of Education as soon as possible.

Undeclared students should consult with the department undergraduate advisor. Two faculty advisors and one staff advisor in the department have authority on matters such as substitutions and exceptions. The Information Sheet for Undergraduate Philosophy Majors is available in the department office; a list of courses to be offered each quarter, with specific descriptions and required texts, is available in the office and on the website before registration at: [www.philosophy.ucsb.edu](http://www.philosophy.ucsb.edu).

### Prizes and Awards

Each academic year, one or more Ralph W. Church undergraduate fellowships may be awarded for outstanding scholarship in philosophy. To be eligible for this award a student must be a philosophy major and complete a minimum of 16 upper-division units in philosophy at UCSB. This fellowship is based on academic merit. During spring quarter the department recognizes the outstanding graduating senior by awarding the Harry Girvetz Memorial Prize. This award is included in the commencement program.

### Senior Honors Program

Students who meet either of the following requirements may apply to join the Philosophy Department honors program:

1. Membership in the Letters and Science Honors Program.
2. Completion of at least 12 units of philosophy at UCSB, a philosophy grade point average of 3.5 or better, and an overall grade-point average of 3.3 or better.

Students are urged to apply as early as possible so that a meaningful honors curriculum can be developed at an early stage of their work in the major. Students in the honors program are expected to meet quarterly with the undergraduate advisor to discuss their progress and to plan their subsequent coursework in philosophy; in order to remain in the honors program, students are normally expected to maintain a 3.5 GPA in philosophy.

In order to graduate with distinction in philosophy, the following requirements must be met:

1. Be a member in good standing in the Philosophy Department honors program for at least

- the last three quarters prior to graduation.
2. Completion of at least two upper-division philosophy honors courses to be contracted by petition between the honors student and the instructor.
3. Completion of a senior thesis that is judged to be of honors quality by the thesis supervisor.

## Undergraduate Program

### Bachelor of Arts—Philosophy

The philosophy major requires a total of 48 units, at least 36 of which must be upper-division, distributed according to one of the following two concentrations. (The concentration completed will not be acknowledged on the student's transcript or diploma.) All courses to be applied to the major must be completed for a letter-grade.

### Core Philosophy Concentration

**Either Philosophy 3 or 183 is required.** (Philosophy 183 applies to the 36 upper-division units required.)

**Recommended preparation for the major:** Philosophy 20A-B-C (4 units of this may be substituted for one course in upper-division Requirement B below but the units will not count toward the 36 upper-division units required).

**Upper-division major.** At least 36 upper-division units in philosophy, which must include:

- A. Three courses from Philosophy 100A-B-C-D-E-F, 116;
- B. Three courses from Philosophy 151, 152, 153, 156, 160, 161, 162, 163, 164, 165, 166A, 176;
- C. Additional philosophy electives to total 36 upper-division units, and 48 philosophy units for the major. Four units may be applied from another department, subject to the approval of the undergraduate advisor.

Students preparing for graduate study are encouraged to supplement this program with additional courses in individual historical figures and/or courses from Philosophy 150A-E and 184.

### Ethics and Public Policy Concentration

**Either Philosophy 3 or 183 is required.** (Philosophy 183 applies to the 36 upper-division units required.)

**Recommended preparation for the major:** Philosophy 4, 6, or 7.

**Upper-division major.** At least 36 upper-division units in philosophy, which must include:

- A. Philosophy 100A;
- B. One course from Philosophy 100B-C-D-E-F, 116;
- C. At least four courses from Philosophy 108, 121, 122, 126, 129, 131, 133, 134, 138, 139, 140, 141, 143, 144, 145, 150A, 188;
- D. Additional philosophy electives to total 36 upper-division units and 48 philosophy units for the major. Up to 8 units may be applied from another department, subject to the approval of the undergraduate advisor.

### Minor—Philosophy

The philosophy minor requires a total of 24 units, at least 20 of which must be upper-division, with courses distributed according to the two options outlined below. All courses to

be applied to the minor must be completed for a letter-grade.

**Either Philosophy 3 or 183 is required.** (Philosophy 183 applies to the 20 upper-division units required.)

**Upper-division minor.** Three courses (12 units) from option A or B:

**Option A.** Two courses from Philosophy 100A-B-C-D-E-F, 116, and one course from Philosophy 20A-B-C (will not count as upper-division units), 151, 152, 153, 156, 160, 161, 162, 163, 164, 165, 166A, 176.

**Option B.** Three courses from Philosophy 100A, 108, 121, 122, 126, 129, 131, 133, 134, 138, 139, 140, 141, 143, 144, 145, 150A, 188. Additional philosophy electives to total 20 upper-division units, and 24 philosophy units.

*Note: Substitutions and waivers are subject to approval by the Chair of the department or the Director of Undergraduate Studies of the department. Please see page 118 for special conditions governing Minors in the College of Letters and Science.*

## Graduate Program

In addition to departmental requirements, candidates for graduate degrees must fulfill the university requirements described in the chapter "Graduate Education at UCSB."

### Admission

In addition to fulfilling the departmental requirements for admission, applicants must also meet the university requirements for admission described in the chapter "Graduate Education at UCSB." The applicant for admission to the Ph.D. program in philosophy should have completed an undergraduate philosophy major, or a sufficiently close equivalent in the judgment of the graduate admissions committee. Exceptions are occasionally made for outstanding students. A full description of the Ph.D. program is available from the department office, or at: [www.philosophy.ucsb.edu](http://www.philosophy.ucsb.edu)

### Master of Arts—Philosophy

The graduate program in philosophy is a Ph.D. program. Only in special circumstances will the department accept students whose aim is limited to earning the M.A. degree. However, provision is made within the Ph.D. program for awarding the M.A. degree when the student has demonstrated the requisite level of competence.

To be awarded the M.A. degree, the student must complete the course requirements listed under the Ph.D. program below, and either write an acceptable M.A. thesis or pass a comprehensive examination. Information about the thesis and examination options is available from the department graduate advisor.

### Doctor of Philosophy—Philosophy

**Course and seminar requirement.** A total of fourteen graduate courses and seminars must be taken (for letter grades, not S/U). Each course is valued at 4 units giving a total unit requirement of 56 units. These courses must be distributed as follows:

A. Philosophy 284G (Intermediate Modern Logic);

B. At least five seminars;

C. At least three courses in the history of philosophy;

D. At least three courses chosen from metaphysics, epistemology, the philosophy of mind, and the philosophy of language;

E. At least two courses from ethics, social and political philosophy, and value theory (broadly construed).

Requirements C-E may be satisfied by either graduate seminars or lecture courses; however, a given course may only be used to satisfy one area. A student may be exempted from requirement (A) by passing an examination (given only at the time of entrance into the Ph.D. Program) designed to demonstrate training in logic equivalent to that provided by 283G and 284G. A maximum of one independent study course (Philosophy 596) may count towards the fourteen-course requirement provided that the content of the independent study does not significantly overlap the content of any other course used to satisfy the fourteen-course requirement. Undergraduate courses cannot be used to fulfill the course requirements. Details on the distribution requirements and the deadline for the completion of the course requirements are available from the department.

**Qualifying paper.** A student must write a successful qualifying paper of at most 10,000 words. The paper is to be an original work and should present a philosophical thesis and defend it by argument. A successful qualifying paper is a paper that is judged by a majority of the faculty to demonstrate the ability to write a successful dissertation. The faculty will meet at the end of each term to evaluate the papers submitted that term. To be eligible for consideration in a given term, a paper must be submitted by the end of the ninth week of the term. Any paper written while its author was a student in the graduate program may be submitted as a qualifying paper, and the paper may be submitted at any time after enrolling. However, a student is allowed no more than two submissions. A student whose qualifying paper is passed, and who has satisfied the Graduate Division requirements for the M.A., will be awarded the M.A. degree. Deadlines for the paper and other details of the requirement, such as the possibility of submitting a second paper if the first one is failed, are available from the department.

**Oral examination.** The final step in advancement to candidacy is successful completion of an oral qualifying examination. Information about the nature and scheduling of the oral exam is available from the department.

**Dissertation.** Satisfactory completion of a dissertation, including an oral defense, is required.

## Philosophy Courses

### LOWER DIVISION

#### 1. Short Introduction to Philosophy

(4) STAFF

An introductory course in western philosophy. (F,W,S)

#### 3. Critical Thinking

(4) STAFF

Practical reasoning, argumentation, and the analysis of language as instruments of sound thinking in everyday life. (F,W,S)

### 4. Introduction to Ethics

(4) STAFF

An examination, at an introductory level, of such ethical issues as: why be moral, moral relativism, the nature of virtues and vices; and possibly consideration of practical ethical problems such as abortion or war.

### 6. Professional and Business Ethics

(4) STAFF

Studies important ethical problems that arise in modern professions and business practice in light of traditional theories in moral and political philosophy. Issues such as medical ethics, ethics in law, codes of conduct for business, preferential treatment of minorities, and responsibility to the environment are studied in light of such theories as utilitarian and deontological moral theories, Classical, Liberalism, and Marxism.

### 7. Biomedical Ethics

(4) STAFF

An examination of philosophical thinking about moral issues raised by the practice of medicine. Traditional ethical theories and problems will serve as background to, and in turn be illuminated by, such issues as informed consent, paternalism, abortion, euthanasia, and genetic engineering.

### 12. Introduction to the Philosophy of Religion

(4) ANDERSON

An introduction to several traditional philosophical problems connected with religious belief.

### 20A-B-C. History of Philosophy

(4-4-4) STAFF

- A. From Thales to Aristotle.
- B. From Medievalists to Rationalists.
- C. From the Empiricists to Kant.

### UPPER DIVISION

*With the exception of Philosophy 130, 143, 145, and 183, at least one prior course in philosophy or consent of instructor is required for upper-division courses. See individual course prerequisites for more specific information.*

#### 100A. Ethics

(4) HANSER, MCMAHON, ZIMMERMAN

*Prerequisite: one prior course in philosophy; or Philosophy 3 (may be taken concurrently).*

An examination of the fundamental concepts, theories, and problems of moral or political philosophy.

#### 100B. Theory of Knowledge

(4) RESCORLA, ZIMMERMAN

*Prerequisite: one prior course in philosophy.*

*Recommended preparation: Philosophy 3 or 183.*

Investigates fundamental questions surrounding the nature of human knowledge and human justification, such as: What do I know? What am I justified in believing? What is it to know something? What is it to hold a justified belief?

#### 100C. Philosophy of Language

(4) BRUECKNER, FALVEY, SALMON

*Prerequisite: one prior course in philosophy.*

*Recommended preparation: Philosophy 3 or 183.*

Introduction to philosophical problems and theories concerning the nature of language. Topics typically include the notion of linguistic structure, theories of meaning and reference, names and descriptions, the relations between language and thought, necessity and analytic truth, and conversational norms.

#### 100D. Philosophy of Mind

(4) BRUECKNER, RESCORLA, ZIMMERMAN

*Prerequisite: one prior course in philosophy.*

*Recommended preparation: Philosophy 3 or 183.*

A discussion of some central questions about the mind: Are people identical to their bodies? What is it to feel, believe or desire something? What distinguishes intelligent thinking from a computer's activities? What is the connection between language and thought?

#### 100E. Metaphysics

(4) ANDERSON, BRUECKNER, FALVEY

*Prerequisite: one prior course in philosophy.*

*Recommended preparation: Philosophy 3 or 183.*

Introduction to the philosophical study of the most general and fundamental features of reality. Topics vary, but may include universals, particulars, identity and individuation, substance, the nature of persons, causation, and the nature of time.

#### 100F. Introduction to the Philosophy of Science (4) RESCORLA

*Prerequisite: one prior course in philosophy; or a major in physics, chemistry, or biology.*

An introduction to the philosophical analysis of the concepts and methods of science, treating such topics as: explanation, confirmation, causation, scientific laws, the interpretation, meaning and reference of scientific theories, theory reduction and theory change, and scientific revolutions.

#### 102A-B. Applied Analytical Reasoning (4-4) STAFF

*Prerequisite: Philosophy 3.*

- A. The development of skills in analyzing material drawn from a variety of philosophical and nonphilosophical concerns. Emphasis will be placed on disambiguating hidden ambiguities, making relevant distinctions, abstracting the central issues, and the analysis of increasingly complex arguments.
- B. The study and application of specialized forms of reasoning such as legal reasoning, reasoning concerning means and ends, reasoning involved in problem-solving situations, and scientific and inductive reasoning.

#### 107. Continental Philosophy

(4) MCMAHON

*Prerequisite: Philosophy 100B or 100C or 100D or 100E.*

A survey of recent continental philosophy.

#### 108. Philosophy of Social Sciences

(4) FALVEY, MCMAHON

*Prerequisite: one prior course from Philosophy 100B-C-D-E; or two prior upper-division philosophy courses.*

Questions and problems in the methodology of the social sciences, including whether the social sciences have distinctive methods of explanation; models of rationality employed in the social sciences; and whether the social sciences can or should be value-neutral.

#### 112. Philosophy of Religion

(4) ANDERSON

*Prerequisite: one prior course in philosophy.*

A study of some of the following topics: religious language, the existence and nature of God, the problem of evil, religious experience, religion and morality, the rationality of religious belief.

#### 116. Meaning and Reference

(4) SALMON

*Prerequisite: Philosophy 183 (may be taken concurrently).*

An examination of the classical theories of meaning and reference: John Stuart Mill, Gottlob Frege, Bertrand Russell, and the theory of direct reference. Investigation of solutions to the classical puzzles of meaning and reference.

#### 121. Political Philosophy

(4) WILKINS

*Prerequisite: a major in philosophy, law & society, political science, or global and international studies.*

Analysis of fundamental political conceptions; the state, sovereignty, political obligation, natural rights, natural law, etc.

#### 122. Theories of Justice

(4) WILKINS

*Prerequisite: a major in philosophy, law & society, political science, or global and international studies.*

An examination, in detail, of one or more influential philosophical theories of justice.

#### 124A. Philosophy of Science

(4) STAFF

*Prerequisite: a prior course in philosophy.*

*May be repeated for credit up to 8 units with consent of instructor.*

*Recommended preparation: a strong background in science.*

What is science? How does it differ from non-science? Course examines both the history of science

and the history of philosophy of science in an effort to discover just what science is and what it has to offer.

#### 124B. Philosophy of Physics

(4) STAFF

*Prerequisite: a prior course in philosophy.*

*May be repeated for credit up to 8 units with consent of instructor.*

*Recommended preparation: a strong background in physics.*

Emphasizes the role that philosophical considerations played in both the evolution and actual practice of science. The major emphasis is on the creation and development of the watersheds of twentieth-century physics: relativity and quantum mechanics.

#### 124C. Philosophy of Space and Time

(4) STAFF

*Prerequisite: a prior course in philosophy.*

*May be repeated for credit up to 8 units with consent of instructor.*

*Recommended preparation: a strong background in physics.*

Is space a thing or a series of relations holding between objects? Does time pass differently for different observers, or in different parts of the universe? Consideration of these and other questions lead to an examination of contemporary physics.

#### 124D. Philosophy of Quantum Mechanics

(4) STAFF

*Prerequisite: a prior course in philosophy.*

*May be repeated for credit up to 8 units with consent of instructor.*

*Recommended preparation: a strong background in physics.*

Examines the history of the development of quantum mechanics, focusing on the philosophical conundrums that arose from the tortured process of finding a theory that "worked." This is done at the conceptual level, with minimal reliance on mathematical techniques.

#### 126. Social Philosophy

(4) MCMAHON

*Prerequisites: Philosophy 100A; or two prior courses in philosophy.*

This course examines moral problems associated with economic activity; for example, economic justice and the moral basis of property rights.

#### 129. Philosophy of International Relations

(4) HOLDEN, WILKINS

*Prerequisite: a major in philosophy, law & society, political science, or global and international studies.*

Study of philosophical problems in international relations.

#### 130. Freedom and Determinism

(4) BRUECKNER

*Prerequisite: one prior course in philosophy.*

Determinism is the doctrine that the laws of nature plus the past necessitate the future. Is determinism compatible with the view that we often act freely and are often morally responsible for what we do?

#### 131. Advanced Topics in Applied Ethics

(4) HANSER, HOLDEN

*Prerequisite: Philosophy 100A; or two prior courses in philosophy.*

#### 133. History of Political Thought

(4) HOLDEN, MCMAHON, WILKINS

*Prerequisite: a major in philosophy, law & society, political science, or global and international studies.*

A study of one or more important figures from the history of political thought.

#### 134. Moral Psychology

(4) ZIMMERMAN

*Prerequisites: Philosophy 4 or 100A; and Philosophy 100B or 100C or 100D or 100E.*

An examination of the nature of desires, emotions, the imagination and other aspects of human psychology, and of the ways these bear on the moral evaluation of people and actions.

#### 135. Contemporary Philosophy

(4) SALMON, MCMAHON

*Prerequisite: Philosophy 100B or 100D or 100E.*

Systematic investigation of topics drawn from contemporary analytic or continental philosophy.

#### 136. Aesthetics

(4) MCMAHON

*Prerequisite: One prior course in philosophy.*

Topics may include the aesthetic experience, the aesthetic object, the creative act, and art criticism.

#### 137. Aesthetic Theory

(4) MCMAHON

*Prerequisite: one prior course in philosophy.*

A study of some major works in the philosophy of art from Plato to the present, with emphasis on the development and analysis of the basic concepts employed in criticism of the arts.

#### 138. Normative Ethics

(4) HANSER, MCMAHON

*Prerequisite: Philosophy 100A; or two prior courses in philosophy.*

*May be repeated for credit to a maximum of 8 units.*  
An examination of what makes actions morally right or wrong and people morally good or bad.

#### 139. Meta-ethics

(4) ANDERSON, HANSER

*Prerequisite: Philosophy 100A; or two prior courses in philosophy.*

*May be repeated for credit to a maximum of 8 units.*

An examination of problems concerning the meaning and justification of moral judgments.

#### 140. History of Ethics: Ancient

(4) STAFF

*Prerequisite: Philosophy 100A; or two prior courses in philosophy.*

A study of one or more important moral philosophers from the ancient period.

#### 142. Advanced Topics in Philosophy of Religion

(4) ANDERSON

*Prerequisites: Philosophy 112, or two prior upper-division courses in philosophy; and one additional course in philosophy.*

*May be repeated to a maximum of 8 units with the consent of the instructor.*

Advanced topics in the philosophy of religion. Specific subject matter is selected by the instructor and descriptions are available in the department office before each quarter.

#### 143. Philosophy of Law

(4) HOLDEN, WILKINS

An introduction to some of the main issues generated by the philosophical question, "What is Law?" In what sense is conduct made obligatory by the existence of law? What, if any, is the relationship between law and morals? What are rules? What does it mean to say that a rule exists? Do courts really apply rules or merely pretend to do so?

#### 144. Advanced Topics in the Philosophy of Law

(4) HANSER, WILKINS

*Prerequisite: a major in philosophy, law & society, political science, or global and international studies.*

Study of advanced topics in the philosophy of law.

#### 145. Punishment and Responsibility

(4) WILKINS

An examination of some of the philosophical problems of punishment and responsibility: the rationale of punishment and the legal doctrine of *mens rea*; the analysis of conditions of responsibility, relations between punishment, responsibility, retribution, guilt, shame, etc.

#### 149. Action Theory

(4) FALVEY, HANSER

*Prerequisites: one prior course from Philosophy 100B-C-D-E; or two prior courses in philosophy.*

*May be repeated for credit to a maximum of 8 units.*

An examination of philosophical topics connected with human action, e.g., the role of intentions and desires in the explanation and justification of action and the nature of practical reason.

#### 150A. Advanced Topics in Ethical Theory

(4) MCMAHON, HANSER

*Prerequisite: Philosophy 100A or 100B or 100C or 100D or 100E or 100F.*

*May be repeated for credit to a maximum of 12 units with consent of instructor.*

Advanced topics in ethical theory. Specific subject



matter is selected by the instructor and descriptions are available in the department office before each quarter.

### 150B. Advanced Topics in Theory of Knowledge

(4) BRUECKNER, ZIMMERMAN

Prerequisite: Philosophy 100A or 100B or 100C or 100D or 100E or 100F.

May be repeated for credit to a maximum of 8 units with consent of instructor.

Advanced topics in theory of knowledge. Specific subject matter is selected by the instructor and descriptions are available in the department office before each quarter.

### 150C. Advanced Topics in Philosophy of Language

(4) SALMON, FALVEY

Prerequisite: Philosophy 100A or 100B or 100C or 100D or 100E or 100F.

May be repeated up to 8 units with consent of instructor.

Specific subject matter selected by the instructor. Descriptions available in the department office before each quarter.

### 150D. Advanced Topics in Philosophy of Mind

(4) FALVEY

Prerequisite: Philosophy 100A or 100B or 100C or 100D or 100E or 100F.

May be repeated up to 8 units with consent of instructor.

Advanced topics in philosophy of mind. Specific subject matter is selected by the instructor and descriptions are available in the department office before each quarter.

### 150E. Advanced Topics in Metaphysics

(4) BRUECKNER, SALMON

Prerequisite: Philosophy 100A or 100B or 100C or 100D or 100E or 100F.

May be repeated up to 8 units with consent of instructor.

Advanced topics in metaphysics. Specific subject matter is selected by the instructor and descriptions are available in the department before each quarter.

### 151. Pre-Socratics

(4) HANSER, TSOUNA

Prerequisites: a prior upper-division course in philosophy and one additional course in philosophy.

A study of the pre-Socratic philosophers.

### 152. Plato

(4) TSOUNA

Prerequisites: a prior upper-division course in philosophy and one additional course in philosophy.

The philosophy of Plato.

### 153. Aristotle

(4) HANSER, TSOUNA

Prerequisites: a prior upper-division course in philosophy and one additional course in philosophy.

The philosophy of Aristotle.

### 156. Hellenistic Philosophy

(4) TSOUNA

Prerequisites: a prior upper-division course in philosophy and one additional course in philosophy.

An examination of the thought of major Greek philosophers of the Hellenistic period.

### 160. Descartes

(4) FALVEY, HOLDEN

Prerequisite: Philosophy 20B or 100B or 100D or 100E.

### 162. Leibniz

(4) ANDERSON, HOLDEN

Prerequisite: Philosophy 100B or 100D or 100E.

### 163. Locke

(4) HOLDEN

Prerequisite: Philosophy 20B or 100B or 100D or 100E.

### 164. Berkeley

(4) HOLDEN

Prerequisite: Philosophy 20B or 100B or 100D or 100E.

### 165. Hume

(4) HOLDEN, ZIMMERMAN

Prerequisites: a prior upper-division course in philosophy and one additional course in philosophy.

The philosophy of David Hume.

### 166A. Kant

(4) STAFF

Prerequisites: two prior courses from Philosophy 20B, 100B-D-E, or 160.

An examination of the philosophy of Kant with special attention to the *Critique of Pure Reason*.

### 170. Wittgenstein

(4) FALVEY

Prerequisite: Philosophy 100B or 100C or 100D or 100E.

The philosophy of Wittgenstein.

### 173. Frege

(4) ANDERSON, RESCORLA

Prerequisite: Philosophy 183 and another previous course in philosophy.

An examination of the work of the German philosopher and logician, Gottlob Frege.

### 174. Early Analytic Philosophy

(4) SALMON

Prerequisite: Philosophy 100B or 100C or 100D or 100E.

May be repeated for credit to a maximum of 8 units.

A study of one or more major philosophers from the early stages of the analytic tradition (e.g. Frege, Moore, Russell, Wittgenstein, and the logical positivists.)

### 176. Historical Philosophers

(4) HOLDEN, ZIMMERMAN

Prerequisite: Philosophy 100A or 100B or 100D or 100E.

May be repeated with consent of department provided course content is different.

Examination of historical philosophers beyond those covered in Philosophy 106 and 151-166.

### 180. Philosophical Psychology

(4) HANSER

Prerequisite: a prior upper-division course in philosophy.

An examination of some of the concepts of the mind such as those of desire, intention, action, perception, sensation, and the unconscious.

### 183. Beginning Modern Logic

(4) SALMON, ANDERSON

An introduction to the concepts and methods of modern symbolic logic. Emphasis is placed on problems of translating English expressions into logical symbols and on the development of skills in using the formal proof procedures of sentential and predicate logic.

### 184. Intermediate Modern Logic

(4) SALMON, ANDERSON

Prerequisite: Philosophy 183.

Further application and development of the predicate calculus, including the calculi of identity and description. An introduction to the metalogical questions of completeness, consistency, and decidability.

### 185. Advanced Modern Logic

(4) ANDERSON, FALVEY

Prerequisite: Philosophy 184 or Mathematics 109A.

Topics from the theory of formal systems, set theory, recursive function theory, and automata theory.

### 186. Philosophical Logic

(4) ANDERSON, SALMON

Prerequisite: Philosophy 184.

May be repeated for credit to a maximum of 8 units.

Topics in logical theory and the philosophy of logic: intensional logics and other non-standard logics (such as modal logic); discussion of results of modern logic and their philosophical implications.

### 187. Philosophy of Mathematics

(4) ANDERSON, RESCORLA

Prerequisite: Philosophy 183 or Mathematics 108A.

Logistic, formalist, and intuitionist views of the nature of mathematics. Epistemological problems of applied mathematics.

### 188. Theory of Value

(4) WILKINS

Prerequisite: a prior course in philosophy.

Study of theories of the nature and structure of the good and of value judgments generally.

### 192. Internship in Philosophy

(1-12) STAFF

Prerequisite: upper-division standing in philosophy; consent of instructor and department.

Students must have a 3.0 overall grade-point average. May be repeated for credit to a maximum of 12 units but only 4 units may count toward the major.

Practical experience and application of analytical and ethical skills learned in philosophy as interns with agencies and business. Periodic and final reports required under faculty direction.

### 197A-B. Senior Honors Thesis

(2-2) STAFF

Prerequisites: senior philosophy majors, by consent of instructor, and departmental approval.

A continuous two-quarter research and writing tutorial designed for senior honors majors. The first term will be spent mainly in selecting and researching a topic for the thesis. The second term will be spent mainly in the writing of the thesis. (W,S)

### 197P. Senior Project for Majors with Ethics and Public Policy Emphasis

(2-4) STAFF

Prerequisites: upper-division standing in philosophy and consent of department.

May be repeated up to 8 units with consent of instructor.

A research and writing tutorial in some topic relevant to issues in ethics and public policy. A written proposal of the project must be approved by the undergraduate advisor and the instructor.

### 199. Independent Studies in Philosophy

(1-5) STAFF

Prerequisites: upper-division standing; completion of two upper-division courses in philosophy.

Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. Philosophy 199 may be repeated to a maximum of 12 units. No more than 12 units may be applied to the major.

Written statement of the proposed program of study must be presented to the instructor for his or her approval before the student signs up for the course. (F,W,S)

### 199RA. Independent Research Assistant

(1-5) STAFF

Prerequisite: upper-division standing.

Students must enroll under instructor number and have a minimum 3.0 grade-point average for the preceding three quarters. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. Philosophy 199RA may be repeated for credit to a maximum of 5 units

Course work shall consist of faculty supervised research.

## GRADUATE COURSES

Graduate standing is a prerequisite for all graduate courses. All graduate seminars (with the exception of Philosophy 200) may be repeated for credit with consent of instructor, and may be taken for 1 to 4 units of credit as determined by consultation with the instructor. Specific topics for seminars will be available at the department office at the time registration counseling begins.

### 207G. Continental Philosophy

(4) MCMAHON

A survey of recent continental philosophy.

### 208G. Philosophy of the Social Sciences

(4) FALVEY, MCMAHON

Questions and problems in the methodology of the social sciences, including whether the social sciences have distinctive methods of explanation; models of rationality employed in the social sciences; and whether the social sciences can or should be value-neutral.

### 212G. Philosophy of Religion

(4) ANDERSON

Study at the graduate level of topics in the philosophy of religion.

**216G. Meaning and Reference**

(4) SALMON

An examination of the classical theories of meaning and reference: John Stuart Mill, Gottlob Frege, Bertrand Russell, and the theory of direct reference. Solutions to the classical puzzles of meaning and reference are investigated.

**221G. Political Philosophy**

(4) WILKINS

**222G. Theories of Justice**

(4) WILKINS

A study at the graduate level of an examination, in detail, of one or more influential philosophical theories of justice.

**224A. Philosophy of Science**

(1-4) STAFF

What is science? How does it differ from non-science? Course examines both the history of science and the history of philosophy of science in an effort to discover just what science is and what it has to offer.

**224B. Philosophy of Physics**

(1-4) STAFF

Emphasizes the role that philosophical considerations played in both the evolution and actual practice of science. The major emphasis is on the creation and development of the watersheds of twentieth-century physics: relativity and quantum mechanics.

**224C. Philosophy of Space and Time**

(1-4) STAFF

Is space a thing or a series of relations holding between objects? Does time pass differently for different observers, or in different parts of the universe? Consideration of these, and other questions leads to an examination of contemporary physics.

**224D. Philosophy of Quantum Mechanics**

(1-4) STAFF

Examines the history of the development of quantum mechanics, focusing on the philosophical conundrums that arose from the tortured process of finding a theory that "worked." This is done at the conceptual level, with minimal reliance on mathematical techniques.

**226G. Social Philosophy**

(4) MCMAHON

A study at the graduate level of moral problems associated with economic activity, for example, economic justice and the moral basis of property rights.

**229G. Philosophy of International Relations**

(4) HOLDEN, WILKINS

*Prerequisite: graduate standing.*

The study of philosophical problems in international relations.

**230G. Freedom and Determinism**

(4) BRUECKNER, WILKINS

A study at the graduate level of the problem of whether human action is free or determined.

**231G. Advanced Topics in Applied Ethics**

(4) HANSER, HOLDEN

**233G. History of Political Thought**

(4) WILKINS

A study of one or more important figures from the history of political thought.

**234G. Moral Psychology**

(4) FALVEY, ZIMMERMAN

An examination of the nature of desires, emotions, the imagination, and other aspects of human psychology, and of the ways these bear on the moral evaluation of people and actions.

**235G. Contemporary Philosophy**

(4) SALMON, MCMAHON

A study at the graduate level of selected topics in contemporary philosophy.

**236G. Aesthetics**

(4) MCMAHON

Topics may include the aesthetic experience, the aesthetic object, the creative act, and art criticism.

**237G. Aesthetic Theory**

(4) MCMAHON

A study at the graduate level of the development and analysis of the basic concepts employed in criticism of the arts.

**238G. Normative Ethics**

(4) HANSER, MCMAHON

An examination of what makes actions morally right or wrong and people morally good or bad.

**239G. Meta-ethics**

(4) ANDERSON, HANSER

An examination of problems concerning the meaning and justification of moral judgments.

**240G. History of Ethics: Ancient**

(4) STAFF

A study of one or more important moral philosophers from the ancient period.

**242G. Topics in the Philosophy of Religion**

(4) ANDERSON

A study at the graduate level of topics in the philosophy of religion.

**243G. Philosophy of Law**

(4) HOLDEN, WILKINS

An introduction to some of the main issues generated by the philosophical questions, "What is Law?" (1) In what sense is conduct made obligatory by the existence of law? (2) What, if any, is the relationship between law and morals? (3) What are rules? What does it mean to say that a rule exists? Do courts really apply rules or merely pretend to do so?

**244G. Advanced Topics in the Philosophy of Law**

(4) WILKINS

**245G. Punishment and Responsibility**  
(4) WILKINS  
An examination of some of the philosophical problems of punishment and responsibility: the rationale of punishment and the legal doctrine of *mens rea*; the analysis of conditions of responsibility, relations between punishment, responsibility, retribution, guilt, shame, etc.

**249G. Action Theory**

(4) HANSER, FALVEY

An examination of philosophical topics connected with human action, e.g., the role of intentions and desires in the explanation and justification of action and the nature of practical reason.

**250B. Topics in Theory of Knowledge**

(4) BRUECKNER

**250C. Topics in Philosophy of Language**

(4) SALMON, FALVEY

**250D. Topics in Philosophy of Mind**

(4) FALVEY

**250E. Topics in Metaphysics**

(4) SALMON, BRUECKNER

**251G. Pre-Socratics**

(4) TSOUNA

**252G. Plato**

(4) TSOUNA

**253G. Aristotle**

(4) TSOUNA

**256G. Hellenistic Philosophy**

(4) TSOUNA

**260G. Descartes**

(4) FALVEY, HOLDEN

**262G. Leibniz**

(4) ANDERSON, HOLDEN

**263G. Locke**

(4) HOLDEN

**264G. Berkeley**

(4) HOLDEN

**265G. Hume**

(4) HOLDEN, ZIMMERMAN

**266A. Kant**

(4) BRUECKNER, HOLDEN, ZIMMERMAN

**270G. Wittgenstein**

(4) FALVEY

**273G. Frege**

(4) ANDERSON, RESCORLA

An examination of the work of the German philosopher and logician, Gottlob Frege.

**274G. Early Analytic Philosophy**

(4) HANSER, SALMON

A study of one or more major philosophers

from the early stages of the analytic tradition (e.g. Frege, Moore, Russell, Wittgenstein, and the logical positivists.)

**276G. Historical Philosophers**

(4) HOLDEN, ZIMMERMAN

*May be repeated with consent of department provided course content is different.*

Examination of historical philosophers beyond those covered in Philosophy 106 and 151-166.

**280G. Philosophical Psychology**

(4) STAFF

A study at the graduate level of selected problems in philosophical psychology.

**283G. Beginning Symbolic Logic**

(4) ANDERSON, SALMON

An introduction to symbolic logic at the graduate level.

**284G. Intermediate Symbolic Logic**

(4) ANDERSON, SALMON

A continuation of the study of symbolic logic.

**285G. Advanced Symbolic Logic**

(4) SALMON

An advanced study of symbolic logic.

**286G. Philosophical Logic**

(4) ANDERSON, SALMON

*Prerequisites: Philosophy 183 and 184.*

Topics in logical theory and the philosophy of logic: intensional logic and other non-standard logics (such as modal logic); discussion of results of modern logic and their philosophical implications.

**287G. Philosophy of Mathematics**

(4) ANDERSON, RESCORLA

**288G. Theory of Value**

(4) ANDERSON

**296A. Seminar in Ethics**

(1-4) STAFF

*Prerequisite: graduate standing.*

**296B. Seminar in Epistemology**

(1-4) STAFF

*Prerequisite: graduate standing.*

**296C. Seminar in the Philosophy of Language**

(1-4) STAFF

*Prerequisite: graduate standing.*

**296D. Seminar in the Philosophy of Mind**

(1-4) STAFF

*Prerequisite: graduate standing.*

**296E. Seminar in Metaphysics**

(1-4) STAFF

*Prerequisite: graduate standing.*

**297A. Seminar in the History of Philosophy**

(1-4) STAFF

*Prerequisite: graduate standing.*

**298A. Seminar in Aesthetics**

(1-4) STAFF

*Prerequisite: graduate standing.*

**299A. Seminar in the Philosophy of Logic**

(1-4) STAFF

*Prerequisite: graduate standing.*

**299C. Seminar in the Philosophy of Science**

(1-4) STAFF

*Prerequisite: graduate standing.*

Graduate seminar in the philosophy of science.

Specific subject matter is selected by the instructor and descriptions are available in the department office before each quarter.

**500. Apprentice Teaching in Philosophy**

(2-4) STAFF

*Prerequisite: teaching assistantship in philosophy. No unit credit allowed toward degree.*

A teaching practicum involving the study and development of effective teaching techniques in philosophy. Each student will be responsible for and teach a class section in an undergraduate course in philosophy. One meeting per week with instructor and one or more discussion section meetings, and attendance in the lecture of the assigned course are required.

**501. Teaching Assistant Training****(2) STAFF***Prerequisite: teaching assistant in philosophy.**No unit credit allowed toward degree.*

Instructional training. Orientation in professional conduct and responsibilities; observation of student's teaching (in the form of faculty visits or videotaping) and follow-up conferences; discussion of teaching evaluations and workshops on pedagogical problems.

**594. Special Topics****(1-4) STAFF***Prerequisite: consent of instructor.*

Special seminar on research subjects of current interest.

**596. Directed Reading and Research****(1-12) STAFF***Prerequisites: graduate student in philosophy; consent of instructor.*

A written proposal must be approved by the instructor and the department chair.

**597. Individual Study for Master's and/or Ph.D. Examinations for Advancement to Candidacy****(1-12) STAFF***No unit credit allowed toward degree.*

Individual preparation for the doctoral qualifying examination.

**599. Ph.D. Dissertation Research and Preparation****(1-12) STAFF**

# Physical Activities

*This department is now called Exercise and Sport Studies. For faculty, program information, and courses, see Exercise and Sport Studies.*

# Physics

Department of Physics  
Division of Mathematical, Life,  
and Physical Sciences  
Broida Hall 3019

Telephone: (805) 893-4567

E-mail: [ugrad@physics.ucsb.edu](mailto:ugrad@physics.ucsb.edu)Website: [www.physics.ucsb.edu](http://www.physics.ucsb.edu)

Department Chair: Mark Srednicki

## Faculty

**S. James Allen**, Ph.D., Massachusetts Institute of Technology, Professor (experimental condensed matter physics)

**Robert Antonucci**, Ph.D., UC Santa Cruz, Professor (observational astrophysics)

**David D. Awschalom**, Ph.D., Cornell University, Professor (experimental condensed matter physics).

**Leon Balents**, Ph.D., Harvard University, Professor (theoretical condensed matter physics)

**David Berenstein**, Ph.D., University of Texas, Associate Professor (theoretical high energy physics)

**Lars Bildsten**, Ph.D., Cornell University, Professor (theoretical astrophysics)

**Omer M. Blaes**, Ph.D., International School for Advanced Studies, Trieste, Italy, Professor (theoretical astrophysics)

**Frank Brown**, Ph.D., Massachusetts Institute

of Technology, Associate Professor (theoretical/biophysical chemistry).

**Dirk Bouwmeester**, Ph.D., University of Leiden, Netherlands, Professor (experimental condensed matter physics)

**Claudio F. Campagnari**, Ph.D., Yale University, Professor (experimental high energy physics)

**David S. Cannell**, Ph.D., Massachusetts Institute of Technology, Professor (experimental condensed matter physics)

**Jean Carlson**, Ph.D., Cornell University, Professor (theoretical condensed matter physics)

**Andrew N. Cleland**, Ph.D., UC Berkeley, Professor (experimental condensed matter physics)

**Wim van Dam**, Ph.D., University of Amsterdam and University of Oxford, Assistant Professor (theoretical condensed matter physics).

**Douglas Eardley**, Ph.D., UC Berkeley, Professor (theoretical gravitational physics)

**Matthew P. A. Fisher**, Ph.D., University of Illinois, Professor (theoretical condensed matter physics)

**Roger Freedman**, Ph.D., Stanford University, Lecturer with Security of Employment.

**Deborah K. Fygenon**, Ph.D., Princeton University, Associate Professor (experimental biophysics).

**Steve Giddings**, Ph.D., Princeton University, Professor (theoretical high energy physics)

**David J. Gross**, Ph.D., UC Berkeley, Professor, 2004 Physics Nobel Laureate (theoretical high energy physics). Frederick W. Gluck Chair of Theoretical Physics.

**Sergei Gukov**, Ph.D., Princeton University, Associate Professor (mathematical physics).

**Carl Gwinn**, Ph.D., Princeton University, Professor (observational astrophysics)

**Elisabeth G. Gwinn**, Ph.D., Harvard University, Professor (experimental condensed matter physics)

**Paul K. Hansma**, Ph.D., UC Berkeley, Professor (experimental biophysics)

**Alan J. Heeger**, Ph.D., UC Berkeley, Professor, 2000 Chemistry Nobel Laureate (experimental condensed matter physics).

**Gary Horowitz**, Ph.D., University of Chicago, Professor (theoretical gravitational physics)

**Joseph Incandela**, Ph.D., University of Chicago, Professor (experimental high energy physics)

**Everett A. Lipman**, Ph.D., UC Berkeley, Assistant Professor (experimental biophysics)

**Philip M. Lubin**, Ph.D., UC Berkeley, Professor (experimental astrophysics)

**Andreas W. W. Ludwig**, Ph.D., UC Santa Barbara, Professor (theoretical condensed matter physics)

**Donald Marolf**, Ph.D., University of Texas, Professor (theoretical gravitational physics)

**Crystal Martin**, Ph.D., University of Arizona, Professor (observational astrophysics)

**John Martinis**, Ph.D., UC Berkeley, Professor (experimental condensed matter physics) Worster Endowed Chair in Experimental Physics.

**Benjamin Mazin**, Ph.D., California Institute of Technology, Assistant Professor (experimental astrophysics)

**Benjamin Monreal**, Ph.D., Massachusetts Institute of Technology, Assistant Professor (experimental high energy physics)

**David Morrison**, Ph.D., Harvard University, Professor (mathematical physics).

**Chetan Nayak**, Ph.D., Princeton University, Professor (theoretical condensed matter physics)

**Harry N. Nelson**, Ph.D., Stanford University, Professor (experimental high energy physics)

**Siang-Peng Oh**, Ph.D., Princeton University, Associate Professor (theoretical astrophysics)

**Philip A. Pincus**, Ph.D., UC Berkeley, Professor (theoretical biophysics).

**Joseph G. Polchinski**, Ph.D., UC Berkeley, Professor (theoretical high energy physics)

**Jeffrey Richman**, Ph.D., California Institute of Technology, Professor (experimental high energy physics)

**Francesc Roig**, Ph.D., University of Massachusetts, Senior Lecturer with Security of Employment.

**Joan-Emma Shea**, Ph.D., Massachusetts Institute of Technology, Professor (theoretical biophysical chemistry).

**Mark Sherwin**, Ph.D., UC Berkeley, Professor (experimental condensed matter physics)

**Boris Shraiman**, Ph.D., Harvard University, Professor (theoretical biophysics)

**Mark Srednicki**, Ph.D., Stanford University, Professor (theoretical high energy physics)

**David Stuart**, Ph.D., UC Davis, Associate Professor (experimental high-energy physics)

**Tommaso L. Treu**, Ph.D., Scuola Normale Superiore, Pisa, Italy, Associate Professor (observational astrophysics)

**Michael Witherell**, Ph.D., University of Wisconsin, Professor (experimental high energy physics)

**Anthony Zee**, Ph.D., Harvard University, Professor (theoretical high energy physics)

## Emeriti Faculty

**Guenter Ahlers**, Ph.D., UC Berkeley, Professor (experimental condensed matter physics)

**Paul H. Barrett**, Ph.D., UC Berkeley, Professor Emeritus

**David O. Caldwell**, Ph.D., UC Los Angeles, Professor Emeritus and Research Professor

**Robert Eisberg**, Ph.D., UC Berkeley, Professor Emeritus

**José R. Fulco**, Ph.D., University of Buenos Aires, Professor Emeritus

**James B. Hartle**, Ph.D., California Institute of Technology, Professor Emeritus and Research Professor

**Daniel W. Hone**, Ph.D., University of Illinois, Professor Emeritus

**Vincent Jaccarino**, Ph.D., Massachusetts Institute of Technology, Professor Emeritus

**Walter Kohn**, Ph.D., Harvard University, Professor Emeritus and Research Professor, 1998 Chemistry Nobel Laureate

**James S. Langer**, Ph.D., University of Birmingham, Professor Emeritus and Research Professor

**Harold W. Lewis**, Ph.D., UC Berkeley, Professor Emeritus

**Rollin J. Morrison**, Ph.D., University of Illinois, Professor Emeritus

**Stanton J. Peale**, Ph.D., Cornell University, Professor Emeritus and Research Professor

**Raymond F. Sawyer**, Ph.D., Harvard University, Professor Emeritus and Research Professor

**Douglas J. Scalapino**, Ph.D., Stanford University, Professor Emeritus

**Glen E. Schrank**, Ph.D., UC Los Angeles, Associate Professor Emeritus

**Robert Schrieffer**, Ph.D., University of Illinois, Professor Emeritus

**Robert L. Sugar**, Ph.D., Princeton University, Professor Emeritus and Research Professor

**William C. Walker**, Ph.D., University of Southern California, Professor Emeritus

### Affiliated Faculty

**Horia I. Metiu**, Ph.D., Massachusetts Institute of Technology (theoretical condensed matter physics)

**Cyrus R. Safinya**, Ph.D. Massachusetts Institute of Technology (Materials)

The physics major provides the foundation for careers in basic and applied physics; in interdisciplinary areas such as astronomy, biophysics, environmental science, oceanography, and scientific instrumentation; and in economics, law, and medicine.

The Department of Physics offers undergraduate programs leading to the B.S. or the B.A. degree, a minor in astronomy and planetary science, and a minor in physics. It also offers a graduate program leading to a Ph.D. in physics. The Bachelor of Science degree requires a number of electives which may be taken according to the particular aims of the student, after consultation with a faculty advisor. It is designed to provide basic preparation for graduate school in physics, another physical science, or engineering, and for work in industry or a research laboratory. The Bachelor of Arts degree aims at providing students with a basic knowledge of the physical sciences that can be applied to a career in the natural or behavioral sciences, economics, or to further study in a professional school.

Students are assigned faculty advisors at the beginning of each academic year; it is the student's responsibility to meet with the advisor to plan a major program. Transfer students must consult with the appropriate advisor as soon as possible.

Students with a bachelor's degree in physics who are interested in pursuing a California Teaching Credential should contact the credential advisor in the Graduate School of Education as soon as possible.

### Research Opportunities

Information regarding research opportunities is available by visiting the website at: [www.physics.ucsb.edu/research/](http://www.physics.ucsb.edu/research/). This site lists the faculty and their current research.

### Prizes and Awards

The Arnold T. Nordsieck Memorial Prize is awarded each year to an outstanding senior who has demonstrated notable promise in research.

An Outstanding Senior and an Outstanding Teaching Assistant prize is awarded annually.

The John Cardy Award is given each year to a first-year graduate student with the strongest performance in the core graduate courses.

## Undergraduate Program

**Undergraduate advising.** Prior to registration for the fall quarter each year, all physics majors must make an appointment with the appropriate faculty advisor. The advisors' names may be obtained at the Department of Physics, Broida Hall 3019C, or by calling (805) 893-4567. Before meeting with the advisor, each student must pick up the appropriate B.S./B.A. advising form from the department office. One copy of the form will be given to the student for future reference; a second copy will remain on file in the department office.

### Bachelor of Science—Physics

All courses to be applied to the B.S. major must be completed on a letter-grade basis, with the exception of the following: up to 7 units from the following physics courses may be taken P/NP: Physics 142L, 143L, 144L, 145L, 198, 199.

**Preparation for the major.** The following courses should be completed in the first two years: Physics 20, 21, 22, 23, 24, 25; and 3L, 4L, 5L or 25L (or Physics 13AH, 13BH, 13CH); Mathematics 3A-B-C, 5A-B-C; Chemistry 1A-B (or Chemistry 2A-B). A suggested course schedule for freshmen is available from the undergraduate staff advisor.

**Upper-division major.** Fifty-six upper-division units are required for the B.S. degree in physics, including Physics 100A, 105A-B, 110A-B, 115A-B-C, 119A, 127AL, and 128AL-BL. Also required are 14 additional units of upper-division physics electives, of which no more than 7 units may be earned in the following courses: Physics 127BL, 142L, 143L, 144L, 145L, 199. With the consent of the faculty advisor, 4 units of upper-division, chemistry, EEMB, engineering, geography, geology, mathematics or MCDB may be substituted toward the elective requirement. In order to satisfy prerequisites for those courses, which are normally taken in the senior year, students should include 100A, 105A-B, 115A-B and 119A in their junior year program.

*Note: All B.S. candidates are required (1) to fulfill the General Education requirements of the College of Letters and Science for the B.S. degree; (2) to have their lower- and upper-division programs approved by the physics faculty advisor during the first quarter in which they have declared their major and subsequently once each year prior to enrollment; and (3) to maintain a C average in the major. Students who do not maintain a grade-point average of 2.0 in upper-division physics courses will be subject to dismissal from the major. (See major requirements section of this catalog.)*

### Bachelor of Arts—Physics

All courses to be applied to the BA major must be completed on a letter-grade basis, with the exception of the following: up to 7 units from the following physics courses may be taken P/NP: Physics 142L, 143L, 144L, 145L, 198, 199.

**Preparation for the major.** The following courses should be completed in the first two years: Physics 20, 21, 22, 23, 24, 25, and 3L, 4L, 5L or 25L (or Physics 13AH, 13BH, 13CH); Mathematics 3A-B-C, 5A-B-C; Chemistry 1A-B (or Chemistry 2A-B). A suggested course schedule for freshmen is available from the undergraduate staff advisor.

**Upper-division major.** Forty-two upper-division units are required for the B.A. degree, including 30 units of upper-division physics courses and 12 units of chemistry, EEMB, engineering, geography, geology, mathematics, MCDB, physics, or electives approved by a faculty advisor. Of the 30 upper-division units in physics, 6 must be upper-division laboratory, chosen from the following courses: Physics 127AL, 127BL, 128AL and/or 128BL.

*Note: All B.A. candidates are required (1) to fulfill the General Education requirements of the College of Letters and Science for the B.A. degree; (2) to have their lower- and upper-division programs approved by the physics faculty advisor during the first quarter in which they have declared their major and subsequently once each year prior to enrollment; and (3) to maintain a C average in the major. Students who do not maintain a grade-point average of 2.0 in upper-division physics courses will be subject to dismissal from the major. (See major requirements section of this catalog.)*

### Physics Honors

The department provides special opportunities for highly motivated and successful students at both the lower- and upper-division levels, primarily through active involvement in the department's research program. Outstanding sophomores are encouraged to take the Honors Laboratory sequence, Physics 13AH, 13BH, and 13CH, that is designed to aid students in making the transition from the classroom to the modern research laboratory. Many students spend the summers following their sophomore and junior years actively engaged in research, either on campus or at another institution. During the senior year, the opportunity to pursue a bachelor's honors thesis is available to students who maintain a grade point average of 3.5 or better, in physics.

### Bachelor's Honors Thesis

Students who wish to pursue a bachelor's honors thesis must submit a signed honors thesis proposal form to the undergraduate faculty advisor for approval three quarters before the thesis is submitted. It is recommended that students discuss plans to pursue an honors thesis with their faculty advisor even earlier (e.g. before the beginning of their junior year). Completion of an honors thesis involves developing a research project under the supervision of a faculty member, presenting a public seminar describing the work, and submitting a formal written thesis to the faculty member and the undergraduate advisory committee for grading and approval. Honors thesis work is credited through one of the following courses: Physics 142L, 143L, 144L, 145L, and 199.

### Minor—Physics

All courses to be applied to the minor must be completed on a letter-grade basis, with the exception of the following: up to 5 units from the following physics courses may be taken P/NP: 142L, 143L, 144L, 145L, 198, 199.

**Preparation for the minor.** Physics 1, 2, 3, 4, 5 (or Physics 20, 21, 22, 23, 24, 25); Physics 3L, 4L, 5L or 25L (or Physics 13AH, 13BH, 13CH); Mathematics 3A-B-C and 5A-B-C.

**Upper-division minor.** Eighteen units, distrib-

uted as follows: Three UD Physics courses chosen from the following: Physics 100A, 105A-B, 110A-B-C, 115A-B-C or 119A-B.

*Note: Substitutions and waivers are subject to approval by the faculty advisor. Please see page 118 for special conditions governing minors in the College of Letters and Science.*

### Minor—Astronomy and Planetary Science

All courses to be applied to the minor must be completed on a letter-grade basis, with the exception of the following: up to 5 units from the following physics courses may be taken P/ NP: 142L, 143L, 144L, 145L, 198, 199.

**Preparation for the minor.** 1, 2, 3, 4, 5 (or Physics 20, 21, 22, 23, 24, 25); Physics 3L, 4L, 5L or 25L (or Physics 13AH, 13BH, 13CH); Mathematics 3A-B-C and 5A-B-C.

**Upper-division minor.** Eighteen units, distributed as follows: Physics 132, 133 (note that 132 and 133 are taught every other year in alternating years, and can be taken by students in either order), and 10 units of upper-division electives chosen from: Physics 131, 134, 141, 145L, 198\*, 199\*; Geology 123, 124G, 159A, 159B, 198\*, 199\*.

\*Project must be approved by the faculty advisor. In addition, no more than 5 units from Physics 198, 199 and geology 198, 199, will be accepted toward the minor.

*Note: Substitutions and waivers are subject to approval by the faculty advisor. Please see page 118 for special conditions governing minors in the College of Letters and Science.*

## Graduate Program

In addition to departmental requirements, candidates for graduate degrees must fulfill the university requirements described in the chapter “Graduate Education at UCSB.”

### Master of Arts—Physics

The Department of Physics does not offer a terminal M.A. program. Admission is to the Ph.D. program only. Master’s degrees may be awarded only in the case of students who leave the Ph.D. program or for continuing students who have advanced to candidacy and request the M.A. degree.

The requirements for the M.A. are (1) completion of 36 quarter-units of work, with a minimum of 32 units of graduate-level courses and the rest approved by the student’s academic advisory committee; and (2) successful completion of an M.A. examination administered by the student’s graduate advisory committee (successful completion of the advancement to candidacy exam fulfills this requirement).

### Doctor of Philosophy—Physics Admission

A candidate for admission to the Ph.D. program must present an undergraduate degree in physics, or its equivalent, and Graduate Record Examination (GRE) scores in the verbal, quantitative, and analytical sections as well as the Advanced Subject in physics. In addition to departmental admission requirements, applicants must also meet the university requirements for

admission described in the chapter “Graduate Education at UCSB.” Further information on the graduate program, and a description of current research, can be found at: [www.physics.ucsb.edu/](http://www.physics.ucsb.edu/).

### Degree Requirements

First-year students will be required to pass the following graduate physics courses with a grade of B or better: Physics 205 (Classical Mechanics), 210A-B (Electromagnetic Theory), 215A-B-C (Quantum Mechanics), and 219 (Statistical Mechanics). The departmental graduate advisor can exempt students from taking a required course, or may require other courses in addition to those listed here. In addition, theoretical physics students must complete a minimum of five advanced graduate courses and experimental physics students must complete a minimum of three advanced graduate courses with a grade of B or better. At least one of these courses must be in an area clearly distinct from the student’s field of specialization—such a determination will be made by the graduate advisor. Exams will include an oral advancement to candidacy exam to be taken during winter quarter of the third year.

The final period of graduate study is primarily directed toward individual research and the preparation of a research-based dissertation. Research, either experimental or theoretical, is conducted under the supervision of a faculty member, normally in an area related to his or her own field of specialization. Students must pass an oral dissertation defense to be awarded the Ph.D.

## Astronomy Courses

### LOWER DIVISION

#### 1. Basic Astronomy

(4) STAFF

A survey of the development of astronomy with an emphasis on understanding the observable properties of the solar system, the sun and other stars, our own and other galaxies, and the entire universe. Topics of current interest will be discussed as time permits. (F,W,S)

#### 1H. Honors Supplement to Basic Astronomy

(1) STAFF

*Prerequisite: honors standing.*

A supplement to Astronomy 1 emphasizing fundamental concepts and additional topics in Astronomy. Intended for highly motivated and well prepared students. (F,W,S)

#### 2. History of the Universe

(4) STAFF

*Prerequisite: Astronomy 1.*

The content will vary with the professor and student interests. Course has included modern extragalactic astronomy and cosmology, quasars, active galactic nuclei, dark matter, gravitational lenses, the early universe, the origins of life, and the possibility of extraterrestrial intelligence. (S)

## Physics Courses

### LOWER DIVISION

#### 1. Basic Physics

(4) STAFF

*Prerequisite: Mathematics 3A.*

*Not open for credit to students who have completed Physics 21.*

Introduction to classical mechanics for students in

engineering and the physical sciences. Measurement, units, and foundations of physics; vectors; kinematics; circular motion; forces, mass, and Newton’s laws; center of mass; momentum; work and energy; conservation laws; collisions; rotational kinematics.

#### 2. Basic Physics

(4) STAFF

*Prerequisites: Physics 1 and Mathematics 3A-B.*

*Not open for credit to students who have completed Physics 22.*

Rotational dynamics and angular momentum; equilibrium and elasticity; periodic motion including LRC electrical circuits; gravitation; fluid mechanics; temperature; thermal expansion; heat and the first law of thermodynamics; heat conduction; kinetic theory of gases; entropy and the second law; heat engines.

#### 3. Basic Physics

(3) STAFF

*Prerequisites: Physics 2 or 22; and Mathematics 3A-B-C.*

*Not open for credit to students who have completed Physics 23.*

*Recommended preparation: Mathematics 5A (may be taken concurrently) and Physics 3L (may be taken concurrently).*

Mechanical waves, wave interference and normal modes, sound and hearing, electric field, Gauss’s law, electric potential, capacitance and dielectrics, current, resistance, electromotive force, DC circuits.

#### 3L. Physics Laboratory

(1) STAFF

*Prerequisite: Physics 3 or 23 (may be taken concurrently).*

*Not open for credit to students who have completed Physics 13AH or Physics CS 15A.*

Introductory laboratory emphasizing periodic motion, sound and basic electronics.

#### 4. Basic Physics

(3) STAFF

*Prerequisites: Physics 3 or 23.*

*Not open for credit to students who have completed Physics 24.*

*Recommended preparation: Mathematics 5B (may be taken concurrently) and Physics 4L (may be taken concurrently).*

Magnetic fields, electromagnetic induction and inductance, AC circuits, Maxwell’s equations, electromagnetic waves, light and geometrical optics, interference and diffraction.

#### 4L. Physics Laboratory

(1) STAFF

*Prerequisite: Physics 4 or 24 (may be taken concurrently).*

*Not open for credit to students who have completed Physics 13BH or Physics CS 15B.*

Introductory laboratory emphasizing magnetism, circuits and optics.

#### 5. Basic Physics

(3) STAFF

*Prerequisites: Physics 4 or 24.*

*Not open for credit to students who have completed Physics 25.*

*Recommended preparation: Mathematics 5C (may be taken concurrently) and Physics 5L (may be taken concurrently).*

Special relativity, blackbody radiation, Compton scattering, photoelectric effect, Bohr model, quantum mechanics, molecules, condensed matter, nuclear physics, elementary particles.

#### 5L. Physics Laboratory

(1) STAFF

*Prerequisites: Physics 4 or 24; and, Physics 5 or 25 (may be taken concurrently).*

*Not open for credit to students who have completed Physics 13CH or Physics CS 15C.*

Introductory laboratory emphasizing atomic spectra, diffraction and basic quantum physics.

#### 6A-B-C. Introductory Physics

(3-3-3) STAFF

*Prerequisite: Mathematics 3A or 34A (may be taken concurrently - for 6A); Physics 6A with a minimum grade of C- (for 6B); Physics 6B with a minimum grade of C- (for 6C).*

Presents concepts and methodologies for

understanding physical phenomena, and is particularly useful preparation for upper-division study in the life sciences.

A. Vectors, velocity, acceleration. Newton's laws. Work and Energy. Linear momentum. Gravity, Static equilibrium. Rotational motion. Angular momentum. (F,W)

B. Oscillatory motion. Vibrations, waves, sound. Fluids. Electrostatics and DC circuits. Magnetism and magnetic forces. Induction and Faraday's law. AC circuits. If time permits: Heat and thermodynamics. (W,S,M)

C. Electromagnetic waves. Geometric optics, optical instruments. Interference and diffraction. Quantum theory of the atom. Nuclear physics. If time permits: special relativity, elementary particle physics. (F,S,M)

### 6AL. Introductory Experimental Physics

(1) STAFF

*Prerequisite:* concurrent enrollment in Physics 6A.

Self-directed laboratory course where students seek to discover simple mathematical descriptions to laws governing various physical phenomena. Each student is responsible for deciding what to measure, how to measure it, and what interpretation can be placed on the results. (F,W)

### 6BL. Introductory Experimental Physics

(1) STAFF

*Prerequisite:* concurrent enrollment in Physics 6B.

Experiments in the mechanical, electrical, and thermal properties of matter, the behavior of light, and quantum phenomena with application to the biological sciences. (W,S)

### 6CL. Introductory Experimental Physics

(1) STAFF

*Prerequisite:* concurrent enrollment in Physics 6C.

Experiments in the mechanical, electrical, and thermal properties of matter, the behavior of light, and quantum phenomena with application to the biological sciences. (F,S)

### 10. Concepts of Physics

(4) STAFF

*Not open for degree credit to students who have completed Natural Science 1A, Physics 1 or 6A. Lecture, 3 hours; discussion, 1 hour.*

A survey of important concepts in physics for the nonscience major. The contents will vary depending on the interests of the students and instructor. (W,S)

### 13AH. Honors Experimental Physics

(3) STAFF

*Prerequisites:* Physics 3 or 23 (may be taken concurrently).

*Not open for degree credit to students who have completed Physics 3L or Physics CS 15A.*

Covers the essence of experimental research. Students study three different systems experimentally, and write short Physical Review style articles about the results. Students are responsible for deciding what to measure, how to analyze data, what conclusions can be reached, etc. (F)

### 13BH. Honors Experimental Physics

(2) STAFF

*Prerequisites:* Physics 13AH; Physics 4 or 24 (may be taken concurrently).

*Not open for degree credit to students who have completed Physics 4L or Physics CS 15B.*

Computer control of experiments. Students learn LabView, and use it to measure and generate analog signals using a data acquisition card and a personal computer. Students ultimately use their computers to measure and control the temperature of a copper rod. (W)

### 13CH. Honors Experimental Physics

(2) STAFF

*Prerequisites:* Physics 13BH; Physics 5 or 25 (may be taken concurrently).

*Not open for degree credit to students who have completed Physics 5L or Physics CS 15C.*

Design and construction of apparatus, drafting and computer-aided design. Machine shop practice including use of all major machine tools. The class acts as a team to design and, time permitting, build a scientific apparatus for a campus research group. (S)

### 16. Undergraduate Seminar

(1) STAFF

*This course is strongly recommended for freshmen, transfer students and prospective majors within physics.*

Selected topics of special interest designed to display the broad diversity of physics. Also designed to introduce students to faculty research and department labs. (F)

### 20. General Physics

(4) STAFF

*Prerequisite:* Concurrent enrollment in Mathematics 3A.

*Recommended Preparation:* High school calculus and high school physics. *Not open for credit to students who have completed Physics 1. Open to non-majors. Designed for majors*

Classical mechanics, kinematics, vectors, Newton's laws, work and energy, conservation laws. (F)

### 21. General Physics

(4) STAFF

*Prerequisite:* Physics 20 and Mathematics 3A with a grade of C- or better.

*Repeat Comments:* *Not open for degree credit to students who have completed Physics 1.*

Momentum and collisions, rigid-body rotation. Rotational dynamics, statics, gravitation, periodic motion, fluid mechanics. (W)

### 22. General Physics

(4) STAFF

*Prerequisite:* Physics 21 with a grade of C- or better; Mathematics 3A-B.

Temperature and heat, thermal properties of matter, the laws of thermodynamics, mechanical waves, wave interference and normal modes, sound and hearing. (S)

### 23. General Physics

(3) STAFF

*Prerequisites:* Physics 22 with a grade of C- or better; Mathematics 3A-B-C.

*Not open for credit to students who have completed Physics 3.*

*Recommended preparation:* Physics 3L or 13AH (may be taken concurrently).

Electric charge and electric field, Gauss's law, electric potential, capacitance and dielectrics, current, resistance, electromotive force, DC circuits. (F)

### 24. General Physics

(3) STAFF

*Prerequisites:* Physics 23 with a grade of C- or better; Mathematics 5A

*Not open for credit to students who have completed Physics 4.*

*Recommended preparation:* Physics 4L or 13BH (may be taken concurrently).

Magnetic fields, electromagnetic induction and inductance, AC circuits, Maxwell's equations, electromagnetic waves, light and geometrical optics, interference and diffraction. (W)

### 25. General Physics

(3) STAFF

*Prerequisites:* Physics 24 with a grade of C- or better; Mathematics 5A-B.

*Not open for credit to students who have completed Physics 5.*

*Recommended preparation:* Physics 5L or 13CH (may be taken concurrently).

Special relativity, blackbody radiation, Compton scattering, photoelectric effect, Bohr model, quantum mechanics, molecules, condensed matter, nuclear physics, elementary particles. (S)

### 25L. Experimental Physics

(2) STAFF

*Prerequisite:* Physics 4 or 24 and 4L; Physics 5 or 25 (may be taken concurrently).

*Not open for credit to students who have completed Physics 5L or Phys 13CH or Physics CS 15C.*

Covers the essence of experimental research. Students study atomic spectra, diffraction and basic quantum physics experimentally, and write short Physical Review style articles about their results.

### 43. Origins: A Dialogue Between Scientists and Humanists

(4) STAFF

*Same course as Religious Studies 43.*

Introduction to the ways in which different disciplines have addressed the concept of origins. This course is organized as a dialogue between science, religion and history or more broadly construed between science and the humanities.

## UPPER DIVISION

*A grade of C- or higher is required to satisfy the prerequisites for all upper-division courses. In series of courses, such as Physics 105A-B, the earlier courses are considered prerequisites for the later ones. Exceptions will be made only with the consent of the instructor.*

### 100A-B. Methods of Theoretical Physics

(3-3) STAFF

*Prerequisites:* Mathematics 5C with a minimum grade of C- (for Physics 100A); Physics 100A with a minimum grade of C- (for Physics 100B).

Mathematical methods in physics: theory of functions of complex variables, Fourier series, integral transforms, partial differential equations of physics, boundary value problems, Legendre and Bessel functions. Introduction to Hilbert spaces. (F,W)

### 105A-B. Classical Mechanics

(3-3) STAFF

*Prerequisites:* Physics 2 or 22 with a minimum grade of C-; Mathematics 5B (may be taken concurrently) (for Physics 105A); Physics 105A with a minimum grade of C- (for 105B).

Dynamics of a particle and systems of particles. Harmonic oscillator. Curvilinear coordinates. Central force motion. Scattering. Elementary rigid body motion. Moving coordinate systems. Lagrange's equations and generalized coordinates. Forces of constraint. Rigid body rotation. Small vibrations and normal modes. Hamilton's equations. Special relativity. (W,S)

### 106. Nonlinear Phenomena

(4) STAFF

*Prerequisites:* Physics 105A; or ME 163; or upper-division standing in ECE.

*Same course as ECE 183 and ME 169. Not open for credit to students who have completed ME 163C.*

An introduction to nonlinear phenomena. Flows and bifurcations in one and two dimensions, chaos, fractals, strange attractors. Application to physics, engineering, chemistry, and biology. (S)

### 110A-B-C. Electromagnetism

(4-4-4) STAFF

*Prerequisites:* Physics 5 or 25 with a minimum grade of C-; and, Mathematics 5C (may be taken concurrently) (for Physics 110A); Physics 110A with a minimum grade of C- (for 110B); Physics 110B with a minimum grade of C- (for 110C).

Electrostatics, magnetostatics, electric and magnetic properties of materials, Maxwell's equations, electromagnetic waves, radiation from charged particles, special relativity. (F,W,S)

### 115A-B-C. Quantum Mechanics

(4-4-4) STAFF

*Prerequisites:* Physics 5 or 25 with a minimum grade of C-; and, Physics 100A with a minimum grade of C- or Mathematics 124A (may be taken concurrently) (for Physics 115A); Physics 115A with a minimum grade of C- (for 115B); Physics 115B with a minimum grade of C- (for 115C).

Inadequacies of classical physics and quantum mechanical resolutions. The postulates of quantum mechanics. Schroedinger's equation, measurements, operators, and observables. Angular momentum and spin, the exclusion principle, perturbation theory and scattering theory. Application to atomic, molecular and nuclear physics. (W,S,F)

### 119A-B. Thermal and Statistical Physics

(3-4) STAFF

*Prerequisites:* Physics 5 or 25 with a minimum grade of C- (for Physics 119A); Physics 119A with a minimum grade of C- (for Physics 119B).

*Physics 119A not open for credit to students who have completed Physics 118. Physics 119B not open for credit to students who have completed Physics 119.*

A. Thermodynamics: three laws of

thermodynamics, phase diagrams, entropy, equipartition of energy, specific heat, reversible and irreversible processes, pressure, viscosity, thermal conductivity, diffusion. (F)

- B. Statistical mechanics: Boltzmann, Fermi-Dirac, Bose-Einstein distribution laws. Relation of thermodynamic variables and microscopic properties. (W)

### 120. Physics of California: Waves, Weather, Quakes and Fires

(4) STAFF

Prerequisite: Physics 5 or 25.

Why do the waves hit the beach every five seconds? This course teaches students the relevant fluid dynamics and allows them to apply it to natural phenomena of California: seismic waves, tsunamis, maximum tree heights, fluid flow around fish.

### 121A-B. The Practice of Science

(3-4) STAFF

Prerequisites: consent of instructor (for 121A); Physics 121A or ECE 121A; consent of instructor (for 121B).

Same course as ECE 121A-B.

Provides experience in pursuing careers within science and engineering through discussions with researchers, lectures on ethics, funding, intellectual property, and commercial innovation. Students prepare a focused research proposal that is pursued in the second quarter of the course.

### 123A-B. Condensed Matter Physics

(4-4) STAFF

Prerequisite: Physics 115A with a minimum grade of C-.

Classification of solids; crystal symmetry, thermal electric and magnetic properties; metals, semiconductors, and the band theory of electronic states; magnetic resonance; superconductivity; imperfections. Emphasis will be placed on both fundamental and applied aspects. (F)

### 125. Elementary Particle Physics

(4) STAFF

Prerequisite: Physics 115B with a minimum grade of C-.

Introduction to quarks and leptons and the phenomenology of the particles they comprise; fundamental symmetries, invariance principles, and the associated quantum numbers, strong, electromagnetic and weak interactions and their relationship. (S)

### 127AL. Analog Electronics

(4) STAFF

Prerequisites: Physics 2 or 22 or 6B with a minimum grade of C-; and, Mathematics 3B or 34B with a minimum grade of C-.

Passive circuits, diodes, transistors, field effect transistors, operational amplifiers, feedback and control. Design, building and testing of analog circuits. (F)

### 127BL. Digital Electronics

(3) STAFF

Prerequisite: Physics 127AL with a minimum grade of C-.

Gates, combinational and sequential logic, multiplexes, counters, shift registers, memory and microprocessors. Design, building and testing of digital circuitry, including a modern microprocessor based computer system. (W)

### 128AL. Advanced Experimental Physics

(3) STAFF

Prerequisite: Physics 25L or Physics 13AH or Physics CS 15A. Physics 127AL with a minimum grade of C-; and Physics 115A (may be taken concurrently).

Selected experiments in contemporary physics, e.g., holography, laser lightscattering zeeman effect, x-rays, superconductivity, magnetic resonance, Mossbauer effect. (W)

### 128BL. Advanced Experimental Physics

(3) STAFF

Prerequisite: Physics 128AL with a minimum grade of C-.

Selected experiments in contemporary physics, e.g., holography, laser lightscattering, optical pumping, semiconductors, superconductivity, magnetic resonance, Mossbauer effect. (S)

### 131. Gravitation and Relativity

(4) STAFF

Prerequisites: Physics 105A-B with a minimum grade of C-.

Physics 105B may be taken concurrently only with the consent of the instructor.

An introduction to Einstein's general relativity. The spacetime of special relativity, the principle of equivalence, gravity as geometry, the description of spacetime geometry, the spacetime of a relativistic star, solar system tests of general relativity, gravitational collapse, black holes, cosmology.

### 132. Stellar Structure and Evolution

(4) STAFF

Prerequisite: Physics 5 or 25 with a minimum grade of C-.

Observed properties and classification of stars, the Hertzsprung-Russell diagram, stellar atmospheres, hydrostatic equilibrium, energy transport, equations of state, thermonuclear reaction rates, origin of the elements, life history of stars, stellar death, compact objects, star formation.

### 133. Galaxies and Cosmology

(4) STAFF

Prerequisite: Physics 5 or 25.

Observed properties of galaxies, the interstellar medium, stellar dynamics, spiral arms, galaxy clusters, dark matter, quasars, the Hubble expansion, Friedmann models, thermal history of the universe, the origin of the light elements, the cosmic microwave background structure formation.

### 134. Observational Astrophysics

(4) STAFF

Prerequisite: Physics 5 or 25.

Recommended preparation: Physics 132 or 133. Techniques and implementation of observational methods in astronomy/astrophysics. Sensors, digital-image processing and analysis, research projects with computer-controlled remote access telescope using a digital image sensor. Studies of variable stars, galaxy morphology, supernova, etc. (W)

### 135. Biophysics and Biomolecular Materials

(3) STAFF

Prerequisite: Physics 5 or 6C or 25.

Same course as Materials 135. Structure and function of cellular molecules (lipids, nucleic acids, proteins, and carbohydrates). Genetic engineering techniques of molecular biology. Biomolecular materials and biomedical applications (e.g., bio-sensors, drug delivery systems, gene carrier systems).

### 141. Optics

(4) STAFF

Prerequisite: Physics 5 or 25.

Modern geometrical and physical optics. Polarization, coherence, interference, and diffraction phenomena. Fourier transform spectroscopy, intensity correlation interferometry, spatial filtering, and holography. Selected topics on lasers, light scattering, and quantum optics as time permits.

### 142L. Experimental Research in Condensed Matter Physics

(1-4) STAFF

Prerequisites: Physics 5 or 25; consent of instructor.

May be repeated for credit. Offers qualified undergraduates the opportunity to work in research laboratories in condensed matter physics.

### 143L. Experimental Research in Elementary Particle Physics

(1-4) STAFF

Prerequisites: Physics 5 or 25; consent of instructor.

May be repeated for credit. Offers qualified undergraduates the opportunity to work in experimental research in elementary particle physics.

### 144L. Experimental Research in Biophysics

(1-4) STAFF

Prerequisites: Physics 5 or 25; consent of instructor.

May be repeated for credit. Offers qualified undergraduates the opportunity to work in research laboratories in biophysics.

### 145L. Experimental Research in Astrophysics

(1-4) STAFF

Prerequisites: Physics 5 or 25; consent of instructor.

May be repeated for credit. Offers qualified undergraduates the opportunity

to work in experimental research in astrophysics. Each staff member has his/her own course identified by a number listed in the *Schedule of Classes*.

### 150. Special Topics in Physics

(1-4) STAFF

Prerequisite: Physics 5 or 25.

Course varies from year to year according to the current interests.

### 160A. Colloquium

(1) STAFF

Prerequisite: Physics 5 or 25 with a minimum grade of C-.

Course may be repeated 3 times for credit. PI NP grading option only. Students may apply to act as colloquium coordinator, to coordinate pre-colloquium meeting and other details. Students interested in doing this may receive one unit of Physics 199 credit, and should contact the undergraduate staff advisor to make arrangements.

Pre-colloquium and colloquium. Allows students attending a pre-colloquium discussion section (1/2 hour) with speaker, and then attending the department colloquium (1 hour), to do so for one unit of Upper Division credit. (F,V,S)

### 160J. Physics Outreach

(1) STAFF

Prerequisite: Phys 6A-6C OR Phys 1-4 OR Phys 20-24.

Active participation in at least 4 Circus events per quarter but preferably all events. Improve an existing Circus activity or create a new Circus activity for evaluation by Physics Circus faculty and participants.

### 160K. Science for the Public

(1-4) STAFF

Prerequisite: consent of instructor.

Same course as Engineering 160. May be repeated for credit to a maximum of 12 units, but only 4 units may be applied to the major. Open to graduate students in science and engineering disciplines and to undergraduate science and engineering majors.

Provides experience in communicating science and technology to nonspecialists. The major components of the course are field work in mentoring, a biweekly seminar, presentations to precollege students and to adult nonscientists, and end-of-term research papers.

### 198. Directed Reading

(1-4) STAFF

Prerequisites: consent of instructor; upper-division standing; completion of two upper-division courses in physics.

Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. No more than 12 units may be earned in all Physics 198/199/199DC/199RA courses combined.

Each staff member has their own directed reading course identified by a number code listed in the *Schedule of Classes*. (F,V,S)

### 199. Research in Physics

(1-5) STAFF

Prerequisites: consent of instructor; upper-division standing; completion of two upper-division courses in physics.

Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. No more than 12 units may be earned in all Physics 198/199/199AA-ZZ courses combined.

Directed individual study open to qualified seniors in the department. Each staff member has their own independent studies course identified by a number code listed in the *Schedule of Classes*.

## GRADUATE COURSES

### 205. Classical Mechanics

(4) STAFF

Review of Lagrangian mechanics. Variational principles. Hamilton's equations. Canonical transformations. Hamilton Jacobi Theory. Action angle variables. Time dependent and canonical perturbation theory. Central forces and scattering. Small vibrations. Rigid body motion. Poincare maps. Non-Integrable systems. Hamiltonian and dissipative chaos. (F)

**210A-B. Electromagnetic Theory****(4-4) STAFF**

Electrostatics, magnetostatics, boundary value problems, time varying fields, Maxwell's equations, radiation, multipole fields, scattering, relativistic particle dynamics. (W,S)

**215A-B-C. Quantum Mechanics****(4-4-4) STAFF**

Fundamental principles; Schroedinger equation; angular momentum; perturbation theory; scattering theory, emission, and absorption of radiation; Dirac equation. (F,W,S)

**217A-B. The Many Body Problem in Condensed Matter Physics****(4-4) STAFF**

*Prerequisite: Physics 215C.*

Field theoretic methods as applied to (non-relativistic) condensed matter systems. Green's functions and diagrammatic techniques applied to various examples of interacting many body systems, including fermions, bosons, and spins. Relationship of theoretical quantities to physical measurements. (W,S)

**219. Statistical Mechanics****(4) STAFF**

*Prerequisites: Physics 205, 215A and 119 taken at another institution.*

Fundamental principles of classical and quantum statistics. Non-interacting Boltzmann, Bose, and Fermi systems. Virial expansion and other approaches to interacting systems. Phase transitions. (W)

**220. Advanced Topics in Statistical Mechanics****(4) STAFF**

*Prerequisite: Physics 219.*

Course will cover some of the following topics:

- critical phenomena-phase diagrams, first and second order phase transitions, scaling theory, high-temperature expansions, renormalization group;
- non-equilibrium statistical mechanics-Stochastic processes, Langevin equations, fluctuation-dissipation theorem, master equation, fluid dynamics. (S)

**221A-B-C. Relativistic Quantum Field Theory****(4-4-4) STAFF**

Introduction to the theory of Lorentz covariant quantized fields. Global and local conservation laws. Path integral formulation. Applications to quantum electrodynamics, quantum chromodynamics, and electroweak interactions. Other possible topics include grand unification, the renormalization group, anomalies, current algebra, and supersymmetry. (F,W,S)

**223A-B-C. Concepts and Phenomena of Condensed Matter Physics****(4-4-4) STAFF**

*Prerequisites: Physics 219 and 215C.*

Lattice and electron dynamics. Elementary excitations and collective phenomena. Transport properties. Disorder and localization. Long-range order and broken symmetries. Magnetism, superconductivity and liquid crystals. Properties and structures of polymers, membranes, and self-assembling systems. (F,W,S)

**225A. Elementary Particle Physics****(4) STAFF**

*Prerequisite: Physics 125 or 215C.*

The phenomenology of the standard model of particle physics. QED and QCD processes. (F)

**225B. Elementary Particle Physics****(4) STAFF**

*Prerequisite: Physics 225A.*

Weak interactions; neutrino physics; C,P, and CP violation; electroweak gauge theory and symmetry breaking. Design of detectors and experiments; searches for new phenomena. (W)

**229A-B. Gauge Theories of Elementary Particles****(4-4) STAFF**

*Prerequisites: Physics 221A-B-C.*

Quantum theory of non-abelian gauge fields. Local, global, and spontaneous symmetry breaking. Collective phenomena; solitons, instantons, and magnetic monopoles. Effective field theories. Lattice gauge theory. applications to the standard model of elementary particles. (F,W)

**230A-B. String Theory****(4-4) STAFF**

*Prerequisites: Physics 221B and 231B.*

Introduction to string theory. Bosonic and super string theories and their spectra. String perturbation theory and conformal field theory. Nonlinear sigma models and spacetime structure. String compactifications and unification of forces. Non-perturbative results and methods; dualities and branes.

**231A-B-C. General Relativity****(4-4-4) STAFF**

*Prerequisites: Physics 210A-B. Physics 231C may be repeated with consent of instructor.*

Gravity as geometry, differential geometry, Einstein's equation, relativistic stars, gravitational collapse, black holes, cosmology, gravitational radiation, and special topics. (F,W,S)

**232. Stellar Structure and Evolution****(4) STAFF**

Physics of stellar structure, equations of state and heat transport. Birth of stars and physics of brown dwarfs. Thermonuclear burning and main sequence stellar structure. Evolution of stars and mass loss. Origin, physical structure, and cooling of compact objects. (S)

**233. The Interstellar Medium****(4) STAFF**

Physical processes that regulate the state of diffuse gas in and around galaxies: ionization and thermal equilibrium; absorption line studies; spectral line formation; properties of dust grains and extinction; molecular gas and star formation; supernova explosions and hydrodynamic shocks. (W)

**234. High Energy Astrophysics****(4) STAFF**

Accretion power in a range of astrophysical contexts, from quasars to galactic black holes. Rapid release of thermonuclear energy, Type I X-ray bursts, classical novae, Type Ia supernovae. Relativistic jets from black holes, non-thermal radiation processes, physics of gamma-ray bursts.

**235. Extragalactic Astrophysics****(4) STAFF**

Nebular astrophysics, active galactic nuclei, supermassive black holes, stellar dynamics, galaxies, clusters, dark matter, gravitational lensing, the intergalactic medium and galaxy formation. (F)

**236. Cosmology****(4) STAFF**

Friedmann models, distance measures, cosmological parameters, thermal history of the universe, cosmological density fields, structure formation (top-hat model, Press-Schechter), big bang nucleosynthesis, cosmic microwave background.

**250. Special Topics in Physics****(1-4) STAFF**

The course varies from year to year according to current interests.

**260A. Colloquium****(1) STAFF****260B. Seminar in Macromolecular Physics and Organic Solids****(1) STAFF****260C. Seminar in General Relativity****(1) STAFF**

Talks on topics in gravity and general relativity pertinent to current doctoral research in the field.

**260D. Seminar in Theoretical Physics****(1) STAFF****260E. Condensed Matter and Applied Physics Seminar****(1) STAFF**

A lecture series of topics in materials and condensed matter physics, solid state physics, liquid helium, polymers, and related phenomenon.

**260F. Seminar in High Energy Physics****(1) STAFF****260G. Graduate Seminar****(1) STAFF**

Weekly seminar on topics of research currently being pursued in the Department of Physics.

**260H. Seminar in Astrophysics and Cosmology****(1) STAFF**

Talks on topics in astrophysics and cosmology pertinent to current doctoral research in the field.

**260J. Physics Outreach****(1) STAFF**

Active participation in an outreach program that presents physics demonstrations and experiments on the road to local schools in order to provide a valuable learning experience for K-12 students.

**260K. Science for the Public****(1-4) STAFF**

*Prerequisites: consent of instructor; open to graduate students in science and engineering disciplines and to undergraduate science and engineering majors.*

Provides experience in communicating science and technology to nonspecialists. The major components of the course are field work in mentoring, a biweekly seminar, presentations to precollege students and to adults nonscientists, and end-of-term research papers. (F,W,S)

**500. Teaching Assistant Seminar****(2) STAFF**

*No unit credit allowed toward advanced degree. Required course for all teaching assistants.*

Covers development of teaching techniques especially oriented to lower-division physics laboratory instruction. Theoretical aspects covered at beginning of each quarter. Practical techniques discussed including weekly meeting with class instructor, formal evaluation, and videotaping analysis. (F)

**594. Special Topics****(1-4) STAFF**

*Prerequisite: consent of instructor.*

Special seminar on research subjects of current interest. Each staff member has a seminar identified by a number code listed in the *Schedule of Classes*. (F,W,S)

**595. Group Studies****(1-6) STAFF**

*Prerequisite: consent of instructor.*

*May be repeated for credit to a maximum of 12 units.*

Each staff member has a group studies course identified by a number code listed in the *Schedule of Classes*. (F,W,S)

**596. Directed Reading and Research****(2-12) STAFF**

*Prerequisite: consent of instructor.*

Individual tutorial. Reading and research in special topics including work done as the basis for the dissertation. Each staff member has a directed reading and research course identified by a number code listed in the *Schedule of Classes*. (F,W,S)

**599. Dissertation Preparation****(1-12) STAFF**

*Prerequisite: consent of instructor.*

*May be repeated for credit up to 24 units.*  
This course is reserved for writing the dissertation. Each staff member has a research course identified by a number code listed in the *Schedule of Classes*. (F,W,S)

# Political Science

Department of Political Science  
Division of Social Sciences  
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Department Chair: John Woolley



## Faculty

**Amit Ahuja**, Ph. D., University of Michigan, Assistant Professor (Comparative Politics)

**Aaron Belkin**, Ph.D., UC Berkeley, Associate Professor (international relations)

**Bruce Bimber**, Ph.D., Massachusetts Institute of Technology, Professor (public policy)

**Gayle Binion**, Ph.D., UC Los Angeles, Professor (public law)

**Marguerite Bouraad-Nash**, Ph.D., University of North Carolina, Senior Lecturer (international politics, Middle East politics)

**Kathleen Bruhn**, Ph.D., Stanford University, Professor (comparative politics, Latin America)

**Benjamin J. Cohen**, Ph.D., Columbia University, Louis G. Lancaster Professor of International Relations (international relations, international political economy)

**Paige Digeser**, Ph.D., Johns Hopkins University, Professor (political theory)

**Laurie A. Freeman**, Ph.D., UC Berkeley, Associate Professor (comparative politics, Japan)

**Garrett Glasgow**, Ph.D., California Institute of Technology, Associate Professor (quantitative methods, political behavior)

**M. Kent Jennings**, Ph.D., University of North Carolina, Professor (political socialization)

**Cynthia S. Kaplan**, Ph.D., Columbia University, Professor (comparative politics, Soviet Union, political economy)

**Pei-Te Lien**, Ph.D., University of Florida, Professor (Asian American politics, U.S. racial and ethnic politics, political behavior)

**Rose McDermott**, Ph.D., Stanford University, Associate Professor (international relations, security studies, political psychology, experimental methods)

**Lorraine M. McDonnell**, Ph.D., Stanford University, Professor (public policy)

**Lorelei Moosbrugger**, Ph.D., UC San Diego, Assistant Professor (environmental politics, comparative institutions, public policy, European political systems)

**Andrew Norris**, Ph.D., UC Berkeley, Associate Professor (political theory)

**Robert Rauchhaus**, Ph.D., UC Berkeley, Assistant Professor (international relations, security studies)

**Eric R.A.N. Smith**, Ph.D., UC Berkeley, Professor (public opinion, voting behavior, party realignment, quantitative methods)

**Heather Stoll**, Ph.D., Stanford University, Assistant Professor (comparative politics, political methodology)

**M. Stephen Weatherford**, Ph.D., Stanford University, Professor (political analysis, public opinion)

**John T. Woolley**, Ph.D., University of Wisconsin, Madison, Professor (public policy, political economy)

**Emeriti Faculty**

**Stanley V. Anderson**, LL.B., Ph.D., UC Berkeley, Professor Emeritus (public law, international law, Scandinavian studies)

**Haruhiro Fukui**, Ph.D., Australian National University, Professor Emeritus (Japanese politics, comparative politics)

**Michael Gordon**, Ph.D., Harvard University,

Professor Emeritus (International Relations)

**Alan P. L. Liu**, Ph.D., Massachusetts Institute of Technology, Professor Emeritus (Chinese politics, comparative politics)

**Dean Mann**, Ph.D., UC Berkeley, Professor Emeritus (American politics, natural resources policy and administration)

**Peter H. Merkl**, Ph.D., UC Berkeley, Professor Emeritus (comparative politics, European politics)

**John E. Moore**, Ph.D., Princeton University, Professor Emeritus (public and regulatory administration)

**A. E. Keir Nash**, Ph.D., Harvard University, Professor Emeritus (politics and population, constitutional law, political change)

**Robert C. Noel**, Ph.D., Northwestern University, Professor Emeritus (regional politics of the Middle East, international relations, comparative politics)

**Thomas S. Schrock**, Ph.D., University of Chicago, Professor Emeritus (political philosophy, public law)

**Alan J. Wyner**, Ph.D., Ohio State University, Professor Emeritus (state and local politics, public policy and administration)

## Affiliated Faculty

**Sarah Anderson**, Ph.D., (Donald Bren School of Environmental Science and Management)

**Edwina Barvosa**, Ph.D., (Chicana and Chicano Studies)

**Fernando Lopez-Alves**, Ph.D., (sociology)

**Cedric J. Robinson**, Ph.D., (Black Studies)

**Michael Stohl**, Ph.D., (Communication)

**Oran Young**, Ph.D., (Donald Bren School of Environmental Science and Management)

**A**re democracies with only two political parties more representative than those with many parties? How can governments respect diverse ethnic, racial, and religious identities, and still promote bonds of common citizenship? What should be the role of the United States in an increasingly interdependent global economy? These are the types of questions that political scientists explore, but they also represent issues that require ordinary citizens to make informed judgments.

The Department of Political Science offers a balanced program, emphasizing the integration of theory and practice rather than any single approach or methodology. In addition to its standard program, the department also offers a public service emphasis and an international relations emphasis for undergraduate majors. An undergraduate honors thesis program is available to selected students. The M.A. and Ph.D. programs encompass work in all fields of political science.

Advising is available to undergraduates through the departmental undergraduate advisor who counsels students during scheduled hours and by appointment. Students are encouraged, in addition, to consult with individual faculty members about course content and professional or career concerns. Graduate advisors are appointed by the department and may be contacted through the department office.

Students with a bachelor's degree in political science who are interested in pursuing a

California Teaching Credential should contact the credential advisor in the Graduate School of Education as soon as possible.

## Prizes and Scholarships

The Department of Political Science awards four undergraduate scholarships and prizes each year. Two of these awards are open to students selecting the optional emphasis in international relations, and are open to all majors in their junior year.

The Lancaster Scholarship is given to the top student or students with an emphasis in international relations. Interested students must submit an application by the deadline early spring quarter. Criteria for selection include a student's grade-point average, successful completion of coursework in international relations and comparative politics, financial need, and length of residence in Santa Barbara County.

The Reg Robinson Award is given annually to the student or students with the highest grade point average in international relations and comparative politics courses. Final selection is made by the Reg Robinson Award Committee in the Department of Political Science.

The Kevin Patrick Moran Scholarship is awarded to undergraduate students majoring in political science who demonstrate leadership qualities, academic promise, and a devotion to the peaceful resolution of conflict. Interested students must submit an application by the deadline in spring quarter.

The Larry Adams Scholarship in Public Policy is given quarterly to a political science student working 10-12 hours per week in a local governmental agency. Interested students must submit an application by the deadline advertised each quarter.

For further information regarding these scholarships and prizes, please contact an advisor in the undergraduate advising office, Ellison Hall 3838.

## Honors Thesis Program

In the winter quarter of their junior year, students with outstanding academic records are eligible for the department's honors thesis program. Those accepted begin their work in the following quarter in a specially designed seminar. In their senior year, they take additional seminar work and write a thesis. Honors graduates will be identified separately each year at the head of the graduation list for political science, and will be eligible for graduation with Distinction in the Major. Details are available from the department office.

**Please Note:** Effective Fall 2010 the requirements for the Bachelor of Arts degree in Political Science will undergo substantial changes. Students declaring the premajor or major after June 30, 2010 will be responsible for completing the new degree requirements. Please refer to the Political Science Department website for updated information on the changes.

## Undergraduate Program

### Bachelor of Arts— Political Science

**Preparation for the major.** Admission into the pre-political science major is contingent upon successful completion of the require-

ments stipulated below. Students may declare a pre-political science major after they have completed at least two political science courses from the pre-major with a 2.6 grade-point average or above. Once the preparation for the major is completed with the required grade-point average, students must then petition for admission into full major status and at that time may declare an optional emphasis. Admission to the pre-major does not guarantee admission to full major status. To qualify for admission into the political science major, students must complete Political Science 1, 6, 7, and 12 with a grade-point average of 2.6 or above. In addition, students must complete Economics 1 and 2 (or 109) and History 2A-B-C or 4A-B-C. Transfer and upper-division students should consult the undergraduate advisor about substitutions. Students planning on majoring in political science should take Political Science 1, 6, 7, and 12 during their freshman or sophomore year.

**Upper-division major.** Forty-one upper-division units are required, which must include at least one course from each of Areas A through D:

- A. Political Science 105, 121, 147;
- B. Political Science 110, 114, 187, 188, 189;
- C. Political Science 115, 151, 152, 153, 154, 155, 157, 158, 180, 185;
- D. Political Science 104.

The remaining 24 units may include courses from the above options other than those used for areas A-C, as well as other upper-division political science courses. No more than a combined total of 8 units of political science courses numbered 190 and above, nor more than 4 units each in Political Science 190, 192, 193, 194, or 199, may apply toward major requirements. Up to 4 units of Political Science 192, which is available only passed/not passed, may be taken for major credit; all other courses must be taken for letter grades.

### **Bachelor of Arts— Political Science— International Relations Emphasis**

**Preparation for the major.** Admission into the pre-political science major is contingent upon successful completion of the requirements stipulated below. Students may declare a pre-political science major after they have completed at least two political science courses from the pre-major with a 2.6 grade-point average or above. Once the preparation for the major is completed with the required grade-point average, students must then petition for admission into full major status and at that time may declare an optional emphasis. Admission to the pre-major does not guarantee admission to full major status. To qualify for admission into the political science major, students must complete Political Science 1, 6, 7, and 12 with a grade-point average of 2.6 or above. In addition, students must complete Economics 1 and 2 (or 109) and History 2A-B-C or 4A-B-C. Transfer and upper-division students should consult the undergraduate advisor about substitutions. Students planning to major in political science should take Political Science 1, 6, 7, and 12 during their freshman or sophomore year.

Required work in relevant disciplines: Two additional courses must be taken from the following list: Anthropology 115; Economics

112A-B, 114, 180, 181; Geography 5; Psychology 138; Sociology 130, 130A, 130LA, 130GR, 130SA, 130SG, 138G (or Global Studies 124), History 171A-B or another upper-division history course in Asian, Latin American, European, or African history.

Language requirement: completion of the fifth quarter or its equivalent.

**Upper-division major.** Forty-five upper-division units in political science, to be distributed as follows:

- A. Political Science 105, 121, and 127;
- B. Two courses from Political Science 109, 119, 124, 126, 128, 129, 186;
- C. Two courses from Political Science 101, 118, 134, 135, 136, 138, 140, 142, 143, 144, 145, 146, 147, 148A-B, 149, 150A-B, 177;
- D. Three courses from the following, but no more than two courses from any one category:
  - (1) Political Science 175, 180, 185
  - (2) Political Science 115, 152, 153, 155, 157, 158
  - (3) Political Science 110, 114, 187, 188, 189;
- E. Political Science 104.

*Note: With departmental approval, 4 units of Political Science 192 (or Interdisciplinary 192DC or 192SA) may be substituted for one course in Area D.*

Up to 4 units of Political Science 192 (or Interdisciplinary 192DC or 192SA, which is available only passed/not passed, may be taken for major credit; all other courses must be taken for letter grades.

### **Bachelor of Arts—Political Science—Public Service Emphasis**

The coursework in the public service emphasis focuses on the fields of politics and public administration and includes work in sociology and economics. Students in this emphasis are required to serve a one-quarter, full-time internship in a governmental or political office during their senior year. Internships are open to all political science majors, whether or not they choose the public service emphasis. To qualify for the internship, students are expected to have a 3.0 grade-point average and junior or senior standing; they must also have completed courses relating to the work they plan to perform as an intern. Departmental approval is required and interested students should see the undergraduate advisor for further details.

**Preparation for the major.** Admission into the pre-political science major is contingent upon successful completion of the requirements stipulated below. Students may declare a pre-political science major after they have completed at least two political science courses from the pre-major with a 2.6 grade-point average or above. Once the preparation for the major is completed with the required grade-point average, students must then petition for admission into full major status and at that time may declare an optional emphasis. Admission to the pre-major does not guarantee admission to full major status. To qualify for admission into the political science major, students must complete Political Science 1, 6, 7, and 12 with a grade-point average of 2.6 or above. In addition, students must complete Economics 1 and 2 (or 109) and History 2A-B-C or 4A-B-C. Transfer

and upper-division students should consult the undergraduate advisor about substitutions. Students planning to major in political science should take Political Science 1, 6, 7, and 12 during the freshman or sophomore year.

Required work in relevant disciplines:

- A. Economics 3A and 3B;
- B. Writing 109SS.

**Upper-division major.** Forty-five upper-division units in political science are required, to be distributed as follows:

- A. Two courses from Political Science 170, 180, 185;
- B. One course from Political Science 151, 152, 153, 154, 174, 175, 176;
- C. One course from Political Science 153, 155, 157, 158;
- Note: Political Science 153 may be used in Area B or C of major but not in both.*
- D. One course from Political Science 161, 162, 163;
- E. One course from Political Science 115, 165, 166, 167, 168;
- F. One course from Political Science 105, 110, 114, 119, 121, 127, 147, 189;
- G. Political Science 104.

H. A total of 12 units of Political Science 192 and 199, Interdisciplinary 192DC and 199DC, or Interdisciplinary 192SA, 193SA and 199SA to be taken during one quarter of internship while registered at UCSB.

Up to 8 units of Political Science 192 and/or Interdisciplinary 192DC or 192SA, which are available only passed/not passed, may be taken for major credit; all other courses must be taken for letter grades.

## **Graduate Program**

The Department of Political Science offers four fields of study: American politics, international relations, comparative politics, and political theory, as well as one nonexamination field, methodology. In addition to departmental requirements, candidates for graduate degrees must fulfill the university requirements described in the section “Graduate Education at UCSB.”

### **Admission**

The Department of Political Science offers two closely related graduate programs: an M.A./Ph.D. program for students who have completed the B.A., and a Ph.D. program for those who come to UCSB with an M.A. from another institution. The department’s Graduate Program Statement offers a detailed explanation of the program. In addition to departmental admission requirements, applicants must also meet the university requirements for admission described in the section “Graduate Education at UCSB.”

### **Master of Arts—Political Science Degree Requirements**

The M.A. degree in political science is offered under Plan 1 (thesis plan) and Plan 2 (comprehensive examination plan). Under Plan 1, candidates must complete at least 36 units of course work, of which at least 24 units must be from regular graduate seminars in Political Science. Candidates under Plan 1 must also write a Master’s thesis.

Under Plan 2, candidates must complete at least 40 units of course work, of which at least 28 units must be from regular graduate seminars in Political Science. Candidates under Plan 2 must also either pass one Ph.D. written qualifying examination, or write a passing Ph.D. qualifying field paper.

## **Doctor of Philosophy— Political Science**

### **Degree Requirements**

**Residence.** A minimum of two years of full-time residence in graduate study, at least one year of which is spent in continuous residence, is required for the doctorate.

**Fields of study.** The Ph.D. program centers on coursework (a minimum of 48 units of coursework is required) and preparation in two written examination fields, or one exam field and one field paper; and for all students except those specializing in political theory, a series of courses on research methods. Typically, field choices are made from among the following: political theory, American politics, international relations, and comparative politics. Field choices must be from the traditional fields of political science. It is also possible to tailor special fields to the interests of individual students. Students must complete a minimum of 12 seminars (48 units) - consult the department's website handbook "Graduate Study In Political Science" for more information.

Appropriate courses may be taken at other UC campuses through the Intercampus Exchange Program.

**Language and research skills.** The student may choose a foreign language option or a research skills option to fulfill the language/skills requirement for the Ph.D.

**Examinations.** Each student must qualify in two fields. A student must qualify in at least one field by examination and in a second field, by either examination or writing a field paper. After successfully qualifying in two fields, each student will take an oral qualifying examination which will primarily focus on his/her dissertation prospectus.

**Dissertation.** With the advice and approval of the doctoral committee, each student will select a dissertation topic in the major field of specialization. The dissertation must be based on original research and must make a significant contribution to knowledge in the field.

Consult the department's website and its handbook *Graduate Study in Political Science*, for additional information.

### **Optional Ph.D. Emphasis in Quantitative Methods in the Social Sciences**

Students pursuing a Ph.D. in political science may petition to add an interdisciplinary emphasis in quantitative methods in the social sciences (QMSS). QMSS emphasis is intended for students who wish to develop and use cutting-edge quantitative methods on social science research. Our curriculum is designed to provide students with the rigorous mathematical and statistical background necessary for advanced quantitative work, while also providing a broad interdisciplinary perspective on the use of quantitative

methods in social sciences. To that end, students who petition to add the QMSS emphasis, must complete two quarters of calculus, one quarter in linear algebra, and a one-year sequence of statistics. (These requirements can be waived if equivalent courses have already been completed.) QMSS students must also complete at least three quantitative social sciences methods courses (at least two of which are outside the student's home department), enroll in the QMSS colloquia for at least three quarters, and present their own original quantitative social science research at the QMSS colloquia at least once.

Students that add the QMSS emphasis are expected to write a Ph.D. dissertation that is focused on an issue that is appropriate to the QMSS emphasis. For instance, the dissertation could develop a quantitative method that could be applied to social science fields beyond the student's discipline, or adapt a quantitative method used in a social science field outside the student's discipline for researching a substantive problem within the student's discipline. The dissertation committee must include at least one QMSS faculty member from outside the student's home department.

For more information, please consult the QMSS website at [www.qmss.ucsb.edu](http://www.qmss.ucsb.edu).

### **Optional Ph.D. Emphasis in Global Studies**

Students pursuing a Ph.D. in certain departments may petition to add an emphasis in global studies. The departments for which the emphasis is available include Anthropology, English, History, Political Science, Religious Studies, and Sociology. To be eligible for admission to the Ph.D. emphasis, students must be admitted to the Ph.D. program in one of the departments choosing to offer this emphasis with their existing Ph.D. program and petition successfully to add the optional emphasis.

The student's dissertation committee must have one member from a participating department other than the student's own department. The student may also elect a global emphasis for his or her department field/area/specialization exam, if such an emphasis is offered within the department. The chair of the Coordinating Committee will determine when the student has successfully completed all of the requirements for the emphasis.

By "global" we refer to transnational economic, political, environmental, social, and cultural interactions and flows that operate at a global (i.e., trans-continental) scale. "Global studies" views the world as comprised of increasingly interdependent processes, rather than as shaped exclusively or even primarily by the interplay of discrete nation-states.

Petitions for adding the emphasis can be made at any time in a student's graduate career, but typically will be made after at least one successful year of study in the home department. Work completed prior to admission in the emphasis that meets emphasis requirements (as determined by the Ph.D. Emphasis Coordinating Committee) may be counted towards completion.

To satisfy the Ph.D. emphasis in global studies, students are required to take four one-quarter graduate-level courses. One course is

Global 201, the introductory gateway seminar, offered by the Global and International Studies Program. Three additional courses must be chosen from among qualifying global theory and global issues courses offered by participating departments. These courses will be selected from an approved list of global theory and global issues graduate courses prepared by the Ph.D. Emphasis Coordinating Committee each spring, for the following academic year. At least one of these three courses must be a global theory course, and at least one must be a global issues course. Courses will typically be taken for a letter grade.

At least one of these three courses will be taken from the student's home department, and at least two must be taken from the six other participating departments or the Global and International Studies Program. No more than one of the three seminars (excluding Global 201) can be taken from a single instructor.

For additional information, please contact the graduate advisor in one of the participating departments or global studies.

### **Optional Ph.D. Emphasis in Technology and Society**

Students pursuing a Ph.D. in this department may petition to add an emphasis in technology and society. The emphasis brings together doctoral students in engineering, social sciences, and the humanities to engage in multidisciplinary coursework and research into the cultural and societal changes resulting from the use of new information technologies. The emphasis features a structured set of courses that may be taught individually and collaboratively by faculty across disciplines: Anthropology, Communication, Computer Science, English, History, Media Arts and Technology, Political Science, and Sociology.

To be eligible for admission to the emphasis, students must be enrolled in good standing in the department. Petitions for adding the emphasis can be made at any time in a student's graduate career, but typically will be made after at least one successful year of study in the home department. Work completed prior to admission that meets emphasis requirements (as determined by the Ph.D. Emphasis Faculty Executive Steering Committee) may be counted towards its completion.

Requirements for completing the optional emphasis in technology and society include:

**1. Gateway Technology and Society Colloquium.** Students must complete a 1-unit colloquium that brings together students and faculty from multiple disciplines to explore various approaches to studying technology and society. In addition to helping students understand similarities and differences in conceptualization and knowledge production across disciplines, the seminar promotes interaction among students from different departments.

**2. Graduate Coursework.** Students must complete four 4-unit courses with a grade of B or better, two each from Area 1 (Culture and History) and Area 2 (Society and Behavior). Area 1 courses explore the humanistic study of cultures, histories and meanings as they intersect with technology. Area 2 investigates the social scientific study of technology in relation-

ship to human behavior, organizations, and social structures.

One course from the student's home department can be applied toward meeting this requirement. Students can petition to substitute a non-listed course, subject to approval by the Technology and Society Faculty Executive Committee.

**3. Dissertation.** A student's dissertation must have relevance to at least one of the two Emphasis areas. In addition, the student's dissertation committee must include a member from another department participating in the emphasis. Exceptions are subject to approval by the Technology and Society Faculty Executive Committee.

For additional information and a current list of courses, please contact the graduate advisor or visit [www.technology-society.ucsb.edu](http://www.technology-society.ucsb.edu).

### Optional Ph.D. Emphasis in Women's Studies

The Department of Feminist Studies, with almost fifty core and affiliated faculty members in over nineteen disciplines, serves as a model of interdisciplinary work and scholarly collaboration at UCSB. Women's Studies doctoral emphasis students are required to successfully complete four seminars that will enhance their understanding of feminist pedagogy, feminist theory, and topics relevant to the study of women, gender and/or sexuality. Women's Studies as an inter-departmental set of conversations and intellectual questions supports a multifaceted undergraduate curriculum at UCSB. Doctoral emphasis students are encouraged to apply to teach Feminist Studies courses as teaching assistants and associates as part of their Feminist Studies training.

Applicants must first be admitted to, or currently enrolled in, a UCSB Ph.D. program participating in the Women's Studies graduate emphasis. Anthropology; Comparative Literature; Counseling, Clinical, and School Psychology; English; French and Italian; Germanic, Slavic and Semitic Studies; History; History of Art and Architecture; Linguistics; Political Science; Religious Studies; Sociology; Spanish and Portuguese; or Theater and Dance. Candidates complete four graduate courses and select a member of the Feminist Studies faculty or affiliated faculty to serve on their dissertation committees. Applications to the Women's Studies Doctoral Emphasis may be submitted at any stage of Ph.D. work, and applications will be considered throughout the year.

### Doctoral Emphasis Coursework

Students pursuing the emphasis in Women's Studies will successfully complete four graduate courses that have been approved by the Doctoral Emphasis advisor.

- 1. Feminist Theories.** A one quarter graduate seminar in interdisciplinary feminist theory offered by any department, including Feminist Studies 250 AA-ZZ.
- 2. Issues in Feminist Epistemology and Pedagogy** (Feminist Studies 270). A one quarter seminar that considers Feminist Studies as a distinct field. It offers an interdisciplinary exploration of feminist theories of knowledge production and teaching practices. Readings cover past and present critical debates

and provide theoretical approaches through which to analyze interdisciplinary epistemological and pedagogical issues.

- 3. Graduate Seminar in Feminist Studies** (Feminist Studies 200-290 or 594 AA-ZZ). A one quarter seminar offered by a Feminist Studies faculty member on topics of central concern to the field.  
Or,  
**Research Practicum** (Feminist Studies 280). A cross-disciplinary seminar in which fundamental questions in contemporary feminist research practice are considered in light of students' own graduate projects.
- 4. Topical Seminar.** A one quarter graduate seminar that addresses topics relevant to the study of women, gender, and/or sexuality. This seminar must be taken outside the student's home department; it may be fulfilled either by another graduate seminar in Feminist Studies or a seminar in another department.

## Political Science Courses

### LOWER DIVISION

#### 1. Introduction to Political Philosophy (4) DIGESER, NORRIS

An introduction to central texts and problems of political philosophy with an emphasis on such concepts as liberty, equality, authority, justice, and obligation.

#### 6. Introduction to Comparative Politics (4) BRUHN

Introduction to the workings of various political systems with an emphasis on governmental institutions and political processes. Comparison of political systems using some of the basic concepts of political analysis.

#### 7. Introduction to International Relations (4) BELKIN, RAUCHHAUS

An introduction to the basic concepts, theories, and problems of international relations; balance of power, deterrence, the states system, imperialism, realism, idealism, levels of explanation, war and peace.

#### 12. American Government and Politics (4) BIMBER, SMITH, WYNER

Political ideas, institutions, and processes of American government. The role of Congress and the president in policy formation and of the Supreme Court in interpreting the Constitution.

#### 98. Readings in Political Science (1-4) STAFF

*Prerequisites: consent of instructor and department. Students must have a minimum 3.0 cumulative grade-point average. May be repeated for credit to a maximum of 4 units. No unit credit allowed toward the major. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

Critical reviews and discussions of related topics in political science.

#### 99. Introduction to Research (1-4) STAFF

*Prerequisites: consent of instructor and department. Students must have a minimum 3.0 cumulative grade-point average. May be repeated for credit to a maximum of 4 units. No unit credit allowed toward the major. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

Independent research under the guidance of a faculty member in the department. Course offers exceptional students the opportunity to undertake independent research or work in a research group.

### UPPER DIVISION

#### 101. Mexican Politics (4) BRUHN

This course focuses on understanding the contemporary Mexican political system from a political economy perspective. It explores the development and behavior of Mexican institutions and actors, and the challenges facing them in a context of major economic and political change.

#### 104. Introduction to Research in Political Science (5) GLASGOW, STOLL, WEATHERFORD

*Prerequisite: not open to freshmen.*

*Designed for majors. Not open to students who have completed Political Science 104A and 104AL.*

An introduction to the design and evaluation of political research: formulating clear hypotheses, developing appropriate measures, and analyzing data using simple statistical methods and qualitative techniques; emphasizes clear exposition of arguments, interpretations, and findings. (F,W,S,M)

#### 105. Theories of Comparative Politics (4) FREEMAN

*Prerequisite: Political Science 6.*

A comparison of federalism, political parties, and executive leadership in different countries. A core course generally recommended, and in some cases required, for advanced work in comparative government.

#### 106AA-ZZ. Special Topics in Political Science (4) STAFF

*Prerequisite: upper-division standing.*

*May be repeated for credit provided letter designations are different.*

Lectures in special areas of interest in political science. Specific course titles to be announced by the department each quarter offered.

#### 108. Politics and Literature (4) BRUHN, NORRIS, RAUCHHAUS

Explores problems concerning alienation, obligation, power, freedom, and fulfillment as treated by ancient and modern authors.

#### 109. Revolution and Mass Movement (4) STAFF

*Prerequisite: Political Science 6.*

Analyzing the dynamics of revolutions from the French and Soviet to contemporary revolutions in Asia, Latin America, and the Middle East.

#### 110. Political Concepts (4) DIGESER

*Prerequisite: Political Science 1.*

Introduction to some of the main concepts of political theory, such as the individual and the state, freedom and equality, political obligation, and their relevance to modern society and government.

#### 114. Democracy and Diversity (4) DIGESER, BARVOSA

*Prerequisite: Chicano/a Studies 1B or Political Science 1.*

Introduction to the ancient and modern models of democracy which underpin contemporary democratic life. An analysis of the philosophical bases of democracy, diversity, political obligation, equality, liberty, consent, representation, and rights.

#### 115. Courts, Judges and Politics (4) BINION

*Prerequisite: Political Science 12.*

The role and significance of the judiciary in the American political system. Such questions as: how cases go through the courts, how "interests" are represented through litigation, the processes by which judges are recruited, and the "independence" of the judiciary will be explored. The course will also entail an exploration of how judges reach decisions and the impacts and consequences of those decisions. The emphasis will be largely on the federal courts, especially the U.S. Supreme Court, and the main focus will be on "public," rather than "private" law.

#### 119. Ethical Issues in International Relations (4) DIGESER

*Prerequisites: Political Science 1 and 7.*

An examination of the possibility and desirability of normative international political theory and an exploration of the moral dimensions of statecraft; use of force, nuclear deterrence, humanitarian intervention, distributive justice, and human rights.

### 121. International Politics

(4) MCDERMOTT, RAUCHHAUS

*Prerequisite: Political Science 7.*

An examination of theories concerning the actions, interactions, and relationships among nation-states.

### 124. International Organization

(4) STAFF

*Prerequisite: Political Science 7.*

The nature and function of international organization, including a study of the United Nations and the European Community.

### 126. National Security

(4) MCDERMOTT, RAUCHHAUS

*Prerequisite: Political Science 7.*

Examines how states use diplomacy, strategic coercion, and military force to achieve political objectives.

### 127. American Foreign Policy

(4) MCDERMOTT, RAUCHHAUS

*Prerequisite: Political Science 7.*

The United States in world politics. Policy-making institutions, particularly the Presidency, Congress, State Department, and the military establishment. Interaction between domestic and external politics.

### 128. Foreign Policy of the Soviet Union and Successor States

(4) KAPLAN

*Prerequisite: Political Science 6 or 7.*

Examination of recent work on foreign policies of the former Soviet Union and the successor states, with attention to methodological and substantive issues. Topics include: strategic theory, East-West relations, trade and the monetary system, and relations among states of the former Soviet Union.

### 134. Relations Between the United States and Mexico

(4) BRUHN

*Prerequisite: Political Science 6 or 7.*

A general examination of relations between the United States and Mexico in the nineteenth and twentieth centuries. Emphasis on issues such as the origins of conflict and cooperation, and current issue areas including immigration.

### 136. Government and Politics of China

(4) STAFF

The ideology, structure, and functions of the Chinese political system, with emphasis on the nation-building process under the Communist regime.

### 138. Political and Economic Development in Pacific Rim Countries

(4) STAFF

*Prerequisite: upper-division standing.*

Study of domestic and international conditions contributing to the dynamics of society and economy in East Asian countries of South Korea, Taiwan, and Singapore. Emphasis on the role of the state, culture, experience of colonialism, threat of Communism, and United States aid and influence.

### 141. Politics of Germany

(4) STAFF

*Prerequisite: Political Science 6.*

The political culture, history, political and social forces, and governmental organization of Western and Eastern Germany.

### 142. British Politics

(4) STAFF

*Prerequisite: Political Science 6.*

The political culture, history, institutions, and behavior of Great Britain.

### 143. Politics in the Soviet Union Successor States

(4) KAPLAN

*Prerequisites: Political Science 6; not open to freshmen.*

The course examines the basic characteristics of the Soviet ancient regime and the forces and institutions which shaped the merging states and societies. Topics include: parliamentary and economic systems,

political parties, interest groups, ethnicity, legitimacy, sovereignty and inter-state relations.

### 144. West European Political Systems

(4) MOOSBRUGGER

*Prerequisite: Political Science 6.*

The politics and political institutions of Europe. Objective of the course is to familiarize students with both the political institutions that structure European politics and the issues that are the focus of political debates in Europe.

### 145. The European Union

(4) STAFF

*Same course as Italian 161AX.*

Introduction to the history and organization of the European Union (the institutions, policies, goals, and successes of the E.U.). Focus on the ongoing process of economical, political, social, and cultural integration in Europe since the Second World War. In English.

### 146. Globalization and Politics

(4) STAFF

*Prerequisite: Political Science 6 or 7; upper-division standing.*

An examination and assessment of theories of globalization in relation to the distribution of political power on a global scale, future scenarios of global political domination, and the role of the nation-state in the international system of power.

### 147. Third World Politics

(4) BRUHN

*Prerequisite: Political Science 6.*

A comparative analysis of the political systems of a selected number of African, Asian, and Middle Eastern countries, with particular development and modernization common to all of them.

### 148A-B. Reform, Globalization and Revolution in Latin America and the Caribbean

(4-4) STAFF

*Prerequisite: Political Science 6*

A. Comparative study of state formation, globalization, colonialism, and political change in Latin America.

B. Comparative analysis of reform and revolution in Latin America, with a special emphasis on South American political systems.

### 149. Israeli Politics

(4) STOLL

*Prerequisite: Political Science 6; not open to freshmen.*

*Recommended preparation: background in the history and politics of the Middle East, such as that obtained in Political Science 150A.*

An introduction to the politics of Israel. Examines both Israeli domestic politics and Israel in comparative perspective.

### 150A. Politics of the Middle East

(4) BOURAAD-NASH

The development of governmental institutions and political forces in the postcolonial era. Emphasis on relationships between ideology, cultural dynamics, and politics, including examination of inter-Arab conflict and the war in Lebanon.

### 150B. Politics of the Middle East

(4) STAFF

*Prerequisite: Political Science 150A.*

Political development and nationalism in the Northern Tier, Arab North Africa, and the Arabian Peninsula. The politics of oil. The resurgence of Islam, Iran, Iraq, Saudi Arabia, Turkey, Afghanistan, great power rivalry in the Middle East since 1945.

### 151. Voting and Elections

(4) GLASGOW, JENNINGS, SMITH

*Prerequisite: Political Science 104A, or Sociology 3 or 104A, or Psychology 5, or Communications 88.*

Introduction to elections and voting cross-nationally and at various levels of government: the role of electoral rules, party competition and campaigns; the influence of issue, candidate, and partisan appeals on the vote; the effect of elections on public policy.

### 153. Political Interest Groups

(4) WEATHERFORD

*Prerequisite: Political Science 12.*

The nature and function of organized interest groups and their impact upon public opinion and government.

### 154. Public Opinion

(4) JENNINGS, SMITH, WEATHERFORD

*Prerequisite: Political Science 104A, or Sociology 3 or 104A, or Psychology 5, or Communications 88.*

A study of the formation and nature of public opinion including: the public's political sophistication; the role of emotion in political thinking; nature of political culture; growth of political alienation and the forms of political participation.

### 155. Congress

(4) SMITH

*Prerequisite: Political Science 12; concurrent enrollment in Political Science 155L.*

The organization, operation, and politics of Congress; problems of representation, leadership, relations with interest groups, the White House, and the bureaucracy.

### 155L. Congress Laboratory

(1) SMITH

*Prerequisite: concurrent enrollment in Political Science 155.*

A simulation of the United States House of Representatives designed to teach the operation and politics of Congress.

### 157. The American Presidency

(4) WOOLLEY

*Prerequisite: Political Science 104A or Sociology 3 or 104A or Psychology 5 or Communications 88 AND Political Science 12.*

Analysis of the institution of the presidency, its functions, formal and informal relationships, and its limitations within the American political system. Emphasis on the dynamics of the presidency, including presidential personality, conceptions of role, impact of public opinion, and responses to changes in the environment.

### 158. Power in Washington

(4) STAFF

*Prerequisite: Political Science 12; upper-division standing.*

An examination and assessment of the policy and political linkages between the White House and Capitol Hill decision making, legislative enactment, administrative implementation; the presidential establishment, bureaucratic politics, and the politics of influence and access in Washington.

### 159. Sexuality, State Power, and the Military

(4) BELKIN

How do groups in civil society try to capture state institutions and use those institutions to establish ideas about the normal and the deviant, rewarding some and not others? Case studies include gender, race, and sexuality in the military.

### 160. Asian American Politics

(4) LIEN

*Prerequisite: Political Science 12*

Survey of the historical and contemporary political experiences of Asian Americans and their pursuits for immigration, equality, citizenship, political identity, racial justice, cross-racial/ethnic coalition building and incorporation into the U. S. political system.

### 161. U. S. Minority Politics

(4) LIEN

*Prerequisite: Not open to freshmen.*

*Recommended Preparation: Political Science 12*

A comparative study of recent literature on the historical and contemporary political experiences of the four major racial and ethnic minority groups (Blacks/African Americans, American Indians, Latinos/Hispanic Americans, and Asian Americans) and their interactions with the dominant racial group (non-Hispanic white Americans) in the U.S.

### 162. Urban Government and Politics

(4) STAFF

*Prerequisite: Political Science 12.*

Problems of politics and administration in urban and metropolitan areas.

### 165. Criminal Justice

(4) LODGE

*Prerequisite: Political Science 12.*

Problems and functions of police, prosecution, and defense relating to such problems as plea-bargaining, exclusionary rule, trials, bail, and sentencing.

**169. Gender, Public Policy and the Courts****(4) BIONIO***Prerequisite: Political Science 115.*

The role of the judiciary in determining the meaning of "sexual equality" within public policy at the state and federal levels of government.

**170. Public Policy Analysis****(4) MCDONNELL, WOOLLEY***Prerequisite: Political Science 12.*

The assumptions, goals, content, and consequences of selected domestic policies, concentrating on the period since 1960. Discussion of the nature of collective action, methods of policy analysis and evaluation, and problems of implementation.

**171. Politics and Communication****(4) FREEMAN**

The role of communications media and their influence on politics. How definitions of what is "news" and the way it is conveyed shape public thinking on political issues and affect candidates, causes, and public perceptions of government institutions.

**175. Politics of the Environment****(4) SMITH***Prerequisites: Political Science 12 or Environmental Studies 3; upper-division standing.**Same course as Environmental Studies 178.*

Analysis of environmental policy issues and their treatment in the political process. Discussion of the interplay of substantive issues, ideology, institutions, and private groups in the development, management, protection, and preservation of natural resources and the natural environment.

**176. Black Politics in America****(4) STAFF***Prerequisite: Political Science 12.*

A general survey of political phenomena in the Black community. American political institutions, law, legislation, and administration will be examined in theory and practice to determine their function in relation to Black politics.

**177. Comparative Environmental Politics****(4) MOOSBRUGGER**

Course is structured around the major issues in environmental politics, for example, global warming, nuclear waste, deforestation, and chemical pollution. The roles of economics, technology, and social organization are each considered as explanatory variables for understanding environmental problems.

**180. Bureaucracy and Public Policy****(4) MCDONNELL***Prerequisite: Political Science 12.*

The nature of American bureaucracy, its organization and culture and its role as a political institution.

**182. Education Politics and Policy****(4) MCDONNELL***Prerequisites: Political Science 12; upper-division standing.*

Federal, state and local institutions governing public elementary & secondary education in the U.S., focusing on the values and interests that define politics at each level. Analyzes school finance, curriculum and school choice policies.

**185. Government and the Economy****(4) WOOLLEY***Prerequisite: Political Science 12; and Economics 1 and 2, or Economics 109.*

Government's evolving role in economic life; the cultural, political, and philosophical setting of government-business relations; the maintenance and moderation of competition; the goals, methods, and politics of regulatory administration.

**186. Introduction to International Political Economy****(4) COHEN**

*Same course as Global Studies 123. Not open for credit to students who have completed Political Science 186A.*

Introduction to the politics of international economic relations. Examination of alternative analytical and theoretical perspectives for their value in helping to understand and evaluate the historical

development and current operation of the world economy.

**187. Classical Political Theory****(4) STAFF***Prerequisite: upper-division standing.*

A careful examination of major texts and thinkers in the ancient world and in medieval times.

**188. Modern Political Theory****(4) DIGESER, NORRIS***Prerequisite: Political Science 1; upper-division standing.*

Development of political ideas from the sixteenth century to the nineteenth century.

**189. Recent and Contemporary Political Theory****(4) DIGESER, NORRIS***Prerequisite: Political Science 1.*

A reconstruction of the contending theories of political order with which western intellectuals, from the nineteenth to the present century, have confronted an era of world historical changes.

**192. Field Research in Political Science****(4-12) STAFF***Prerequisite: upper-division standing; consent of department.*

*Students must have a 3.0 overall grade-point average.*

Directed research on the political process through participant observation and relevant reading. Individually assigned, instructed, and supervised fieldwork. Students will examine first-hand behavior in leading political roles in American politics.

**194. Group Studies****(1-4) STAFF***Prerequisites: consent of instructor; upper-division standing.*

*Subject to departmental approval, students may repeat this course. Only 4 units may apply to the major.*

Themes will vary according to instructor.

**195. Honors Seminar****(4) STAFF***Prerequisite: consent of instructor.*

An intensive analysis of the approaches, problems, and methodologies of a particular subfield of political science.

**196. Senior Seminar in Political Science****(4) STAFF****197A-B-C. Honors Thesis Seminar in Political Science****(4-4-4) STAFF***Prerequisites: senior standing; consent of department.*

*Students must have a 3.3 cumulative grade-point average; 3.5 grade-point average in major. Political Science 197A-B-C is a three-quarter sequence course with the final grade issued upon completion of 197C. Only 4 units of credit may be applied toward the major.*

Honors students, in three-quarter sequence of seminars, writing theses under close faculty supervision.

**197D-E-F. Seniors Thesis in Political Science****(4-4-4) STAFF***Prerequisites: senior standing; consent of department. Students must have a 3.0 grade-point average.*

*Students may take this in-progress graded sequence for either two or three quarters with 197F designated as the final quarter.*

Selected seniors pursue individual, significant research projects under close supervision of faculty readers.

**199. Independent Studies in Political Science****(1-5) STAFF***Prerequisites: upper-division standing; completion of two upper-division courses in political science.*

*Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. Admission by special permission only; for majors. No more than 8 units of Political Science 199 may count toward completion of the major requirements.*

**199RA. Independent Research Assistance in Political Science****(1-5) STAFF**

*Prerequisites: upper-division standing; completion of two upper-division courses in political science; consent of instructor and department.*

*Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

Coursework shall consist of faculty supervised research assistance.

**GRADUATE COURSES**

*Since the emphasis in some seminars changes from year to year, detailed course descriptions are available in the department office during the quarter prior to the seminar offering.*

**204. Research Design and Data Collection****(4) JENNINGS**

This course is an introduction to empirical research in political science with an emphasis on design and data collection. Stress is placed on eclecticism and demonstration by example.

**205. Political Research Methods I****(4) STAFF**

Focuses on the formulation of political questions as scientific propositions open to quantitative examination. Two major subtopics, the empirical measurement of political concepts and the statistical analysis of quantitative data, are illustrated with examples from the research literature.

**206. Political Research Methods II****(4) STAFF**

*Prerequisites: introductory statistics and social scientific research methods; graduate standing.*

Techniques of developing multivariate statistical models of political processes. Applications of the general linear model to political dynamics and to problems with poorly measured variables.

**207. Advanced Political Research Methods****(4) GLASGOW**

*Prerequisite: graduate standing, introductory statistics, social scientific research methods; Political Science 206.*

Advanced techniques of multivariate analysis. Topics determined by students' interest.

**209. Games and Models in Political Science****(4) STAFF**

An extensive, diverse, and relatively nontechnical introduction to game theory and modelling techniques in political science.

**215. The American Governmental Process****(4) WOOLLEY, WYNER**

An examination of basic aspects of American national government, with primary attention to important contemporary literature on the subject.

**225. International Relations****(4) BELKIN, MCDERMOTT, RAUCHHAUS**

Basic factors shaping the political conflicts and accommodations among nations. Major attention to basic literature on the subject matter.

**226. Seminar on International Economics for Non-Economists****(4) COHEN**

*No prior training in the discipline of economics required.*

Introduction to the basic elements of international economic theory. Topics include the balance of payments and commercial policy, the global monetary and trading systems, international investment, and North-South economic relations.

**230. Comparative Political Systems****(4) KAPLAN**

A general survey of theories of comparative politics with some attention to concrete applications and to comparative trends in other social sciences and history.

**231. Comparative Methods****(4) BRUHN, KAPLAN**

Focuses on the logic and design of comparative studies; evaluates the utility of differing methods in relation to prominent research issues in the field.

**236. Democratization in Comparative Perspective****(4) BRUHN**

Theoretical issues in research on democratization, emphasizing problems of transition and consolidation and methods of comparison of democratic transitions across regions.

**240. Seminar on Classical Political Thinkers****(4) ROBINSON**

*Prerequisite: graduate standing.*

An intensive examination of major texts and thinkers in the ancient world and in medieval times.

**241. Seminar on Modern Political Thinkers****(4) DIGESER, NORRIS**

*Prerequisite: graduate standing.*

An intensive examination of major texts and thinkers in modern times.

**242. Seminar on Contemporary Political Thinkers****(4) DIGESER, NORRIS**

*Prerequisite: graduate standing.*

An intensive examination of major texts, thinkers, and movements in the contemporary world.

**243. Seminar in Political Concepts****(4) DIGESER**

Concepts that are crucial to the analysis, understanding, and transformation of political and social phenomena. The seminar will draw insights and examples from the classical and contemporary literature, the present, and the future.

**250. Seminar in Political Socialization****(4) JENNINGS**

The development of political attitudes and behavior throughout the entire life cycle. Major foci of attention include the agents of political socialization, the content of socialization, variations within and across political systems, and the impact of generational and historical effects.

**251. Political Representation****(4) JENNINGS, MOOSBRUGGER**

Topics to be addressed include the historical development of concept and its implementation, forms and structures of representation, linkage mechanisms between elites and masses, the representation of minorities and dissidents, representation in comparative perspective, and problems in the study of representation.

**252. Seminar in Public Opinion and Political Participation****(4) JENNINGS, SMITH, WEATHERFORD**

Public opinion, elections, and other forms of participation are considered. Emphasis is on American politics, but theories and research are viewed in comparative perspective.

**253. Seminar in Political Interest Groups****(4) WEATHERFORD**

The theme of this course is the transmission of demands and grievances from the wider polity to the government by way of collective action. Formal non-party organizations as well as political and social movements are considered.

**254. Seminar in the Legislative Process****(4) SMITH**

An examination of a range of problems in the study of the organization, operation, and politics of American legislatures—especially the U.S. Congress.

**259. Seminar in Political Parties****(4) SMITH**

An examination of a range of problems and issues in the study of American political parties and political activists. Special attention will be given to party reform.

**270. Theoretical Issues in International Political Economy****(4) COHEN**

*Prerequisite: Political Science 225.*

The focus of this seminar will be on theoretical issues at the leading edge of contemporary scholarship in the field of international political economy. A principle objective will be to identify key elements of an agenda for future research.

**273. International Political Economy****(4) COHEN**

*Prerequisite: graduate standing.*

Introduction to the politics of international economic relations. Alternative analytical and theoretical perspectives on actor behavior and system governance. Historical development and current operation of the world economy.

**275. War, Diplomacy and International Security****(4) BELKIN, MCDERMOTT, RAUCHHAUS**

The seminar will probe a variety of issues, theoretical and historical (plus quite a few contemporary ones), that touch on war, power, and security studies.

**277. Seminar in American Foreign Policy****(4) BELKIN, MCDERMOTT, RAUCHHAUS**

Contemporary issues in U.S. foreign policy.

**279. Social and Cultural Basis of Political Change****(4) STAFF**

In-depth study of the political cultural basis of political systems and changes. Topics include: political culture, nationalism and ethnicity, and religion and politics.

**280A. Domestic Politics of the Soviet Union and Successor States****(4) KAPLAN**

*Prerequisite: Political Science 230 or equivalent.*

Domestic politics of the Soviet Union and successor states. Issues regularly included are: the process of political change, democratization, ethnic politics, political structure, and economic reform.

**282A. Comparative Politics and Latin America****(4) STAFF**

A critical examination of theories of comparative politics and their application to Latin America. Success and failure cases are compared and placed in the context of the world economy.

**286. Seminar in Japanese Politics****(4) FREEMAN**

Structure and processes of policymaking in contemporary Japan, with focus on economic and social issues. Policy issues and policymaking cases, probing both the formal and informal rules of the game, its major actors, and its beneficiaries and victims.

**292. Governance for Sustainable Development****(4) STAFF**

*Prerequisite: graduate standing in ESM or Political Science.*

*Same course as ESM 247.*

Examination of the demand for governance in conjunction with efforts to achieve environmental, economic, and social goals. Special attention to alternative approaches to the supply of governance at the global level as well as to interact between governance systems addressing distinct issues.

**293. Environmental Institutions: Rights, Rules, and Decision-making Systems****(4) YOUNG**

*Same course as ESM 248.*

Comparative study of management systems or regimes addressing natural resource and environmental concerns and operating at scales ranging from local to global. Topics include characterization of individual regimes and factors affecting the formation, evolution, and effectiveness of these institutional arrangements.

**294. Environmental Politics and Policy****(4) SMITH**

This seminar focuses on development of the environmental movement in American politics and the resulting institutional responses. Environmental policy making and implementation is examined in light of relevant theories. Emergence of an environmental ethic in American politics is considered.

**297. The Analysis of Public Policy****(4) MCDONNELL**

*Prerequisite: Political Science 205 or equivalent.*

A survey of different traditions of policy analysis. Includes methods of analysis, policy alternatives, and

approaches to explaining policy choice.

**500. Practicum for Teaching Assistants****(2-2) STAFF**

*No unit credit allowed toward advanced degree.*

Designed to help teaching assistants learn effective teaching methods and techniques under faculty supervision. Assignments normally include conducting discussion sections, grading examinations under the supervision of appropriate faculty members and discussion of relevant pedagogical problems.

**501A-B. Teaching Assistant Training****(2-2) STAFF**

*A two-quarter in-progress sequence course with grades for both quarters issued upon completion of Political Science 501B.*

Designed to help graduate students prepare for future assignments as teaching assistants. Coursework normally includes discussions with faculty members and past or current teaching assistants, attendance at demonstration exercises, analysis of teacher performance with the use of audio-visual aids, etc.

**502. Practicum for Teaching Associates****(2-4) STAFF**

*No unit credit allowed toward advanced degree.*

Designed to help beginning teaching associates improve and refine their teaching methods, techniques and materials through discussions with appropriate members of the regular faculty. The format of the course may vary according to the specific needs of the teaching associates.

**503. Directed Research****(2-4) STAFF**

Students enrolled in this course will engage in research on relevant specialized subjects under the supervision of appropriate faculty members. Assignments normally include extensive work with the literature, participation in fieldwork where appropriate, and assistance with preparation of professional papers.

**504. Supervised Internship in Public Policy****(2-8) STAFF**

This is a supervised internship designed to provide graduate students with a means to pursue research on the policymaking process through participation in the formulation and/or implementation of policy in the field.

**594AA-ZZ. Special Topics****(1-4) STAFF**

Special seminar on research subjects of current interest.

**595A-B-C. Group Studies****(2-2-2) STAFF**

Current topics in the field of political science.

**596. Directed Reading and Research****(2-6) STAFF**

Individual tutorial. Instructor is usually student's major professor. A written proposal for each tutorial must be approved by the department chair and filed with the Graduate Division.

**597. Individual Study for Master's Comprehensive Examinations and Ph.D. Examinations****(1-12) STAFF**

*No unit credit allowed toward advanced degree.*

**598. Master's Thesis Research and Preparation****(1-12) STAFF**

*No unit credit allowed toward advanced degree.*

**599. Ph.D. Dissertation Research Preparation****(1-12) STAFF**

# Probability and Statistics

*For probability and statistics faculty, program information, and courses, see Statistics and Applied Probability.*

# Psychology

**Department of Psychology**  
**Division of Mathematical, Life, and**  
**Physical Sciences**

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**Department Chair: F. Gregory Ashby**

## Faculty

**F. Gregory Ashby**, Ph.D., Purdue University, Professor (cognitive neuroscience, categorization, attention, decision processes in perception and cognition, mathematical psychology)

**James J. Blascovich**, Ph.D., University of Nevada, Reno, Professor (social psychophysiology, challenge and threat motivation, immersive virtual environments as a research tool)

**Daphne B. Bugental**, Ph.D., UC Los Angeles, Professor (social development, social cognition and affect, social interaction)

**Nancy L. Collins**, Ph.D., University of Southern California, Professor (close relationships, interpersonal perception, social support, health psychology)

**Leda Cosmides**, Ph.D., Harvard University, Professor (evolutionary psychology, cognition, domain-specific reasoning)

**Miguel P. Eckstein**, Ph.D., UC Los Angeles, Professor (computational models of human vision, visual search, attention, perceptual learning, perception of medical images)

**Aaron Ettenberg**, Ph.D., McGill University, Professor (behavioral neuroscience, psychopharmacology, neurobiology of drug abuse, biological basis of reinforcement and motivation)

**Alan J. Fridlund**, Ph.D., University of Mississippi, Associate Professor (social interaction, evolution and neurology of social behavior, social psychophysiology, sexology, psychopathology)

**Shelly Gable**, Ph.D., University of Rochester, Associate Professor (close relationships, motivation & emotion)

**Michael Gazzaniga**, Ph.D., California Institute of Technology, Professor (cognitive neuroscience)

**Tamsin Cleo German**, Ph.D., University of London, Associate Professor (cognitive development, developmental psychology, neuropsychology)

**Barry Giesbrecht**, Ph.D., University of Alberta, Associate Professor (cognitive neuroscience)

**Scott Grafton**, M.D., University of Southern California, Professor (cognition, perception, cognitive neuroscience)

**David L. Hamilton**, Ph.D., University of Illinois, Professor (social cognition, stereotypes, person perception, attribution processes)

**Mary Hegarty**, Ph.D., Carnegie-Mellon University, Professor (comprehension, reasoning, spatial cognition, individual differences)

**Skirmantas Janusonis**, Ph.D., University of Massachusetts at Amherst, Assistant Professor (behavior and neuroscience)

**Heejung S. Kim**, Ph.D., Stanford University, Assistant Professor (social psychology, cultural psychology, speech and cognitive processes)

**Tod Kippin**, Ph.D., University of British Columbia, Assistant Professor (neuroscience and behavior)

**Stanley B. Klein**, Ph.D., Harvard University, Professor (social cognition, mental representation of self, memory)

**Jack M. Loomis**, Ph.D., University of Michigan, Professor (visual space perception, auditory space perception, spatial behavior, spatial cognition)

**Loy D. Lytle**, Ph.D., Princeton University, Professor (developmental psychopharmacology; behavioral neuroscience; nutrition, brain function and behavior; pain and its alleviation)

**Diane M. Mackie**, Ph.D., Princeton University, Professor (intergroup processes, persuasion, social influence, affect, social perception)

**Brenda N. Major**, Ph.D., Purdue University, Professor (prejudice and self-esteem, coping with stress, psychology of legitimacy)

**Richard E. Mayer**, Ph.D., University of Michigan, Professor (human learning, problem-solving, educational psychology, human-computer interaction, multimedia learning, mathematical and scientific reasoning)

**Michael B. Miller**, Ph.D., Dartmouth College, Associate Professor (cognitive neuroscience, human memory and decision-making, functional magnetic resonance imaging)

**Benjamin E. Reese**, D.Phil., University of Oxford, Professor (development and organization of the visual system, developmental neurobiology and neuroplasticity)

**Russell Revlin**, Ph.D., Carnegie Mellon University, Associate Professor (reasoning, psycholinguistics, cognitive processes)

**James Roney**, Ph.D., University of Chicago, Assistant Professor (developmental and evolutionary psychology)

**Jonathan W. Schooler**, Ph.D., University of Washington, Professor (consciousness, memory, social cognition)

**David S. Sherman**, Ph.D., Stanford University, Assistant Professor (social psychology)

**Karen Szumlinski**, Ph.D., Albany Medical College, Assistant Professor (neuroscience and behavior)

## Emeriti Faculty

**Gerald S. Blum**, Ph.D., Stanford University, Professor Emeritus (cognitive and affective processes, experimental psychodynamics, hypnosis)

**John W. Cotton**, Ph.D., Indiana University, Professor Emeritus (experimental design, mathematical learning theory, computer simulation of psychological processes)

**John M. Foley**, Ph.D., Columbia University, Research Professor (pattern vision, visual space perception) Professor Emeritus

**Gerald H. Jacobs**, Ph.D., Indiana University, Professor Emeritus (biology of mammalian vision)

**Howard H. Kendler**, Ph.D., University of Iowa,

Professor Emeritus (philosophy and history of psychology, theoretical psychology, conceptual development)

**Elijah P. Lovejoy**, Ph.D., University of Pennsylvania, Lecturer Emeritus (intercultural psychology)

**David M. Messick**, Ph.D., University of North Carolina, Professor Emeritus (social psychology, decision making)

**Robert W. Reynolds**, Ph.D., University of Buffalo, Professor Emeritus (physiology, biochemistry, and endocrinology of motivation and emotion)

**A. Robert Sherman**, Ph.D., Yale University, Professor Emeritus (cognitive-behavioral psychotherapy)

## Affiliated Faculty

**Richard P. Duran**, Ph.D. (Education)

**Steven K. Fisher**, Ph.D. (Molecular, Cellular, and Developmental Biology)

**Howard Giles**, Ph.D. (Communication)

**Hsiu-Zu Ho**, Ph.D. (Education)

**Charles H. Markham**, M.D. (Department of Neurology, UCLA School of Medicine)

**Daniel R. Montello**, Ph.D. (Geography)

**John Tooby**, Ph.D. (Anthropology)

**Rebecca Zwick**, Ph.D. (Education)

The psychology curriculum at UCSB is designed to provide students with an appreciation of the scientific study of behavior. Psychology represents an extremely broad discipline, ranging from the study of behavior of the simplest organisms to the behavior of humans and groups of humans in complicated situations.

Students interested in one of the psychology majors are urged to examine the upper-division course offerings to see if these are consonant with their interests in psychology. As students will note, some topics are not currently included in the curriculum (e.g., humanistic psychology, industrial psychology, ethnic psychology, etc.) and the number of courses within any particular area, such as clinical applications, is limited. Nevertheless, a well-balanced selection of the available courses should provide students with a broad background in psychology, as well as appropriate preparation for those seeking to pursue graduate training later on.

On the undergraduate level, the department offers the B.A. degree in psychology and the B.S. in biopsychology. The bachelor of arts degree in psychology is recommended for students interested in obtaining a liberal arts education and understanding contemporary issues in psychology. The broad nature of the discipline allows students to complete the major by either specializing in a given substantive area (e.g., cognition, social psychology, perception, biopsychology) or selecting a more general and varied set of courses. The bachelor of science degree in biopsychology is intended for students who are interested in issues of neuroscience and behavior. Students complete courses providing an overview of the physical sciences (biology, physics, chemistry) and, in the upper division, focus specifically on the scientific study of behavior and its relationship to brain function. This major is recommended for students who



have an interest in laboratory research and are considering a career in the field. It also provides strong preparation for many other professions, including the health-related sciences (requiring graduate work leading to the M.D. or Ph.D. degrees, for example). Graduate training consists primarily of work leading to the degree of doctor of philosophy. However, under special circumstances application can be made to a terminal master of arts program.

The departmental advisors, including academic peer advisors, staff undergraduate advisors, and faculty advisors provide students with academic information and advice as well as assistance with career and graduate school preparation. Students are encouraged to become acquainted with faculty members and to consult with them about programs or academic plans.

Psychology majors are encouraged to join Psi Chi, the Santa Barbara chapter of the National Honor Society in Psychology. Membership information is available from the undergraduate advisor.

The Department of Psychology encourages majors to participate in the Education Abroad Program (EAP). In most cases, EAP courses may be substituted for equivalent offerings of the Department of Psychology to fulfill major requirements. Please see the undergraduate advisor for more information.

Students with a bachelor's degree in psychology who are interested in pursuing a California Teaching Credential should contact the credential advisor in the Graduate School of Education as soon as possible.

### **Undergraduate Honors Program**

The Department of Psychology has an honors program to augment the existing program in the College of Letters and Science. Enrollment in the psychology honors program is by application to the department and is based upon academic achievement.

Students who are selected to participate will earn a wide variety of unique academic privileges. In addition to special honors seminar courses, honors students will be given extended library privileges, and increased priority for class registration.

The departmental program provides qualified students an opportunity for an in-depth and intellectually challenging study of psychology. The psychology honors classes, for example, will be restricted in size and will provide a level of discussion and participation not possible in traditional lecture classes. To help prepare for graduate training, honors students will conduct independent research under the supervision of a faculty advisor. The results of this research will form the basis of the honors thesis, which each student will be required to submit before the end of the senior year.

Students interested in participating in the psychology honors program should see the Department of Psychology's undergraduate advisor for further information.

## **Undergraduate Program**

### **Bachelor of Arts—Psychology**

The requirements for this major can be fulfilled with a variety of courses, allowing students to

specialize in a given area, or select a more varied set of courses. Students in this major who plan to enroll in graduate programs should consult an advisor.

Students who complete the psychology major enter a variety of careers and graduate programs including experimental psychology, social work, applied psychology, education, business administration, law, and recreation. It is important to keep in mind that many of these professional careers require training beyond the undergraduate level and students with such interests should discuss their plans with an advisor as early as possible.

Students who do not enter the university as pre-psychology majors may declare the pre-psychology major after completing Psychology 1 with a grade of C or better. Once students have successfully completed all pre-major requirements (see "Preparation for the major," below), they may petition for full major status in the Department of Psychology Undergraduate Affairs Office. Students must attain full major standing prior to the completion of 144 units. Admission to the pre-major does not guarantee admission to the full major.

**Preparation for the major.** Students must complete each of the following requirements before petitioning the department to change from pre-major to major status: (1) Psychology 1, 3, 5, 7; and Mathematics 34A or equivalent.

In completing the five preparatory courses described above, students must fulfill the following criteria: (a) the courses must be completed with a combined grade-point average of 2.75 or better; (b) in no preparatory course can there be a grade lower than C-; (c) a grade of C- cannot be obtained in more than one of the five preparatory courses; and (d) none of the preparatory courses can be taken P/NP. Students will not be permitted to enroll in upper-division psychology courses numbered 110 or higher without first completing the pre-major.

Transfer students who complete the entire pre-psychology major before transferring to UCSB will be required to complete two Psychology courses numbered 100-109 and receive a combined grade-point average of 2.0 in those two courses before being allowed to petition for full major status.

**Upper-division major.** A total of 37 upper-division psychology units are required, distributed as follows: four courses from Psychology 100-109, one course from 110L, 112L, 117L, 118L, 120L, or 153L, and 16 additional units of psychology courses numbered 110-199. A maximum of 12 units may be applied to the major from Psychology 197A-B-C, 198, and 199.

### **Bachelor of Science— Biopsychology**

The biopsychology major is designed for students interested in an intensive study of the relationship between biological and behavioral function. The required courses involve a study of neurophysiology and neuroanatomy; biochemical, endocrine, and pharmacological regulations in the central nervous system; and the behavioral and psychological data related to these topics. Students who do not enter the university as pre-biopsychology majors may declare the pre-biopsychology major after

completing Psychology 1 with a grade of C or better, and a cumulative 2.0 grade-point average for all courses completed toward preparation for the major.

Students must attain full major standing prior to completion of 144 units. Once students have successfully completed the pre-major requirements (see "Preparation for the Major" area 1, below), they may petition for full major status in the Department of Psychology Undergraduate Affairs Office. Admission to the pre-major does not guarantee admission to the full major.

**Preparation for the major.** Students must complete courses in the following two areas:

Area 1: Psychology 1, Psychology 3, Psychology 5 or PSTAT 5, Psychology 7, and Math 34A before petitioning to change from the pre-major to full major status;

Area 2: MCDB 1A-AL; MCDB 1B, EEMB 2, and either MCDB 1BL or EEMB 2L; Chemistry 1A-AL, 1B-1BL, 1C-1CL (or 2A-AL, 2B-BL, 2C-CL), 6AL-BL, 109A-B; Physics 6A-6AL, 6B-6BL, 6C-6CL; Mathematics 34B. In completing the preparatory courses described above, students must fulfill the following criteria (a) the courses in area 1 must be completed with a combined grade-point average of 2.75 or better; (b) no course in area 1 with a grade lower than C-; (c) a grade of C- will not be accepted in more than one course in area 1; (d) none of the preparatory courses can be taken P/NP; and (e) the courses in area 2 must be completed with a combined grade-point average of 2.0 or better. Students will not be permitted to enroll in upper-division psychology courses numbered 110 or higher without first completing the pre-major courses in area 1 with the required grade-point average.

Transfer students who complete the entire pre-biopsychology major before entering UCSB will be required to complete two upper-division psychology courses and earn at least a 2.0 grade-point average in those courses before being admitted to full major status.

**Upper-division major.** Forty-four to 46 upper-division units are required, distributed as follows: (A) Psychology 111 (only offered during fall quarter); (B) two courses from the following: Psychology 110L, 111L, 116L, 118L, 137L, 169L; or MCDB 126AL; (C) five courses from the following: Psychology 110A or 110B or 110C, 113, 115, 116, 122, 123, 125, 132, 133, 134, 137, 163AA-ZZ, 166, 167, 168, or 171; and (D) 12 units of upper-division psychology electives.

Careful planning is required for biopsychology majors to graduate in a timely fashion. Students in the major should consult with the undergraduate advisor regarding the frequency and timing of upper-division course offerings.

### **Passed/Not Passed Option Within the Major**

Psychology and biopsychology majors are permitted to take a maximum of 8 units from the following courses on a passed/not passed basis to fulfill the major requirements for either of the psychology majors: Psychology 143P, 198, 199P. Students who wish to take more than 8 units of the above courses or any other psychology courses on a passed/not passed basis may

do so. However, such courses will not apply to the major requirements.

## Graduate Program

Graduate training is provided in cognition, perception and cognitive neuroscience, developmental and evolutionary psychology, neuroscience and behavior, and social psychology. In addition to departmental requirements, candidates for graduate degrees must fulfill the university requirements described in the chapter "Graduate Education at UCSB."

### Admission

Graduate training in the Department of Psychology consists of work leading to the degree of doctor of philosophy. Although academic background provided by an undergraduate B.A. or B.S. degree in psychology is desirable, outstanding students from other disciplines are strongly encouraged to apply.

In addition to departmental admission requirements, applicants must also meet the university requirements for admission described in the chapter "Graduate Education at UCSB." Applications to Ph.D. programs are accepted with admission to begin fall quarter only. All application materials (including the application, transcripts, Graduate Record Examination (GRE) scores for the general exam, statement of purpose, and letters of recommendation) are due to the Department of Psychology by December 1<sup>st</sup>. It is important to indicate on the graduate application (under emphasis), the subdisciplinary program area (cognition, perception and cognitive neuroscience, developmental and evolutionary psychology, neuroscience and behavior, and social psychology) to which students are applying.

## Master of Arts—Psychology

### Degree Requirements

The Department of Psychology does not offer a terminal M.A. program. Admission is to the Ph.D. program only. Master's degrees may be awarded in the case of students who leave the Ph.D. program, or for continuing students who have successfully completed the requirements of the first two years of the Ph.D. program, complete an acceptable master's thesis, and request the M.A. degree.

The requirements for the M.A. in psychology are (a) masters-level performance in two statistics courses (Psychology 221A-B) with a B average grade and eight content courses (appropriate to the area of concentration) with a B average grade, two of which include a breadth requirement; (b) satisfactory performance in research courses, area seminars, and seminars on Teaching of Psychology, all of which must have a satisfactory (S) passing grade; (c) satisfactory completion of a first year progress report, a master's thesis; and presentation of this research orally at the annual departmental mini-convention.

Work toward the M.A. is optional for applicants admitted to the Ph.D. program. Students who continue in the Ph.D. program must satisfy all of the above requirements at the Ph.D. level of performance.

## Doctor of Philosophy—Psychology

### Degree Requirements

Students enrolled in the Ph.D. program must satisfy the following departmental requirements: (a) doctoral-level performance in two statistics courses (Psychology 221A-B) with a B+ average grade, eight content courses (appropriate to the area of concentration) with a B+ average grade, two of which include a breadth requirement, and six additional courses (appropriate to the area of concentration); (b) satisfactory performance in research courses, area seminars and teaching seminars (Psychology 590A-B-C) all of which must have a satisfactory (S) passing grade; (c) satisfactory completion of a first year progress report, a second year research paper equivalent to a master's thesis, and presentation of this research orally at the annual departmental mini-convention; (d) successful performance on a general candidacy examination, and oral qualifying examination; (e) completion of a public dissertation lecture, acceptable performance on the doctoral oral defense, and an acceptable doctoral dissertation; (f) satisfactory service as a teaching assistant.

### Optional Ph.D. Emphasis in Cognitive Science

Doctoral students from Computer Science, Education, Geography, Linguistics, and Psychology may petition to add an emphasis in Cognitive Science to the Ph.D. in their home department. The program includes faculty and students in the Schools of Letters & Sciences, Education, and Engineering. The subject matter of the Cognitive Science Program reflects the intersecting interests of more than thirty scholars within these departments. The program provides an organizational structure that facilitates sharing of research interests and collaboration among faculty, and translates these activities into training opportunities for graduate students. Students who meet the requirements of the Cognitive Science Emphasis will graduate with a Ph.D. from their home department along with wording on their transcript stating they have earned an Emphasis in Cognitive Science.

The core requirements are: 1) Participation in the Cognitive Science Seminar (INT 200A, 200B, and 200C) for at least three quarters. (Students are encouraged to participate in this seminar throughout their graduate careers); 2) Completion of at least three cognitive science courses with one each in three different departments. (Generally, these are courses with cognitive science content that are taught by participating faculty. A list of courses is provided each quarter). Further courses can be proposed at any time and will be subject to approval by the Cognitive Science Steering Committee. We also anticipate that Cognitive Science courses taken at other universities will be acceptable electives, subject to approval by the Cognitive Science Steering Committee; 3) Completion of either a) a research project, completed before the dissertation, resulting in a written paper suitable for publication, or b) an extra-mural grant proposal for a study in cognitive science suitable for submission to an identified public or private granting agency. Either product must be prepared under the supervision of

a participating faculty member; 4) Presentation of a research paper in a suitable academic forum, such as a Cognitive Science Program Colloquium, departmental colloquium, invited colloquium at another institution, or a professional meeting; 5) A Ph.D. dissertation centrally focused on a question emerging from cognitive science with at least two committee members representing faculty participating in the Cognitive Science Interdisciplinary Emphasis. If one of the committee members is from outside the student's home department, the student will be required to have four faculty members on his/her dissertation committee (including three from the home department).

Note that in addition to the emphasis requirements, students must satisfy all requirements in their home departments. Work completed in satisfaction of departmental Ph.D. requirements may also be used to satisfy emphasis requirements.

On completion, the student will submit his/her records of courses, seminars, and completed products to the Cognitive Science Steering Committee, which will certify to the Graduate Division that the requirements for the emphasis have been met, and send a letter to that effect to the student. The Graduate Division will verify completion of the emphasis and convey this information to the Registrar for inclusion of the emphasis on the final transcript. Students will graduate from their home department with an Emphasis in Cognitive Science. For more information, visit the program website at [www.cogsci.ucsb.edu/](http://www.cogsci.ucsb.edu/).

### Optional Ph.D. Emphasis in Human Development

Students pursuing a Ph.D. in this department may petition to add an emphasis in human development. The interdisciplinary program in human development (IHD) involves faculty from the Ph.D. programs in communication, counseling/clinical/school psychology, education, linguistics, psychology, anthropology, and sociology. The program focuses on developmental theory and research across the lifespan, and may be particularly relevant to the dissertation research of some students. The program features a structured set of courses which are taught individually and collaboratively by faculty from a variety of disciplines.

Students who petition to add the emphasis in human development must fulfill the following requirements in addition to the requirements for the Ph.D. in their home department: (1) six quarters of proseminar Interdisciplinary 592; (2) four courses in addition to the proseminar, two of which must be outside the student's home department; Consult the Human Development webpage at [www.psych.ucsb.edu/research/ihd/](http://www.psych.ucsb.edu/research/ihd/) for additional information.

### Optional Ph.D. Emphasis in Quantitative Methods in the Social Sciences

Students pursuing a Ph.D. in psychology may petition to add an interdisciplinary emphasis in quantitative methods in the social sciences (QMSS). QMSS emphasis is intended for students who wish to develop and use cutting-edge quantitative methods on social science research.

Our curriculum is designed to provide students with the rigorous mathematical and statistical background necessary for advanced quantitative work, while also providing a broad interdisciplinary perspective on the use of quantitative methods in social sciences. To that end, students who petition to add the QMSS emphasis, must complete two quarters of calculus, one quarter in linear algebra, and a one-year sequence of statistics. (These requirements can be waived if equivalent courses have already been completed.) QMSS students must also complete at least three quantitative social sciences methods courses (at least two of which are outside the student's home department), enroll in the QMSS colloquia for at least three quarters, and present their own original quantitative social science research at the QMSS colloquia at least once.

Students that add the QMSS emphasis are expected to write a Ph.D. dissertation that is focused on an issue that is appropriate to the QMSS emphasis. For instance, the dissertation could develop a quantitative method that could be applied to social science fields beyond the student's discipline, or adapt a quantitative method used in a social science field outside the student's discipline for researching a substantive problem within the student's discipline. The dissertation committee must include at least one QMSS faculty member from outside the student's home department.

For more information, please consult the QMSS website at [www.qmss.ucsb.edu](http://www.qmss.ucsb.edu).

## Psychology Courses

### LOWER DIVISION

*These courses act as prerequisites for the majority of upper-division requirements and should be completed as early as possible.*

#### 1. Introduction to Psychology

(4) FRIDLUND, REVLIN, ETTENBERG,, SCHOOLER

*The requirements of the course will include subject participation in low-risk psychological experiments or completion of a short paper.*

An introduction to the subject matter and methods of psychology. Topics may include development, perception, memory, learning, cognition, affect, motivation, social behavior, personality, psychopathology and the physiological basis of behavior. (F,W,S,SS)

#### 3. The Biological Basis of Psychology

(3) JANUSONIS, SZUMLINSKI

*Prerequisite: Psychology 1.*

*May not be taken concurrently with or after Psychology 106, 111 or 111L.*

An introduction to the biological basis of psychology. Topics may include the anatomy and functioning of the nervous system, and the neural basis of development, perception, learning, memory, cognition, affect, motivation, social behavior, personality, and psychopathology.

#### 5. Introductory Statistics

(5) GIESBRECHT, COLLINS, ECKSTEIN

*Prerequisite: Mathematics 34A.*

*Not open for credit to students who have completed lower-division coursework in statistics.*

Probability, frequency distributions, descriptive statistics, sampling distributions of the mean and variance, basic logic of inference, hypothesis testing for one sample, related samples, and independent samples, correlation and regression, simple non-parametric tests. (F,W,S,SS)

### 7. Introduction to Experimental Psychology

(3) SHERMAN, RONEY, REVLIN, MILLER

*Prerequisites: Psychology 1; and, Psychology 5 or PSTAT 5A; requirements of the course also include subject participation in low-risk psychological experiments or completion of a short paper.*

Introduction to the purpose, design, planning, and execution of experiments in psychology and to the analysis and interpretation of data. (F,W,S,SS)

#### 90A. First-Level Honors Seminar

(2) STAFF

*Prerequisite: consent of instructor.*

Seminar for specially selected students. Advanced reading, writing, and discussion.

#### 90B. First-Level Honors Seminar

(2) STAFF

*Prerequisite: consent of instructor.*

*Students who have completed Psychology 90A have priority for enrollment.*

Seminar for specially selected students. Advanced reading, writing, and discussion.

#### 90C. First-Level Honors Seminar

(2) STAFF

*Prerequisite: consent of instructor.*

*Students who have just completed Psychology 90B have priority for enrollment.*

Seminar for specially selected students. Advanced reading, writing, and discussion.

### 98. Readings in Psychology

(1-5) STAFF

*Prerequisites: consent of instructor and department.*

*Students must have a minimum grade-point average of 3.0 and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

Readings in psychology under the guidance of a faculty member in the department. Students wishing to enroll must prepare a short plan of study.

### 99. Independent Research in Psychology

(1-4) STAFF

*Prerequisites: consent of instructor and department; completion of at least one quarter of Psychology 99P.*

*Students must have a minimum grade-point average of 3.0 and are limited to 5 units per quarter and 30 units total in all 98/99/99P/198/199/199AA-ZZ courses combined.*

Advanced independent research under the guidance of a faculty member in the department, including writing a research report or review.

### 99P. Independent Research in Psychology

(1-4) STAFF

*Prerequisites: consent of instructor and department.*

*Students must have a minimum grade-point average of 3.0 and are limited to 5 units per quarter and 30 units total in all 98/99/99P/198/199/199AA-ZZ courses combined.*

Independent research under the guidance of a faculty member in the department.

### UPPER DIVISION

#### 101. Health Psychology

(4) BLASCOVICH, SHERMAN

*Prerequisite: Psychology 1 or upper-division standing.*

Introduction to concepts, theory, and research within the subdiscipline of health psychology. Relationships among behavioral factors, well being, and disease.

#### 102. Introduction to Social Psychology

(4) GABLE, KLEIN, MAJOR

*Prerequisite: Psychology 1 or upper-division standing.*

An introduction to social psychology including person perception, attitude formation and change, interpersonal interactions, persuasion and influence, group processes, and social values.

#### 103. Introduction to Psychopathology

(4) FRIDLUND

*Prerequisite: Psychology 1 or upper-division standing.*

Concepts of mental illness and mental disorder, including diagnosis, causes, treatments, cultural influences, and social consequences.

### 105. Developmental Psychology

(4) GERMAN

*Prerequisite: Psychology 1 or upper-division standing.*

An introduction to the scientific study of developmental processes, with particular focus on child development. Examination of basic research and theory in major areas of child psychology.

### 107. Introduction to Perception

(4) LOOMIS

*Prerequisite: Psychology 1 or upper-division standing.*

*May not be taken after or concurrently with Psychology 110A or 110B or 110C or 110L or 118A.*

An introductory course in perception open to students in all majors. A variety of demonstrations are used to allow the student to experience the phenomena of perception. Current hypotheses and theories concerning the underlying psychological and biological processes are described.

### 108. Introduction to Cognitive Psychology

(4) HEGARTY, REVLIN

*Prerequisite: Psychology 1 or upper-division standing.*

An elementary course in such topics as pattern recognition and attention, memory, language, reasoning, and problem solving.

### 110A. Perception: Vision

(4) ECKSTEIN, LOOMIS

*Prerequisites: Psychology 1, 5, and 7; open to psychology, biopsychology, and interdisciplinary majors only.*

*May not be taken concurrently with Psychology 107.*

Overview of visual perception. Course covers a wide range of phenomena from the detection of simple stimuli to the identification of objects and events. Human performance, psychological theories, and biology are considered.

### 110B. Perception: Audition

(4) ASHBY, ECKSTEIN

*Prerequisites: Psychology 1, 5, and 7; open to psychology, biopsychology, and interdisciplinary majors only.*

*May not be taken concurrently with Psychology 107.*

An overview of auditory perception covering topics such as the physics of sound, psychophysical methods, the structure and function of the ear and auditory pathway, detection and discrimination, masking, pitch performance, psychological theories, and biology will be considered. Perception, musical scales, 3-D localization, and speech perception.

### 110C. Perception: Chemical Senses

(4) ASHBY

*Prerequisites: Psychology 1, 5, and 7; open to psychology, biopsychology, and interdisciplinary majors only.*

*May not be taken concurrently with Psychology 107.*

An overview of odor and taste perception. Topics include the chemistry of odors and foods, the structure and function of the olfactory and gustatory pathways, detection and identification, memory, animal and human pheromones, and influences on emotion and health.

### 110L. Laboratory in Perception

(5) ECKSTEIN

*Prerequisites: Psychology 1, 5, 7; and, Psychology 110A or 110B or 110C or 132; open to psychology and biopsychology and interdisciplinary studies majors only.*

*May not be taken concurrently with Psychology 107.*

A laboratory course that emphasizes experimental methods and data analysis techniques relevant to the study of sensation and perception.

### 111. Basic Concepts in Biopsychology

(4) KIPPIN

*Prerequisites: Psychology 1, 5, and 7; open to psychology and biopsychology and interdisciplinary studies majors only.*

An overview of the basic biological mechanisms important for behavior.

### 111L. Laboratory in Biopsychology

(5) BEN-SHAHAR

*Prerequisites: Psychology 1, 5, 7 and 111; open to*

psychology and biopsychology and interdisciplinary studies majors only.

A study of the techniques and experimentation in biopsychology.

### **112L. Laboratory in Social Behavior**

(5) SHERMAN, KIM

Prerequisites: Psychology 1, 5, 7 and 102; open to psychology, biopsychology and interdisciplinary studies majors only.

Methods, techniques, and typical experimental research in social psychology.

### **113. Regulatory Mechanisms in Biopsychology**

(4) STAFF

Prerequisites: Psychology 1, 5, 7, and 111; open to psychology, biopsychology, physiology, and interdisciplinary studies majors only.

An examination of homeostatic regulatory mechanisms important for behavior.

### **115. Neuropharmacology of Psychoactive Drugs**

(4) SZUMLINSKI

Prerequisites: Psychology 1, 5, 7, and 111; open to psychology, biopsychology, pharmacology and interdisciplinary studies majors only.

Recommended preparation: MCDB 126A or 126B or 126C or EEMB 164.

An examination of the pharmacological and neurochemical mechanisms influencing the actions of psychoactive drugs.

### **116. Conditioning and Learning**

(5) ETTENBERG

Prerequisites: Psychology 1, 5, and 7; open to psychology, biopsychology and interdisciplinary studies majors only.

Principles of instrumental and classical conditioning. Topics may include: avoidance learning, stimulus generalization, discrimination, and other aspects of learning by animals and humans.

### **116L. Laboratory in Animal Learning**

(5) ETTENBERG

Prerequisites: Psychology 1, 5, 7 and 111; open to psychology, biopsychology and interdisciplinary studies majors only.

Methods, techniques, and typical experimental research in animal learning.

### **117. Human Memory**

(4) HEGARTY, KLEIN, REVLIN, SCHOOLER

Prerequisites: Psychology 1, 5, and 7; open to psychology, biopsychology and interdisciplinary studies majors only.

Recommended preparation: Psychology 108.

Principles of human memory. How knowledge is represented internally. Cognitive processes involved in remembering. Examination of different memory systems.

### **117L. Laboratory in Human Memory and Cognition**

(5) HEGARTY, REVLIN

Prerequisites: Psychology 1, 5, and 7; and, Psychology 117 or 118B; open to psychology, biopsychology and interdisciplinary studies majors only.

Methods, techniques, and typical experimental research in human memory and cognition.

### **119. Social Norms**

(4) MACKIE

Prerequisites: Psychology 1, 5, 7, and 102; open to psychology, biopsychology, and interdisciplinary studies majors only.

Review of social psychological principles and theories that explain the formation and change of social norms, and how those norms affect everyday social behavior in health, legal, business, political, and educational contexts.

### **120L. Laboratory in Advanced Research Methods**

(5) KIM, GABLE, GIESBRECHT, HEGARTY

Prerequisites: Psychology 1, 5, and 7; open to psychology, biopsychology and interdisciplinary studies majors only.

Exposes students to sophisticated aspects of experimentation in psychology including the bases for theoretical inference, experimental designs, development of procedures and analyses.

### **122. Motivation**

(4) ETTENBERG

Prerequisites: Psychology 1, 5, and 7; upper-division standing; open to psychology, biopsychology and interdisciplinary studies majors only.

Examination of the evolution of ideas concerning the determinants of human and animal behavior. Historical and contemporary theories of motivation are presented and evaluated in the light of recent research findings.

### **123. Cognitive Neuroscience**

(4) MILLER

Prerequisites: Psychology 1, 5, and 7; and, Psychology 106 or 111; open to psychology, biopsychology and interdisciplinary studies majors only.

Examination of the neurological basis of cognition. Material is drawn from research in psychology, clinical neurology, and the neurosciences with brain injured and healthy humans as well as non-human subjects. Topics covered include memory, language, and perception.

### **124. Educational Psychology**

(4) MAYER

Prerequisites: Psychology 1, 5, and 7; open to psychology, biopsychology and interdisciplinary studies majors only.

An introduction to research and theory on how instruction affects student learning. Topics may include: development of learning and thinking strategies, instructional methods, learning in subject matter areas, individual differences, and classroom processes.

### **125. Human Psychophysiology**

(4) BLASCOVICH

Prerequisites: Psychology 1, 5, and 7; open to psychology, biopsychology and interdisciplinary studies majors only.

Introduction to concepts, theory and research within the subdiscipline of psychophysiology. This field is primarily devoted to understanding the relationships among behavioral and physiological processes.

### **127. Psychology of Language**

(4) REVLIN

Prerequisite: Psychology 1, 5, and 7; or Linguistics 20 or 20A; Open to psychology, biopsychology, linguistics and interdisciplinary studies majors only.

Same course as Linguistics 127.

Recommended preparation: Psychology 108.

An examination of the psychological foundations of language structure and use, including the cognitive processes involved in the comprehension, production, and recall of words, sentences, and discourse; first and second language acquisition; relationships among language, brain, cognition, and culture.

### **128. Human Thinking and Problem Solving**

(4) HEGARTY, MAYER

Prerequisite: Psychology 1, 5, and 7; open to psychology, biopsychology and interdisciplinary studies majors only.

Recommended preparation: Psychology 108.

An examination of theories and supporting evidence regarding the nature of human thought processes.

### **129. Cognitive Behavioral Approaches to Psychotherapy**

(4) SHERMAN

Prerequisites: Psychology 1, 5, and 7; and Psychology 102 or 103 or 114; open to psychology, biopsychology and interdisciplinary studies majors only.

An introduction to the basic principles and methods of behavior modification, including desensitization, operant conditioning, social modeling, expressive training, and aversion therapy. Related discussion concerning the identification of maladaptive behavior, the specification of treatment operations, and the criteria for assessing therapeutic change.

### **130. Visual System Analysis**

(4) ECKSTEIN

Prerequisites: open to psychology, biopsychology and interdisciplinary studies majors only; upper-division standing.

Recommended preparation: calculus, linear algebra and some computer programming.

A systems approach to understanding vision. Topics will typically include transduction, signal detection, space and motion perception, color vision, and pattern classification. Special emphasis will be placed on comparing computational models with quantitative descriptions of human visual performance.

### **132. Visual Neuroscience**

(4) STAFF

Prerequisites: Psychology 1, 5, and 7; and, Psychology 106 or 111; and MCDB 1A-AL; and, MCDB 1B-BL or EEMB 2-2L; open to psychology, biopsychology and interdisciplinary studies majors only.

An examination of the neural basis of vision. The course focuses on mammalian vision and considers evidence from behavioral and biological approaches.

### **133. Psychopharmacology: Psychotherapeutic Drugs**

(4) STAFF

Prerequisites: Psychology 1, 5, and 7; and Psychology 111 or 115 or MCDB 126A or MCDB 126B or MCDB 126C; open to psychology, biopsychology, pharmacology and interdisciplinary studies majors only.

Not open for credit to students who have completed Psychology 133A.

Recommended preparation: Psychology 115.

An introduction to the biochemical, physiological, and behavioral effects of medically useful, psychoactive drugs.

### **134. Psychopharmacology: Drugs of Abuse**

(4) STAFF

Prerequisites: Psychology 1, 5, and 7; and Psychology 111 or 115 or MCDB 126A or MCDB 126A or MCDB 126B or MCDB 126C; open to psychology, biopsychology, pharmacology and interdisciplinary studies majors only.

Not open for credit to students who have completed Psychology 133B.

Recommended preparation: Psychology 115.

An introduction to the biochemical, physiological, and behavioral effects of self-administered, psychoactive drugs.

### **137. Behavioral Endocrinology**

(4) KIPPIN, SZUMLINSKI

Prerequisites: Psychology 1, 5, 7, and 111; open to psychology, biopsychology, pharmacology and interdisciplinary studies majors only.

Introduction to the role of hormones in the regulation of behavior. Focus on the neural and/or cellular mechanisms underlying the effects of hormones on various behaviors (e.g. reproduction, ingestion, aggression, rhythmicity).

### **137L. Laboratory in Behavioral Endocrinology**

(5) KIPPIN

Prerequisite: Psychology 1, 5, 7, and 111.

Open to psychology, biopsychology and interdisciplinary studies majors only.

Exploration of the laboratory techniques and methodologies used to study the neural bases of hormonally-influenced behaviors.

### **138. Social Memory**

(4) KLEIN, HAMILTON

Prerequisite: Psychology 1, 5, 7 and 102. Open to psychology, biopsychology, and INTST majors only

Review of research and theory in social memory and its influence on interpersonal relationships, including impression formation, self-perception, and theory of mind. Emphasis on recent neuropsychological findings bearing on social memory.

### **140. Social Influence**

(4) MACKIE

Prerequisite: Psychology 1, 5, 7, and 102. Open to psychology, biopsychology and interdisciplinary studies majors only.

Examines how people are influenced by the people, places, and situations that make up their social environment. Reviews theory and research used to understand social influence, conformity, the formation and change of social norms and how those processes affect everyday social behavior.

**141. Evaluation, Attitudes, and Persuasion****(4) MACKIE, SHERMAN**

Prerequisites: Psychology 1, 3, 5, 7, and 102; open to psychology, biopsychology, and interdisciplinary studies majors only.

Reviews theory and research relevant to understanding the processes by which evaluations and attitudes are formed, changed, or resist change; as well as the reciprocal influence of evaluations and attitudes on cognition, affect, and behavior.

**142. Cognitive Development****(4) COSMIDES, GERMAN**

Prerequisites: Psychology 1, 5, 7, and 105; open to psychology, biopsychology and interdisciplinary studies majors only.

Development of cognition from birth to maturity. Piagetian, Soviet, and information processing theories and research. Primary emphasis on normal human development; secondary emphasis on abnormal and animal cognition. Infant perception and cognition, early childhood competencies, cognitive underpinnings of academic skills.

**143. Human Relationships and Their Origins****(4) BUGENTAL**

Prerequisites: Psychology 1, 5, and 7; open to psychology, biopsychology and interdisciplinary studies majors only.

Not open for credit to students who have completed Psychology 104.

An interdisciplinary approach to human relationships and their origins. Focus on relevant biological, developmental, and social psychological theory and research.

**143P. Practicum in Social Development****(5) BUGENTAL**

Prerequisites: Psychology 1, 5, 7, and 143; concurrent enrollment in Psychology 143S; open to psychology, biopsychology and interdisciplinary studies majors only.; consent of instructor.

Field experience in conjunction with Psychology 143S. Students work under the supervision of an appropriate staff member at a local agency four half-days a week. Focus on developmental problems.

**143S. Seminar in Social Development****(3) BUGENTAL**

Prerequisites: Psychology 1, 5, 7, and 143; concurrent enrollment in Psychology 143P; open to psychology, biopsychology, and interdisciplinary studies majors only.; consent of instructor.

A weekly three-hour seminar dealing with social, emotional, and behavioral problems in childhood. Each student writes and presents a paper on a relevant topic.

**146. Psychology of Human Mating****(4) RONEY**

Prerequisite: Psychology 1, 5, and 7; open to psychology, biopsychology and interdisciplinary studies majors only.

Recommended preparation: Psychology 155.

Surveys interdisciplinary approaches to understanding human mating. Some of the topics covered include sex differences in mate preferences, hormonal correlates of sexuality, determinants of physical attractiveness, and evidence for the existence of human pheromones.

**147. Intergroup Relations****(4) HAMILTON**

Prerequisite: Psychology 1, 5, 7, and 102; open to psychology, biopsychology and interdisciplinary studies majors only.

Review of social psychological theory and research relevant to intergroup relations. Topics may include social categorization, stereotyping, prejudice, discrimination, and intergroup conflict and cooperation.

**148. The Psychology of Self****(4) KLEIN, MAJOR**

Prerequisites: Psychology 1, 5, 7, and 102; open to psychology, biopsychology and interdisciplinary studies majors only.

Examination of the self from social and cognitive perspectives. Topics will include: (a) how we come to

know who we are and what we are like, (b) how we structure knowledge about the self in our minds, and (c) how we use this self-knowledge to guide and direct our behavior.

**149. Social Psychology of Close Relationships****(4) COLLINS**

Prerequisites: Psychology 1, 5, 7; open to psychology, biopsychology and interdisciplinary studies majors open.

Not open for credit to students who have completed Psychology 160NC.

Review of research and theory on the social psychology of close relationships. Explores cognitive, affective, and motivational processes in adult intimate relationships. Topics include attachment, love, commitment, intimacy, equity, social cognition, social support, and the link between relationships and health.

**153L. Laboratory in Developmental and Evolutionary Psychology****(5) RONEY, GERMAN, BUGENTAL, COSMIDES**

Prerequisite: Psychology 1, 5, and 7; open to psychology, biopsychology, and interdisciplinary studies majors only.

Introduction to empirical methods used in evolutionary and developmental research. Course focuses on the framing and testing of adaptationist and developmental hypotheses. Empirical projects may include morphometric measurements, hormone assays, reasoning tests, and use of archival data.

**154. Cultural Psychology****(4) KIM**

Prerequisite: Psychology 1, 5, 7, and 102; open to psychology, biopsychology and interdisciplinary studies majors only.

Discusses how culture influences human psychological processes. Reviews empirical evidence of cultural differences in how people think, feel and act, and also the processes in which these psychological tendencies are connected to culture.

**155. Evolution and Cognition****(4) COSMIDES**

Prerequisites: Psychology 1, 5, and 7; open to psychology, biopsychology and interdisciplinary studies majors only.

Explores ways in which the human mind can be seen as a collection of devices designed by evolution to solve adaptive problems faced by our hunter-gatherer ancestors. Topics may include cooperation, mating, sibling jealousy, coalitional aggression, etc.

**157. Social Stigma****(4) MAJOR**

Prerequisites: Psychology 1, 5, and 7; and Psychology 102; open to psychology, biopsychology and interdisciplinary studies majors only.

Course addresses classic and contemporary theory and research on the psychology of stigma. Emphasis is on the experience of members of stigmatized groups. Issues covered include affective, cognitive, motivational, and interpersonal aspects of stigmatization.

**159. Modern Approaches to Psychotherapy****(4) SHERMAN**

Prerequisites: Psychology 1, 5, and 7; open to psychology, biopsychology and interdisciplinary studies majors only.

Not open for credit to students who have completed Psychology 160SP.

Recommended preparation: Psychology 103 or 114 or 129.

Modern approaches to psychotherapy are presented, discussed, and evaluated. Therapies may include Adlerian, multimodal, person-centered, mind-body, existential-humanistic, reality, integrative, transactional analysis, and cognitive-behavioral.

**160AA-ZZ. Special Topics in Psychology****(4) STAFF**

Prerequisites: Psychology 1, 5, and 7; open to psychology, biopsychology and interdisciplinary studies majors only.; consent of instructor.

May be repeated for credit to a maximum of 8 units provided letter designations are different.

Lectures in special areas of interest in contemporary

psychology. Consult the department office regarding proposed course topics.

**163AA-ZZ. Contemporary Issues in Biopsychology****(4) STAFF**

Prerequisites: Psychology 1, 5, 7, and 111; upper-division standing; open to psychology, biopsychology and interdisciplinary studies majors only.; consent of instructor.

May be repeated for credit to a maximum of 8 units provided letter designations are different.

An examination of special topics of current importance in biopsychology. Content will vary. Information on content may be obtained in the department office.

**166. Neurobiology of Brain States****(4) JANUSONIS**

Prerequisites: Psychology 1, 3, 5, and 7; Psychology 111. Open to psychology, biopsychology, and interdisciplinary studies majors only.

Explores the neuroanatomy and neurophysiology of a variety of brain states such as sleep, transcendental experience, autism, depression, and schizophrenia.

**167. The Neurobiology of Stress****(4) BLASCOVICH**

Prerequisites: Psychology 1, 5, and 7; and, Psychology 3 or 111; open to psychology, biopsychology, and interdisciplinary majors only.

Not open for credit to students who have completed Psychology 163BN.

Critiques current research on the effects of stress upon specific neuronal systems and behaviors. Topics address the neurobiological basis for why the evolutionary-adaptive stress response is a major contributor to physical and mental illness in contemporary society.

**168. Development and Plasticity of the Brain****(4) REESE**

Prerequisite: Psychology 1, 5, 7, and 111; open to psychology, biopsychology and interdisciplinary studies majors only.

Recommended Preparation: MCDB 153.

An examination of the major developmental events producing the organization and connectivity of the nervous system.

**169L. Laboratory in Neuroanatomy****(5) REESE**

Prerequisite: Psychology 1, 5, and 7; and, Psychology 111 or MCDB 151 (either may be taken concurrently); open to psychology, biopsychology and interdisciplinary studies majors only.

A combined laboratory/lecture course examining the organization and connectivity of the mammalian nervous system. Topics covered will include neurohistological techniques; neurology and neuropsychology; comparative neuroanatomy.

**171. Retinal Development****(4) REESE**

Prerequisite: Psychology 1, 5, 7 and 111.

Recommended Preparation: Psychology 168 or MCDB 153. Not open for credit to students who have completed Psychology 163BR.

An examination of the development processes underlying the formation of the retina, including proliferation, neurogenesis, fate determination, differentiation, target recognition, synaptogenesis and cell death.

**196. Honors Seminar in Psychology****(4) STAFF**

Prerequisites: upper-division psychology and biopsychology majors only.; consent of instructor.

Students must have a minimum 3.5 overall GPA, and a minimum 3.5 upper-division psychology GPA. All qualified students will be invited to apply in the Psychology office at the end of fall quarter. Students not meeting minimum requirements may be nominated by a member of the faculty. All final decisions for enrollment will be made by the coord. of the seminar.

A series of weekly meetings with individual faculty representing diverse areas within psychology. Background readings are required for each meeting. Full participation in the seminar is required.

**197A. Honors Research in Psychology****(4) STAFF**

*Prerequisite:* Psychology 196; at least two quarters of psychology 99P, 99, 199P or 199; consent of department. Students enrolled in EAP during their junior year who are unable to take Psychology 196 may still enroll; see department undergraduate advisor.

Psychology 197A-B-C is a three-quarter sequence course with the final grade issued upon completion of 197C. No more than 12 units of Psychology 197A-B-C, 198, and 199 may be applied toward the major.

Independent study under supervision of faculty member, involving either design and execution of independent research project or scholarly analysis and critique of theoretical and research literature pertaining to substantial issues. Honors thesis qualifies student for distinction in major upon graduation. (F,W,S)

**198. Readings in Psychology****(1-4) STAFF**

*Prerequisites:* open only to psychology, biopsychology and interdisciplinary studies majors only; upper-division standing; completion of 2 upper-division courses in psychology; consent of department.

Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. No more than 12 units combined of Psychology 197A-B-C/198/199 courses may be applied toward the psychology and biopsychology major.

Readings in psychology under the guidance of a faculty member in the department. Students wishing to enroll should prepare a short plan of study.

**199. Independent Research in Psychology****(1-4) STAFF**

*Prerequisites:* upper-division standing; completion of 2 upper-division courses in psychology; consent of department; completion; one quarter of Psychology 199P.

Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 total in all 98/99/99P/198/199/199AA-ZZ courses combined. Psychology 199 courses are limited to no more than 4 units in one quarter. No more than 12 units combined of 197A-B-C/198/199/199P courses may be applied toward fulfilling psychology and biopsychology major requirements.

Advanced independent research under the guidance of a faculty member in the department, including writing a research report or review.

**199P. Independent Research in Psychology****(1-4) STAFF**

*Prerequisites:* upper-division standing; completion of 2 upper-division courses in psychology; consent of department.

Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 total in all 98/99/99P/198/199/199AA-ZZ courses combined. Psychology 199 courses are limited to no more than 4 units in one quarter. No more than 12 units combined of 197A-B-C/198/199/199P courses may be applied toward fulfilling psychology and biopsychology major requirements.

Independent research under the guidance of a faculty member in the department.

**GRADUATE COURSES**

*Graduate standing in psychology or consent of instructor is prerequisite to all graduate offerings unless otherwise noted.*

**210. Motivation in Social Psychology****(4) SHERMAN**

*Prerequisite:* Graduate standing.

Examine motivational theories and approaches within social psychology. Topics include theory and research on intrinsic/extrinsic motivation, approach/avoidance motivation, goals, motivated social cognition, self motivations, and motivation from a cultural perspective. The course will also examine the application of these motivational approaches to social issues.

**211. Basic Concepts in Behavioral Neuroscience****(4) KIPPIN**

*Prerequisite:* Graduate standing; consent of instructor

Intended to provide fundamental understanding of neuroscience and behavior for graduate students at the beginning of their studies. Provides a broad overview of brain function with focus on the molecular, cellular, system, and behavioral level of analysis in order to instill a comprehensive appreciation of the biological mechanisms important to behavior.

**215. Neuropharmacology of Psychoactive Drugs****(4) SZUMLINSKI**

*Prerequisites:* graduate standing; consent of instructor.

An examination of the pharmacological and neurochemical mechanisms influencing the actions of psychoactive drugs.

**219. Behavioral Pharmacology****(4) ETTEMBERG**

An examination of the application of behaviorist learning principles to the study of pharmacology. Topics include the development of behavioral screens for psychotherapeutic drugs, research models of substance abuse, behavioral profiles of psychoactive drugs, and drug discrimination techniques.

**221A. Design and Measurement****(4) ASHBY, COLLINS**

*Prerequisite:* graduate standing in psychology.

*Recommended preparation:* a course in calculus.

Experimental design and statistical analysis in psychological research. Includes basic probability, sampling and distribution theory, hypothesis testing, and estimation.

**221B. Design and Measurement****(4) ASHBY, COLLINS**

*Prerequisite:* Psychology 221A.

Experimental design and statistical analysis in psychological research. Analysis of variance and related topics.

**221C. Multivariate Analysis in Psychology and Related Social Sciences****(4) COLLINS**

*Prerequisites:* Psychology 221A-B; graduate standing in psychology.

The use in psychology of the general linear model, multiple regression, discriminant function analysis, factor-analysis, and principal components analysis.

**221D. Structural Equation Modeling****(4) COLLINS**

*Prerequisites:* Psychology 221A-B-C.

Theory and methods of structural equation modeling including path analysis, confirmatory factor analysis, and latent variable structural models. Course emphasizes application and includes hands-on experience with computer programs such as AMOS and EQS.

**221E. Statistical Analysis of fMRI Data****(4) ASHBY**

*Prerequisites:* Psychology 221A-B; graduate standing.

Experimental design and statistical analysis in fMRI research. Linear and nonlinear models of the hemodynamic response function, the general linear model in fMRI analysis, post hoc testing, group testing with the random effects model, and connectivity analysis.

**226. Cognitive Development****(4) GERMAN**

*Prerequisite:* graduate standing.

Discusses the concept of cognitive development, its psychobiological basis, and representative psychobiological, information-processing, Piagetian, and linguistic theories of cognitive development.

**227. Human Memory and Cognitive Processes****(4) REVLIN, HEGARTY**

*Prerequisite:* graduate standing.

Survey of theoretical approaches and empirical findings in the areas of learning, memory, psycholinguistics, and cognitive processing. Topics include structure and process models of memory, nature of the information-processing approach, and related experimental methodology and findings.

**228. Perception****(4) ECKSTEIN, LOOMIS**

*Prerequisite:* graduate standing.

Analysis of psychophysical relations in sensory processes with stress on detection, scaling, discrimination, spatial and temporal resolution, and the interaction of cue systems in perceptual behavior.

**231. Cognitive Neuroscience****(4) MILLER**

Examination of the neurological basis of cognition with material from research in psychology, neurology, and the neurosciences with brain injured and healthy human and non-human subjects. Topics include memory, language, and perception.

**232. Neuroimaging****(4) MILLER, GRAFTON**

*Prerequisite:* graduate standing.

Introduces students to the theoretical and practical issues involved in conducting functional magnetic resonance imaging (fMRI) experiments. Content includes basic MR physics, physiology of the BOLD signal, experimental design, image processing, statistical analysis, and brain mapping.

**233. Electrophysiology (EEG)****(4) GIESBRECHT**

*Prerequisite:* graduate standing.

An examination of the use of electroencephalography (EEG) to understand the neural mechanisms of cognition and perception. Topics include the neural basis of the EEG signal, methods of acquisition, experimental design, analysis, and interpretation.

**235. Neuroendocrinology****(4) KIPPIN**

*Prerequisites:* graduate standing; consent of instructor.

Focus on the regulation of hormone secretion by the central nervous system and on the neural mechanisms underlying hormonal effects on the behavior/physiology of the whole organism.

**237. Cognition****(4) MAYER**

*Prerequisite:* graduate standing.

An in-depth analysis of advanced topics in human cognition. The course will include discussion of the cognitive processes involved in areas such as human thinking, problem solving, memory, and learning.

**238. Social Perception****(4) HAMILTON, KLEIN**

Review of current research in person perception, social categorization, and social judgment.

**239. The Social Psychology of Intergroup Relations****(4) HAMILTON, MACKIE**

*Prerequisite:* consent of instructor.

Surveys the major social psychological theories of intergroup relations and the social psychological processes that facilitate intergroup conflict and its reduction.

**240. Social Influence****(4) MACKIE**

*Prerequisite:* graduate standing.

Course covers the goals of social influence, the major cognitive, motivational, and associationistic theories of attitude change, conformity, and the attitude/behavior relationship.

**242. Social Psychophysiology****(4) BLASCOVICH**

Familiarize students with advanced topics in psychophysiology as applied to social psychological issues. The course will cover topics including: the evolution of social psychophysiology, the nature of physiological indices, theoretical background, and methodological techniques.

**245. Cultural Psychology****(4) KIM**

*Prerequisite:* graduate standing.

Review of research on cultural influences on psychological processes. Examines theoretical and methodological foundations of cultural research in psychology. Also discusses the effects of culture-specific assumptions, practices, and institutions on human cognition, motivation, emotion, and social interaction.

**246. Social Stigma****(4) MAJOR**

Course addresses classic and contemporary theory and research on the psychology of stigma. Emphasis is on experience of members of stigmatized groups. Issues covered will include affective, cognitive, motivational, and social interaction consequences of stigma.

**247. Human Mating Psychology****(4) RONEY***Prerequisite: graduate standing.*

Surveys the current status of evolutionary approaches to human mating psychology. Focuses on emerging interdisciplinary approaches to this topic, with emphasis on the potential integration of phylogenetic, physiological, cognitive, and behavioral levels of analysis.

**248. The Self and Social Psychology****(4) KLEIN**

Examines the self from a social cognition perspective. Topics include the basis for self-knowledge, the mental representation of self-knowledge, and the effects of this knowledge on behavior.

**249. Social Development****(4) BUGENTAL***Prerequisite: undergraduate course in developmental psychology.*

Course will cover the application of biological, cognitive developmental, and social cognition approaches to social development in infancy and childhood. Topics will include: attachment processes, emotional development, social inference development, moral development, gender role development, and developmental psychopathology.

**252. Advanced Research Methods In Social Psychology****(4) BLASCOVICH***Prerequisite: graduate standing.*

Introduction to philosophy of science, advanced experimental designs, specific methodologies, methodological problems.

**253. Social Psychology of Close Relationships****(4) COLLINS**

Review of research and theory on the social psychology of close relationships. Explores cognitive, affective, and motivational factors that shape interpersonal behavior. Topics include attachment processes, commitment, intimacy, trust, social support, equity, social cognition, and the self in close relationships.

**254. Evolutionary Psychology****(4) COSMIDES***Prerequisite: graduate standing.*

Introduction to basic concepts in evolutionary psychology; how natural selection works, ancestral environments, how to use theories of adaptive problems to discover new cognitive mechanisms, standards of evidence for adaptations, relation of evolved psychology to culture.

**258. Social and Personal Identity****(4) MAJOR***Prerequisite: graduate standing.*

Examines personal and social identity from a motivational perspective. Topics include theory and research on the nature of personal, social and collective self, antecedents and consequences of personal and collective self-esteem, motivations for self-enhancement, self-consistency, self-presentation and positive social identity.

**264. Dynamic Systems In Psychology****(4) ASHBY***Prerequisite: Psychology 221A-B.*

Quantitative and qualitative analysis of linear and nonlinear dynamical systems in psychology; state space representations; stability, controllability, and observability of linear systems; phase flow and equilibrium analysis of nonlinear systems; applications to neural networks and other connectionist models.

**265. Computational Neuroscience****(4) ASHBY***Prerequisite: Psychology 221A-B.*

Survey of methods in computational neuroscience; single cell methods including Hodgkin-Huxley models, occupation theory, integrate-and-fire models; neural network modeling including linear system theory, nonlinear dynamics, connectionism, Hodgkin-Huxley-like network models, models of synaptic plasticity, methods for generating predicted BOLD signals.

**267. Neurobiology of Cerebral Cortex****(4) JANUSONIS***Prerequisite: graduate standing; consent of instructor.*

Designed to bridge the three-dimensional neuroanatomy of the human brain and fMRI studies. Cortical areas, layers, as well as their connectivity, vasculature and function are explored in considerable detail.

**268. Development and Plasticity of the Brain****(4) REESE**

An examination of the major developmental events producing the organization and connectivity of the nervous system. Offered concurrently with Psychology 168, but graduate students will be required to complete additional reading and writing assignments.

**269. Neuroanatomy****(4) REESE, JANUSONIS**

An examination of the organization of the vertebrate nervous system. Topics include neurohistological techniques; neurology and neuropsychology; comparative neuroanatomy; neural degeneration; developmental neuroscience.

**271. Retinal Development****(4) REESE***Prerequisite: Psychology 211 or a comparable course in biopsychology, neurobiology and/or developmental biology.*

*Recommended Preparation: Psychology 268*  
Considers the neurobiology of retinal development. Course proceeds in chronological order, considering pattern formation and the emergence of the eye fields in the early embryo, cellular proliferation, fate determination, migration, differentiation, target recognition, synaptogenesis and cell death. It will examine the formation of retinal specializations unique to certain species, and will discuss various genetic diseases affecting the retina as well as strategies for their treatment.

**590A-B-C. Seminar on Teaching of Psychology****(1-1-1) STAFF***Prerequisite: open to psychology students with graduate standing; seminar is required of all new teaching assistants in the Department of Psychology.*

Seminar designed to prepare psychology graduate students for various roles related to the teaching of undergraduate psychology courses. Topics may include leading discussions, preparing and grading exams, conferencing, evaluating writing, ethical issues, lecturing effectively, and using audio-visual aids.

**591. Practicum in the Teaching of Psychology****(1) STAFF***Prerequisites: open only to students who have completed their doctoral candidacy examinations; consent of department and instructor.*

Preparation for the teaching of an undergraduate course in psychology conducted under the guidance of a faculty member in the department. Students wishing to enroll must prepare a short plan of study.

**592AA-ZZ. Special Interest Group Research Seminar****(1) STAFF**

Research seminar for special interest groups in psychology. Each special interest group has its own letter designation available in department office.

**593. Professional Skills for Academic Psychologists****(3) ETTENBERG***Priority will be given to students who have successfully completed their doctoral candidacy exams.*

A discussion of practical issues related to securing and maintaining an academic position within a university/college environment. Topics may include writing grants, preparing a vitae, the job interview, tenure, conference presentations, lecture preparation

and presentation.

**594AA-ZZ. Special Topics****(3) STAFF***Prerequisite: graduate standing.*

Special seminar on research subjects of current interest. Each faculty member has their own letter designation available in department office.

**595. Independent Readings for M.A.****(2-12) STAFF***No more than 8 units total may be taken toward credit for the M.A.*

The purpose of this course is to provide supervised readings on selected topics.

**596. Directed Reading and Research****(2-12) STAFF***Required of all first-, second-, and third-year psychology graduate students. Minimum of 2 units per quarter. No more than half the units necessary for the master's degree may be taken in Psychology 596.*

The purpose of this course is to provide supervised experience in experimental design and laboratory procedures on selected topics, including the formulation of experimental problems, discussion of relevant literature, and the analysis and interpretation of experimental results.

**597. Individual Study for Ph.D. Examinations****(1-12) STAFF***No unit credit allowed toward advanced degree.*

Preparation for Ph.D. examinations under supervision of chair of student's doctoral committee.

**598. Master's Thesis Research and Preparation****(2-12) STAFF***No unit credit allowed toward advanced degree.*

Research and preparation for the master's thesis.

**599. Dissertation Research and Preparation****(2-12) STAFF**

Empirical and theoretical investigations of special problems in psychology in relation to dissertation research.

# Religious Studies

Department of Religious Studies  
Division of Humanities and Fine Arts  
Humanities and Social Sciences 3001E

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## Faculty

**Janet Afary**, Ph.D., University of Michigan, Professor (Mellichamp Endowed Chair in Global Religion and Modernity, Middle East Religious History, Modern Iran, Gender and Sexuality in Modern Middle East)

**Ahmad A. Ahmad**, Ph.D., Harvard University, Assistant Professor (Islamic intellectual history, Islamic law, and Islamic political philosophy)

**Catherine L. Albanese**, Ph.D., The University of Chicago, Professor (American religious history, religion and American culture)

**Rudy V. Busto**, Ph.D., UC Berkeley, Associate Professor (Chicano/Latino religions, Asian American/Pacific Islander religions, American religions)

**José Ignacio Cabezón**, Ph.D., University of Wisconsin, Professor (Tibetan Buddhism, Indo-Tibetan Buddhist philosophy, Buddhism and popular culture, sexuality and gender studies, theoretical issues in the study of Tibet)

**Juan E. Campo**, Ph.D., The University of Chicago, Associate Professor (history of religions—Islam, Arabic)

**Magda Campo**, M.A., American University in Cairo, Continuing Lecturer (Arabic)

**Thomas A. Carlson**, Ph.D., The University of Chicago, Professor (Christianity and culture; religion and philosophy)

**Racha M. el Omari**, Ph.D., Yale University, Assistant Professor (Arabic, Islamic theology, Islamic Intellectual history)

**Roger Friedland**, Ph.D., University of Wisconsin, Professor (sociology and religion, cultural analysis)

**W. Randall Garr**, Ph.D., Yale University, Professor (Northwest Semitic languages, Hebrew Bible, ancient Near East)

**Richard D. Hecht**, Ph.D., UC Los Angeles, Professor (history of religions, Judaic studies)

**Gregory A. Hillis**, Ph.D., Continuing Lecturer

**Barbara A. Holdrege**, Ph.D., Harvard University, Associate Professor (comparative history of religions, South Asian religions, Judaic studies)

**Gurinder Singh Mann**, Ph.D., Columbia University, Professor (Sikh studies, South Asian religions)

**William Powell**, Ph.D., UC Berkeley, Associate Professor (history of religions—China)

**Dwight F. Reynolds**, Ph.D., University of Pennsylvania, Professor (Arabic languages and literatures, folklore and folklife)

**Wade Clark Roof**, Ph.D., University of North Carolina, Professor (sociology and psychology of religion, American religion)

**Ann Taves**, Ph.D., University of Chicago, Professor (Catholic Studies, history of modern Christianity, American religious history)

**Inés Talamantez**, Ph.D., UC San Diego, Associate Professor (Native American religions)

**Christine M. Thomas**, Ph.D., Harvard University, Associate Professor (Ancient Mediterranean religions, early Christianity, archaeology of religions)

**Stefania Tutino**, Ph.D., Scuola Normale Superiore, Associate Professor (early modern Europe, Reformation, religious and political thought)

**Vesna A. Wallace**, Ph.D., UC Berkeley, Professor (Sanskrit languages and literature, Buddhism)

**David G. White**, Ph.D., The University of Chicago, Professor (South Asian religions)

**Mayfair Yang**, Ph.D., UC Berkeley, Professor (Anthropology, China, critical theory, media, gender, state)

### **Emeriti Faculty**

**W. Richard Comstock**, Ph.D., Union Theological Seminary, Professor Emeritus (religion in western culture)

**Phillip E. Hammond**, Ph.D., Columbia University, Professor Emeritus (sociology of religion)

**Nandini Iyer**, M.A., Oxford University, Lecturer Emerita (Sanskrit)

**Gerald J. Larson**, Ph.D., Columbia University, Professor Emeritus

**Charles H. Long**, Ph.D., The University of Chicago, Professor Emeritus

**Raimundo Panikkar**, Ph.D., D.Sc., University of Madrid; Th.D., University of Rome, Professor Emeritus

**Birger A. Pearson**, Ph.D., Harvard University, Professor Emeritus

### **Affiliated Faculty**

**Geraldo Aldana**, Ph.D. (Chicana and Chicano Studies)

**Sarah Cline**, Ph.D. (History)

**Elizabeth De Palma Digeser**, Ph.D. (History)

**Harold Drake**, Ph.D. (History)

**Ronald Egan**, Ph.D. (East Asian Languages and Cultural Studies)

**Robert Erickson**, Ph.D. (English)

**Simonetta Falasca-Zamponi**, Ph.D. (Sociology)

**Sharon Farmer**, Ph.D. (History)

**Mario Garcia**, Ph.D. (History, Chicana and Chicano Studies)

**Giles Gunn**, Ph.D. (English)

**Lisa Hajjar**, Ph.D. (Law and Society)

**Mary Hancock**, Ph.D. (Anthropology)

**R. Stephen Humphreys**, Ph.D. (History)

**Mark Juergensmeyer**, Ph.D., (Global and International Studies and Sociology)

**Nuha N.N. Khoury**, Ph.D. (History of Art and Architecture)

**Claudine Michel**, Ph.D. (Black Studies)

**Marianne Mithun**, Ph.D. (Linguistics)

**Robert Morstein-Marx**, Ph.D. (Classics)

**Anne Marie Plane**, Ph.D. (History)

**Stuart T. Smith**, Ph.D. (Anthropology)

**Jon R. Snyder**, Ph.D. (French and Italian)

**Paul R. Spickard**, Ph.D. (History)

**Elisabeth Weber**, Ph.D. (Germanic, Slavic, and Semitic Studies)

**T**he Department of Religious Studies at UCSB is unique among California universities, state universities, and colleges. The courses it offers address the critical issues relating to the subject of religion in its many facets: historical, cultural, literary, aesthetic, sociological, experiential, and philosophical. In introductory and advanced courses, its faculty—respected in their fields nationally and internationally—regularly teach about the religions of the world, and about the complex relationships between religion and politics, society, war, and everyday life. It is the only such department in the University of California system to offer B.A., M.A., and Ph.D. degrees.

The Department of Religious Studies at UCSB houses the prestigious Capps Center for the Study of Ethics, Religion, and Public Life; maintains close ties with the Center for Middle East Studies; boasts several endowed chairs located within it—the XIV Dalai Lama Chair in Tibetan Studies, the Virgil Cordano Chair in Catholic Studies, and the Tipton Distinguished

Visiting Chair in Catholic Studies. The department teaches a plethora of research languages, including Arabic, Targumic, Aramaic, Coptic, Hebrew, Hindi, Pali, Persian, Punjabi, Sanskrit, Syriac, Tibetan, and Turkish; oversees, besides its undergraduate major in Religious Studies, undergraduate minors in American Indian and Indigenous Studies and In Jewish Studies; and offers Ph.D. students the opportunity to choose program emphases in Global Studies, European Medieval Studies, or Feminist Studies to add to their degree.

All students who take a religious studies course learn both to appreciate the importance of religion to human thought and creativity, and to judge its character and historical impact in cultural context. Moreover, they discover how the critical study of religion leads to increased understanding of the relationships among the various fields of knowledge that constitute the humanities and social sciences. A departmental major gains sound general knowledge about religion East and West, ancient and modern. Careful selection of upper-division electives allows the undergraduate major to pursue a concentration in a variety of religious traditions. Students also become familiar with the ideas and methods employed in the critical study of religious phenomena. Enterprising students can qualify for a double major in religious studies and some other major field such as English, history, anthropology, political science, philosophy, art, or economics.

The bachelor of arts degree in religious studies is a solid liberal arts degree, providing graduates an excellent basis from which to pursue careers requiring imagination, problem-solving and communication skills, and awareness of human diversity. International studies and graduate work in the humanities and certain areas of the social sciences are other strong possibilities. Students with a bachelor's degree in religious studies who are interested in pursuing a California Teaching Credential should contact the credential advisor in the Graduate School of Education as soon as possible.

Religious studies majors are encouraged to meet with the department's undergraduate advisor periodically for assistance in planning their curriculum. Also, the department chair and other faculty are available to consult about programs and academic plans. The department provides an information sheet for undergraduate majors, an up-to-date major requirement list, and a description of courses to be offered each quarter.

### **Foreign Languages**

Many of the greatest ideas and writings concerning the study of religions, or of a religious character, were formulated in languages other than English. Majors are strongly urged to acquire proficiency in one or more European (e.g., French, German, Spanish, Greek, Latin) or non-European (e.g., Chinese, Japanese, Hindi, Arabic, Hebrew, Sanskrit) languages. Election to the Phi Beta Kappa honor society requires proficiency in one foreign language, usually demonstrated by completion of the fifth quarter or its equivalent. Students should consult with their departmental advisor to select the most appropriate language. (Languages taught in the department of Religious Studies include Arabic,



Coptic, Hebrew, Hindi, Pali, Persian, Punjabi, Sanskrit, Syriac, Targumic Aramaic, Tibetan, and Turkish.) Also, majors should seriously consider participating in the university's Education Abroad Program, particularly in Asia, the Middle East, Africa, and Latin America.

### Foreign Travel

Undergraduate majors in religious studies may be able to fulfill some of their major requirements through the Travel Study Program in Turkey offered by Summer Sessions each year and directed by Professor Christine Thomas. The two courses offered through this program are Religious Studies 128A, Religion and Spirituality in the Roman Empire, and Religious Studies 128C, Sacred Geography of the Ancient Mediterranean.

### Undergraduate Honors

The department offers honors sections in lower-division survey courses such as Religious Studies 1, 3, 5, 7, 8, 12, and 15. Upper-division College Honors Program students may design their own contract courses and independent studies courses with religious studies faculty. Candidates for the religious studies honors program must be in residence at UCSB for at least one year (three quarters) as religious studies majors, have a cumulative grade-point average of 3.5, and a grade-point average of 3.75 in religious studies. During their senior year, students work closely with department faculty to prepare an honors thesis. The honors seminar, Religious Studies 195, is designed to facilitate research and writing of the thesis. Honors program graduates are identified separately each year at the head of the graduation list for religious studies, and receive the award of Distinction in the Major upon graduation.

Students who complete the departmental honors program are eligible for induction into Theta Alpha Kappa, the national honor society in religious studies.

### Awards

The Edward C. Truman award is presented annually to a freshman, sophomore, or junior major deemed outstanding by the department and the UCSB Affiliates.

## Undergraduate Program

### Bachelor of Arts— Religious Studies

**Preparation for the major.** One lower-division religious studies course, excluding language courses.

**Upper-division major.** Forty-four units, distributed as described below. The same course units may not be used to fulfill the requirements in more than one of the areas listed below. Only one language course (4 units) may apply toward credit for the upper-division major. A maximum of 12 units from related fields may apply towards credit for the major.

- A. Methodological Approaches. Eight units from Religious Studies 106, 110, 110B-C, 113, 116C, 128C, 131H, 141A-B-C, 143, 145, 153, 162A-C, 177, 179, 180, 183, 183B 184B; Anthropology 116B, 196; Comparative Literature 183; French 169EX; History 114A-

B-C-D-P, 117D, 119Q; Philosophy 112.

B. Cultural Areas and Traditions. Twenty-four units divided into 12 units in an area of emphasis and 12 units in three other areas.

1. South Asian Religious Traditions. Religious Studies 111A-B, 135, 146E, 158A-B-C, 159D-E-F-G-H-I-J-K-L-M-N-O, 160A, 161A-B-C-D, 162A, 162-C-D-E-F, 164A-C, 169, 171A-B-C-D, 184A-B.
  2. East Asian Religious Traditions. Religious Studies 120, 161B, 164B, 166A-B-C-E-F-H, 167A-B-D, 175, 178, 183, 183B.
  3. Jewish, Islamic, and Near Eastern Religious Traditions. Religious Studies 102A, 115A-B-C-D-E-F, 116E, 117A-B, 118J, 119A-B-C-D-E, 121A-B-C, 129, 130, 131A-B-C-D-E-F-H-J, 133, 140A-B-C-D-E-F, 142A-B-C, 148A-B-C, 149A-B-C, 157A-B-C, 173A-B, 185, 186A-B, 189A-B-C History 117D, 119.
  4. Christian, Mediterranean, and European Religious Traditions. Religious Studies 114X, 116A-B-D-E, 118J, 127A-B-C, 128A-B-C, 137, 138A-B-C-D-E, 139A-B-C-D-E; Classics 108, German 187; History 114A-B-C-D-P, 117D, 119, 119Q.
  5. Religions of the Americas. Religious Studies 101, 110B-D 114B-C-D, 116E, 123, 124, 124R, 141B-C, 147, 150, 151A-B-C, 152, 153, 155, 156, 176, 191A, 192, 193.
- C. Topics in the Study of Religion. Eight units from Religious Studies 100A-B, 101, 103B, 106, 108, 110B-C, 112, 113, 118A, 125, 128, 131H, 132, 134, 136, 143, 145, 153, 154, 155, 157, 162C, 172B, 173, 182, 190AA-ZZ, 191A, 193B; Classics 108; French 169EX; German 143, 187; History 117D, 119, 119Q, Interdisciplinary Studies 150.
- D. Problems in the Study of Religion. Four units. Religious Studies 104, or a Senior Honors Thesis: Religious Studies 195, or Independent Studies: Religious Studies 199.

For major regulations refer to the Religious Studies major requirement sheet on the department's website [www.religion.ucsb.edu](http://www.religion.ucsb.edu).

### Minor—American Indian and Indigenous Studies

All courses to be applied to the minor must be completed on a letter-grade basis. This includes preparatory and upper-division courses and both courses offered by the Department of Religious Studies and those offered by other departments.

**Preparation for the minor.** Religious Studies 14 and History 8.

**Upper-division minor.** Twenty upper-division units from at least two different departments from the following list: Anthropology 104H, 116, 127, 131, 131CA, 133, 135, 136, 139, 141, 150A-B-C, 155, 163, 175, 187; Chicana/o Studies 117, 119, 120, 136, 139, 140, 144, 150, 154F, 160, 168A-B-F-R, 180, 183, 184B, 186A-B, 189B; Comparative Literature 153; English 122NE, 134NA; Environmental Studies 104, 122NE, 189; Film Studies 127, 140; History 151FQ, 151I, 154LA-LB, 156A-B-I, 168A-B-F-R, 179A-B, 189E; Law and Society 123, 124; Linguistics 134, 180; Religious Studies 110D, 114B, 124R, 191A, 193; Sociology 130LA, 130SW, 144, 154F.

*Note: Substitutions and waivers are subject to approval by the department. Check catalog course descriptions for prerequisites or other departmen-*

*tal restrictions. See "Academic Minors" for special conditions governing minors in the College of Letters and Science.*

### Minor—Jewish Studies

The Jewish Studies program provides the possibility for students to complete an interdisciplinary minor in Jewish Studies. Within the minor, there is the opportunity to study either biblical or modern Hebrew, the Hebrew Bible, and Jewish history, culture, society, literature, and religion.

The program also encourages students to take advantage of the Education Abroad program, especially the Jerusalem Study Center at the Hebrew University. Other study centers may also be appropriate for the program.

**Undergraduate program:** All courses to be applied to the minor must be completed on a letter-grade basis. This includes both courses offered in Jewish Studies and those offered by other departments and applied to the minor.

**Preparation for the minor.** Religious Studies 17A-B-C or Hebrew 1, 2, 3 (or equivalent), or, GSS 95A-B-C.

**Upper division minor:** Twenty-four units, including:

- A. One course in Hebrew Bible: Religious Studies 115A or English 116A (4 units).
- B. Two courses in Jewish history and religion (8 units): History 117D, 131E, 133D, 133Q, 146T; Religious Studies 105, 115B, 115D, 115E, 115D, 115E, 115F, 116A, 118J (same as Soc 118J), 130, 131B, 131C, 131D, 131E, 133.
- C. Two courses in Jewish literature, culture, and society (8 units): Comparative Literature 113, 122A, 122B (same as French-Ital 122X); English 134JB, 134JL, 197; History 118B; Political Science 149; Religious Studies 24, 116B, 131F, 131H (same as Soc 131H), 131J.
- D. One additional course from either of the above lists: Area B, Jewish history and religion or C, Jewish literature, culture and society (4 units).

Students wishing to concentrate in Hebrew should complete the lower-division language preparation and two of the following language courses: Hebrew 4, 5, 6, 114A-B-C, or Religious Studies 142A-B-C. In addition, students concentrating (i) in Biblical Hebrew (ii) in Yiddish may complement their work by completing Religious Studies 121A-B or Linguistics 194, respectively.

*Note: Substitutions and waivers are subject to approval by the chair of the department. Please see "Academic Minors" for special conditions governing minors in the College of Letters and Science.*

## Graduate Program

The Department of Religious Studies offers training in the religious dimensions of the human experience in diverse traditions and cultures around the world and through time.

All programs emphasize a cross-cultural comparative study of religions and use multi-disciplinary approaches as appropriate to religious studies, incorporating such disciplines as philology, history, anthropology, sociology, comparative literature, psychology, and philosophy. The master's programs provide a general orientation

toward religious studies; the doctoral program offers specialized training leading to professions in teaching and research.

In addition to departmental requirements, candidates for graduate degrees must meet the university degree requirements described in the chapter "Graduate Education at UCSB."

The department has available a number of fellowships to support graduate study, including the J.F. Rowny Endowment Fellowship, the Japan Bamboo Foundation Fellowship, and the Mendell Fellowship in Ethics offered throughout the university by the Walter H. Capps Center for the Study of Ethics, Religion, and Public Life.

### **Admission**

Applicants are admitted on a competitive basis. Undergraduate grade-point average counts heavily, and scores from the aptitude test of the Graduate Record Examination are required. In addition to departmental requirements for admission, applicants must fulfill university requirements for admission to graduate status described in the chapter "Graduate Education at UCSB." Applicants interested in pursuing a Ph.D. who have completed the M.A. degree in religious studies (or its equivalent) elsewhere may apply directly to the Ph.D. program. Others should apply to the M.A./Ph.D. program, which entails completion of the M.A. Plan 1. Applications for the M.A./Ph.D. program are accepted for fall quarter only; the deadline is December 1. The same schedule is normally required for M.A. Plan 2 applicants.

### **Master of Arts— Religious Studies**

**Plan 1 (M.A./Ph.D.).** Students admitted to the M.A./Ph.D. program will undertake the M.A. Plan 1. Students are required (1) to complete Religious Studies 200A-D, Proseminar in History and Theory of Religion; (2) to pass a language exam in French or German; (3) to complete 36 units, including no fewer than 24 graduate units; (4) to write a research thesis under the guidance of the religious studies faculty. In addition, M.A./Ph.D. students are required to enroll in six quarters of the Religious Studies Research Colloquium, RG ST 593; Note: one unit of colloquium may be replaced by taking the optional library research course offered each year; three quarters before the completion of their M.A., and three quarters before the defense of the Ph.D. Each quarter of participation will earn one unit of credit.

The department awards financial aid only to those students in the M.A./Ph.D. program (and not necessarily to all of them, depending upon departmental resources). Students receiving financial aid from the department must meet their degree requirements in a timely fashion. Those who do not fulfill the requirements within a two-year period may be granted a terminal M.A. provided they have completed the 36-unit requirement.

**Plan 2 (Terminal M.A.).** Students entering the M.A.-only program are required (1) to complete at least 36 units, of which at least 24 must be graduate-level units; (2) to complete Religious Studies 201, Core Issues in the Study of Religion. (3) to pass a comprehensive examination following Religious Studies 201.

### **Doctor of Philosophy— Religious Studies**

The Ph.D. program in the Department of Religious Studies comprises a cross-cultural and multidisciplinary approach to the study of religion. The cross-cultural component of the program is concerned with the comparative study of religious traditions from among five cultural areas: Christian, Mediterranean, and European religious traditions; East Asian religious traditions; Jewish, Islamic, and Near Eastern religious traditions; religions of the Americas; and South Asian religious traditions. Students are expected to engage with multiple disciplinary approaches to the study of religion and their concomitant methodologies: philosophical, historical, anthropological, and sociological.

All Ph.D. students must take Religious Studies 200A, 200B, 200C, and 200D. They must also take a 4-unit course to meet a research methods requirement prior to advancing to candidacy. Ph.D. students are expected to enroll in three quarters of Religious Studies Research Colloquium, RG ST 593 before the defense of the Ph.D. Note: One unit of colloquium may be replaced by taking the optional library research course offered each year. Each quarter of participation will earn one unit of credit. Other courses in fulfillment of the Ph.D. requirement will be selected in consultation with the student's advisor. Students admitted directly into the doctoral program without the M.A. or its equivalent are required to take 36 units of advanced work. Doctoral students must complete a second examination in a modern or classical language in which a substantive religious studies bibliography exists: either French or German (depending on the language chosen to fulfill the M.A. requirement), or a language appropriate to their cultural area of concentration. Programs in certain cultural areas will require additional language competency. With the completion of these requirements, students will, in consultation with a doctoral advisor and committee, sit for no less than three field examinations in their areas of specialization. Students will also prepare a dissertation prospectus and pass an oral qualifying exam. In addition to required coursework and language competency, advancement to candidacy (C. Phil.) is dependent on the satisfactory completion of these three requirements.

Candidates must then write a dissertation, under the supervision of the doctoral committee, demonstrating an ability to do significant research and scholarly analysis and to present findings and conclusions with precision and clarity. The dissertation must normally be completed within two to three years after passing the qualifying examination.

### **Optional Ph.D. Emphasis in Women's Studies**

The Department of Feminist Studies, with almost fifty core and affiliated faculty members in over nineteen disciplines, serves as a model of interdisciplinary work and scholarly collaboration at UCSB. Women's Studies doctoral emphasis students are required to successfully complete four seminars that will enhance their understanding of feminist pedagogy, feminist theory, and topics relevant to the study of wom-

en, gender and/or sexuality. Women's Studies as an inter-departmental set of conversations and intellectual questions supports a multifaceted undergraduate curriculum at UCSB. Doctoral emphasis students are encouraged to apply to teach Feminist Studies courses as teaching assistants and associates as part of their Feminist Studies training.

Applicants must first be admitted to, or currently enrolled in, a UCSB Ph.D. program participating in the Women's Studies graduate emphasis. Anthropology; Comparative Literature; Counseling, Clinical, and School Psychology; English; French and Italian; Germanic, Slavic and Semitic Studies; History; History of Art and Architecture; Linguistics; Political Science; Religious Studies; Sociology; Spanish and Portuguese; or Theater and Dance. Candidates complete four graduate courses and select a member of the Feminist Studies faculty or affiliated faculty to serve on their dissertation committees. Applications to the Women's Studies Doctoral Emphasis may be submitted at any stage of Ph.D. work, and applications will be considered throughout the year.

### **Doctoral Emphasis Coursework**

Students pursuing the emphasis in Women's Studies will successfully complete four graduate courses that have been approved by the Doctoral Emphasis advisor.

1. **Feminist Theories.** A one quarter graduate seminar in interdisciplinary feminist theory offered by any department, including Feminist Studies 250 AA-ZZ.
2. **Issues in Feminist Epistemology and Pedagogy** (Feminist Studies 270). A one quarter seminar that considers Feminist Studies as a distinct field. It offers an interdisciplinary exploration of feminist theories of knowledge production and teaching practices. Readings cover past and present critical debates and provide theoretical approaches through which to analyze interdisciplinary epistemological and pedagogical issues.
3. **Graduate Seminar in Feminist Studies** (Feminist Studies 200-290 or 594 AA-ZZ). A one quarter seminar offered by a Feminist Studies faculty member on topics of central concern to the field.  
Or,  
**Research Practicum** (Feminist Studies 280). A cross-disciplinary seminar in which fundamental questions in contemporary feminist research practice are considered in light of students' own graduate projects.
4. **Topical Seminar.** A one quarter graduate seminar that addresses topics relevant to the study of women, gender, and/or sexuality. This seminar must be taken outside the student's home department; it may be fulfilled either by another graduate seminar in Feminist Studies or a seminar in another department.

### **Optional Ph.D. Emphasis in Global Studies**

Students pursuing a Ph.D. in certain departments may petition to add an emphasis in global studies. The departments for which the emphasis is available include anthropology, English, history, political science, religious studies, and sociology. To be eligible for admission

to the Ph.D. emphasis, students must be admitted to the Ph.D. program in one of the departments choosing to offer this emphasis with their existing Ph.D. program and petition successfully to add the optional emphasis.

The student's dissertation committee must have one member from a participating department other than the student's own department. The student may also elect a global emphasis for his or her department field/area/specialization exam, if such an emphasis is offered within the department. The chair of the Coordinating Committee will determine when the student has successfully completed all of the requirements for the emphasis.

By "global" we refer to transnational economic, political, environmental, social, and cultural interactions and flows that operate at a global (i.e., transcontinental) scale. "Global studies" views the world as comprised of increasingly interdependent processes, rather than as shaped exclusively or even primarily by the interplay of discrete nation-states.

Petitions for adding the emphasis can be made at any time in a student's graduate career, but typically will be made after at least one successful year of study in the home department. Work completed prior to admission in the emphasis that meets emphasis requirements (as determined by the Ph.D. Emphasis Coordinating Committee) may be counted towards completion.

To satisfy the Ph.D. emphasis in global studies, students are required to take four one-quarter graduate-level courses. One course is Global 201, the introductory gateway seminar, offered by the Global and International Studies Program. Three additional courses must be chosen from among qualifying global theory and global issues courses offered by participating departments. These courses will be selected from an approved list of global theory and global issues graduate courses prepared by the Ph.D. Emphasis Coordinating Committee each spring for the following academic year. At least one of these three courses must be a global theory course, and at least one must be a global issues course. Courses will typically be taken for a letter grade.

At least one of these three courses will be taken from the student's home department, and at least two must be taken from the six other participating departments or the Global and International Studies Program. No more than one of the three seminars (excluding Global 201) can be taken from a single instructor.

For additional information, please contact the graduate advisor in one of the participating departments or global studies.

### **Optional Ph.D. Emphasis in European Medieval Studies**

The Medieval Studies Program offers an interdisciplinary doctoral emphasis to students previously admitted to a Ph.D. program in the departments of theater and dance, English, French and Italian, history, history of art and architecture, music, religious studies, and Spanish and Portuguese. Students pursuing the emphasis in European medieval studies must receive a grade of B or better in each of the following: Medieval Latin (Latin 103); one course in a vernacular, western European or Middle Eastern medieval

language (English 205, English 230, French 206, Spanish 222A, Spanish 222B, Portuguese 222, Religious Studies 148A, Religious Studies 148 B, Religious Studies 210); Paleography and/or Diplomatics (History 215S, History 215T); Medieval Studies 200A-B-C; and 8 additional units in graduate courses on medieval topics. Students may petition to have appropriate courses from other institutions, or independent study, substituted for these requirements. Medieval Studies 200A-B-C is the program's colloquium series; graduate students in the emphasis attend the series and write brief papers on each colloquium (one per term), to be reviewed by the chair of the program (2 units). To qualify for the emphasis, at least one member of a Ph.D. candidate's dissertation committee must be an affiliated faculty member of the European Medieval Studies Program. Contact the European Medieval Studies Program for additional information on faculty interests, course offerings, and program requirements, or visit the website at [www.medievalstudies.ucsb.edu](http://www.medievalstudies.ucsb.edu).

## **Religious Studies Courses**

Check the Department of Religious Studies Web site at [www.religion.ucsb.edu](http://www.religion.ucsb.edu) for courses not currently listed in this publication.

### **LOWER DIVISION**

#### **1. Introduction to the Study of Religion (4) STAFF**

A consideration of major themes, issues, types of figures and phenomena, and traditions—all selected from the history of religion so as to illustrate the great variety of religious phenomena and to suggest some of the ways such things may be responsibly studied.

#### **2. Islam and the West from 700-1850 (4) AHMAD**

Covers Western encounters with Muslims from Islam's spread in the Near East and Europe until the mid-nineteenth century, including the depiction of the Prophet Muhammad in Western literature, positive and negative Muslim/European interactions, and their rivalry.

#### **3. Introduction to Asian Religious Traditions (4) POWELL, WALLACE**

Same course as *East Asian Cultural Studies 3*. An introduction to the basic texts, institutions, and practices of the religious traditions of South Asia and East Asia.

#### **4. Introduction to Buddhism (4) STAFF**

Same course as *East Asian Cultural Studies 5*. The historical and cross-cultural exploration of Buddhism through the examination of basic texts, institutions, and practices of diverse Buddhist traditions.

#### **5. Introduction to Judaism, Christianity, and Islam (4) STAFF**

An introduction to the basic texts, institutions, and practices of western religious traditions: Judaism, Christianity, and Islam.

#### **6. Islam and Modernity (4) AHMAD**

Discussion of the larger issues regarding Islamic traditions encountering modern transformations of individuals and society.

#### **7. Introduction to American Religion (4) ALBANESE**

Religion and religions in America. Survey of the variety of religions or religious traditions in America, including Native American, Asian American, African

American, Jewish, Roman Catholic, Muslim, and notably Protestant. Focus also on such common features as "civil religion."

### **9. Ethnicity and Religion (4) BUSTO**

An overview of the themes, problems and theories at the intersection of race/ethnicity and religious traditions in the United States. Focus is on racially ethnic communities and traditions.

*Any two courses in the series Religious Studies 10A through 10F must be taken in sequence and not simultaneously. Also, students may not enroll in a lower level Arabic course than was previously taken in the Arabic 10A-10F series or more advanced Arabic.*

### **10A. Elementary Arabic I (5) REYNOLDS, CAMPO**

Introductory modern standard Arabic: pronunciation, script, conversation, and oral comprehension. Weekly sections involve cultural materials such as elementary calligraphy, Middle Eastern cooking, Arabic television shows, films, singing, and folk dance.

### **10B. Elementary Arabic II (5) REYNOLDS, CAMPO**

Prerequisite: *Religious Studies 10A*. Continuation of Arabic I.

### **10C. Elementary Arabic III (5) REYNOLDS, CAMPO**

Prerequisites: *Religious Studies 10A-B*. Continuation of Arabic II.

### **10D. Intermediate Arabic IV (5) REYNOLDS, CAMPO**

Prerequisites: *Religious Studies 10A-B-C*. Intermediate Arabic: complex grammar and vocabulary, readings in classical and modern Arabic literature, including short stories, newspaper articles, and poetry. Extensive use of audio-visual materials including news broadcasts, television shows, and films. Weekly conversation section.

### **10E. Intermediate Arabic V (5) REYNOLDS, CAMPO**

Prerequisite: *Religious Studies 10D*. Continuation of Arabic IV.

### **10F. Intermediate Arabic VI (5) REYNOLDS, CAMPO**

Prerequisite: *Religious Studies 10E*. Continuation of Arabic V.

### **10X. Egyptian Colloquial Arabic I (2) CAMPO**

Introduction to the spoken colloquial Arabic of Egypt, the most widely understood dialect in the Arab world. Covers pronunciation, basic grammar, and vocabulary taught through conversation and selected viewing of television programs and film. Emphasis is on spoken communication.

### **10Y. Egyptian Colloquial Arabic II (2) CAMPO**

Prerequisite: *Religious Studies 10X*. Continuation of Egyptian Colloquial Arabic I.

### **10Z. Egyptian Colloquial Arabic III (2) CAMPO**

Prerequisite: *Religious Studies 10Y*. Continuation of Egyptian Colloquial Arabic II.

*Any two courses in the series Religious Studies 11A through 11F must be taken in sequence and not simultaneously. Also, students may not enroll in a lower level Hindi course than was previously taken in the Hindi 11A-11F series.*

### **11A. Elementary Hindi I (4) STAFF**

The beginning course in Hindi. Survey of grammar. Graded exercises and readings drawn from Hindi literature, leading to mastery of grammatical structures and essential vocabulary and achievement of basic reading and writing competence.

### **11B. Elementary Hindi II (4) STAFF**

Prerequisite: *Religious Studies 11B*.

Continuation of Hindi I.

### 11C. Elementary Hindi III

(4) STAFF

*Prerequisite:* Religious Studies 11B.  
Continuation of Hindi II.

### 11D. Intermediate Hindi IV

(4) STAFF

*Prerequisite:* Religious Studies 11C.

Intermediate Hindi. Selected readings in Hindi fiction and nonfiction, with exercises in grammar, composition, and conversation.

### 11E. Intermediate Hindi V

(4) STAFF

*Prerequisite:* Religious Studies 11D.  
Continuation of Hindi IV.

### 11F. Intermediate Hindi VI

(4) STAFF

*Prerequisite:* Religious Studies 11E.  
Continuation of Hindi V.

### 12. Religious Approaches to Death

(4) WHITE

Surveys twenty world religious traditions in their approaches to the problem of death, care for the dead, and death-related doctrines and practices within their broader cultural, historical, and social contexts from a cross-cultural perspective.

### 14. Introduction to Native American Religious Studies

(4) TALAMANTEZ

This course is designed as an introduction to the contribution that Native American religions make to the general study of religion. Metaphysical and philosophical aspects of North American native culture. Major concepts of belief systems, religion, and medicine. Theories of balance, harmony, knowledge, power, ritual, and ceremony.

### 15. Religion and Psychology

(4) ROOF

A survey of theories and approaches to the study of religion from the perspective of psychology, with an emphasis on psychoanalytical, analytical, and humanistic psychology as well as on other theorists and trends emerging out of or relating to these traditions in psychology.

### 16. Chicano/Latino Religious Traditions

(4) BUSTO

The religious and philosophical traditions that created and continue to influence Chicano/Latino communities.

*Any two courses in the series Religious Studies 17A through 17C must be taken in sequence and not simultaneously. Also, students may not enroll in a lower level Hebrew course than was previously taken in the Hebrew 17A-17C series.*

### 17A. Introduction to Biblical Hebrew I

(4) GARR

Introduction to the orthography, phonology, grammar, and lexicon of Tiberian Biblical Hebrew as found in most printed Bibles. Concludes with selected Pentateuchal readings where the student applies grammatical knowledge to texts.

### 17B. Introduction to Biblical Hebrew II

(4) GARR

*Prerequisite:* Religious Studies 17A.  
Continuation of Religious Studies 17A.

### 17C. Introduction to Biblical Hebrew III

(4) GARR

*Prerequisite:* Religious Studies 17B.  
Continuation of Religious Studies 17B.

### 19. The Gods and Goddesses of India

(4) HOLDREGE

*Not open for credit to students who have completed Religious Studies 158A.*

An introduction to the gods and goddesses of the Hindu pantheon. Consideration is given to mythological, iconographic, and pilgrimage traditions as well as to the various types of movements - ascetic, devotional, and Tantric - associated with each deity.

### 20. Indic Civilization

(4) MANN

Surveys the religious history of the subcontinent

beginning with the Indus valley culture and continuing to examine the rise of Hindu, Buddhist, and Jain beliefs, the arrival of Islam and Christianity, and the region's confrontation with modernity.

### 21. Zen

(4) STAFF

*Same course as East Asian Cultural Studies 21.*

An introduction to the history and texts of the major lineages of Ch'an Buddhism in China, and Zen Buddhism in Japan.

### 24. Teachings of Jesus in Comparative Perspective

(4) THOMAS

Exploration of key interpretations of the life and teachings of Jesus, and analysis of the sources from which these are reconstructed, in historical, comparative, and contemporary perspectives.

*Any two courses in the series Religious Studies 30A through 30F must be taken in sequence and not simultaneously. Also, students may not enroll in a lower level Tibetan course than was previously taken in the Tibetan 30A-30F series.*

### 30A. Elementary Tibetan I

(4) STAFF

An introduction to literary and spoken Tibetan, including study of classical and modern grammar, with examples drawn from a wide variety of literature. Also introduces students to the use of new digital instructional materials to develop proficiency in spoken Tibetan.

### 30B. Elementary Tibetan II

(4) HILLIS

*Prerequisite:* Religious Studies 30A.  
Continuation of Tibetan I.

### 30C. Elementary Tibetan III

(4) HILLIS

*Prerequisite:* Religious Studies 30B.  
Continuation of Tibetan II.

### 30D. Intermediate Tibetan IV

(4) HILLIS

*Prerequisite:* Religious Studies 30C.

Intermediate literary and spoken Tibetan, including study of advanced Tibetan grammar and readings in a variety of genres of Tibetan literature. Use of programs in colloquial Tibetan to develop verbal fluency, acquire vocabulary, and master advance topics in spoken Tibetan.

### 30E. Intermediate Tibetan V

(4) HILLIS

*Prerequisite:* Religious Studies 30D.  
Continuation of Tibetan IV.

### 30F. Intermediate Tibetan VI

(4) HILLIS

*Prerequisite:* Religious Studies 30E.  
Continuation of Tibetan V.

### 31. The Religions of Tibet

(4) CABEZON

Survey of Tibetan religions focusing on Tibetan Buddhism (from its origins to the present) but also touching on the Tibetan indigenous religion Bon and on Tibetan Islam. Special attention is paid to the four major schools of Tibetan Buddhism, their history, doctrines, and meditation practices.

### 41. Heresies

(4) THOMAS

Study of a selection of heretical movements from a variety of religious traditions in the ancient and medieval periods. Illustrates the sociological, political, economic, and philosophical dimensions of heresy formation and self-definition within religious traditions.

### 42. Religion and Sexuality

(4) STAFF

Examination and analysis of how various religious communities in different cultural settings define and prescribe sexuality and related moral issues.

### 43. Origins: A Dialogue Between Scientists and Humanists

(4) TUTINO, HECHT, TREU

*Same course as Physics 43.*  
Introduction to the ways in which different

disciplines have addressed the concept of origins. This course is organized as a dialogue between science, religion and history or more broadly construed between science and the humanities.

*Any two courses in the series Religious Studies 57A through 57F must be taken in sequence and not simultaneously. Also, students may not enroll in a lower level Persian course than was previously taken in the Persian 57A-57F series.*

### 57A. Elementary Persian I

(5) STAFF

Introduction to Persian pronunciation, script, and basic grammar, and vocabulary. Includes lessons in reading, writing, conversation, and oral comprehension. Sections involve audio-visual materials and a general introduction to the literatures and cultures of Persian-speaking Iran, Tajikistan, and Afghanistan.

### 57B. Elementary Persian II

(5) STAFF

*Prerequisite:* Religious Studies 57A.  
Continuation of Persian I.

### 57C. Elementary Persian III

(5) STAFF

*Prerequisite:* Religious Studies 57B.  
Continuation of Persian II.

### 57D. Intermediate Persian IV

(5) STAFF

*Prerequisite:* Religious Studies 57C.  
Continuation of Persian III.

### 57E. Intermediate Persian V

(5) STAFF

*Prerequisite:* Religious Studies 57D.  
Continuation of Persian IV.

### 57F. Intermediate Persian VI

(5) STAFF

*Prerequisite:* Religious Studies 57E.  
Continuation of Persian V.

*Any two courses in the series Religious Studies 60A through 60F must be taken in sequence and not simultaneously. Also, students may not enroll in a lower level Punjabi course than was previously taken in the Punjabi 60A-60F series.*

### 60A. Elementary Punjabi I

(4) STAFF

Introduction to Punjabi, a major language of northern India and Pakistan. Beginning with the Gurmukhi script, the course offers an intensive study in the speaking, reading, and writing of the language.

### 60B. Elementary Punjabi II

(4) STAFF

*Prerequisite:* Religious Studies 60A.  
Continuation of Punjabi I.

### 60C. Elementary Punjabi III

(4) STAFF

*Prerequisite:* Religious Studies 60B.  
Continuation of Punjabi II.

### 60D. Intermediate Punjabi IV

(4) STAFF

*Prerequisite:* Religious Studies 60C.  
Continuation of Punjabi III.

### 60E. Intermediate Punjabi V

(4) STAFF

*Prerequisite:* Religious Studies 60D.  
Continuation of Punjabi IV.

### 60F. Intermediate Punjabi VI

(4) STAFF

*Prerequisite:* Religious Studies 60E.  
Continuation of Punjabi V.

### 61A. Survey of Afro-American Religious Traditions

(4) STRONGMAN

*Same course as Black Studies 60A.*

A historical examination, beginning with West African heritage of Afro-American religious leaders and organizations in the United States during slavery and until the end of the nineteenth century.

**61B. Religion in Black America (Part II)****(4) STRONGMAN***Same course as Black Studies 60B.*

A historical survey of major black religious figures, organizations, movements, philosophies, and issues. Emphasis on contemporary religious phenomena in the black religious community of the United States during the twentieth century.

**70. Topics in Religious Experience****(4) TAVES**

An examination of a selected type of religious experience—such as possession, conversion, or mysticism—in comparative and cross-cultural perspectives. Methodological issues related to definition, comparison, and explanation of the phenomenon in question are considered.

**71. Introduction to Asian American Religions****(4) BUSTO***Open to non-majors*

Introduction to patterns and themes in religious histories and experiences of Asians in North America. Includes theories of race/ethnicity; immigration; transplantation and transformation of “Asian” traditions to North America; Asian American Christianities; theology; and various ways religion functions in the contemporary representation of Asian Americans. (S)

**72. Religious Autobiography****(4) TAVES**

An examination of what it means to be religious or spiritual, what people consider sacred, and how that affects the way people live their lives. To do so, course employs religious/spiritual autobiographies from a variety of different traditions and cultural perspectives.

**80A. Religion and Western Civilization I: Ancient****(4) HECHT, THOMAS**

The religions of classical antiquity; myths, rituals, and cults of Greece and Rome; religious dimensions of Greek and Roman philosophy; beginnings and development of Christianity to time of Theodosius the Great (379-395 C.E.)

**80B. Religion and Western Civilization II: Medieval****(4) CAMPO, HECHT**

The decline of classical antiquity; the emergence of medieval Christendom; religion and culture of the Middle Ages (eleventh-thirteenth centuries); subsequent development of the Renaissance and Reformation.

**80C. Religion and Western Civilization III: Modern****(4) CARLSON**

Religious responses to the emergence of modern science in the seventeenth century; religion in eighteenth century Europe; religion in America; the challenges of the twentieth century.

**90AA-ZZ. Topics in Religious Studies****(4) STAFF**

*May be repeated for credit to a maximum of 12 units provided letter designations are different.*

Lectures in special areas of interest in Religious Studies. Specific course titles to be announced by the department each quarter offered.

**UPPER DIVISION**

*Please note that the letter suffixes attached to the numbers of many of the upper-division courses do not necessarily indicate a prerequisite sequence.*

**100A. From Ape to Cyborg: New Debates on Human Nature****(4) WEINBERGER-THOMAS**

*Prerequisite: A prior course in religious studies or anthropology.*

*Same course as Anthropology 106A.*

Drawing from recent publications from the fields of ethnology, primatology, palaeoanthropology, neurobiology, cognitive science, evolutionary psychology, Neo-Darwinian studies, and robotics, artificial intelligence, genetic engineering and artificial life, this seminar examines the fundamental question of what makes us human.

**100B. Ritual and Violence****(4) WEINBERGER-THOMAS**

*Prerequisite: A prior course in religious studies or anthropology.*

*Same course as Anthropology 106B.*

Focuses on the link between ritual and violence in archaic and/or traditional societies. Attention is also given to the persistence of this link in the contemporary context.

**101. New Religious Movements****(4) STAFF**

Looks at new religious movements over the past several decades, both sectarian movements within religious traditions and other movements that are combinative and eclectic in nature. Focus is primarily on the United States, though not exclusively.

**102A. Muslim Diasporas and the Law****(4) MOORE**

*Prerequisite: Law and Society majors must take two of the following: Law & Society 111, 112, 113.*

*Same course as Law & Society 168.*

An examination of the legal and social issues raised by the presence of Muslims in contemporary Western Europe and the United States. Civil rights, accommodation, and the construction of a dichotomy between “moderate” Islam and Islamism will be discussed.

**103B. Marriage in the Ancient World****(4) STAFF**

*Same course as Classics 115 and Women's Studies 115.*

Examines marriage customs and rituals in Archaic and Classical Greece, Ptolemaic Egypt, and in the Roman Republic and Imperial Periods within the context of social history, literary, historical, and epigraphic sources.

**104. Problems in the Study of Religion****(4) STAFF**

*Prerequisite: open to Religious Studies majors only.*

Advanced research seminar treating selected topics in the study of religion. Offered at least twice a year by various faculty, and organized largely around the instructor's own work and/or intellectual interests.

**106. Modernity and the Process of Secularization****(4) CARLSON**

A study of sociological, psychological, and philosophical attempts to define the modern West in terms of the marginalization and/or transformation of traditional Christian thought and institutions.

**108. Global Religion****(4) JUERGENSEMEYER**

*Prerequisite: upper-division standing.*

*Same course as Global Studies 102 and Sociology 118GR.*

Examines the globalization or religious traditions in the modern world. Topics include the polarities between homeland and diaspora, the relationships between transnational religions and nation states, and how these dynamics change the very nature of religious traditions.

**110. Religion and Literature****(4) STAFF**

*Not open for credit to students who have taken Religious Studies 110A.*

An examination of the interaction between religion and literature through the study of literary works. Figures like John Milton, William Blake, and T.S. Eliot are among those considered.

**110B. Religion and Journalism****(4) HECHT**

Explores how the place of religion has changed in American journalism, how journalists are involved in the articulation of religion, and how journalism of religion is related to the larger issue of the changing nature of American religious pluralism.

**110C. Religion and Art****(4) HECHT**

Exploration of the relationships between religion and twentieth-century art. Special attention on the symbolisms of space, body, time, word, and memory in modern artists such as Mondrian, Chagall, and O'Keefe, and in contemporary artists like Bill Viola,

James Turrell, Marina Abramovic, Wolfgang Laib, Anselm Kiefer, Anish Kapoor and Christian Boltanski.

**110D. Ritual Art and Verbal Art of the Pacific Northwest****(4) TALAMANTEZ**

*Prerequisite: Religious Studies 14.*

Religious ethos of selected peoples of the Pacific Northwest, as is expressed in masking, body paint, art, and architecture. Study of mythology, ritual, symbolism, and contemporary developments.

**111A. Religions of the Silk Road****(4) WALLACE**

A study of the transformation of religious ideas and practices along the Central Asian trade and missionary routes that constitute the Silk Road, including an analysis of patterns of religious exchange and contestation among Buddhist, Islamic, Christian, and Hindu communities.

**111B. Religions of Mongolia****(4) WALLACE**

A historical analysis of the development of Shamanic, Buddhist, Islamic, and Christian traditions in Mongolia, including a consideration of the ways in which the mutual interactions of these traditions have shaped and transformed the religious and political climate of Mongolia.

**113. Religion and Film****(4) STAFF**

An examination of religious themes and forms as they appear in significant works of modern film. The nature of man, the problem of suffering, the quest for meaning are among the topics considered.

**114C. Myths, Symbols, and Transitions in Native American Religions****(4) TALAMANTEZ**

An exploration of the nature, structure, and meaning of ritual act and ritual language in the religious life of native cultures of the southwest. Intensive study of selected ritual oratory with particular attention to myth and symbol. The relevance of linguistic models for interpreting ritual. Approaches to symbolism including the interrelations between different media (oral, aural, tactile, plastic), and to features of formalism, redundancy, and condensation in ritual. Examination of a select number of monographs.

**114D. Religion and Healing in Native America****(4) TALAMANTEZ**

An interdisciplinary and comparative study of representative Native American cultures and their religio-medico system. Emphasis on understanding the experimentation, evaluation, and sacralization of the biosphere in culture to meet human physical and spiritual needs. Examination of the special place of language in well-being. Attention is given to changes which are a result of contact with European culture.

**114X. Dante's "Divine Comedy"****(4) SNYDER**

Dante's masterpiece, *The Divine Comedy*, remains among the most astonishing works of world literature. This course follows the pilgrim's progress through Inferno, Purgatorio and Paradiso in search of “love that moves the sun and the other stars.” In English.

**115A. Literature and Religion of the Hebrew Bible/Old Testament****(4) HECHT, GARR**

Introduction to the varieties of literature, traditions, and institutions of ancient Israel through the prophetic period.

**115AX. Religious Texts of the Hebrew Bible****(1) HECHT**

*Prerequisite: Concurrent enrollment in Religious Studies 115A.*

*Recommended Preparation: One year of either Classical or Modern Hebrew.*

An opportunity to read selected texts from the Hebrew Bible coordinated with the lectures for Religious Studies 115A. Texts include I-II Samuel, I-II Kings, Genesis, Exodus, Leviticus, Deuteronomy, Amos, Esther, Ruth, and Ezra.

**115B. The Prophets****(4) HECHT**

The origins, development, and enduring significance of the prophetic movement in ancient Israel.

**115E. Seminar of the Pentateuch****(4) GARR**

*Prerequisite: Religious Studies 115A.*

An analysis of select Pentateuchal texts from a variety of critical perspectives.

**115F. Seminar on the Hebrew Bible****(4) GARR**

*Prerequisite: Religious Studies 115A.*

An examination of select books and topics in the study of the Hebrew Bible.

**116A. The New Testament and Early Christianity****(4) THOMAS**

Study of the varieties of early Christian traditions and literature of the first century, with special (but not exclusive) attention to the New Testament.

**116B. Second-Century Christianity****(4) THOMAS**

*Recommended preparation: Religious Studies 116A or any lower-division course in religious studies.*

Study of the various religious trends in developing Christianity as represented in the writings of the early Fathers, the later books of the New Testament, the New Testament Apocrypha, and "heretical" movements.

**116C. Archaeology and the Study of Religion****(4) THOMAS**

*Prerequisite: a prior upper-division course in Religious Studies.*

An examination of the uses of archaeological materials to reconstruct the history of religions in the ancient world, with special attention to the relationships between material culture, religious iconography, epigraphy, and sacred texts.

**116E. Evangelical Christianity in the United States****(4) BUSTO**

*Prerequisite: upper division standing*

Interdisciplinary approach to the experience, history, culture, and politics of "born-again" religion. Topics include development of doctrine, Pentecostalism, fundamentalism, millennial views, expressive cultural forms, subcultures, and political activism.

**118A. Religious Nationalism****(4) FRIEDLAND**

Examines the conditions, course content, and consequences of religious nationalisms. Countries examined include such cases as Israel, Palestine, India, Iran, and the United States. Religious nationalism is examined in light of theories of the nation, religion, and societal organization more generally.

**119A. Introduction to Islamic Law****(4) AHMAD**

*Prerequisite: upper-division standing.*

Addresses the Islamic legal concepts of rights and responsibilities and the relationship between the individual and the state in Islamic law. The course also provides an overview of the history and development of Islamic law and legal theories.

**119B. The Qur'an and Its Interpretations****(4) AHMAD**

*Prerequisite: upper-division standing.*

Introduces the Qur'an from different perspectives: A source of spiritual guidance, a political document, a source of law and philosophy, an inspiration for visual and acoustic arts, and a piece of literature of interest to literary criticism.

**119C. Jihad and Just War Theory****(4) AHMAD**

*Prerequisite: upper-division standing.*

Compares the notion of jihad in Islamic law to its counterpart (just war theory) in Western traditions and compares the conditions for a (theoretically) legitimate war in Islamic law and the actual application of war in Islamic history.

**119D. Islam and Women****(4) AHMAD**

*Prerequisite: upper division standing*

Women's issues in Islam, including marriage and divorce laws, women in the public space, and other rights pertaining to women in Muslim societies.

**119E. Islam and Government****(4) AHMAD**

Discusses the basis and functions of government in Islam and its relationship with religious institutions.

**120. Shugendo: Japanese Mountain Religion****(4) GRAPARD**

*Same course as Japanese 119.*

Historical study of texts and practices of Japanese mountain ascetics (Yamabushi), and of their role in the formation of Japanese culture, from 700 to present.

**121A. Introduction to Targumic Aramaic I****(4) GARR**

*Prerequisite: Religious Studies 17A-B-C.*

The grammar and basic vocabulary of Targumic Aramaic, concentrating on Targum Onkelos -- the "official" Jewish Aramaic translation of the Old Testament.

**121B. Introduction to Targumic Aramaic II****(4) GARR**

*Prerequisites: Religious Studies 17A-B-C and 121A.*

Continuation of Religious Studies 121A.

**122A-B-C. Syriac (I, II & III)****(4-4-4) GARR**

*Prerequisites: Religious Studies 17A-B-C; Religious Studies 122A (for 122B); Religious Studies 122B (for 122C).*

Introduction to the grammar and literature of the Syriac language. Emphasis on the acquisition of Syriac language skills.

**123. Asian American Religions****(4) BUSTO**

*Same course as Asian American Studies 161.*

*Recommended preparation: a prior course in Asian American studies.*

Historical and interdisciplinary approach to the themes and issues in the religious traditions of Asian Americans. Topics: civil religious context, transplantation of "Asian" traditions into the U.S., Asian American Christianity, Asian American theology.

**124. The History of Religions in Aztlan****(4) HECHT**

*Prerequisite: upper-division standing.*

Examines the religious constituents of Chicano identities by focusing on different Chicano myths and rituals, orientations to and manifestations of the sacred, centers and peripheries, discourses, pilgrimage, sacrifice, and general modes of symbolization.

**124R. Latino Religious Traditions in Historical Perspective****(4) GARCIA**

*Same course as History 168R and Chicano Studies 168R.*

Focuses on the role of religion in the Chicano/Latino historical experience. Includes pre-Columbian traditions, Spanish colonial traditions, religion of the U.S.-Mexico borderlands, immigrant religious traditions, the changing nature of Latino religions in the twentieth century.

**125. Special Topics****(4) STAFF**

*Prerequisite: upper-division standing or one prior course in Religious Studies.*

*No more than 8 units of major credit will be given, but course may be repeated up to a 12-unit maximum.*

Lectures in special areas of interest in Religious Studies. Specific course titles to be announced by the department each quarter.

**126. Roman Catholicism Today****(4) STAFF**

A survey of the history of Roman Catholic Christianity, leading to Vatican II and subsequent changes in the church.

**127B. Christian Thought and Cultures of the Middle Ages****(4) CARLSON**

Exploration of some of the major intellectual

and cultural developments defining medieval Christian Europe. Materials considered include both contemporary historical studies and selected primary sources in theology, philosophy, literature, and the arts.

**127C. Christian Thought and Cultures of the Reformation****(4) CARLSON**

Addresses major intellectual and cultural developments relating to the disintegration of medieval Christianity and the birth of modern Europe. Attention given to both contemporary historical studies and selected primary sources in theology, philosophy, literature, and the arts.

**128A. Religion and Spirituality in the Roman Empire****(4) THOMAS**

*Not open for credit to students who have completed Religious Studies 128.*

Introduction to "pagan" spirituality: rites marking the seasonal and life cycles, syncretism and multiculturalism, initiation into religious associations, dreams and oracles, with attention both to religious texts and to the symbolic, iconographic, and structural evidence offered by archaeological data.

**128C. The Sacred Geography of the Ancient Mediterranean World****(4) THOMAS**

A survey of religious sites in paganism, early Christianity, ancient Judaism, and early Islam. After general introduction to the sites, theoretical approaches to sacred space and ritual, and research methods for archaeological materials, students produce research papers and oral presentations on individual sites.

**128D. The Transformation of the Late Antique City****(4) THOMAS**

Examines the transition of eastern Mediterranean society from the pagan Roman empire to Christian late antiquity and the early Islamic period, with a special focus on the reuse of civic space, monumental programs, and ritual practices.

**129. Religions of the Ancient Near East****(4) CAMPO, GARR**

Examination of the religious traditions of Mesopotamia, the Hittites, and the peoples of Syria-Palestine as seen through their literary archeological remains.

**130. Judaism****(4) HECHT**

Elements of traditional Judaism in biblical and rabbinic times.

**131A. Religions in Judea from the Maccabees to Rabbis****(4) HECHT**

Study of the various religious trend in Palestine from the time of Ezra to the second revolt, with special attention to the rise and development of the apocalyptic.

**131B. Judaism in the Hellenistic World****(4) HECHT**

Study of the cultural and religious interactions of Judaism with Hellenism among the Greek-speaking Jews of the diaspora. Special attention is given to the writings of Philo of Alexandria.

**131C. Judaism in the Medieval World****(4) HECHT**

Course covers period from 650 to 1500 CE and topics: Karaitic movements; biblical and Talmudic commentaries; growth of mystical movements; disputations between Christians and Jews.

**131D. Judaism in Modern Times****(4) HECHT**

Challenge of the Enlightenment and emancipation movements to traditional Jewish life in Western and Eastern Europe. Religious and secular responses to these challenges (orthodox, conservative, reform, Zionism, socialism) in Europe and the United States.

**131E. Contemporary Trends in Judaism****(4) HECHT**

An examination of the variety of trends in Judaism from the first world war to the present. Major areas of

study include the following: the philosophies of Franz Rosenzweig, Martin Buber, and Abraham Heschel, the growth of the conservative and reform movements in America, the Holocaust, the postwar disorientation and responses to the Holocaust.

### 131F. The History of Anti-Semitism

(4) HECHT

A systematic examination of the history of anti-Semitism, beginning with the emergence of anti-Judaism in the world of late antiquity, its transformation into theological anti-Semitism in the middle ages, and the emergence of racial anti-Semitism in the modern world. The central focus will be anti-Semitism as a religio-historical category.

### 131H. Politics and Religion in the City: The Case of Jerusalem

(4) HECHT

*Prerequisite: upper-division standing or a prior course in Religious Studies.*

Examines relationships between religion and politics in Jerusalem. As a sacred center for Judaism, Christianity, and Islam, and national center for Israelis and Palestinians, Jerusalem provides the unique opportunity to examine co-existing groups holding opposite world views.

### 131J. Introduction to Rabbinic Literature

(4) HOLDREGE, GARR

*Prerequisite: upper division standing*

An introduction to the basic texts of Rabbinic literature through an analysis of representative passages from the Mishnah, Talmud, and Midrash. Particular attention will be given to the various types of Midrash and the principles and methods of Midrashic interpretation. (Knowledge of Hebrew not required.)

### 132. The Contemplative Life

(4) HECHT

A comparative study of the role of contemplation in religious traditions. Exploration of the relationships between contemplation and prayer, ethics, the arts, mysticism, and community.

### 133. Introduction to Jewish Mysticism

(4) HOLDREGE

An introduction to the schools and texts of Jewish mysticism, with particular attention to the Zohar, Lurianic Kabbalah, and Hasidism. Examination of conceptions of god and the Sefirot, Torah, creation, and redemption, along with consideration of the role of meditative techniques.

### 134. Religion and Violence

(4) HECHT

This course examines the capacity of religion to both mobilize and legitimate human destructiveness. A number of theoretical perspectives will be explored alongside of historical case studies from India, northern Ireland, Egypt, Lebanon, Israel-Palestine, and Sri Lanka.

### 135. Readings in Tibetan Buddhist Texts

(4) CABEZON

*Prerequisite: Religious Studies 30F.*

*May be repeated for credit.*

Close readings of the different genres of the classical texts of Tibetan Buddhism in the original Tibetan: philosophy, history, autobiography, religious poetry, ritual, etc. Also provides a hands-on introduction to available digital tools.

### 136. Creation Myths

(4) WHITE

Survey of cosmogonic myths within the world's mythological traditions with special attention to pervasive mythemes, historical connections between cognate traditions, and major scholarly theories relating cosmogony to broader social, psychological, ethical, and theological constructs.

### 138A. Church, State, and Orthodoxy

(4) TAVES

*Prerequisite: upper-division standing.*

A survey of the emergence and development of the Roman Catholic Church as an institution with particular attention to the ways in which church leaders defined, maintained, and transmitted a distinctively Catholic understanding of Christian orthodoxy.

### 138B. Catholic Practices & Global Cultures

(4) TAVES

An examination of the ways in which Catholic spirituality and religious practice have been shaped historically by encounter with various cultures and traditions, e.g. classical Greek, Old Saxon (German), Chinese, Nahua (Mexican), Cuban, Central African, South Asian, Japanese.

### 138C. Catholicism and Modernity

(4) TAVES

*Prerequisite: upper-division standing.*

Examination of key concepts in the history of Catholic thought (e.g., sacrifice, revelation, authority, supernaturalism, & mysticism) with attention to the way that these concepts were interpreted and reinterpreted by Catholic thinkers and scholars of religion in the modern era.

### 138D. Catholicism and U.S. History

(4) TAVES

An examination of the emergence and development of Catholicism in the U.S. from a transnational and comparative perspective with particular attention to the impact of the Catholic tradition on the cultural, political, and social life of the U.S.

### 138E. Seminar in Catholic Studies

(4) TAVES

*Prerequisite: Religious Studies 138 A, B, C or D and permission of instructor.*

An examination of selected topics in Catholic Studies that bear on larger questions in religious studies, American history, and global studies.

### 139A. Early Christian Literature in Greek

(1-4) THOMAS

*Not open for credit to students who have completed Religious Studies 139.*

*Recommended preparation: two quarters of Greek.*

Reading of the New Testament and other first and second-century works as illustrations of Greek style, with attention to the development of Koine Greek, the influence of the Septuagint, textual apparatuses, and interpretational tools available to the reader of Greek.

### 139B. Greek and Latin Religious Texts

(1-4) THOMAS

*Recommended preparation: knowledge of Greek or Latin.*

Readings illustrating the range of religion in the Roman empire, from the Septuagint to Epictetus to Tertullian, from dream interpretations to the Hermetica, with attention to the texts as examples of the development of Koine Greek and later Latin.

### 139C. Religious Literature in Coptic

(4) THOMAS

*Not open for credit to students who have completed Religious Studies 138A.*

*Recommended preparation: at least one year of Greek language.*

An introduction to Sahidic-Coptic grammar, with special reference to the Coptic Gospel of Thomas.

### 139D. Religious Literature in Coptic

(4) THOMAS

*Prerequisite: Religious Studies 139C.*

*Not open for credit to students who have completed Religious Studies 138B.*

Readings from the Gospel of Thomas and the Sahidic New Testament.

### 139E. Religious Literature in Coptic

(4) THOMAS

*Prerequisites: Religious Studies 139C-D.*

*Not open for credit to students who have completed Religious Studies 138C.*

Readings from selected Subakhmimic Coptic texts.

### 140A. Islamic Traditions

(4) CAMPO

Introduction to history, doctrines, and practice of the Sunni, Shi'i, and Sufi expressions of Islam. Includes study of Qur'an, Hadith literature, religious law, and holy places.

### 140B. Religion, Politics, and Society in the Persian Gulf Region

(4) CAMPO

*Prerequisite: upper-division standing.*

History of Islam and politics in societies of Saudi

Arabia, Iran, and Iraq since 1500. Emphasis on topics such as Shi'i and Sunni movements, religion and the state, Iranian revolution, economic development, and modernity.

### 140BX. Readings in Persian Gulf Religious Texts

(1) CAMPO

*Prerequisite: concurrent enrollment in Religious Studies 140B.*

Reading and analysis of selected texts in Arabic dealing with topics covered in Religious Studies 140B, with focus on religion and politics in Iraq and Saudi Arabia, and with Shi'i Islam in the Gulf region.

### 140C. Islamic Mysticism and Religious Thought

(4) CAMPO

*Prerequisite: upper-division standing.*

Sufi mystics, ideas, practices, and movements. The relationship of Sufism to other currents of religious thought, such as theology and philosophy in the middle east, Africa, and Asia.

### 140D. Islam in South Asia

(4) CAMPO

*Prerequisite: upper-division standing.*

Examines the religious, cultural, social, and political formation of Islam in India, from the twelfth century to the present. Special consideration is given to patterns of Islamization and Hindu-Muslim encounters in pilgrimage, mysticism, and music. Religious aspects of Indian nationalist movements and the 1947 partition are also discussed.

### 140DX. Readings in South Asian Islamic Texts

(1) THOMAS

*Prerequisite: concurrent enrollment in Religious Studies 140D.*

Reading and analysis of selected texts in Arabic dealing with topics covered in Religious Studies 140D, with focus on Islam in India and Hindu-Muslim relations in the pre-modern era.

### 140E. Islam in America

(4) CAMPO

*Prerequisite: upper-division standing.*

Examines Islam in American setting, from introduction by African slaves and immigrants from Islamic countries, to transformation into the black Muslim movement, to rise as one of the leading non-Christian religions in the United States during the 1970s and 80s.

### 140F. Modern Islamic Movements

(4) CAMPO

*Prerequisite: upper-division standing.*

Analysis of the variety of movements that have emerged in the modern Muslim world: Sufi, reformist, and revolutionary. Includes comparison of Islamic political movements, leaders, and ideologies in Arabia, Africa, Iran, India, and South East Asia.

### 140FX. Modern Islamic Texts

(1) CAMPO

*Prerequisite: Religious Studies 10E or equivalent.*

*Concurrent enrollment in Religious Studies 140F.*

Reading and analysis of brief Islamic texts in Arabic selected from the authors and intellectual traditions covered in Religious Studies 140F, with focus on the most famous reformers, ideologues, and activist organizations of the nineteenth and twentieth centuries.

### 141A. Sociology of Religion: The Classical Statements

(4) STAFF

Religion as it is treated by major social theorists, including Marx, Weber, Durkheim, Freud, Simmel, Malinowski.

### 141B. Sociology of Religion: Religious Organizations in Contemporary Society

(4) STAFF

Religion as it appears in formal institutions, including the study of religious beliefs, religious professionals, and the dynamics of religious organizations. Emphasis is on contemporary U.S.

### 142A. Religious Literature in Hebrew

(4) GARR

*Prerequisite: Religious Studies 17A-B-C.*

*May be repeated for credit to a maximum of 8 units.*

An application of grammatical and analytic skills acquired in introductory Hebrew to the rapid reading of Biblical Hebrew texts, complemented by an emphasis on critical and interpretive approaches to the Hebrew Bible. Texts change with each offering of the course.

**142B. Religious Literature in Hebrew**  
(4) HECHT, GARR

*Prerequisites: Religious Studies 17A-B-C.*

Introduction to poetry of the Hebrew Bible with special reference to cultic songs. Texts will be selected from Psalms, Song of Songs, and Koheleth in order to examine the varieties of poetic style.

**142C. Religious Literature in Hebrew**  
(4) HECHT, GARR

*Prerequisite: Religious Studies 17A-B-C.*

Continuation of Religious Studies 142A and/or 142B

**144. Scripture in Cross-Cultural Perspective**  
(4) HOLDREGE

A study of scripture as a general religious category through the examination of representative texts from the major religious traditions. Particular attention will be given to the ways in which various religious communities have delimited and conceptualized these texts as "scripture."

**145. Patterns in Comparative Religion**  
(4) HOLDREGE

Study of major religious issues as addressed by more than one religious tradition. The problem of comparative religion as an academic discipline.

**146E. Hindu Mysticism**  
(4) WHITE

The history of Hindu mysticism and the lived experience of the Hindu mystic from the Vedas through the Tantras in doctrinal literature, mythology, ritual, and art.

**147. Religion and the American Experience**  
(4) ALBANESE

*Prerequisite: Upper division standing*

*May be repeated for credit to a maximum of 8 units.*

Study of one selected topic in U.S. religious history in cultural context. Examples include evangelicalism, revivalism, fundamentalism, millennialism, communalism, Transcendentalism, new religions past and present, metaphysical traditions, religion and ethnicity, religion and healing, nature religion, New Age.

**148A. Advanced Arabic**  
(4) REYNOLDS

*Prerequisite: Religious Studies 10F.*

Advanced study of grammar and vocabulary; readings in the major genres of classical and modern Arabic literature, including Qur'an, medieval poetry and prose modern short story and novels, etc.

**148B. Advanced Arabic**  
(4) REYNOLDS

*Prerequisite: Religious Studies 148A.*

Continuation of Religious Studies 148A.

**148C. Advanced Arabic**  
(4) REYNOLDS

*Prerequisite: Religious Studies 148B.*

Continuation of Religious Studies 148B.

**149A. Introduction to Islamic Theology**  
(4) el OMARI

*Prerequisite: upper-division standing.*

Survey of major trends and schools in Islamic theology throughout the early, formative classical and post-classical periods. Attention given to formulations of Islamic theology as expressed in doctrinal, heresiographical, theological, philosophical and mystical texts in historical and social contexts.

**149B. The Individual in Islamic Civilization**  
(4) EL OMARI

*Prerequisite: upper division standing*

Examine the formation of Islamic religious traditions from the perspective of the individual by exploring how representative archetypes of the individual in classical Muslim civilization articulated an understanding of the Divine.

**150. American Spiritualities**

(4) ALBANESE

Study of different forms of spirituality in the United States past and present. Topics include relation of past to present and relation of spirituality to religion in the context of American culture.

**151A. Religion in American History to 1865**

(4) ALBANESE

*Prerequisite: upper-division standing.*

Principal figures, groups, trends, and issues in religion in America to 1865.

**151B. Religion in American History Since 1865**

(4) ALBANESE

*Prerequisite: consent of instructor.*

Principal figures, groups, trends, and issues in religion in America since 1865.

**151C. Religion in the American West**  
(4) BUSTO

Interdisciplinary approach to understanding religion in the western United States. How does a regional approach alter our view of American religion? Case studies of traditions transplanted to or having origin in the American west.

**152. Religion in America Today**

(4) ROOF, HAMMOND

Recent trends in American religion and in interrelationships between religion and American society.

**153. The Religious Cultures of the Beat Generation**

(4) HECHT

Examines the religious worlds of the Beat generation and the ongoing literary tradition of rebellion against conformity, the outsider, and rebel.

**154. Ethics in Leadership and Enterprise**

(4) STAFF

*Prerequisite: upper-division standing.*

*Students must have a cumulative 3.0 for the preceding 2 quarter(s).*

Focus on ethical principles in eastern and western civilizations as reflected in philosophical and religious texts and writings in social science and literature. Against this backdrop ethical dilemmas for leaders in business and corporate life today are examined.

**155. Religion and the Impact of Vietnam**  
(4) HECHT

Impact of the Vietnam War upon American values, religion, and senses of national purpose.

**156. African Religions in the Americas**  
(4) MICHEL, STRONGMAN

*Prerequisite: upper-division standing.*

*Same course as Black Studies 138.*

A study of Neo-African religions in the Americas, with special emphasis on Haitian Vodou, myths, philosophical perspectives, moral order, rituals, and practices. Social and political dynamics are examined in contemporary religious communities including women's roles and sexuality issues.

**156CC. Internships in Social Ethics**

(4) ROOF

*Prerequisite: Instructor approval required prior to enrolling.*

This seminar is part of the Capps Center internship program in public service and social ethics. It addresses issues of ethics and the role of governmental and non-governmental organizations in contemporary society. Students will intern in local non-profit organizations in Winter and Spring quarters.

**157. Religion, Law, and Society**

(4) STAFF

*Prerequisite: One lower division religious studies course.*

*Same course as RG ST 190LR and LAWSO 157*  
*Students who have completed RG ST 190LR with a grade of C or above may not enroll in RG ST 157.*  
*Students who completed RG ST 190LR with a C- or below may take RG ST 157 as a legal repeat.*

Explores the influence of religion on law and society by addressing such issues as the relationship between religious and secular institutions, religious freedom and discrimination, and the ideological and political implications of religious beliefs.

**158A. Hindu Myth and Image**

(4) HOLDREGE

*Not open for credit to students who have completed Religious Studies 158.*

A study of the myth complexes and images associated with the major gods and goddesses of the Hindu pantheon. Consideration will be given to the appropriation and transformation of the mythology and iconography in the context of living devotional traditions.

**158B. Pilgrimage Traditions of South Asia**  
(4) HOLDREGE

A multimedia exploration of Hindu, Buddhist, and Islamic pilgrimage traditions associated with sacred sites in South Asia, including an investigation of models of sacred space, patterns of religious exchange and contestation, mythological representations, pilgrimage accounts, ritual performances, and iconographic traditions.

**158C. Consciousness and the Body in Hindu Traditions**

(4) HOLDREGE

An exploration of Hindu constructions of embodiment and the relationship of the mind-body complex to consciousness. Critical analysis of discursive representations and practices in various Hindu traditions, including ritual traditions, ascetic movements, legal codes, medical discourses, devotional movements, and Tantric traditions.

*Any two courses in the series Religious Studies 159A through 159F must be taken in sequence and not simultaneously. Also, students may not enroll in a lower level Sanskrit course than was previously taken in the Sanskrit 159A-159F series.*

**159A. Elementary Sanskrit**  
(4) HILLIS

An introduction to the phonology, morphology, and syntax of classical Sanskrit.

**159B. Elementary Sanskrit**

(4) HILLIS

*Prerequisite: Religious Studies 159A.*

Continuation of Elementary Sanskrit.

**159C. Elementary Sanskrit**

(4) HILLIS

*Prerequisites: Religious Studies 159B.*

Reading and analysis of classical Sanskrit religious texts.

**159D-E-F. Intermediate Sanskrit**  
(4-4-4) HILLIS

*Prerequisites: Religious Studies 159A-B-C.*

*Courses need not be taken in sequence.*

Selected reading in intermediate level Sanskrit religious texts:

D. Bhagavad-Gita

E. Upanisads

F. Epics

**159G. Religious Literature in Sanskrit**  
(4) HOLDREGE, WALLACE, WHITE

*Prerequisites: Religious Studies 159D-E-F.*

Readings in religious literature in Sanskrit.

**159H. Religious Literature in Sanskrit: Vedic Literature**

(4) HOLDREGE, WALLACE, WHITE

*Prerequisites: Religious Studies 159D-E-F.*

Readings in Vedic literature in Sanskrit.

**159I. Religious Literature in Sanskrit: Mahabharata**

(4) HOLDREGE, WALLACE, WHITE

*Prerequisites: Religious Studies 159D-E-F.*

Readings in the Mahabharata in Sanskrit.

**159J. Religious Literature in Sanskrit: Puranas**

(4) HOLDREGE, WALLACE, WHITE

*Prerequisites: Religious Studies 159D-E-F.*

Readings in the Puranas in Sanskrit.

**159K. Religious Literature in Sanskrit: Yoga Literature**

(4) HOLDREGE, WALLACE, WHITE

*Prerequisites: Religious Studies 159D-E-F.*

Readings in Yoga literature in Sanskrit.



**159L. Religious Literature in Sanskrit: Philosophical Literature****(4) HOLDREGE, WALLACE, WHITE***Prerequisites: Religious Studies 159D-E-F.*

Readings in philosophical literature in Sanskrit.

**159M. Religious Literature in Sanskrit: Tantric Literature****(4) HOLDREGE, WALLACE, WHITE***Prerequisites: Religious Studies 159D-E-F.*

Readings in Tantric literature in Sanskrit.

**159N. Religious Literature in Sanskrit: Buddhist Literature****(4) HOLDREGE, WALLACE, WHITE***Prerequisites: Religious Studies 159D-E-F.*

Readings in Buddhist literature in Sanskrit.

**159O. Religious Literature in Sanskrit: Jain Literature****(4) HOLDREGE, WALLACE, WHITE***Prerequisites: Religious Studies 159D-E-F.*

Readings in Jain literature in Sanskrit.

**160A. Religious Traditions of India****(4) HOLDREGE, WALLACE, WHITE***Not open for credit to students who have completed Religious Studies 160.*

An introduction to the classical religious traditions of India, with particular attention to three major areas of Indian religion and culture: the ritual, moral, and social order; philosophical perspectives and traditions; and traditions of mythology and devotion.

**161A. Yoga Traditions of India****(4) WHITE**

Religio-historical analysis of classical Samkhya and yoga, Jain and Buddhist yoga, and Tantric yoga. Study of the role and function of meditation in Indian religion.

**161B. Buddhist Meditation Traditions****(4) GRAPARD***Same course as East Asian Cultural Studies 161B.*

A consideration of major forms of Buddhist meditation, from both the South Asian and the East Asian traditions, with special attention given to determining the nature of meditation as a variety of religious experience.

**161C. Buddhist Tantric Traditions****(4) WALLACE***Recommended preparation: background in South or Central Asian Buddhist traditions.*

A comparative historical study of Buddhist Tantric traditions in South and Central Asia.

**161D. Yoga, Alchemy, and Tantra: Three Paths to Power in Medieval India****(4) WHITE***Prerequisite: One prior course in Hinduism or Buddhism*

Trace the history of tantra, yoga, and alchemy in South Asia from the origins of yoga in the first centuries CE through the medieval period.

**162A. Indian Philosophy****(4) WALLACE, CABEZON**

An overview of the six classical philosophical schools (darshanas) of Hinduism. May also include analysis of selected portions of the Jain and Buddhist philosophical traditions.

**162C. Sikhism****(4) MANN**

Focusing on the beliefs, history, literature, and society. Traces the development of the Sikh community from its inception in the sixteenth century Punjab to its present day status as a global religious community.

**162D. Introduction to Jainism****(4) STAFF**

Focuses on the Jain tradition with its historical roots in South Asia. Surveys the sacred writings, beliefs, religious figures, and practices integral to the Jain tradition from the time of Mahavira (fifth century B.C.E.) to the present day.

**162E. Indian Civilization****(4) MANN***Prerequisite: upper-division standing.*

Surveys the religious history of the subcontinent. Beginning with the Indus valley culture, and continuing to examine the rise of Hindu, Buddhist, and

Jain beliefs, the arrival of Islam and Christianity, and the region's confrontation with modernity.

**162F. South Asians in the U.S.****(4) MANN***Prerequisite: upper-division standing.*

Traces the history of South Asian migration to the U.S. while focusing on issues such as the reasons for leaving the region, the difficulties of transplanting religious life and institutions, and relationship with the mainstream society.

**164A. Buddhist Traditions of South Asia****(4) WALLACE**

A historical analysis of Buddhist ideas and practices in South Asia from the inception of Buddhist traditions to the fifteenth century CE.

**164B. Buddhist Traditions in East Asia****(4) POWELL***Same course as EACS 164B.**Recommended preparation: background in Indian Buddhism.*

A consideration of the Buddhist tradition and its evolution in China, with emphasis on the changes which Buddhism underwent in its encounter with Chinese traditions and historical circumstances.

**164C. Buddhist Ethics****(4) WALLACE**

A study of Buddhist ethical traditions, including a consideration of soteriological, social, political, environmental, and gender issues. Critical analysis and assessment of various ethical perspectives based on Buddhist textual sources and ethnographic evidence from the lives of contemporary Buddhist practitioners.

**165. The Vedic Traditions of India****(4) HOLDREGE**

A study of the Vedic traditions of India, including an analysis of Vedic gods and goddesses, creation narratives, ritual traditions, sociocultural taxonomies, and metaphysical speculations.

**166A. Religion in Chinese Culture****(4) POWELL***Same course as Chinese 166A.*

A survey of major periods and themes in the history of the Confucian, Taoist, and Chinese Buddhist traditions, with particular emphasis on the differences and tensions among them and on the contributions of each to the formation of the Chinese civilization.

**166AX. Chinese Texts****(1) STAFF***Prerequisites: Chinese 6 or equivalent; concurrent enrollment in Religious Studies 166A.*

Readings from some of the primary texts associated with various Chinese religious traditions considered in Religious Studies 166A. Texts from which selections will be drawn include the Lun Yu, the Tao Te Ching, and the Lotus Sutra.

**166B. Taoist Traditions of China****(4) POWELL***Same course as Chinese 166B.*

A study of the classical sources of Taoism, followed by a consideration of the varieties of religious practice which developed from those sources.

**166C. Confucian Traditions: The Classical Period****(4) POWELL***Same course as Chinese 166C.*

A treatment of the origins of Confucianism and of its development through the Han dynasty (to A.D. 200), with special attention to the variety of humane and spiritual disciplines which came to be called "Confucian." Emphasis on the interpretation of primary texts like the *Analects*, the *Mencius*, the *Hsun Tzu*, etc.

**166E. The Flowering of Chinese Buddhism****(4) POWELL***Same course as Chinese 166E.**Recommended preparation: Religious Studies 164B.*

A study of the distinctively Chinese forms of Buddhism which emerged in the sixth and seventh centuries A.D. Emphasis will be on the Hua-Yen, T'ien-t'ai, and Ch'an traditions, and on the features of those traditions which distinguish them most clearly from Indian Buddhism.

**166F. Religious Literature in Chinese: Buddhist Texts****(4) POWELL***Prerequisite: Consent of instructor.**Same course as Chinese 166F.*

Selected readings in important Buddhist texts which were either originally written in Chinese or translated into that language. Only texts not available in western language translation are chosen. Attention not only to the content but to the grammatical, syntactical, and terminological peculiarities of Buddhist Chinese.

**166H. Religious Literature in Chinese: Taoist Texts****(4) POWELL***Same course as Chinese 166H.*

Readings in the Lao Tzu (Tao-Te-Ching) and the Chuang Tzu and their latter commentaries.

**167A. Religion in Japanese Culture****(4) GRAPARD***Same course as Japanese 167A.*

A historical analysis of the major components of the classical and medieval religious systems of Japan, through investigation of texts, rituals, and institutions.

**167B. Religion in Japanese Culture****(4) GRAPARD***Prerequisite: Religious Studies 167A or Japanese 167A.**Same course as Japanese 167B.*

A historical analysis of the major components of premodern Japanese ideology through investigation of texts, institutions, and rituals.

**167D. Shinto****(4) GRAPARD***Same course as Japanese 167D.*

A systematic analysis of the principle institutions, texts, and rituals of the Shinto traditions of Japan, in historic perspective.

**169. Hindu Devotional Traditions****(4) WHITE***Prerequisite: upper-division standing.*

An introduction to the devotional schools and poet-saints of the Saiva, Vaisnava, and Sakta traditions. Particular attention will be given to the different paradigms of devotion represented, respectively, by the images of servant-master, child-parent, friend-companion, and lover-beloved.

**171A-B-C-D. The Schools of Tibetan Buddhism****(4-4-4-4) CABEZON**

A detailed treatment of one (or a combination) of the four major schools of Tibetan Buddhism, focusing on their history, major figures, texts, institutions, doctrines, and principal practices:

- A. Nyingma
- B. Sakya
- C. Kargyu
- D. Gelug

**172B. Religion, Science, and the Problem of Consciousness****(4) STAFF***Prerequisite: consent of instructor.*

A comparative exploration of the nature of consciousness as presented by Western scientists and philosophers and by Hindu and Buddhist philosophers and contemplatives.

**173. Religious Myth and Language****(4) STAFF**

A survey of contemporary studies about the nature and function of religious symbol and language.

**173A-B. Aramaic Seminar****(4-4) GARR***Prerequisite: Religious Studies 17C or equivalent.*

A focus on grammar and readings in select dialects of premodern Aramaic.

**177. Religion and Law****(4) HECHT, POWELL***Prerequisite: consent of instructor.*

A comparative study of the interrelationship of law and religion within society. Examples selected from the legal traditions of small-scale societies, the great civilizations of the past, and modern societies.

**178. The Body Religious in Chinese Culture**

(4) POWELL

*Same course as East Asian Cultural Studies 178.*

The human body both as constituted by and constitutive of Chinese religion, culture, society, and geography. Neither purely philosophical nor biological, the course explores the understandings of the body as both subject and object of knowledge.

**182. Ethics of the Life Cycle**

(4) STAFF

A study of contrasting models of the life cycle; rites of passage; moral problems associated with birth, growth, sex, work, leisure, aging, and death.

**183. The Quest for Narrative in Late Imperial China**

(4) POWELL

*Same course as Comparative Literature 183.*

An exploration of quest themes, narrative forms and performative modes in the culture of Late Imperial China based on a reading of an English translation of the sixteenth century masterpiece, *The Journey to the West* (Monkey).

**183B. Religious Practice and the State in China**

(4) YANG

*Same course as Chinese 183B.*

Historical and anthropological approaches to the interaction between religious practice and state forces, with emphasis on popular religion and the decline and revival of religion in Chinese modernity.

**184A. The Practice of Tibetan Buddhism**

(4) CABEZON

An examination of contemporary Tibetan Buddhist religious practices, both elite and popular, including monastic life, meditation, worship at temples, daily recitation routines, divinatory and oracular practices, the propitiation of protector deities, pilgrimage, funerary, and other ritual practices.

**184B. Tibetan Buddhist Thought**

(4) CABEZON

*May be repeated for credit to a maximum of 12 units, but only 4 units may be applied to the major.*

A detailed thematic and text-centered investigation of an aspect of the Tibetan Buddhist religious/philosophical tradition. In any given year, focuses on a given genre of the Tibetan religious/literary corpus; e.g., the "stages of the path," "great perfection," Madhyamaka, or Tantric literature.

**185. Food, Religion, and Culture in the Middle East**

(4) CAMPO, CAMPO

*Prerequisite: A previous course in Global Studies, Religious Studies, History, Anthropology, Sociology; upper-division standing.*

Explores the significance of foods in the religious and cultural life of Middle Eastern peoples. Focuses on Jewish, Christian, and Muslim feasting, fasting, and dietary rules. Includes culinary traditions of Arab, Persian, Turkish, and Israeli ethnic groups, and related topics.

**186A. The Qur'an and the Bible**

(4) CAMPO

*Prerequisite: upper-division standing.*

Introduction to the Qur'an in relation to Jewish and Christian scriptures. Includes critical study of key themes including God, creation, sacred history, human nature, salvation, and mortality in comparative perspective. Also examines textual origins, structures, and practices.

**187. Christian Asceticism**

(4) STAFF

The religion of the hermitage and cloister from St. Anthony and St. Benedict. Special attention to current revivals of asceticism, east-west exchanges, and the writings of Thomas Merton.

**189A. History of Arabic Literature in Translation**

(4) REYNOLDS

Survey of the history of Arabic poetry and prose from the pre-Islamic era to the 20th century with emphasis on the development of specific genres and styles and changing historical perspectives on enduring themes in Arabic literature.

**189AX. Arabic Texts**

(4) STAFF

*Prerequisite: Religious Studies 10E or equivalent; concurrent enrollment in Religious Studies 189A.*

Reading and analysis of brief literary texts in Arabic selected from the authors and genres covered in Religious Studies 189A with a focus on the most famous figures and masterpieces of Arabic literary history from the fifth to twentieth centuries.

**189B. Critical Readings in Medieval Arabic Literature in Translation**

(4) REYNOLDS

Critical readings from a selection of medieval poetical and prose works in translation including love manuals, spiritual allegories, encyclopedias, collections of comic erotica, autobiographies, travel accounts, and others. Lectures and readings in English.

**189C. Critical Readings in Modern Arabic Literature in Translation**

(4) REYNOLDS

Critical readings from a selection of 19th- and 20th-century works in translation including autobiographies, novels, short stories, and poems from the Arab world. Readings will focus on issues central to modern Arab society. Lectures and readings in English.

**190AA-ZZ. Topics in Religious Studies**

(4) STAFF

*May be repeated for credit to a maximum of 8 units.*

*Recommended preparation: upper-division standing.*

This course features lectures by various visiting professors or adjunct lecturers on topics pertaining to the study of religions using various methodological approaches to subjects which are the speciality of the instructor. Course content will vary.

**191A. Latino Religious Thought**

(4) BUSTO

*Prerequisite: upper division standing*

Examination of the indigenous, Iberian and North American sources and influences for distinctly Latino forms of religious thought, speculation, and spiritual construction. Topics include: Nahua wisdom traditions, colonial Nephantla, Chicano movement indigenismo, feminist innovation, Latino liberationist theology.

**193. Religion and Ecology in the Americas**

(4) TALAMANTEZ

*Same course as Environmental Studies 189.*

An overview of the growing field of religion and ecology in the Americas. Focus on spiritual traditions and land-based knowledge indigenous to the Western Hemisphere.

**193B. Religion and Healing in Global Perspective**

(4) WALLACE

Comparative and cross-cultural introduction to relationships between religion, science, and healing arts, using selected case studies and stressing alternatives to mainstream Western medicine. Attention to underlying religio-philosophical worldviews and to the ways in which they influence healing practices.

**195. Senior Honors Thesis**

(1-8) STAFF

*Prerequisites: two upper-division courses in Religious Studies; consent of instructor and department; senior standing; open to Religious Studies majors only.*

*May be repeated for credit to a maximum of 12 units, but only 8 units count toward the major.*

Projects for advanced work in Religious Studies in conjunction with individual members of the faculty and developed by students. For honors students who wish to graduate with the distinction in Religious Studies.

**199. Independent Studies in Religion**

(1-5) STAFF

*Prerequisites: two prior upper-division course in Religious Studies; consent of instructor and department; open to Religious Studies majors only.*

*Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

Projects for work in Religious Studies in conjunction

with individual members of the faculty and developed by students.

**199RA. Independent Research Assistant**

(1-4) STAFF

*Prerequisites: two prior upper-division course in Religious Studies; consent of instructor and department; open to Religious Studies majors only.*

*Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

Faculty supervised research. Written work is usually required.

**GRADUATE COURSES****200A. Proseminar in History and Theory of Religion**

(4) STAFF

Critical analysis of key themes and figures in anthropology and sociology of religion, with attention to their role in the emergence and current practice of Religious Studies. Includes the works of such figures as Tylor, Frazer, Mauss, Lévi-Strauss, Douglas, Turner, Geertz, Durkheim, Weber, and Berger.

**200B. Proseminar in History and Theory of Religion**

(4) STAFF

Critical analysis of key themes and figures in modern philosophy and psychology of religion, with attention to their role in the emergence and current practice of Religious Studies. Includes the works of such figures as Spinoza, Hume, Kant, Hegel, Marx, Nietzsche, Heidegger, Wittgenstein, Freud, and Jung.

**200C. Proseminar in the History and Theory of Religion**

(4) STAFF

*Prerequisites: Religious Studies 200A-B.*

Critical analysis of key themes and figures in phenomenology and history of religions, with attention to their role in the emergence and current practice of Religious Studies. Includes the works of such figures as Otto, van der Leeuw, Pettazzoni, Wach, Eliade, W.C. Smith, Smart, Long, J.Z. Smith, and Lincoln.

**200D. Proseminar in the History and Theory of Religion**

(4) STAFF

Critical analysis of key themes and figures in contemporary critical theory and cultural studies, with attention to their role in the current practice of Religious Studies. Includes the works of such figures as Benjamin, Foucault, Bourdieu, Derrida, Lacan, Kristeva, Butler, and Taussig.

**201. Core Issues in the Study of Religion**

(4) STAFF

Introduces graduate students to core issues in modern studies of religions and other world views.

**202A. Religious Literature in Pali**

(4) STAFF

*Prerequisite: consent of instructor.*

Phonology, morphology, and syntax of the Pali language with readings of early Buddhist texts from the Pali Canon.

**202F. Religious Literature in Pali**

(4) STAFF

*Prerequisite: Consent of instructor.*

Phonology, morphology, and syntax of the Pali language with readings of early Buddhist texts from the Pali Canon.

**205B. Religious Literature in Latin**

(1-4) THOMAS

Selected readings in both Christian and polytheist texts.

**206A. Seminar in South Asian Religious Studies**

(4) HOLDREGE, MANN, WALLACE, WHITE

*Course content varies. May be repeated for credit.* Historical, textual, and critical analyses of selected topics in South Asian religious traditions.

**206B. Seminar on Vedic Traditions**

(4) HOLDREGE

An examination of the mythological and ritual traditions of Vedic India, focusing on the Samhitas,

Brahmanas, and Sruta Sutras. Includes consideration of the canonical authority of Veda, cosmogonic and cosmological speculations, the discourse of ritual, and issues of social hierarchy.

#### **206C. Seminar on Epic Traditions**

(4) WHITE

An examination of classical Hindu traditions as reflected in the two Sanskrit epics, *the* Mahabharata and the Ramayana. Includes an exploration of literary genres, cosmological speculations, ritual practices, devotional traditions, and didactic material.

#### **206D. Seminar on Bhakti Traditions**

(4) MANN, HOLDREGE

A study of medieval bhakti traditions in India, including an examination of the devotional schools and poet-saints of Saiva, Vaisnava, and Sakta traditions as well as devotional movements in Islamic and Sikh traditions.

#### **206E. Seminar on Tantric Traditions of South Asia**

(4) WHITE, WALLACE

An exploration of the varieties and forms of Tantric traditions in South Asia. Includes a consideration of the various schools, literary genres, forms of worship, and esoteric practices associated with Hindu and Buddhist Tantra.

#### **206F. Seminar on Philosophical Traditions of South Asia**

(4) WALLACE, CABEZÓN

An examination of selected topics in South Asian philosophical traditions, including consideration of the six classical Hindu philosophical schools (Darsanas) as well as Jain and Buddhist philosophical traditions.

#### **206G. Seminar on Hindu Discourses of the Body**

(4) HOLDREGE

An exploration of the contributions of Hindu discourses of the body to scholarship in Religious Studies and the human sciences generally. Particular attention to modalities of embodiment: ritual body, ascetic body, purity body, medical body, devotional body, and tantric body.

#### **206H. Seminar on Pilgrimage Traditions of South Asia**

(4) HOLDREGE

A study of Hindu, Buddhist, and Islamic pilgrimage traditions in South Asia, including an analysis of models of sacred space, patterns of religious exchange and contestation, mythological representations, pilgrimage accounts, ritual performances, and iconographic traditions associated with particular sacred sites.

#### **206I. Seminar on Comparative Ethics in South Asia**

(4) WALLACE

A comparative historical study of Hindu, Jain, and Buddhist ethics, including an analysis of classical textual sources as well as ethnographic accounts of ethical disciplines among contemporary practitioners of the three traditions.

#### **206J. Seminar on Contemporary Issues in South Asian Religions**

(4) HOLDREGE, JUERGENSMeyer, MANN, WHITE

*Course content varies. May be repeated for credit.*

Analyses of selected topics concerning contemporary South Asian religions. Possible topics include issues in post-colonial studies, religious nationalisms, responses to globalization, diaspora and the homeland, constructions of gender, and vernacular traditions.

#### **208. Seminar on South Asian Buddhist Traditions**

(4) WALLACE

Historical, textual, and critical analyses of selected topics in Buddhist traditions of South Asia.

#### **209A. Seminar on South Asian Islamic Traditions**

(4) CAMPO

Historical, textual, and critical analyses of selected topics in Islamic traditions of South Asia.

#### **209B. Seminar on Hindus and Muslims in South Asia**

(4) CAMPO

An inquiry into the interactions of Hindus and

Muslims in South Asian history and cultures. Topics include religious beliefs and rituals, social and political issues, mystical traditions, science and medicine, music, art, and literature.

#### **210. Guided Readings in Arabic Religious Texts**

(4) CAMPO

*Prerequisites: Religious Studies 10A-F.*

Selected readings on Islamic subjects in Arabic. Focus on scripture, interpretation, and religious biography.

#### **211. Orality, Literacy, and the Study of Religion**

(4) REYNOLDS

A survey of differing theories of orality and literacy in the writings of Havelock, Parry, Lord, Luria, Vygotzky, Ong, Goody, Graff, Stock, Tedlock, and others. The significance of these ideas for the study of religious texts, practices, and world views.

#### **213A. Seminar in Sikh Studies**

(4) MANN

Historical, textual, and critical analyses of selected topics in Sikh traditions.

#### **213B. Seminar on Religion and Society in the Punjab**

(4) MANN

Focusing on the selected compositions of Farid (Sufi), Gorakh (Nath Yogi), Kabir (Hindu), and Nanak (Sikh), examination of the rich diversity of religions and cultural beliefs prevalent in medieval Punjab.

#### **214. Guided Readings in Medieval North Indian Religious Literature**

(4) MANN

*Prerequisites: Religious Studies 11D-E-F or 60D-E-F or equivalent.*

Selected readings in medieval North Indian religious texts, including the works of Kabir, Ravidas, Nanak, Surdas, and Mirabai.

#### **215. Proseminar on Islamic Studies**

(4) CAMPO

Survey and critical analysis of key scholarly trends in Islamic studies. Includes the works of Goldziher, Massignon, Gibb, Schimmel, W.C. Smith, Hodgson, Rahman, Lewis, Said, Grabar, Esposito, Haddad, Mernissi, and Abou El Fadl.

#### **216A. Seminar on South Asian Buddhist Traditions**

(4) WALLACE

Historical, textual, and critical analyses of selected topics in Buddhist traditions of South Asia.

#### **216B. Seminar on Theravada Buddhist Traditions**

(4) WALLACE

Historical, textual, and critical analyses of selected topics in Theravada Buddhist traditions.

#### **216C. Archaeology and the Study of Religion**

(4) THOMAS

*Prerequisite: an upper-division course in religious studies.*

An examination of the uses of archaeological materials to reconstruct the history of religions in the ancient world, with special attention to the relationships between material culture, religious iconography, epigraphy, and sacred texts.

#### **216G. The New Testament and Early Christianity**

(4) THOMAS

Study of the varieties of early Christian traditions and literature of the first century, with special (but not exclusive) attention to the New Testament.

#### **223. Religion and the Question of Subjectivity in Contemporary European Thought**

(4) CARLSON

Exploration of critical responses within contemporary European thought to modern conceptions of subjectivity (from Luther and Descartes through Hegel and Nietzsche). Writers may include Husserl, Heidegger, Levinas, Derrida, and Marion.

#### **224. Sacred/Profane**

(4) CARLSON, FRIEDLAND

*Course content variable; may be repeated.*

Through a close reading of texts in philosophy, theology, and social theory, this seminar explores understandings of "sacred" and "profane" in economic, political, scientific, and technological contexts.

#### **225. Religion and Material Culture**

(4) CABEZÓN

Overview of selected semiotic, anthropological, and economic theories relevant to the study of religion and material culture and application of these theories to case studies from one or more religious traditions.

#### **238. Seminar in Catholic Studies**

(4) TAVES

An examination of selected topics in Catholic Studies with particular attention to theory and methods that relate the study of Catholicism to larger questions in Religious Studies, American history, and global studies.

#### **240. Seminar in the Sociology of Religion**

(4) HAMMOND, ROOF

*Course content variable; may be repeated.*

Detailed examination of major figures, schools, and types of research.

#### **241. Graduate Seminar in Global Religion**

(4) HECHT, JUERGENSMeyer

A reading seminar on theories and case studies of global religion. Covers the adaptation of religion to multicultural societies, new converts and diaspora communities, and religious responses to globalization, including religious rebellions and the ethical and spiritual dimension of global civil society. Readings include original sources and anthropological, sociological, literary, and other perspectives.

#### **242. Seminar in European Christianity**

(4) TUTINO

*May be repeated for credit.*

Examines selected aspects of the history of Christianity in Europe in its cultural, intellectual, and political context. Course content variable.

#### **247. Seminar in Native American Religious Traditions**

(4) TALAMANTEZ

*Course content variable; may be repeated.*

Historical and critical examination of selected figures, categories, and phenomena pertaining to the diversity of Native American religious traditions.

#### **250. Seminar in the History of Religions**

(4) HECHT

*Course content variable; may be repeated.*

Comparative study of selected religious structures or symbols, from eastern and/or western religious traditions.

#### **251A. Seminar in Hellenistic Religions**

(4) THOMAS

*Course content variable; not open for credit to students who have completed Religious Studies 251; may be repeated for credit.*

Historical and critical examination of selected figures, texts, and phenomena pertaining Graeco-Roman religion.

#### **252A. Seminar in Christian Origins**

(4) THOMAS

*Prerequisite: Religious Studies 116A or equivalent.*

Historical and critical examination of selected figures, ideas, and movements pertaining to nascent Christianity.

#### **252B. Asceticism and the Construction of Self**

(4) THOMAS

Survey of the relationship between humanity and holiness, self and other, in the focal point of the physical body and its disciplined management, beginning with Christian late antiquity and employing examples from a variety of religious traditions.

#### **254A. Seminar on Tibetan Buddhist Traditions**

(4) CABEZÓN

*May be repeated; course content variable.*

Overview of the history and major schools/doctrines of Tibetan Buddhism leading to a more detailed analysis of one or more selected topics in the philosophy, history, or ethnography of Buddhist Tibet.

**254B. The Study of Tibet from the Missionaries to Cultural Studies****(4) CABEZÓN**

Historiographical exploration of the ways in which Tibet (and especially Tibetan Buddhism) has been studied from the eighteenth century to the present. Explores the missionary accounts, the adventure-travel literature, as well as philology, philosophy, and cultural studies as vehicles for understanding Tibet.

**254C. Seminar on Indo-Tibetan Buddhist Philosophy****(4) CABEZÓN***May be repeated for credit.*

A text-centered, critical analysis of the philosophical literature of Buddhist Tibet. In any given year the course may focus on the doxographical literature as a whole, or on one or more of the classical philosophical schools (e.g., Abhidharmika, Pramanika, Yogacara, or Madhyamaka).

**256. Seminar in Jain Studies****(4) WALLACE**

Historical, textual, and critical analyses of selected topics in Jain traditions.

**257. Seminar in Buddhist Studies****(4) STAFF***May be repeated for credit.*

Historical, philosophical, methodological, and/or bibliographical analysis of different aspects of Buddhism or of selected areas in the study of Buddhism.

**258. Seminar in Religion in America****(4) ALBANESE***Prerequisite: graduate standing.**May be repeated.*

Examination of selected topics in American religion to investigate its basic religious structures and to explore the relationship of religious phenomena to their cultural context. Course content variable.

**259A. Introduction to Islamic Theology****(4) RACHA EL OMARI**

Survey of major trends and schools in Islamic theology throughout the early, formative, classical, and post-classical periods. Attention given to formulations of Islamic theology as expressed in doctrinal, heresiographical, theological, philosophical, and mystical texts in historical and social contexts.

**264. Problems in the study of Japanese Religions****(4) GRAPARD***Prerequisite: Religious Studies 200A-B-C.*

An analysis of methodological issues raised by the study of Japanese religions; their relevance for the field of history of religions.

**265. Problems in the Study of Chinese Religions****(4) POWELL***May be repeated for credit up to 8 units.*

Consideration of basic problems and methodological issues in the study of Chinese religions.

**266R. Seminar in Race and Religion****(4) BUSTO***May be repeated; course content variable.*

Examination of theories and case studies at the intersection of religion and race/ethnicity in the United States.

**267. Ethnographic Approaches to Religion****(4) YANG**

Fieldwork and ethnographic writing in the study of religious practices, discourses, and institutions.

**268. Religion, the State, and Modernity****(4) YANG***Same course as Chinese 268.*

Explores how a state that was highly ritualized in late imperial China underwent a radical secularization in semi-colonialism and modernity. Also examines the state campaigns against both religious institutions and popular local religiosities, as well as their contemporary revival.

**269. Religion and Media****(4) YANG**

Explores the history, culture, and politics of religious dissemination through various media: art, music,

writing, print, film, radio, television, cassette, VCR, and the Internet. Emphasis on modernity, media theory, and ethnography.

**270. Seminar in Myth and Symbol****(4) HOLDREGE**

A critical examination of the categories of myth, symbol, language, meaning, text, and discourse from a variety of disciplinary perspectives, including a consideration of the theoretical approaches of historians of religions, philosophers, anthropologists, psychologists, and social theorists.

**272. Seminar in Comparative Methods in the Study of Religion****(4) HOLDREGE**

A study of current issues in the comparative study of religions, including postmodern critiques of the comparative enterprise. A critical assessment of various methodological approaches to comparative study drawn from the history of religions, philosophy, anthropology, sociology, psychology, and literary theory.

**273. Sovereignty and Governmentality: Religious Dimensions****(4) YANG**

Explores religious and ritual dimensions of two modes of power: an archaic state power based on fear of death, and a modern power based on promotion and regulation of life. Diverse religious traditions and their modern practices are discussed.

**274. Capps Seminar on Religion and Public Life****(4) STAFF***May be repeated for credit.*

The Capps seminar on religion and public life varies in them from year to year but always addresses religious, moral, or ethical issues of major importance in contemporary life.

**277. Literature and the Sacred****(4) STAFF***Prerequisite: graduate standing.**Same course as Comparative Literature 237.*

Explores theories of the sacred, and its radical otherness, in relation to writing and poetics, in twentieth century French and Italian thought. Authors include: Caillois, Bataille, Paulhan, Eco, Ricoeur, Cacciari, Blanchot, Vattimo, Kristeva, Derrida, Lacan, Irigaray. In English.

**283. Islamic Modernities****(4) CAMPO***Repeat Comments: Course content variable; may be repeated for credit.*

Study of topics related to formations of modernity in Muslim societies since the 19th century. Possible subjects include political Islam and religious nationalism, liberal and radical Islamic theologies, Islamic renewal and reform movements, sectarianism, globalization, Islamic media, ritual practice, and gender.

**284. Islam and Government: Reading Law and Philosophy****(4) AHMAD ATIF AHMAD**

Addresses the different theories of government in Islamic intellectual history. Covers the questions of the qualifications of the leaders, restrictions on their power, the role of the judiciary, the legitimacy of revolution, and similar issues.

**285. Fatawa Literature****(4) AHMAD ATIF AHMAD**

*Recommended Preparation: Graduate focus on Islam. Knowledge of Arabic is desired but not required. Non-Islamicists are advised to consult the instructor. Repeat Comments: Course content variable; may be repeated for credit.*

Investigates the responses of Muslim jurists to queries about practical matters (fatawa). Trains students to identify the legal arguments and techniques, both textual (Qur'an/Sunna) and extra-textual.

**287. Apostasy and Heresy in Islam****(4) AHMAD**

The vague line between heresy and apostasy has been kept unadjudicated by jurists. This course delves into the complexities of the issues of heresy and apostasy that interest students of Islamic law and

philosophy and of Islamic history in general.

**288. Classical Arabic Theological Texts****(4) EL-OMARI***Prerequisite: third-year Arabic.**Course content variable; may be repeated if the topic is different.*

Examines Islamic theological texts from the formative and classical periods. Attention is given to content, terminology, language, and style. The close reading is combined with discussion of secondary literature on content and contexts.

**289A. Guided Readings in the History of Arabic Literature****(4) REYNOLDS***Prerequisites: Religious Studies 10A-F or 148A-C.*

Survey of the history of Arabic poetry and prose from the Pre-Islamic era to the twentieth century with emphasis on the development of specific genres and styles and changing historical perspectives on enduring themes in Arabic literature. Lectures in English.

**289B. Guided Readings in Medieval Arabic Literature****(4) REYNOLDS***Prerequisites: Religious Studies 10A-F or 148A-C.*

Critical readings from a selection of medieval poetical and prose works in Arabic including love manuals, spiritual allegories, encyclopedias, collections of comic erotica, autobiographies, travel accounts, and others. Lectures in English.

**289C. Guided Readings in Modern Arabic Literature****(4) REYNOLDS***Prerequisites: Religious Studies 10A-F or 148A-C.*

Critical readings from a selection of 19th- and 20th-century works in Arabic, including autobiographies, novels, short stories, and poems from the Arab world. Readings will focus on issues central to modern Arab society. Lectures in English.

**292. Special Topics****(4) STAFF**

Seminar in special areas of interest in Religious Studies. Specific course titles to be announced by the department each quarter offered. Course content will vary.

**294. Seminar on Cultural Analysis****(4) FRIEDLAND**

Using religion as its primary site, exploration of interpretations and explanations of the structure and practice of sacred phenomena, including embodiment, symbol, narrative, myth and ritual, architecture and technology, and power and institution. Theories and topics will vary.

**591. T.A. and Associate Training Program****(1-4) STAFF***May be repeated; no unit credit allowed toward advanced degree.*

Required orientation and on-the-job training of teaching assistants and associates through consultations with instructors, evaluation of their teaching through videotapes or other means of observation, follow-up consultations, teaching, evaluation.

**592. Directed Reading****(1-12) STAFF***Course content variable; may be repeated.*

Special readings selected under guidance of individual instructor to help students make up particular gaps in their intellectual backgrounds that are pertinent to their graduate program.

**593. Colloquium****(1-4) STAFF***Course content variable; may be repeated.*

A series of discussions involving panels, debates, special speakers, etc. at which the presence of all enrolled graduate and selected faculty is required.

**594AA-ZZ. Special Topics****(1-12) STAFF**

Special seminar on research subjects of current interest.

**595AA-ZZ. Group Studies****(1-12) STAFF**

Critical review of research in selected fields.

**596. Directed Reading and Research**  
(1-12) STAFF

Research and preparation of dissertation.

**597. Individual Study for Master's or Ph.D. Examinations for Advancement to Candidacy**  
(1-12) STAFF

No unit credit allowed toward advanced degree.

**598. Master's Project Research and Preparation**  
(1-12) STAFF

No unit credit allowed toward advanced degree.

For research underlying the project, writing the project.

**599. Ph.D. Dissertation Preparation**  
(1-12) STAFF

Terminal preparation of the dissertation.

**Language Offerings in Religious Studies**

Arabic: see 10A-B-C-D-E-F, 148A-B, 210, 289A-B-C

Chinese: see 166F-H

Coptic: see 139C-D-E

Greek: see 139A-B

Hebrew: see 17A-B-C, 142A-B-C

Hindi: see 11A-B-C-D-E-F

Pali: see 202A-B-C-D-E-F

Persian: see 57A-B-C-D-E-F

Sanskrit: see 159A through 159O

Syriac: see 122A-B-C

Targumic Aramaic: see 121A-B

Tibetan: see 30A-B-C-D-E-F

# Renaissance Studies

**Renaissance Studies Program**  
Division of Humanities and Fine Arts  
Department of English, South Hall 2607

Telephone: (805) 893-4022

Website: <http://renaissancestudies.ucsb.edu>

**Program Co-Chairs:**

*James Kearney and Stefania Tutino*

**Renaissance Studies Advisory Committee**

**Michael O'Connell**, Ph.D. (English)

**Jon R. Snyder**, Ph.D. (French and Italian)

**Robert Williams**, Ph.D. (History of Art and Architecture)

**Affiliated Faculty**

**Hilary Bernstein**, Ph.D. (History)

**Debra Blumenthal**, Ph.D. (History)

**Cynthia Brown**, Ph.D. (French and Italian)

**Patricia Fumerton**, Ph.D. (English)

**Anita Guerrini**, Ph.D. (History and Environmental Studies)

**Richard Helgerson**, Ph.D. (English)

**Ken Hiltner**, Ph.D. (English)

**James Kearney**, Ph.D. (English)

**Carole Lansing**, Ph.D. (History)

**J. Sears McGee**, Ph.D. (History)

**Mark Meadow**, Ph.D. (History of Art and Architecture)

**Carol Paul**, Ph.D. (History of Art and Architecture)

**William Prizer**, Ph.D. (Music)

**Mark Rose**, Ph.D. (English)

**Cynthia Skenazi**, Ph.D. (French and Italian)

**Jon Snyder**, Ph.D. (French and Italian)

**Stefania Tutino**, Ph.D. (History and Religious Studies)

**Robert J. Williams**, Ph.D. (History of Art and Architecture)

The interdisciplinary major in Renaissance studies is intended to serve students interested in an undergraduate liberal arts major, as well as those who plan to pursue graduate studies in the field. Just as individuals during the Renaissance period (1300-1650) became adept in many areas of study, such as the arts, literature, history, and classics, the student majoring or double-majoring in Renaissance studies will have the opportunity and flexibility to design his or her own program of study in which he or she will be able to make connections across disciplines. Therefore, coursework leading to a B.A. in Renaissance studies may be done in English and European literatures, history, art, music, religious studies, and classics. With the assistance of members of the advisory committee, students will set up individual programs structured by their special interests. Students should consult with their advisors each quarter from the beginning of their junior year to have their programs formally approved and to learn about special Renaissance studies courses. Students are also encouraged to consider spending one or more of their undergraduate quarters in a European university through the Education Abroad Program.

Students with a bachelor's degree in Renaissance Studies who are interested in pursuing a California Teaching Credential should contact the Credential Advisor in the Graduate School of Education.

**Undergraduate Program****Bachelor of Arts—Renaissance Studies**

**Preparation for the major.** History 4A-B or Art History 6A-B or Religious Studies 80A-B. A reading knowledge of Latin and a modern European language will be necessary for those who plan to continue their studies on the graduate level. However, it is not required for the major. Recommended: Classics 37, 38; English 116 A-B; French 50AX; Music 12.

**Upper-division major.** Forty upper-division units are required from the following list, with at least 8 units from at least three departments. The selection of courses is also to form a coherent program to be approved by a member of the advisory committee. Courses other than those listed below, with appropriate focus and content, may be petitioned to apply with the approval of the program chair.

Art History 107A-B, 109A-B-C-D-E-G, 111B-C-E-F, 113A-B-D-F, 141D, 184B-C; Classics: A maximum of 12 upper-division units to be chosen in consultation with a faculty advisor; Comp. Lit 107; English 101, 105A-B, 144, 157, 162; French 101A, 148D, 154A, 154B; History 106A-B, 114C, 121A-B-C-M-P-Q, 122A-B-P, 140A-B-P, 145B, 153, 155A, 156A; Italian 102,

114X, 124X; Music 102, 112AB, 180; Portuguese 105B; Religious Studies 127C; Renaissance Studies 100, 199; Spanish 110B, 123A, 131, 132, 137A-B, 140A-B, 142A-B; Theater 160B.

## Renaissance Studies Courses

**UPPER DIVISION****100. Studies in Renaissance Civilization**  
(4) STAFF

May be repeated for credit with consent of program chair.

An introduction to the interdisciplinary study of Renaissance civilization. Specific topics vary from year to year and may include such subjects as Medici Florence, fifteenth-century Burgundy, Renaissance neoplatonism, Renaissance humanism, or Renaissance petrarchism.

**199. Independent Studies in the Renaissance**  
(1-5) STAFF

*Prerequisites: upper-division standing; completion of two upper-division courses in renaissance studies.*

*Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. Not more than 12 units total of Renaissance Studies 199 may be taken.*

Study or research under the guidance of a member of the advisory committee for seniors of high scholastic standing. Students wishing to enroll should prepare a short plan of study for their coursework.

## Sociology

**Department of Sociology**  
Division of Social Sciences  
Social Sciences and Media Studies 3005

Telephone: (805) 893-3118

Undergraduate e-mail:

[ugrad-soc@soc.ucsb.edu](mailto:ugrad-soc@soc.ucsb.edu)

Graduate e-mail: [grad-soc@soc.ucsb.edu](mailto:grad-soc@soc.ucsb.edu)

Website: [www.soc.ucsb.edu](http://www.soc.ucsb.edu)

Department Chair: *Verta Taylor*

**Faculty**

**Kevin B. Anderson**, Ph.D., City University of New York Graduate Center, Professor (social and political theory; class, race, gender & sexuality theory; cultural and religious studies; development and social change; middle eastern studies; criminological theory)

**Richard P. Appelbaum**, Ph.D., University of Chicago, Professor (global political economy and development, labor and resistance movements, science, technology, and economic development)

**Janice I. Baldwin**, Ph.D., UC Santa Barbara, Lecturer (human sexuality, gender, AIDS)

**John D. Baldwin**, Ph.D., Johns Hopkins University, Professor (G. H. Mead, human sexuality, socialization, capitalism, micro-macro synthesis)

**Kum-Kum Bhavnani**, Ph.D., Cambridge University, Professor (third-world women, cultural studies, feminist studies, critical ethnography, critical psychology)

**Denise D. Bielby**, Ph.D., University of Wisconsin, Professor (gender, culture, work, aging and the life course)

**Maria Charles**, Ph.D., Stanford University, Professor (social inequality, gender, quantitative methods, global and international sociology)

**Raymond Cléménçon**, Ph.D. University of Zurich, Senior Lecturer (international organizations, international and comparative environmental policy)

**Jon D. Cruz**, Ph.D., UC Berkeley, Associate Professor (social theory, culture, race and ethnicity, knowledge)

**G. Reginald Daniel**, Ph.D., UC Los Angeles, Associate Professor (race and ethnic relations, comparative and historical sociology, comparative race and culture)

**Jennifer Earl**, Ph.D., University of Arizona, Associate Professor (social movements, law, quantitative methods, political sociology)

**Simonetta Falasca-Zamponi**, Ph.D., UC Berkeley, Associate Professor (sociology of culture, political sociology, historical sociology, Western European studies)

**Sarah Fenstermaker**, Ph.D., Northwestern University, Professor (work and gender, feminist inquiry, feminist theory, research methods)

**John Foran**, Ph.D., UC Berkeley, Professor (development and social change, Middle Eastern studies, Latin American studies, comparative historical methods, social theory, political sociology, social movements, cultural studies)

**Noah E. Friedkin**, Ph.D., University of Chicago, Professor (social psychology, social networks, mathematical sociology)

**Roger O. Friedland**, Ph.D., University of Wisconsin, Professor (cultural theory; architecture; religious nationalism; institutional theory; space, time, and social theory)

**Avery F. Gordon**, Ph.D., Boston College, Professor (social theory, radical thought & practice, militarism, imprisonment, art & literature)

**Nikki Jones**, Ph.D., University of Pennsylvania, Assistant Professor (urban ethnography, race and ethnicity, gender and crime, criminology and criminal justice, qualitative research methods)

**Mark Juergensmeyer**, Ph.D., UC Berkeley, Professor (South Asian religion and society, sociology of religion, religious nationalism, terrorism, moral community, and social ethics)

**Gene H. Lerner**, Ph.D., UC Irvine, Professor (conversation analysis, social life of very young children, social aspects of syntax)

**George Lipsitz**, Ph.D., University of Wisconsin, Professor (race, culture and social identities, 20th-century U.S. history, urban history and culture, social movements)

**Fernando Lopez-Alves**, Ph.D., UC Los Angeles, Professor (comparative historical sociology, comparative politics, globalization, Latin American politics, organized labor)

**John Mohr**, Ph.D., Yale University, Associate Professor (complex organizations, culture, historical sociology, higher education, sociology of science)

**Jan Nederveen Pieterse**, Ph.D., Nijmegen University, Professor (globalization, development studies, cultural studies)

**Melvin Oliver**, Ph.D., Washington University, Professor (poverty, inequality and social policy, race and interethnic relations)

**Carolyn Pinedo Turnovsky**, Ph.D., City University of New York Graduate Center, Assistant Professor, (race and ethnicity, Latina and Latino studies, immigration studies, inequality, urban ethnography)

**Geoffrey Raymond**, Ph.D., UC Los Angeles, Associate Professor (conversation analysis, ethnomethodology, interaction in institutional settings, social theory, medical sociology, sociology of science and technology)

**Victor M. Rios**, Ph.D., UC Berkeley, Assistant Professor, (juvenile justice, race and penalty, Latina and Latino sociology)

**William I. Robinson**, Ph.D., University of New Mexico, Professor (globalization, development, political economy, macrosociology, political sociology, Latin America)

**Beth E. Schneider**, Ph.D., University of Massachusetts, Professor (sexuality, feminist and gender studies, social movements, health/AIDS, lesbian/gay studies)

**Denise Segura**, Ph.D., UC Berkeley, Professor (Chicana and Chicano Studies, feminist studies, gender, family, work, race-ethnic relations)

**John R. Sutton**, Ph.D., UC Davis, Professor (organizations, law, crime and punishment, comparative sociology, culture)

**Verta Taylor**, Ph.D., Ohio State University, Professor (social movements, gender, sexuality, culture, health and mental health)

**France Winddance Twine**, Ph.D., UC Berkeley, Professor (girls, sexuality, feminist theory, critical race theory, racism/anti-racism, visual sociology, transracial/multiracial families, Brazil, U.S. and Western Europe)

**Howard Winant**, Ph.D., UC Santa Cruz, Professor (race and racism, political sociology, comparative/historical sociology, social theory)

**Raymond Sin-Kwok Wong**, Ph.D., University of Wisconsin, Professor (social stratification, comparative sociology, methods and statistics, sociology of economic change, demography)

### Emeriti Faculty

**William T. Bielby**, Ph.D., University of Wisconsin, Professor Emeritus

**Sethard Fisher**, Ph.D., UC Berkeley, Professor Emeritus

**Richard Flacks**, Ph.D., University of Michigan, Professor Emeritus

**Morris F. Friedell**, Ph.D., University of Chicago, Associate Professor Emeritus

**David Gold**, Ph.D., University of Chicago, Professor Emeritus

**Harvey L. Molotch**, Ph.D., University of Chicago, Professor Emeritus

**Ilene H. Nagel**, Ph.D., New York University, Professor Emeritus

**Thomas J. Scheff**, Ph.D., UC Berkeley, Professor Emeritus

**Gary I. Schulman**, Ph.D., Stanford University, Associate Professor Emeritus

**John A. Sonquist**, Ph.D., University of Chicago, Professor Emeritus

**Bruce C. Straits**, Ph.D., University of Chicago, Professor Emeritus

**Thomas P. Wilson**, Ph.D., Columbia University, Professor Emeritus

**Don H. Zimmerman**, Ph.D., UC Los Angeles, Professor Emeritus

### Affiliated Faculty

**Ralph J. Armbruster**, Ph.D. (Chicana and Chicano Studies)

**Aaron Belkin**, Ph.D. (Political Science)

**William R. Freudenburg**, Ph.D. (Environmental Studies)

**Mary E. Hancock**, Ph.D. (Anthropology)

**Lisa Hajjar**, Ph.D. (Law and Society)

**Barbara Herr Harthorn** (Feminist Studies)

**Laury Oaks**, Ph.D. (Feminist Studies)

**John S.W. Park**, Ph.D. (Asian American Studies)

**Wade Clark Roof**, Ph.D. (Religious Studies)

**Leila J. Rupp**, Ph.D. (Feminist Studies)

**S**ociology is the systematic study of social life. Through empirical inquiry, sociologists seek to understand the process by which societies, communities, institutions, and organizations are created, maintained, undermined, and transformed, and the ways in which social life shapes individuals.

The Department of Sociology is composed of scholars who are internationally recognized contributors to the discipline. It is known for its diversity of perspective and particularly for its support for emerging areas of study and innovative approaches to theory, method, and empirical inquiry. The department has distinctive strength in quantitative methods of research and analysis. The department is also affiliated with the Institute for Social, Behavioral, and Economic Research, which conducts global policy related research in the social sciences.

The requirements for the sociology major are designed to provide students with a thorough grounding in the theory and methodology of the discipline and their rigorous application to empirical inquiry. In addition to providing the core of a liberal arts education, the sociology major can also serve as preparation for graduate study for a career as a professional sociologist. Finally, the major may be used as preparation for a career in such fields as law, management, urban and environmental planning, corrections, journalism, teaching, social work, and other service professions.

Students with a bachelor's degree in sociology who are interested in pursuing a California Teaching Credential should contact the Credential Advisor in the Graduate School of Education as soon as possible.

### Honors Program in Sociology

As part of our participation in the College of Letters and Science Honors Program, the department offers an introductory-level sociology honors class (Sociology 1H), which is taught by the course professor, thus providing students with a unique opportunity for small group interaction with the instructor. In addition, eligible undergraduates may, with consent of the instructor, elect to fulfill an honors contract for any course. Eligible upper-division honors students may also participate in graduate courses numbered 200-299 by petition.

In addition to the general honors program, the Department of Sociology offers a three-quarter honors research practicum (196H-HR-HT). Students enrolled in this seminar complete an original research project on a topic of their

choice. To be eligible for the honors practicum in sociology, students must have completed Sociology 1 and a statistics course, must have a minimum 3.5 cumulative grade-point average with a 3.5 grade-point average in upper-division sociology courses. In addition, it is strongly recommended that students interested in the honors research practicum acquire competency in the methodological area related to their specific research topic.

All qualified students are invited to apply at the Department of Sociology office before the end of the spring quarter prior to the year of requested admission to the practicum series. All students must submit a writing sample from a social science course, excluding take-home examinations. All final decisions for admission to the honors program will be made by the program coordinator and will be based on the writing sample, standing in the major, and cumulative grade-point average.

### Graduation with Distinction

To be eligible to graduate with Distinction in the Major, honors students must complete, with a grade of B or better, a minimum of two graduate seminars in sociology and the three quarter honors research practicum which includes the presentation of an honors thesis. Students must also maintain a 3.5 cumulative grade-point average and a 3.5 grade-point average in upper-division sociology courses.

**Alpha Kappa Delta.** The Department of Sociology also sponsors the Tau of California Chapter of Alpha Kappa Delta, the national sociology honors society. Membership in Alpha Kappa Delta is restricted to outstanding graduating seniors with a cumulative grade-point average of at least 3.5, and with a 3.5 grade-point average in sociology units taken at UCSB.

## Undergraduate Program

Prospective majors are expected to consult the department undergraduate academic advisor about all aspects of planning a program in sociology. Before admission to the sociology major, students must complete all sociology preparation for the major courses as specified below. Preparation for the major courses may not be taken on a passed/not passed basis. Students may declare the pre-sociology major after completion of at least one course in area(s) A and/or B of the pre-major with at least a 2.3 GPA. Students who declare the pre-major are responsible for satisfying degree requirements in effect at the time they declare the major. Pre-major status does not, however, guarantee admission to full major status. When pre-major requirements are satisfied, students should complete a change of major petition, available in the sociology undergraduate advising office, to declare full major status..

### Bachelor of Arts—Sociology

**Preparation for the major.** To qualify for admission into the sociology major, students must complete Sociology 1; Communication 87, Psychology 5, or PSTAT 5AA-ZZ; History 17C; and History 2C, 4C, 8, or 17B with a grade-point average of 2.3 or above.

In addition, students must complete two courses from the following (excluded as part of

the pre-major grade-point average computation but must be taken for letter grades): Anthropology 2, 7; History 7, 17A; Economics 2 or 109; Political Science 1, 6, 7, or 12; Environmental Studies 2, 3; Psychology 1; Geography 5, Philosophy 3, 4, 6, and 7.

The concepts of diversity and ethnicity are fundamentally related to many of the sociological theories and issues considered in upper-division sociology courses. Therefore, the department requires that students take a diversity course from the following list (excluded as part of the pre-major grade-point average computation but must be taken for a letter grade): Asian American Studies 1, 2, 3, 8; Black Studies 1, 3, 4, 5, 6, 15, 20, 50; Chicana/o Studies 1A, 1B, 1C; Feminist studies 10, 20, 30, 40, 60, 70, 80; History 11A, 11B.

**Upper-division major.** Thirty-six upper-division sociology units are required, distributed as follows:

**One methods and research course.** Understanding how empirical evidence about social life is systematically gathered and analyzed is a crucial part of a liberal arts education, and the opportunity to engage in hands-on research is the best way to understand how sociologists develop knowledge about the social world. The department requires one course that has a methods and data analysis component, from the following list: Sociology 104A, 108, 108A-ZZ, 136B, 136V, 148MA.

**One theory course.** Theories are the conceptual frameworks sociologists use to think about and analyze the social world we inhabit. Students are exposed to theories in all their upper-division work; in addition, the department requires one course from the following list: Sociology 185AA-ZZ.

**One social inequality and stratification course.** From its founding to the present, sociology has been preoccupied with understanding how societies are structured and stratified along lines of class, gender, race/ethnicity, age, and other criteria. The department requires every major to complete one course on stratification and inequality from the following list: Sociology 122, 122GI, 126U, 128, 130, 130GR, 130LA, 130ME, 130SA, 130SG, 131, 134, 134R, 137E, 139A-B-C-D, 139RN, 140, 144, 144LI, 144LW, 153, 154F, 155A-B, 155M, 155R, 155T, 155W, 156A-B, 156LA, 159LG.

Two courses chosen from one of the following nine subject areas:

1. Culture. Sociology 108C, 118C, 118G, 118GR, 118J, 118L, 118M, 118JR, 133, 185C.
2. Law, Deviance, and Social Control. Sociology 170, 170J, 172, 173, 174, 175, 176A, 176D, 178
3. Feminist and Gender Studies. Sociology 144LA, 144S, 151, 153, 154A, 155A-B, 155T, 156LA, 159LG, 159S, 185G, 185GT.
4. Global and International Studies. Sociology 130, 130A, 130LA, 130ME, 130SA, 130SG, 130ST, 134T, 138G, 156A-B, 166W, 168E.
5. Inequality, Institutions, Networks. Sociology 102, 122, 122GI, 123, 126, 126U, 131, 148, 148MA, 148P, 164, 167, 185J.
6. Language Use and Social Interaction. Sociology 136A-B, 136L, 136M, 136V, 185E.
7. Life Course, Socialization, and Interpersonal Relations. Sociology 140, 142, 147, 152A-B,

154EC.

8. Race/Ethnicity/Nation. Sociology 128, 130SW, 137E, 139A-B-C-D-RN, 144, 144LI, 144LW, 144LY, 154F, 155R, 155W, 185D.
9. Social Movements and Social Change. Sociology 130GR, 134, 134LA, 134R, 134RC, 155M, 157, 157S.

Two additional courses chosen from any of the remaining eight subject areas.

Students may choose the remaining 8 units from upper-division sociology courses.

*Note: The same course may not be used to fulfill the requirements in more than one of the areas listed above.*

In certain cases where there is clear programmatic relevance, the student may propose for consideration a maximum of 8 units of upper-division work in closely related fields as part of the 40 required units; however, these may not be substituted for specifically required courses. Acceptance is contingent upon approval of the department chair. Up to 8 units combined of the following courses may be taken P/NP for major credit: Sociology 190A, 191CA, 194, 195H, 197H, 198, 199, 199RA; all other major courses must be taken for letter grades.

### Recommended Programs

Students considering graduate training for careers as professional sociologists are advised to take Sociology 185A to fulfill the upper-division theory requirement. This course offers integrated perspective on the traditions of sociological theory as a whole rather than concentrating on a single subfield, and it is appropriate for graduate school preparation. Students preparing for graduate study are encouraged to complete one upper-division methods course in addition to the course they select to fulfill the methods requirement. Additionally, students should use the upper-division elective units (8) to increase their exposure to other areas in sociology. They should also seek individualized reading or research projects with faculty members. Students who anticipate applying for graduate school should discuss their programs at an early stage with the undergraduate advisor and a faculty member.

Students considering a career in public and social affairs should plan their programs with graduate study in mind, as such careers typically require study at the master's level in urban planning, social work, public affairs, business, law, or sociology. A program in public and social affairs should involve a background in methods and analysis, a foundation in computer skills, a basic knowledge of societal organization and change, a special focus on urban programs, and an in-depth knowledge of one or more additional areas of particular interest. Field experience through an internship is strongly recommended.

Students interested in acquiring technical skills in data management for careers in government, research, or business firms are advised to learn not only the technical aspects of research, but the sociological dimension as well: the institutional settings that frame policy-related problems, ways to formulate and conduct research programs, and intelligent interpretation of the results of analysis. Students should consult with an advisor to plan an appropriate program.

## Graduate Program

In addition to departmental requirements, candidates for graduate degrees must meet the university degree requirements described in the chapter “Graduate Education at UCSB.”

### Admission

The graduate program in sociology is intended to lead to the awarding of the Ph.D. degree. Applicants are not admitted only to pursue the M.A. degree; however, continuation to the Ph.D. program is dependent upon a student’s successful completion of the M.A. requirements and defense of the M.A. thesis. Applications are accepted for fall quarter admission only; the deadline for applications and financial support is December 10.

Applicants should have training substantially equivalent to the undergraduate major in sociology at UCSB, including research methods, statistics, and the development of sociological theory. Students with inadequate background in these areas may be admitted to the M.A./Ph.D. program but will be expected to make up deficiencies during their first year of study. Students admitted with a M.A. in sociology earned elsewhere who do not have training substantially equivalent to that required for the B.A. and M.A. in sociology at UCSB must remedy deficiencies in training within two years of being admitted to the Ph.D. Program.

In addition to departmental requirements for admission, applicants must fulfill university requirements for admission to graduate status described in the chapter “Graduate Education at UCSB.” Applicants must submit scores on the Aptitude Test of the Graduate Record Examination (GRE) and a sample of written work in sociology.

For more information, please visit our website: [www.soc.ucsb.edu](http://www.soc.ucsb.edu).

## Master of Arts—Sociology

### Degree Requirements

The M.A. degree follows the university’s Plan I, culminating in a thesis, with the following additional requirements: 44 units of coursework including the department’s graduate-level theory (Sociology 207A-B-C), qualitative and quantitative methods (Sociology 205A-B), and one professional development seminar (Sociology 290A). These courses must be passed with a grade of B or better with the exception of the 4-unit professional development seminar, which must be passed satisfactorily. All students are expected to write and defend an original M.A. thesis. Following successful submission of the thesis, the student undergoes a thesis defense. Required coursework must be completed by the end of the quarter in which the thesis is submitted. The student’s Master’s Committee supervises the thesis research, administers the thesis defense, and certifies completion of required coursework.

Students must receive a “high pass” on the M.A. thesis and thesis defense to continue to the Ph.D. program. Students who receive a “pass” will receive a terminal M.A. degree and not continue onto the Ph.D. program. Students who fail the thesis or thesis defense will not receive the M.A. and will be dismissed from the graduate program. The M.A. program should normally

be completed by the end of the second year. Any student who does not complete the M.A. course requirements and thesis in 3 years must petition to continue in the program with the approval of his/her faculty advisor and the Director of Graduate Studies. These petitions will be evaluated by the Graduate Program and Admissions Committee resulting in either continuation or recommendation for academic dismissal that will be forwarded to the Graduate Division.

Students admitted with an M.A. in sociology earned at a comparable Research I institution may begin Ph.D. coursework when s/he is certified by the Director of Graduate Studies as having fulfilled the M.A. thesis and course requirements. Students admitted with an M.A. in a discipline other than sociology are expected to fulfill all of the requirements for the department’s M.A. in sociology within two years of being admitted to the M.A./Ph.D. Program. Students’ prior work will be evaluated during the fall quarter upon admission to the program.

## Doctor of Philosophy—Sociology

### Degree Requirements

Before being advanced to candidacy, the student must fulfill an additional 20 units of graduate coursework in sociology beyond those required for the M.A., designed to (1) demonstrate competence in a major area of sociology by completing three seminars on topics related to that area; (2) complete one Logics of Inquiry course; and (3) complete a Ph.D. professional development seminar, Sociology 290B. All coursework for the Ph.D. must be completed with the grade of B or better with the exception of the professional development seminar, 290B, which must be passed satisfactorily. No foreign language is required, but a student whose specialty requires knowledge of such a language will be required to demonstrate competence. Service as a Teaching Assistant and/or Teaching Associate for a minimum of four quarters before completing the doctoral degree, is required.

In addition to the required Ph.D. coursework, students must demonstrate current knowledge of the dissertation research field by completing a qualifying area exam paper which typically focuses on the student’s major area of specialization and proposed research. After the student has fulfilled the Ph.D. coursework and the qualifying area exam paper, he/she is expected to satisfactorily pass an oral qualifying exam to be advanced to candidacy. Within two quarters of being advanced to candidacy, students will prepare a final dissertation proposal to be presented and approved by the doctoral committee. The student’s doctoral committee will normally require an oral hearing prior to approving the proposal. The final dissertation proposal is filed in the Graduate Program office. The final requirement for the doctoral program is for the candidate to complete a dissertation and oral defense.

## Optional Ph.D. Emphasis in Human Development

Students pursuing a Ph.D. in this department may petition to add an emphasis in human development. The interdisciplinary program in human development (IHD) involves faculty from the Ph.D. programs in communication,

counseling/clinical/school psychology, education, linguistics, psychology, and sociology. The program focuses on developmental theory and research across the lifespan, and may be particularly relevant to the dissertation research of some students. The program features a structured set of courses which are taught individually and collaboratively by faculty from a variety of disciplines.

Students who petition to add the emphasis in human development must fulfill the following requirements in addition to the requirements for the Ph.D. in their home department: (1) six quarters of proseminar Interdisciplinary 592; (2) four courses in addition to the proseminar, two of which must be outside the student’s home department; (3) a minimum of one member of the student’s doctoral committee must be a ladder faculty member officially affiliated with the interdisciplinary program in human development. Consult the department for additional information or visit: [www.psych.ucsb.edu/research/ihd](http://www.psych.ucsb.edu/research/ihd).

## Optional Ph.D. Emphasis in Language, Interaction, and Social Organization

Students pursuing a Ph.D. in the Departments of Education, Linguistics, or Sociology may petition to add an interdisciplinary emphasis in language, interaction, and social organization (LISO). This emphasis draws upon three approaches: interactional linguistics, conversation analysis, and sociocultural linguistic analysis.

In addition to the emphasis requirements below, students must satisfy the requirements for the Ph.D. in their home department. Work in satisfaction of departmental Ph.D. requirements may also be used to satisfy emphasis requirements. The emphasis requires (1) three quarters of Education/Linguistics/Sociology 274, Proseminar in Language, Interaction, and Social Organization, for credit; (2) a minimum of three elective LISO courses from the list below, one from each of the student’s non-home departments, and the third a designated methods course in any of the three departments (the designated methods courses are: Education 221A, 221B, 221G, Linguistics 212, 230 and Sociology 212R); Linguistics 201, 209, 212, 214, 227, 228, 230, 232, 237, 266, 254A-B, 258A-B; Education 202E, 207, 209A, 221B, 221G, 270G, or 270H; Sociology 212R, 236, 236I, 236V, 242, 273A-B, (3) one presentation in Education/Linguistics/Sociology 274, which may be either a research paper or a guided data session; (4) Students must complete a research project; the project must be supervised by at least one participating faculty member. This requirement can be satisfied in either of two ways: (a) Completion of a paper reporting a Ph.D. research project which presents an analysis of interactional data and displays command of the relevant literature. It must be written up in publishable form, though actual publication is not a requirement. (b) Successfully defend a dissertation centrally addressed to questions concerning language, interaction, and social organization; at least one member of the student’s qualifying examination and dissertation committee must be a faculty member affiliated with LISO.

Questions or requests for additional informa-



tion may be directed either to a participating faculty member or to LISO, c/o the Department of Sociology, UCSB, Santa Barbara, CA 93106. For further information, please visit: [www.liso.ucsb.edu](http://www.liso.ucsb.edu).

### **Optional Ph.D. Emphasis in Quantitative Methods in the Social Sciences (QMSS)**

Students pursuing a Ph.D. in this department may petition to add an interdisciplinary emphasis in quantitative methods in the social sciences (QMSS). This new interdisciplinary emphasis involves faculty from the Ph.D. programs in communication, economics, education, geography, political science, psychology, sociology, and statistics and applied probability. The areas of specialization of the participating faculty include advanced regression modeling techniques, multivariate statistics, bootstrap estimation methods, demography, econometrics, psychometrics, social network theory, mathematical psychology, spatial statistics, survey research, and educational and psychological assessment. The QMSS emphasis helps students to attain the competencies needed to conduct quantitative social science research through core design and analysis classes, courses in advanced and specialized methodologies, and participation in interdisciplinary colloquia and research projects.

Each admitted student will develop, with his or her advisor, an individual contract listing the QMSS requirements to be completed. The contract must include the following:

- Two quarters of calculus, one quarter in linear algebra, and a one-year statistics sequence (These requirements can be waived if equivalent courses have already been completed).
- Attendance for at least three quarters at the ongoing QMSS seminar series, including presentation of at least one paper.
- Completion of at least three quantitative methods courses (excluding those listed above), at least two of which are outside the student's home department.
- A Ph.D. dissertation that is centrally focused on an issue that is appropriate to the QMSS emphasis. The dissertation may make a contribution to methodological theory or may involve an advanced or innovative application.
- A dissertation committee that includes at least one QMSS faculty member from outside the student's home department.

For additional information, please visit: [www.qmss.ucsb.edu](http://www.qmss.ucsb.edu)

### **Optional Ph.D. Emphasis in Women's Studies**

The Department of Feminist Studies, with almost fifty core and affiliated faculty members in over nineteen disciplines, serves as a model of interdisciplinary work and scholarly collaboration at UCSB. Women's Studies doctoral emphasis students are required to successfully complete four seminars that will enhance their understanding of feminist pedagogy, feminist theory, and topics relevant to the study of women, gender and/or sexuality. Women's Studies as an inter-departmental set of conversations and intellectual questions supports a multifaceted undergraduate curriculum at UCSB. Doctoral emphasis students are encouraged to apply to

teach Feminist Studies courses as teaching assistants and associates as part of their Feminist Studies training.

Applicants must first be admitted to, or currently enrolled in, a UCSB Ph.D. program participating in the Women's Studies graduate emphasis. Anthropology; Comparative Literature; Counseling, Clinical, and School Psychology; English; French and Italian; Germanic, Slavic and Semitic Studies; History; History of Art and Architecture; Linguistics; Music; Political Science; Religious Studies; Sociology; Spanish and Portuguese; or Theater and Dance. Candidates complete four graduate courses and select a member of the Feminist Studies faculty or affiliated faculty to serve on their dissertation committees. Applications to the Women's Studies Doctoral Emphasis may be submitted at any stage of Ph.D. work, and applications will be considered throughout the year.

### **Doctoral Emphasis Coursework**

Students pursuing the emphasis in Women's Studies will successfully complete four graduate courses that have been approved by the Doctoral Emphasis advisor.

1. **Feminist Theories.** A one quarter graduate seminar in interdisciplinary feminist theory offered by any department, including Feminist Studies 250 AA-ZZ.
2. **Issues in Feminist Epistemology and Pedagogy** (Feminist Studies 270). A one quarter seminar that considers Feminist Studies as a distinct field. It offers an interdisciplinary exploration of feminist theories of knowledge production and teaching practices. Readings cover past and present critical debates and provide theoretical approaches through which to analyze interdisciplinary epistemological and pedagogical issues.
3. **Graduate Seminar in Feminist Studies** (Feminist Studies 200-290 or 594 AA-ZZ). A one quarter seminar offered by a Feminist Studies faculty member on topics of central concern to the field.  
Or,  
**Research Practicum** (Feminist Studies 280). A cross-disciplinary seminar in which fundamental questions in contemporary feminist research practice are considered in light of students' own graduate projects.
4. **Topical Seminar.** A one quarter graduate seminar that addresses topics relevant to the study of women, gender, and/or sexuality. This seminar must be taken outside the student's home department; it may be fulfilled either by another graduate seminar in Feminist Studies or a seminar in another department.

### **Optional Ph.D. Emphasis in Global Studies**

Students pursuing a Ph.D. in certain departments may petition to add an emphasis in global studies. The departments for which the emphasis is available include anthropology, English, history, political science, religious studies, and sociology. To be eligible for admission to the Ph.D. emphasis, students must be admitted to the Ph.D. program in one of the departments choosing to offer this emphasis with their existing Ph.D. program and petition successfully to add the optional emphasis.

The student's dissertation committee must have one member from a participating department other than the student's own department. The student may also elect a global emphasis for his or her department field/area/specialization exam, if such an emphasis is offered within the department. The chair of the Coordinating Committee will determine when the student has successfully completed all of the requirements for the emphasis.

By "global" we refer to transnational economic, political, environmental, social, and cultural interactions and flows that operate at a global (i.e., trans-continental) scale. "Global studies" views the world as comprised of increasingly interdependent processes, rather than as shaped exclusively or even primarily by the interplay of discrete nation-states.

Petitions for adding the emphasis can be made at any time in a student's graduate career, but typically will be made after at least one successful year of study in the home department. Work completed prior to admission in the emphasis that meets emphasis requirements (as determined by the Ph.D. Emphasis Coordinating Committee) may be counted towards completion.

To satisfy the Ph.D. emphasis in global studies, students are required to take four one-quarter graduate-level courses. One course is Global 201, the introductory gateway seminar, offered by the Global and International Studies Program. Three additional courses must be chosen from among qualifying global theory and global issues courses offered by participating departments. These courses will be selected from an approved list of global theory and global issues graduate courses prepared by the Ph.D. Emphasis Coordinating Committee each spring, for the following academic year. At least one of these three courses must be a global theory course, and at least one must be a global issues course. Courses will typically be taken for a letter grade.

At least one of these three courses will be taken from the student's home department, and at least two must be taken from the six other participating departments or the Global and International Studies Program. No more than one of the three seminars (excluding Global 201) can be taken from a single instructor.

For additional information, please contact the graduate advisor in one of the participating departments or visit our website: [www.global.ucsb.edu](http://www.global.ucsb.edu).

### **Optional Ph.D. Emphasis in Technology and Society**

Students pursuing a Ph.D. in this department may petition to add an emphasis in technology and society. The emphasis brings together doctoral students in engineering, social sciences, and the humanities to engage in multidisciplinary coursework and research into the cultural and societal changes resulting from the use of new information technologies. The emphasis features a structured set of courses that may be taught individually and collaboratively by faculty across disciplines: Anthropology, Communication, Computer Science, English, History, Media Arts and Technology, Political Science, and Sociology.

To be eligible for admission to the emphasis,

students must be enrolled in good standing in the department. Petitions for adding the emphasis can be made at any time in a student's graduate career, but typically will be made after at least one successful year of study in the home department. Work completed prior to admission that meets emphasis requirements (as determined by the Ph.D. Emphasis Faculty Executive Steering Committee) may be counted towards its completion.

Requirements for completing the optional emphasis in technology and society include:

- 1. Gateway Technology and Society Colloquium.** Students must complete a 1-unit colloquium that brings together students and faculty from multiple disciplines to explore various approaches to studying technology and society. In addition to helping students understand similarities and differences in conceptualization and knowledge production across disciplines, the seminar promotes interaction among students from different departments.
- 2. Graduate Coursework.** Students must complete four 4-unit courses with a grade of B or better, two each from Area 1 (Culture and History) and Area 2 (Society and Behavior). Area 1 courses explore the humanistic study of cultures, histories and meanings as they intersect with technology. Area 2 investigates the social scientific study of technology in relationship to human behavior, organizations, and social structures.

One course from the student's home department can be applied toward meeting this requirement. Students can petition to substitute a non-listed course, subject to approval by the Technology and Society Faculty Executive Committee.

- 3. Dissertation.** A student's dissertation must have relevance to at least one of the two Emphasis areas. In addition, the student's dissertation committee must include a member from another department participating in the emphasis. Exceptions are subject to approval by the Technology and Society Faculty Executive Committee.

For additional information and a current list of courses, please contact the graduate advisor or visit [www.technology-society.ucsb.edu](http://www.technology-society.ucsb.edu).

## Sociology Courses

### LOWER DIVISION

#### 1. Introduction to Sociology

(4) STAFF

Basic concepts and issues in the study of human society. The structures and processes of human conduct, social organization, and social change.

#### 1H. Introduction to Sociology—Honors

(1) STAFF

*Prerequisites:* concurrent enrollment in Sociology 1 and consent of instructor; students must meet departmental honors criteria.

*Students receive one unit for the honors seminar for a total of 5 units in Sociology 1-1H.*

Eligible students will be invited to enroll in the honors seminar which will generally be taught by the course instructor.

#### 98. Readings in Sociology

(1-4) STAFF

*Prerequisites:* consent of instructor and department.

*Students must have a minimum 3.0 cumulative grade-point average and are limited to 5 units per quarter and 30 units total in all*

*98/99/198/199/199AA-ZZ courses combined. May be repeated for credit to a maximum of 8 units. No unit credit allowed toward the major.*

Critical reviews and discussions of related topics in sociology under the guidance of a faculty member. Students wishing to enroll must prepare a short plan of study.

#### 99. Introduction to Research in Sociology

(1-4) STAFF

*Prerequisites:* consent of instructor and department.

*Students must have a minimum 3.0 cumulative grade-point average and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. May be repeated for credit to a maximum of 8 units.*

Independent research under the guidance of a faculty member in the department. Course offers exceptional students the opportunity to undertake independent research or work in a research group. Students wishing to enroll must prepare a short plan of study.

### UPPER DIVISION

#### 102. Sociology, the University, and Society

(4) FLACKS

*Prerequisite:* consent of instructor.

Among the main topics are: society, the university, and the discipline. Subtopics include: social and personal responsibility, the university and social change, departmentalization of knowledge, decision making in the university, clientele of university, concept of academic freedom, student power, ethnic and other minorities, organization of profession of sociology, and professional vs. liberal education.

#### 104A-B. Fundamentals of Data Analysis in Sociology

(4) CHARLES, WONG, FRIEDKIN

*Prerequisites:* PSTAT 5AA-ZZ or Psychology 5 or Communications 87 or equivalent (for Sociology 104A); Sociology 104A (for Sociology 104B).

Basic techniques for the analysis of sociological data using linear models. Emphasis is on sociological application; the course covers the use of bivariate, multi-variate, and multiple-equation models in sociological research.

#### 108. Methods of Sociological Research

(4) STAFF

*Recommended preparation:* an introductory research methods course.

Fundamentals of designing, conducting, and analyzing social surveys. While the main focus is on survey techniques, problems of design and interpretation in experimental and observational studies are touched upon in terms of contrasts and similarities.

#### 108A. Sociology Research Traditions

(4) STAFF

*Prerequisite:* upper-division standing.

*Not open to students who have completed Sociology 4.*

*Recommended preparation:* Sociology 3 or a PSTAT 5 series course.

Introduction to the basic language, logic, and techniques of major research traditions. Critical thinking in social science, and relation of theory to research in, for example, experiments, surveys, observational studies, historical and comparative approaches, and the use of available data.

#### 108C. Methods of Cultural Analysis

(4) FALASCA-ZAMPONI

*Recommended preparation:* an introductory research methods course.

A survey of several methodological approaches that can be applied to the analysis of culture. Methods will be chosen from among the following: interviewing, content analysis, historical methods, structuralism, survey, ethnography, etc.

#### 108CH. Comparative and Historical Methods in Sociology

(4) FORAN

*Recommended preparation:* an introductory research methods course.

A survey of the methods of comparative-historical

sociology, with case studies drawn from various periods and places, including the United States, Europe, and the Third World; relationships between theory, methods, evidence, research strategies, and logic will be stressed.

#### 108F. Studying People at Firsthand—Observational Methods in Social Science Research

(4) STAFF

*Recommended preparation:* an introductory research methods course.

A vital aspect of modern sociology is the study of social activities in natural settings. This course explores the different methods a fieldworker can use to discover truths about society.

#### 108G. Methods and Research in Global and International Sociology

(4) BHAVNANI, FORAN

*Prerequisite:* upper-division standing.

An introduction to the methods of research used in comparative, global, and international research in sociology. Students engage in a group or individual research project chosen in consultation with the instructor.

#### 108ST. Special Topics in Methods

(4) STAFF

*Recommended preparation:* an introductory research methods course.

Course covers various topics in sociological methods. Topics, readings and field research will vary with instructors.

#### 118C. Sociology of Culture

(4) FALASCA-ZAMPONI, SUTTON, CRUZ

*Prerequisite:* upper-division standing.

A broad introduction to the sociological study of culture, organized around theoretical perspectives, definitional and analytical problems, the production of culture, and cultural effects on society.

#### 118G. American Cultural Representations and Myths

(4) GORDON

*Prerequisite:* Upper-division standing.

Exploration of selected range of cultural representations of America, focusing on the various dreams and myths that comprise our national identity. Attention to the impact of race, class and gender on American culture. Use of variety of mediums including film, television, ethnography, photography, and poetry.

#### 118GR. Global Religion

(4) JUERGENSEMEYER

*Prerequisite:* upper-division standing.

*Same course as Global Studies 102 and Religious Studies 108.*

Examination of the globalization of religious traditions in the modern world. Topics include the polarities between homeland and diaspora, the relationships between transnational religions and nation-states, and how these dynamics change the very nature of religious traditions.

#### 118L. Sociology of Art/Literature

(4) GORDON

*Prerequisite:* upper-division standing.

Exploration of the relationship between art/literature and society. Focus on what art/literature teaches us about the social world and how it does so. Attention to questions of race, class, and gender. Use of variety of literary and visual mediums. Specific topics may vary.

#### 118M. Music and Social Movements: The Culture of Protest

(4) STAFF

*Prerequisite:* consent of instructor.

A historical and comparative exploration of the ways in which music is used to express and to mobilize collective protest; the ways in which social movements affect popular culture, and the role of the artist in social movements.

#### 122. Social Stratification

(4) WONG

*Prerequisite:* upper-division standing.

The nature of social classes and class relations, emphasizing contemporary studies of American society.

**122GI. Global Inequalities****(4) WONG, ROBINSON***Prerequisite: upper-division standing.*

Examines social inequality from a perspective that takes the global system as the unit of analysis. Topics include globalization, theories and methods for studying global inequality; spatial inequality, and structures and processes in the generation and persistence of inequalities at the global level.

**123. Population****(4) STAFF***Prerequisite: upper-division standing.*

Population composition and change; differential fertility and mortality of sociocultural groups; internal and international migration; population theory and national policies; problems in areas of population pressure.

**126. Urban Society****(4) STAFF**

Problems of the city, (e.g., congestion, homelessness, violence) are examined in light of larger economic and social forces which structure urban life. Through use of slides depicting urban settings, causes and consequences of different ways urban settlements have been organized are considered.

**126U. Sociology of the Urban Underclass****(4) WONG***Prerequisite: upper-division standing.*

This course examines conservative, liberal, and radical perspectives on class, poverty, and race, and will allow a critical assessment of the social and political implications of the growing congruity between urban poverty and race.

**128. Interethnic Relations****(4) DANIEL**

Patterns of racial and ethnic relations, with particular emphasis upon minorities in the United States.

**130. Development and its Alternatives****(4) FORAN***Prerequisite: upper-division standing.*

Survey of development and social change, emphasizing the Third World; modernization, dependency and other theories applied to cases drawn from Latin America, Asia, and Africa; examination of social structure, culture, social problems, and mechanisms of change.

**130A. Development and Social Change in Africa****(4) ROBINSON***Prerequisite: upper-division standing.*

An exploration into Africa's experience in the global system, with particular attention to dynamics of colonialism, globalization, and African resistance. Topics include Africa before the modern era, contemporary social movements, political processes, African diaspora, class and gender, and regional case studies.

**130LA. Development and Social Change in Latin America****(4) FORAN***Prerequisite: upper-division standing.*

Examines significant instances of economic, political, cultural, and social change in contemporary Latin America. Employs various perspectives to illuminate such phenomena as changing social structures, industrialization, social movements, the state, multinationals, the military, and international pressures.

**130GR. Globalization and Resistance****(4) FORAN, ROBINSON***Prerequisite: upper-division standing.*

Examines current debates about the impact of globalization on political-economic, social, and cultural arrangement around the world, investigating how people are affected by it, and what forms resistance to these developments is taking in the emerging anti-globalization movements.

**130ME. Development and Social Change in the Middle East****(4) FORAN***Prerequisite: Upper-division standing.*

Surveys major instances of economic, political, cultural, and social change in the Middle East,

historically and in the contemporary period. Assesses changing social structures, social movements, the role of Islam, and other topics in Iran, Egypt, and Turkey, among others.

**130SA. Development and Social Change in South and Central Asia****(4) JUERGENSMEYER***Prerequisite: upper-division standing.**Same course as Global Studies 140.*

An exploration of post-colonial social changes in India, Pakistan, Sri Lanka, and other South and Central Asia societies, with emphases on the rise of ethnic nationalism, the impact of international economic and communication systems, and indigenous forms of development.

**130SG. Sociology of Globalization****(4) ROBINSON***Prerequisite: upper-division standing.*

Introduction to the sociological study of globalization. Survey of principal theories and debates in globalization studies, with a focus on economic, political, and cultural transnational processes, gender/race/class and globalization, transnational social movements, and local-global linkages.

**130ST. Special Topics in Third World Studies****(4) STAFF***Prerequisite: upper-division standing.*

Covers topics in third world studies, to be chosen by the instructor, including such issues as social movements, race/ethnicity/nation, culture, development and globalization, and gender and sexuality, among others, in any of the regions of the third world.

**130SW. Sociology of the Southwest****(4) ROBINSON***Prerequisite: upper-division standing.*

Examines the historical development of the U.S. Southwest in sociological perspective. Topics include the region's underlying political economy, the demographic, social, political, and symbolic processes that shape the region's ethnic and cultural makeup, gender dynamics, the family, and other social institutions.

**131. Political Sociology****(4) STAFF***Prerequisite: upper-division standing.*

Social and cultural bases of the political process; the study of power and authority as reflecting the interplay of interests and values; analysis of continuities and discontinuities in the democratic political system.

**133. Sociology of Mass Communications****(4) CRUZ**

Organization and processes of mass communications in American society and developing nations; effects of the mass media on social consensus, conflict, and innovation.

**134. Social Movements****(4) STAFF***Prerequisite: upper-division standing.*

Causes, dynamics and consequences of protest. American social movements, particularly labor, civil rights, student and women's movements, are studied as cases in movement development. Documentary and fiction films help illustrate analytic themes and historical moments.

**134R. The Sociology of Revolutions****(4) FORAN***Prerequisite: upper-division standing.*

Theories of social revolution will be presented; the causes, types, nature, processes, and outcomes of revolutions will be explored and assessed, with case studies drawn from among the French, Russian, Chinese, Mexican, Cuban, Iranian, and Nicaraguan revolutions, among others.

**134RC. Radical Social Change****(4) FORAN***Prerequisite: upper-division standing.*

Covers significant cases of radical social change, such as the revolutions of Cuba, Chile, or Chiapas, the radical reforms in Kerala, India, the global justice movement, or any of the many others of the contemporary world.

**134T. Social Analysis of Terrorism****(4) JUERGENSMEYER***Prerequisite: upper-division standing.**Same course as Global Studies 134.*

A study of terrorist movements and actions, especially those involving religious militants in the Middle East, South Asia, Europe, and the Americas. An exploration of their social causes and effects, and the relationship between religion and violence.

**136A. The Analysis of Conversational Interaction****(4) LERNER, RAYMOND***Prerequisite: upper-division standing.**Not open to students who have completed Sociology 136.*

The analysis of naturally occurring conversations with an emphasis on understanding conversation as a form of social interaction. Focuses on systems that organize talk-in-interaction (turn taking, action sequencing, and repair of conversational troubles) and methods for analyzing single conversations.

**136B. Methods of Conversation Analytic Research****(4) LERNER, RAYMOND***Prerequisite: Sociology 136A or 136I or 136M or 136V or 185E.*

Individual and group projects in the analysis of conversational interaction stressing the understanding of this approach through actual research.

**136I. The Analysis of Interaction in Institutional Setting****(4) LERNER, RAYMOND***Prerequisite: upper-division standing.*

The course examines how interaction in institutional settings differs from everyday interaction, and how these differences contribute to the constitution of formal settings of social action.

**136M. Communication in Medical Care****(4) RAYMOND***Prerequisite: upper-division standing.*

Examines empirical knowledge about the doctor-patient conduct, the role of expertise and power in this relationship and addresses methodological questions concerning analyses of the doctor-patient relationship.

**136V. Video Study of Social Interaction****(4) LERNER, RAYMOND***Prerequisite: upper-division standing.*

Examination of the visible aspects of social interaction: the organization of gesture, gaze, and body movement in the production of social actions through a survey of relevant research and through direct inspection of videotapes of ordinary social occasions.

**138G. Global Conflict****(4) JUERGENSMEYER***Prerequisite: upper-division standing.**Same course as Global Studies 124. Not open for credit to students who have completed Global Peace and Security 138 or Interdisciplinary 197C.*

Exploration of some of the major points of tension in global society since the end of the Cold War, with emphasis on the rise of religious nationalism and ethnic strife in the Middle East, South and Central Asia, and Russia.

**139A. Black and White Relations: Towards Pluralism or Integration?****(4) DANIEL***Not open for credit to students who have completed Black Studies 139A.*

A comparative-historical examination of interethnic relations between European Americans and African Americans from the colonial period to the present in terms of pluralistic and integrationist dynamics.

**139C. Betwixt and Between: Multiracial Identity in the United States****(4) DANIEL***Prerequisite: upper-division standing.*

An examination of the factors that have influenced the social location of racially mixed individuals of African and European descent in the United States, in order to provide a context for understanding the complexities surrounding the newly emerging multiracial consciousness.

**139RN. Race, Ethnicity, and Nation in Comparative-Historical Perspective****(4) DANIEL***Prerequisite: upper-division standing.**Recommended preparation: Sociology 128, 139A-B-C, or 185D.*

Comparative-historical analysis of varying patterns of race, ethnicity, and nation in the United States and the larger global arena.

**140. Aging in American Society****(4) BIELBY***Prerequisite: upper-division standing.**Recommended preparation: a socialization or developmental psychology course or personal experience working with the elderly.*

This course will survey and analyze aspects of growing old in American society. Attention is focused on the meaning of aging to the individual as topics including physical and mental health, retirement, leisure, sexuality, death, and dying are discussed.

**142. Socialization, Self-Actualization, and Creativity****(4) J.D. BALDWIN**

The influence of people's social environment on their developing behavior. Attention devoted to exploration, play, creativity, self-actualization, showing how certain social environments are or are not conducive to full human development.

**144. The Chicano Community****(4) SEGURA***Prerequisite: upper-division standing.**Same course as Chicano Studies 144.*

Origins of the Chicano in rural Mexico; context of contact; patterns of settlement in the United States; the Chicano community; social culture, and social change; acculturation and generational patterns; community leadership and change.

**144LA. Latina Activism in the United States****(4) SEGURA***Prerequisite: Upper-division standing.*

Analyzes the traditions of activism and contemporary feminist discourse and practice among Latinas in the United States. Major themes include political consciousness, identity, feminism, and community.

**144LI. Latinas/os and Immigration****(4) TURNOVSKY***Prerequisite: Upper-division standing.*

Examines the Latino migration experience in the US. Major themes include social and political inequality, issues of race, class and gender in the migration process, labor struggles and immigration law.

**144LW. Chicanas/os & Latinas/os and Work****(4) TURNOVSKY***Prerequisite: Upper-division standing.*

Examines the labor experiences of Chicanas/os and Latinas/os in the United States. Major themes include race/ethnicity, gender and class in the workplace, migration and the law, and labor and immigrant rights movements.

**144S. Sexuality, Race, Gender, and Class****(4) SCHNEIDER***Prerequisite: upper-division standing.*

Examines interplay of sexuality, race, gender, nation, and class with focus on social processes and practices of lesbians, gays, and bisexuals of color. Raises critical intellectual issues about racialized and gendered social practices involving culture, politics, ideologies, and power relations.

**146. Special Topics in Sociology****(4) STAFF***Prerequisite: upper-division standing.*

May be repeated for credit to a maximum of 16 units, but only 8 units may be applied toward the major.

Lectures in special areas of interest in contemporary sociology. Specific course titles to be announced by the department each quarter.

**147. Current Issues in Social Psychology****(4) FRIEDKIN***Prerequisite: upper-division standing.**May be repeated for credit to a maximum of 8 units.*

Examination of recent developments in research and theory within selected fields of social psychology.

**148. Social Networks****(4) FRIEDKIN***Prerequisite: upper-division standing.**Recommended preparation: Sociology 1, 2, 3, and 4 or their equivalents.*

Social structure as derived from patterns of micro-relation (networks of people) and macro-relations (networks of organizations, interest groups, nations, or other collectivities); consequences of network relationships for social behavior and the distribution of resources, information, power, beliefs, and social support.

**148MA. Social Network Analysis****(4) FRIEDKIN***Prerequisite: upper-division standing.*

Introduction to concepts, methods, and applications of social network analysis.

**151. Gender in Film and Television****(4) BIELBY***Prerequisite: upper-division standing.*

Examination of how structural, cultural, and historical factors shape images of gender in film and television.

**152A. Sociology of Human Sexuality****(4) J.D. BALDWIN, J.I. BALDWIN**

The course covers all the main aspects of human sexuality—atomy, sexual response, pregnancy, sexual diseases including HIV, birth control, abortion, learning to be sexual, sexual orientation, gender differences, sex therapy and enrichment, love, and related sociological issues.

**152B. Topics in Human Sexuality****(4) J.D. BALDWIN, J.I. BALDWIN***Prerequisites: Sociology 152A and consent of instructor.*

A seminar for advanced research on and discussion of sociology of human sexuality. Each student facilitates one class discussion on one of the main topics on sexuality.

**152C. Advanced Study in the Sociology of Human Sexuality****(1-4) J.D. BALDWIN, J.I. BALDWIN***Prerequisites: Sociology 152A-B; consent of instructor.**May be repeated for credit to a maximum of 12 units.*

Covers specific details about human sexuality.

Course content determined by students and instructors.

**153. Women and Work****(4) FENSTERMAKER, SEGURA***Prerequisite: upper-division standing.**Same course as Women's Studies 153.*

The course will begin with readings and discussion of the sociological features of work in society. The role of women in the labor market will be explored, as well as their lives as unpaid workers in their own homes. Finally, more global issues of sexual inequality and social change will be discussed.

**154A. Sociology of the Family****(4) STAFF***Prerequisite: upper-division standing.**Same course as Women's Studies 154A.*

A lecture course on family and household organization, past and present. Attention to contemporary issues in the American family focusing on gender, class, and cultural variation.

**154EC. Sociology of Early Childhood****(4) LERNER***Prerequisite: upper-division standing.*

Introduces students to young children as social actors. Examines their place in a social-interactive world and their assessment of others as independent persons. Topics include early friendship and conflict and their emergence as competent language users.

**154F. The Chicano Family****(4) SEGURA***Prerequisite: upper-division standing.**Same course as Chicano Studies 154F.*

This course provides and overview of historical and contemporary research on Chicano families in the United States. Changing viewpoints on the character of Chicano families and their implications with respect to policy issues are examined.

**155A. Women in American Society****(4) FENSTERMAKER***Prerequisite: upper-division standing.**Same course as Women's Studies 155A.*

The roles and life styles of women in various American subcultures and the ideologies developing around them.

**155B. Sociological Perspectives on Women****(4) FENSTERMAKER, SCHNEIDER***Same course as Women's Studies 155B. May be repeated for credit to a maximum of 8 units provided topics are different.**Recommended preparation: Sociology 155A.*

Advanced study in the sociology of women course format (seminar or lecture) and topics vary from year to year. Topics may include: The analysis of the status of women in the labor force, women's class position, theoretical and practical aspects of patriarchy.

**155M. Contemporary U.S. Women's Movements****(4) SCHNEIDER**

Examination of the development and transformation of the U.S. contemporary women's movement. Consideration is given to ideological and organizational differences, internal politics, and the impact of the movement on individuals, policies, and institutions.

**155T. Girls Culture****(4) TWINE***Prerequisite: upper-division standing.*

Introduction to the interdisciplinary feminist literature on girls culture. Examination of how girls from a range of racial/ethnic, class, religious, and national backgrounds respond to social inequalities and cultural prescriptions of femininity. Topics may include sexuality, popular culture, economic dependence and activism.

**155W. Chicanas and Mexican Women in Contemporary Society****(4) SEGURA***Prerequisite: Upper-division standing.**Same course as Chicano Studies 155W.*

Examines existing research on native-born and immigrant Mexican women in the United States with emphasis on family, education, employment, and politics. Analysis of the Chicana experience organized by considering how interplay between class, race, and gender affects access to opportunity and equality.

**156A. Introduction to Women, Culture, and Development****(4) BHAVNANI***Prerequisite: upper-division standing.**Same course as Anthropology 102A and Global Studies 180A.*

Critical examination of relations among women, culture, and development. Topics include colonialism, violence, globalization and the state, health and reproduction, biotechnology, representation, and resistance movements.

**156B. Seminar in Women, Culture, and Development****(4) BHAVNANI***Prerequisites: Sociology 156A; upper-division standing.**Same course as Global Studies 180B and Anthropology 102B.*

Critical examination of the interrelationship between women, culture and development through individual research projects.

**157. Radicalism in Contemporary Life****(4) STAFF***Prerequisite: upper-division standing.*

A multidisciplinary approach to investigating radicalism as a form of thought and practice. Examines different models and sources of radicalism cross-nationally.

**157S. Seminar in Radicalism in Contemporary Life****(4) GORDON***Prerequisites: Sociology 157; upper-division standing.*

A multidisciplinary approach to the investigation of models of contemporary radicalism through individual research projects.

**159LG. Sociology of Lesbian and Gay Communities**

(4) SCHNEIDER

*Prerequisite: upper-division standing.*

Same course as Women's Studies 159LG.

Origins and transformation of lesbian and gay communities and social movements, with special attention to ideological development, major social problems, cultural production, race, ethnic and gender differences, organizational formation and political conflict.

**159S. Sociology and Sexual Politics**

(4) STAFF

*Prerequisite: upper-division standing.*

Recent approaches to the study of sexuality through the work of gay and lesbian scholars, social historians, feminists, and discourse theorists. Emphasis on recent changes in sexuality, sexual suffering, and sexual politics. Topics vary with instructor.

**164. Sociology of Education**

(4) FRIEDKIN

Changing character of education in complex societies; its relation to political, economic, and technological institutions; and its effect on individual and community behavior and development.

**166W. The Contemporary World System**

(4) APPELBAUM

*Prerequisite: upper-division standing.*

Same course as Global Studies 122.

Seminar addressing various theoretical perspectives and empirical issues and aspects of the world system, with emphasis on political, economic, cultural, and social processes and relations.

**167. The Structure and Dynamics of Organizations**

(4) W. BIELBY, FRIEDLAND, SUTTON

*Prerequisite: Upper-division standing.*

Institutional analysis of administrative structures and voluntary associations; informal organization, ideology, bureaucracy, decision making, and morale.

**170. Sociology of Deviant Behavior**

(4) SUTTON

*Prerequisite: upper-division standing.*

Introduction to the sociological study of conformity and deviance, with emphasis on processes of social control.

**170J. Juvenile Justice: Youth Offenders and the Criminal Justice System in the New Millennium**

(4) RIOS

*Prerequisite: upper-division standing.*

Analysis of the structure and agency of juvenile justice. The history and function of the juvenile justice system (structure) and the experience and behavior (agency) of juveniles who are "deviant" or "delinquent" is examined.

**172. Sociology of Crime and Delinquency**

(4) SUTTON

*Prerequisite: upper-division standing.*

Theories of the genesis of delinquency and crime; factors in the organization of delinquent and criminal behavior from the points of view of the person and group; delinquent and criminal behavior systems.

**173. Sociology of Law**

(4) SUTTON, EARL

*Prerequisite: upper-division standing.*

Study of the social and cultural factors underlying the development, maintenance, and change of legal structures and processes, and analysis of theories of jurisprudence.

**174. Criminal Justice and the Community**

(4) EARL, JONES

*Prerequisite: upper-division standing.*

Sociological analysis of law enforcement systems and court systems; police discretion, differential implementation of the criminal law; negotiation in criminal justice decisions.

**175. Sociology of Punishments and Corrections**

(4) STAFF

*Prerequisite: upper-division standing.*

Theories of punishment and treatment used in dealing with convicts and juvenile delinquents; analysis

of the systems of behavior modification used by probation, prison, and parole workers.

**176A. Sociology of AIDS**

(4) SCHNEIDER

*Prerequisite: upper-division standing.*

Sociological analysis of AIDS: the social history of disease; social construction of AIDS as a social problem; stigma, illnesses, and sexuality; impact of AIDS on selected groups and communities; legal, medical, and political institutions' response to AIDS.

**176D. Sociology of Drug Use**

(4) STAFF

*Prerequisite: upper-division standing.*

Deals with such topics as the demographic patterns of drug usage, socialization into and out of drug subcultures, criminalization and decriminalization of various drugs, and drugs as they pertain to women, youth, and minorities. Cross-cultural approaches to drug use and treatment modes. (SS)

**178. The Prisoner**

(4) GORDON

*Prerequisite: upper-division standing.*

Examines the history and current condition of prisoners in the United States and elsewhere in the world and studies the prison abolition movement through a multidisciplinary approach.

**185A. Development of Sociological Thought**

(4) APPELBAUM, CRUZ, FRIEDLAND

*Prerequisite: upper-division standing.*

The outstanding European and American figures and idea systems in the development of sociological thought are discussed.

**185C. Cultural Theory**

(4) FRIEDLAND

*Prerequisite: upper-division standing.*

An introduction to functionalist, semiotic, dramaturgical, Weberian, Durkheimian, Marxian and post-structuralist approaches to cultural analysis.

**185D. Theories of Race and Ethnic Relations: United States Sociological Perspectives**

(4) DANIEL, WINANT

*Prerequisite: upper-division standing.*

A comparative-historical survey of classical and contemporary United States sociological theories of race and ethnic relations.

**185E. Introduction to Ethnomethodology**

(4) RAYMOND

*Prerequisite: upper-division standing.*

Fundamental processes of social interaction and social organization. Accountability of action and the fundamental mechanisms of interaction; co-implication of institutional context and individual agency in interaction; reproduction of individual identities and social structure as trans-situational realities.

**185F. French Social Theory**

(4) FALASCA-ZAMPONI

*Prerequisite: upper-division standing.*

An examination of major developments in French social theory both from the historical and the thematic point of view. Authors studied may include: Comte, Durkheim, Mauss, Althusser, Foucault, Bourdieu, Sartre, Levi-Strauss, and Baudrillard.

**185G. Theories of Gender and Inequality**

(4) GORDON, BHAVNANI, TWINE

*Prerequisite: upper-division standing.*

Varying theoretical perspectives on causes of gender inequality, maintenance and reproduction of gender systems, social consequences of gender stratification, and dynamics of change in systems of inequality.

**185GT. Gender Theory/Transgender Experience**

(4) FENSTERMAKER

*Prerequisite: Upper-division standing.*

Focuses on theories of gender with specific application and relevance to transgender and transsexual experience. Gender's cultural, social structural, and interpersonal aspects are considered as they are destabilized, pushed, and crossed.

**185J. Power in Social Institutions**

(4) MOHR

*Prerequisite: upper-division standing.*

Exploration of both classical and contemporary theories about social power. Application of these ideas to two or three special topics each quarter such as gender, organizations, work, and the state. Emphasis on explaining historical foundations of institutional arrangements.

**185P. G.H. Mead's Theory of Pragmatism**

(4) J.D. BALDWIN

George Herbert Mead's theory of pragmatism provides a major foundation for sociological theory. It is also a very useful theory for contemporary social life. It integrates personal and interpersonal issues with larger macro-social concerns to create a unified theory.

**185S. Special Topics in Social Theory**

(4) STAFF

*Prerequisite: upper-division standing.*

Exploration of various theorists, schools of thought, particular theories, and special problems and issues in social theory. Topics and readings will vary.

**190A. Group Studies in Organizational Settings**

(1-4) STAFF

*Prerequisite: consent of instructor.*

Students must have an overall grade-point average of 3.0; student proposal required.

Systematic exploration of the problems of institutional and community development, the dilemmas of social service institutions and helping occupations, the potentialities and constraints on the creation of social and cultural alternatives.

**191CA. Instructional Laboratory in Sociology**

(1-4) STAFF

*Prerequisites: upper-division standing; consent of instructor and department.*

Students must have a 3.0 overall grade-point average and a 4.0 grade-point average in relevant course(s); may be repeated for credit to a maximum of 12 units but only 4 units of all 191AA-ZZ may be applied toward the major.

Designed for outstanding students who intern as course assistants under the supervision of the assigned faculty member.

**193. Senior Seminar**

(4) STAFF

*Prerequisite: consent of instructor.*

Open only to sociology majors who have completed 20 or more units of upper-division coursework in the major. May be repeated once for credit if topic and instructor are different.

A seminar intended to represent a culminating experience for majors. The focus will be on a topic or theme that permits intensive analysis of methods and problems of social inquiry. Topics will vary with the instructor.

**194. Group Studies for Advanced Students**

(2-5) STAFF

*Prerequisite: consent of instructor.*

May be repeated for credit to a maximum of 12 units.

Intensive study and research.

**195H. Sociology Honors Colloquium**

(2) STAFF

*Prerequisite: Must meet departmental honors criteria.*

May be repeated for credit to a maximum of 6 units.

In conjunction with the sociology colloquium series, this course will address issues and topics presented by the speakers. Participating students will be expected to read assigned materials and participate in discussions.

**196H-HR-HT. Honors Research Practicum in Sociology**

(4-4-4) STAFF

*Prerequisites: open to upper-division sociology majors only; consent of instructor.*

Students must have a minimum grade-point average of 3.5 in sociology and overall. A three-quarter in-progress sequence course leading to the preparation and presentation of the honors thesis. Grades issued upon completion of Sociology 196HT.

- H. Students will develop research topics and appropriate methodologies. General issues of sociological research will be raised and discussed, including the relationship between theory and method.
- HR. Students will concentrate on data collection and analysis.
- HT. Students will complete their research, write their theses, and present their results orally to the seminar.

### 198. Readings in Sociology

(1-5) STAFF

*Prerequisites: upper-division standing; completion of two upper-division courses in sociology.*

*Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. Students may apply a maximum of 12 units of Sociology 198/199 courses combined to the sociology major.*

Readings in sociology under the guidance of a faculty member in the department. Students wishing to enroll should prepare a short plan of study.

### 199. Independent Studies in Sociology

(1-5) STAFF

*Prerequisites: upper-division standing; completion of two upper-division courses in sociology*

*Students must have a minimum 3.0 grade-point average for the preceding 3 quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. Students may apply a maximum of 12 units of Sociology 198/199 courses combined to the sociology major.*

Independent studies in sociology under the guidance of a faculty member in the department. Students wishing to enroll should prepare a short plan of study.

### 199RA. Independent Research Assistance in Sociology

(1-5) STAFF

*Prerequisites: upper-division standing; completion of two upper-division courses in sociology.*

*Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199DC/199RA courses combined. Students may apply a maximum of 12 units of Sociology 198/198HI/199/199AA-ZZ courses combined to the sociology major.*

Coursework shall consist of faculty supervised research assistance.

## GRADUATE COURSES

### 203. Logics on Inquiry

(4) SUTTON

*Recommended preparation: Sociology 270A-B.*

Explores the connection between data and theory as they are developed in the major research traditions in sociology. Approaches that may be discussed are the quasi-experimental model, comparative-historical research and/or relational methods.

### 204A-B-C. Topics in Advanced Data Analysis

(4-4-4) WONG

*Prerequisites: Sociology 103 and 104.*

*Sociology 204C may be repeated twice providing the topics are different.*

This seminar will deal with topics of current interest in the area of data analysis and will give participants "hands-on" experience in using the new techniques with real data. Participants will analyze data of their choosing and will write up the results in journal article form. Technical assistance and some data archives will be provided by the sociology computing facility.

### 205A-B. Data Analysis in Sociology

(4) CHARLES, WONG, FRIEDKIN

*Prerequisite: Political Science 205 or PSTAT 5A-Z.*

*Sociology 205A is a prerequisite to Sociology 205B.*

Basic techniques for the analysis of sociological data using linear models. Emphasis is on sociological application; the course will cover the use of bivariate, multi-variate, and multiple-equation models in sociological research.

### 207A-B-C. Sociological Theory

(4-4-4) APPELBAUM, CRUZ, GORDON

*Material covered equivalent to that offered in Sociology 200A-B.*

Fundamental issues in contemporary social theory from their emergence in the Enlightenment, through the writings of Marx, Durkheim, and Weber, to present day controversies.

### 211A-B. Field Research in Sociology

(4-4-4) STAFF

The organization and execution of research in natural settings; analysis of field data and documentary evidence; problems of comparative history and analytic induction.

### 212A-B. Seminar in Comparative-Historical Sociology

(4-4) STAFF

*Sociology 212B may be repeated for credit.*

A. Theoretical and methodological bases of comparative-historical sociology. Use of theories and concepts, logic of comparison and contrast, types of evidence, and other issues raised by classic works and methodological writings.

B. Students pursue research projects applying historical and/or comparative methods.

### 212F. Feminist Research Methodologies

(4) FENSTERMAKER, BHAVNANI, TWINE

Fundamental issues in the philosophy, process, and tools of feminist research inquiries.

### 212P. Gender Research Practicum

(4) FENSTERMAKER, BHAVNANI

A research practicum in which students apply the fundamentals of feminist research methodologies to current projects.

### 212Q. Quantitative Methods in the Social Sciences Seminar

(2) STAFF

*Same course as Geography 201Q, PSTAT 250, and ED 212. May be repeated for credit.*

Required course for students in the Interdisciplinary Quantitative Methods in the Social Sciences emphasis.

### 212R. Introduction to the Analysis of Recorded Interaction

(4) LERNER

*Prerequisite: consent of instructor.*

Methods for analyzing talk in interaction in a computerized multimedia environment. Methods for producing an action analysis, locating recurrent features, building a data collection, and developing a data collection into a formal research paper.

### 212W. Writing Practicum in Sociology

(4) FORAN

*Prerequisite: must have a current research project that is in the writing stage.*

Designed to hone research and writing skills; the main work involves students' research projects, and giving feedback to each other. The group discusses a number of issues to do with the craft of writing.

### 214A-B. Introduction to Race, Ethnicity, Nation

(4-4) CRUZ, GORDON, DANIEL, WINANT, TWINE

*Recommended preparation: Sociology 214A for Sociology 214B.*

Focus on the influential and paradigmatic theoretical and conceptual scholarship in the field. Emphasis on comparative scholarship, cultural approaches, intersection of race, class, and gender, and on interdisciplinary scholarship.

### 215. Contemporary Themes in Race and Migration

(4) PARK, TURNOVSKY

Using a comparative perspective, the course examines contemporary scholarship on race and migration from a multidisciplinary perspective, including historical American immigration policies and patterns, the socio-political impact of American immigration law, and the complex processes of transnational and international migration.

### 218CP. Topics on Cultural Sociology

(4) FALASCA-ZAMPONI

*May be repeated for credit*

Selected topics in the sociological analysis of the relationship between culture and politics.

### 218P. Seminar on Popular Culture

(4) BIELBY

This seminar focuses on theories, research, and debates regarding the sociological analysis of popular culture.

### 218PA. Advanced Seminar on Popular Culture

(4) CRUZ, BIELBY

*Prerequisite: consent of instructor.*

Focuses on selected topics in the sociology of popular culture.

### 224. Seminar in Collective Behavior and Social Movement

(4) STAFF

Advanced study of theory and research on protest, collective mobilization, collective behavior, grass roots activism, and related topics.

### 230A-B-C. Proseminar in Social Movements and Political Consciousness

(4-4-4) STAFF

A proseminar on current research and theory in social movement studies and related fields.

### 231. Seminar in Political Sociology

(4) STAFF

Study of the social and cultural bases of the political process.

### 233. Problems in Radical Thought

(4) GORDON

Explores some of the challenges facing radical thought today. Particular emphasis placed on the relationship between the critical and utopian functions of radical thought.

### 236. The Analysis Of Conversational Interaction

(4) LERNER, RAYMOND

*Prerequisite: Consent of instructor.*

This seminar focuses on the structure of naturally occurring conversational interaction with an emphasis on problem formulation and methods of analysis.

### 236I. The Analysis of Interaction in Institutional Settings

(4) LERNER, RAYMOND

*Prerequisite: Sociology 236.*

This seminar focuses on how the dynamics of interactional processes contribute to the constitution of formal settings of social action.

### 245A-B. Seminar on Gender

(4-4) STAFF

Current research, theories and concepts of gender will be considered. Topics vary from quarter to quarter and by instructor.

### 246. Seminar on the Life Course

(4) BIELBY

Examines theoretical and methodological approaches to the study of the lifecourse. The dynamic relation between changing social structures, institutions, and life patterns is emphasized.

### 248MA. Social Network Analysis

(4) FRIEDKIN

*Prerequisite: consent of instructor.*

Introduction to concepts, methods, and applications of social network analysis.

### 255R. Seminar on Gender, Race, and Class

(4) STAFF

An examination of the intersection of race, class, and gender in empirical and theoretical sociological work.

### 256S. Seminar on Sexualities

(4) SCHNEIDER

Research and theory on sexual meanings, identities, behavior, and communities.

### 261A-B-C. Comparative Institutions

(4-4-4) STAFF

An advanced seminar focusing on research development in broad area of comparative institutions within related political, social, economic, and cultural frameworks.

### 265. Development and its Alternatives

(4) FORAN, BHAVNANI, APPELBAUM

Explores a range of theories issues and case studies in the sociology of development and social change, primarily in the Third World. Topics and cases covered

vary according to students' and instructor's interests.

### 265G. Sociology of Globalization

(4) ROBINSON

Overview of the sociology of globalization and theories of globalism. Topics include: the politics of globalization, transnational state apparatuses; social movements; global civil society; transnational migrations; globalization and race/ethnicity; gender and globalization; local-global linkages.

### 265GS. Global Political Economy

(4) APPELBAUM

An advanced graduate seminar covering recent theory and research about global production systems, including developments in world-systems theory, flexible production, post-Fordism, and global commodity chains.

### 265I. Introduction to Global, International, and Development Sociology

(4) STAFF

*Prerequisite:* graduate standing.

Introduces students to the range of core issues and debates within the fields of global, international, and development sociology, from political economy to culture, gender to REN, social movements to micro-issues.

### 265W. Women, Culture And Development

(4) APPELBAUM, BHAVNANI, FORAN

Identifying, reading, and critiquing theoretical and empirical materials from all regions of the Third World that address the interrelated themes of women, culture, and development.

### 266LA. Sociology of Latin America

(4) ROBINSON

Examines social, political, economic, and cultural trends in Latin America in historical context, including but not limited to political economy, development processes, women, indigenous people, revolutionary movements, transnational migration, and different debates, theories and perspectives for studying Latin America.

### 273A-B. Language and the Body

(4-2) LERNER

*Prerequisites:* graduate standing (for Sociology 273A); Sociology 273A (for 273B).

Same course as Linguistics 273A-B.

Brings together the methods and findings of functional linguistics and those of conversational analysis in a dialogue centering on the visible behavior of the body in the organization of talk-in-interaction, especially gesture, gaze, and body movement.

### 274. Proseminar in Language, Interaction, and Social Organization

(2-4) STAFF

*Prerequisite:* consent of instructor.

Same course as Education 274 and Linguistics 274. May be repeated for credit.

Discussion of current research, literature, and theoretical and methodological issues in language and social interaction.

### 275. Proseminar in Race, Ethnicity, and Nation

(2) WINANT

*Prerequisite:* consent of instructor.

Proseminar attached to the Race/Ethnicity/Nation area of the graduate program in Sociology. Focus on student research and emerging literature in REN related areas. Periodic colloquia by visitors. Meets biweekly.

### 290A-B. Teaching Assistant Training Seminar

(4-4) STAFF

This two-quarter sequence is required of all entering graduate students. Attendance at the departmental colloquia series is required as part of this course. SIU grading only; no credit allowed toward advanced degree.

The professional roles of sociologists as teacher, researcher, and colleague will be explored. Classroom techniques will be analyzed using video self-criticism and constructive feedback. Colloquia presentations will be considered as alternative modes of teaching effectiveness. Faculty presentations on their own

pedagogic methods and current research activity will be included.

### 294. Special Topics

(4) STAFF

May be repeated for credit on approval of department chair.

Special seminar on research subjects of current interest.

### 501. Apprentice Teaching

(4) STAFF

*Prerequisites:* Sociology 290A-B-C and teaching assistant or associate status.

May be repeated for credit; units do not fulfill M.A. unit requirements.

The application of research and theory to classroom practice in the teaching of undergraduate sociology courses. At the teaching assistant level, faculty will supervise individual students as they lead discussion sections, prepare and grade examinations, read written assignments, and engage in individual consultations with undergraduates. Associates will be responsible for courses in their entirety. Weekly meetings with instructor are required.

### 502. Research Assistance Practicum

(2-4) STAFF

*Prerequisites:* research assistant status; consent of instructor.

Units dependent upon percentage of time hired: 25% 2 units; 50% 4 units. May be repeated for credit; units do not count toward M.A. unit requirements.

Content will vary with individual students, each of whom will be instructed in the practical aspects of doing research in the area employed—bibliographical work, interviewing, statistical analyses, or questionnaire construction and analysis. Weekly group meetings with instructor are required.

### 591. Graduate Workshop in Sociological Research

(1-4) STAFF

May be repeated for credit; units does not fulfill M.A. unit requirements.

Presentation of research completed, in progress or proposed, with faculty in attendance. Students are expected to offer critical and useful comments on research.

### 595AA-ZZ. Group Studies

(4) STAFF

May be repeated for credit on approval of department chair.

Critical review of research in selected fields.

### 596. Directed Reading and Research

(2-5) STAFF

May be repeated for credit on approval of department chair. No more than half the graduate units required for the M.A. may be taken in Sociology 596.

Individual tutorial. Plan of study must be approved by department chair.

### 597. Individual Study for M.A. and Ph.D. Examinations

(4-8) STAFF

Units do not count toward graduate degrees. Maximum of 24 units per examination.

Normally taken with the student's committee chair.

### 598. M.A. Thesis Research and Preparation

(1-12) STAFF

Units do not count toward graduate degree.

Research and preparation for the masters thesis. Normally taken with the student's M.A. committee chair.

### 599. Ph.D. Dissertation Research and Preparation

(2-12) STAFF

Ph.D. dissertation preparation. Normally taken with the student's committee chair.

# Spanish and Portuguese

Department of Spanish and Portuguese  
Division of Humanities and Fine Arts  
PHELPS HALL 4206

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## Faculty

**Silvia Bermúdez**, Ph.D., University of Southern California, Professor (contemporary peninsular literatures, contemporary Peruvian poetry and transatlantic studies)

**Leo Cabranes-Grant**, Ph.D., Harvard University, Associate Professor (Spanish Golden Age drama and poetry, Latin American drama, Latino and Spanish drama, intercultural studies)

**João Camilo dos Santos**, Doctorat d'Etat, Université de Haute Bretagne, Rennes, Professor, Director, Center for Portuguese Studies (19th- and 20th-century Portuguese and Brazilian literature, comparative literature, literary theory)

**Jorge L. Castillo**, Ph.D., Harvard University, Associate Professor (19th- and early 20th-century Latin American literature, Latin American poetry, history of ideas)

**Jorge Checa**, Ph.D., Princeton University, Professor (Golden Age Spanish literature and culture, literary theory)

**Antonio Cortijo Ocaña**, Ph.D., UC Berkeley, Associate Professor (Spanish Golden Age and medieval literature, humanism, Latin and vernacular)

**Esperanza Jefferson**, Ph.D., UC Santa Barbara, Lecturer

**Suzanne Jill Levine**, Ph.D., New York University, Professor (Latin American literature, comparative literature, translation studies)

**Francisco A. Lomeli**, Ph.D., University of New Mexico, Professor (Spanish-American literature, Chicano literature, Spanish language)

**Juan Pablo Lupi**, Ph.D., Harvard University, Assistant Professor (nineteenth and twentieth-century Latin American cultural and literary studies, with an emphasis on the Caribbean and comparative literature)

**Viola Giulia Miglio**, Ph.D., University of Maryland, Assistant Professor (phonology, language change, Romance languages)

**Ellen McCracken**, Ph.D., UC San Diego, Professor (comparative literature, Latin American literature and U.S. Latino literature, literary theory)

**Elide Valarini Oliver**, Ph.D., University of São Paulo, Associate Professor (Brazilian narrative and poetry, comparative literature, Portuguese literature, literary theory)

**Giorgio Perissinotto**, Ph.D., Columbia University, Professor (Hispanic linguistics, medieval literature, cultural history of the Hispanic world)

**Sara Poot-Herrera**, Ph.D., El Colegio de Mexico, Professor (Mexican and Spanish-American literature, literary theory)

**Eduardo P. Raposo**, Doutoramento, University of Lisbon, Professor (Spanish and Portuguese linguistics, comparative Romance grammar, syntax and semantics, generative grammar)

**Harvey L. Sharrer**, Ph.D., UC Los Angeles, Doutor *honoris causa*, Universidade Nova de Lisboa, Professor (medieval Spanish and Portuguese literatures, Catalan language and culture, comparative medieval literature)

**Myriam Gonzales-Smith**, Ph.D., UC Santa Barbara, Lecturer

### Emeriti Faculty

**Carlos H. Albarracín-Sarmiento**, P.L., University of La Plata, Professor Emeritus

**Juan Bautista Avalle-Arce**, Ph.D., Harvard University; D. Litt., University of Castilla-La Mancha, Professor Emeritus

**Carlos García Barrón**, Ph.D., UC Los Angeles, Professor Emeritus

**David Bary**, Ph.D., UC Berkeley, Professor Emeritus

**Marta Gallo**, P.L., University of Buenos Aires, Professor Emerita

**Mireya Jaimes-Freyre**, Ph.D., Columbia University, Professor Emerita

**Víctor F. Fuentes**, Ph.D., New York University, Professor Emeritus

**Néilda López**, B.A., Instituto Superior del Profesorado, Buenos Aires, Lecturer Emerita

**Enrique Martínez-López**, Ph.D., University of Madrid, Professor Emeritus

**Allen W. Phillips**, Ph.D., University of Michigan, Professor Emeritus

**Frederick G. Williams**, Ph.D. University of Wisconsin, Professor Emeritus

The Department of Spanish and Portuguese offers undergraduates an opportunity to master the four fundamental linguistic skills—speaking, understanding, reading, and writing—in Spanish and Portuguese and to study the literary, cultural, and linguistic heritages of the Spanish- and Portuguese-speaking peoples in the Iberian Peninsula and the Americas. The department offers the B.A. degree in Spanish and in Portuguese; the M.A. degree with specialties in Hispanic language and culture, Spanish and Spanish-American literature, Hispanic linguistics, and Hispanic, Portuguese, and Brazilian literatures; and the Ph.D. degree in Hispanic languages and literatures.

Students interested in a Spanish or Portuguese major or minor may meet with department advisors at the beginning of each quarter. Qualified staff in the department office are available on a regular basis to advise on academic matters.

Qualified students majoring in Spanish or Portuguese may spend a semester or year at the university's Education Abroad center at one of the following locations: Madrid, Alcalá de Henares, Barcelona, Córdoba, Granada, Mexico City, San José, Santiago de Chile, Concepción, Rio de Janeiro, or Bahía.

Students who complete the major in Spanish or Portuguese may enter a variety of careers

and graduate programs including education, government service, law, international trade and finance, travel, communications, and publishing. It is important to keep in mind that many of these professional careers require training beyond the undergraduate level, and students with such interests should discuss their plans with an advisor as early as possible.

Students with a bachelor's degree in Spanish or Portuguese who are interested in pursuing a California Teaching Credential should contact the credential advisor in the Graduate School of Education as soon as possible. Successful completion of an advanced degree in Spanish is required for issuance of the Community College Instructor's Credential. Students interested in the related professional preparation program should contact the credential advisor prior to the fall quarter of the year in which the advanced degree will be completed.

The Department of Spanish and Portuguese at UCSB is one of the first in the United States to include in its curriculum all five of the languages and literatures of the Iberian peninsula (Spanish, Portuguese, Basque, Catalan, and Galician). The curriculum also covers the whole spectrum of Hispanic literary traditions, from the Middle Ages to U.S. Chicano and Latino literature.

**Center for Portuguese Studies.** The Center for Portuguese Studies provides support for teaching and degree programs and promotes the study of the literatures, language, and cultures of the Portuguese-speaking world. Services and activities include awarding student scholarships and stipends; hosting colloquia; maintaining the center library; and sponsoring a publications series, as well as a scholarly journal, "Santa Barbara Portuguese Studies." The Center is made possible by an endowment from the Calouste Gulbenkian Foundation in Portugal.

**Portuguese Lectureship.** The Portuguese government, through the Instituto Camões, established the first Portuguese Lectureship in the United States at UCSB in 1973. It provides a visiting lecturer annually.

**Basque Studies.** The department has a Basque Studies program, supported by the establishment in 1993 of an endowed chair from the Autonomous Basque Government of Spain. The José Miguel de Barandiarán Chair of Basque Studies promotes the study of Basque language and culture.

**Catalan Studies.** The Institute Roman Lull provides a lectureship to support the study of Catalan language and culture.

**Galician Studies.** The Xunta of Galicia provides funding in support of the establishment of a Center for Galician Studies and a visiting lecturer.

**Tinta, Scholarly Journal.** The graduate student publication gives students the opportunity to gain valuable experience by editing and publishing their own scholarly work.

**Samuel A. Wofsy and Robert E. Wilson Awards.** Each year the department awards two Wofsy Fellowships to outstanding graduate students at the M.A. and Ph.D. levels. The department also awards two Wilson Scholarships to outstanding junior and senior students.

### Senior Honors Program in Spanish or Portuguese

Qualified seniors will be invited to participate in an honors program, designed to allow them to pursue independent research on a topic of particular interest to them. Requirements for admission to the program include 105 units of course credits, completion of a minimum of 30 upper-division units in the major, minimum overall grade-point average of 3.0, and a grade-point average of 3.5 or better in the major. Honors graduates will be identified each year at the head of the graduation list in Spanish or Portuguese and will be designated on university records and diplomas with the legend Distinction in the Major, as well as recognized at the annual department awards ceremony.

### Undergraduate Program

#### Bachelor of Arts—Spanish

**Preparation for the major.** Non-Native Speakers: Spanish 1, 2, 3, 4, 5, and 6 or equivalent; and Spanish 25. Native Speakers: Spanish 16A and 16B. Spanish majors are required to earn a C or better in 16A and 16B or 25. Students who possess proficiency in the language should not take courses lower than Spanish 6. Students who receive a grade lower than C in any of the sequence Spanish 1-3 are urged to repeat the course (for no credit if necessary) or provide themselves with a tutor before proceeding to the next course in the sequence.

All upper-division and graduate courses are given in Spanish unless otherwise noted. Spanish 16A and 16B or 25, or its equivalent, is a prerequisite to all upper-division courses in which the language of instruction is Spanish. Spanish 100 (or the equivalent) is a prerequisite to all Spanish linguistics courses. Spanish 102L is a prerequisite to all Hispanic literature courses.

**Upper-division major.** Forty-four upper-division units are required, of which 4 must be in Spanish 100, 4 in Spanish 102L, 12 in Spanish 110A-B-C-D, and 8 in Spanish 111A-B-C, or their equivalents as approved by a departmental advisor or the department chair. By petition and upon consultation with the faculty undergraduate advisor, 8 of the remaining 16 units may be selected from Luso-Brazilian literature, or a comparative literature course in which peninsular or Latin-American literature is studied. Additionally, one course of the 8 units may be taken in Chicano/U.S. Latino literature originally written in English (e.g. Spanish 139, Spanish 179) as an upper-division elective, without petition. Spanish 119A-B and/or Spanish 177 are recommended. By petition, a course taught in English translation may be accepted toward the unit requirement with the stipulation that all work be in the Spanish language.

#### Minor—Spanish

All courses to be applied to the minor must be completed on a letter-grade basis. This includes both courses offered in Spanish and those offered by other departments and applied to the minor.

**Preparation for the minor.** Non-Native Speakers: Spanish 1, 2, 3, 4, 5, and 6 or equivalent; and Spanish 25 (prerequisite to all upper-division courses). Native Speakers: Spanish 16A and 16B.



**Upper-division minor.** Twenty-four upper-division units, distributed as follows: Spanish 100 (prerequisite to all Spanish linguistics courses), Spanish 102L (prerequisite to all Hispanic literature courses), one course from Spanish 110A-B-C-D, one course from Spanish 111A-B-C, 8 units of upper-division Spanish electives (may include up to 4 units of the following: a Lusio-Brazilian literature course, Portuguese 128, Spanish 126, 127, 174 [film course], or a comparative literature course in which peninsular or Latin-American literature is studied. A maximum of 4 units may be taken from courses taught in English.)

*Note: Substitutions and waivers are subject to approval by the chair of the department. Please see page 118 for special conditions governing minors in the College of Letters and Science.*

### **Bachelor of Arts—Portuguese**

**Preparation for the major.** Portuguese 1, 2, 3, 4, 5, and 6, or equivalent. Portuguese 8A-B-C is strongly recommended. Students who wish to make Portuguese their major subject must have maintained at least an average grade of C in lower-division Portuguese courses. Transfer students may be tested by examination.

**Upper-division major.** Forty upper-division units are required, including 102A-B, 105A-B-C, and 106A-B-C. The remaining units must be divided among other courses in the 100 series (excluding Portuguese 195). Portuguese 114, 115, 120, 125A-B, and 128AA-ZZ may be accepted toward the unit requirement with the stipulation that readings be in the Portuguese language. Two courses from History 153, 155A-B, 155E-F, 157A-B-C, or Portuguese 125A-B are recommended.

Students may, by petition, substitute 4 upper-division units in Spanish literature, linguistics, or culture courses; film courses (Spanish 126, 127, 174); comparative literature courses in which Hispanic, Portuguese, or Brazilian literature is studied; or Portuguese and Brazilian history courses.

### **Minor—Portuguese**

All courses to be applied to the minor must be completed on a letter-grade basis. This includes both courses offered in Portuguese and those offered by other departments and applied to the minor.

**Preparation for the minor.** Portuguese 1, 2, 3, 4, 5, and 6 or equivalent (see department).

**Upper-division minor.** Twenty upper-division units, distributed as follows: Portuguese 102A or 102B, one course from Portuguese 105A-B-C, one course from Portuguese 106A-B-C, 8 units of upper-division Portuguese electives. Four units may be taken from courses taught in English. For additional courses taught in English, all work must be completed in Portuguese and approved by the department in order to receive credit towards the Portuguese minor.

*Note: Substitutions and waivers are subject to approval by the chair of the department. Please see page 118 for special conditions governing minors in the College of Letters and Science.*

## **Graduate Program**

In addition to departmental requirements for admission, applicants must also meet the university requirements for admission described in the chapter “Graduate Education at UCSB,” including the mandatory Graduate Record Examination (GRE).

### **Master of Arts—Spanish**

#### **Admission**

The department requires a bachelor’s degree in Spanish or its equivalent. Candidates who are deficient in preparation will be required to take the necessary undergraduate courses to make up deficiencies before beginning work in the M.A. program. At the end of the first year of study candidates’ work will be evaluated. Those who are not making satisfactory progress toward the degree may be advised to drop out of the program.

#### **Degree Requirements**

Candidates for the M.A. in Spanish will follow one of the three programs described below. The degree for the following programs is awarded by taking a comprehensive examination (described under each program), with the exception of Program 3 for the M.A. in Spanish, which follows a different procedure, also described under that program. These programs are normally completed within two years.

**Program 1: Language and Culture.** This program is designed primarily for students who wish to pursue advanced studies, but do not plan to go on to the Ph.D. It emphasizes an interdisciplinary approach. Each student will have an individual course program, designed in consultation with the program director, approved by the graduate committee, and determined in part by the nature of the student’s study topic in Spanish 596. The nature of the program requires proficiency in written and oral standard Spanish.

A minimum of 12 courses is required, at least six of which must be in the graduate series. With prior approval, up to three upper-division or graduate courses from pertinent courses in Portuguese or in other departments may be included. The six graduate courses will include a sequence of two tutorials (Spanish 596) in which the student carries out a study project in Spanish. Results of the project take the form of a written paper and an oral presentation. In addition, each candidate will take a two-hour oral examination, given by a departmental committee, on the study project and on a reading list of essential works of Spanish and Spanish-American literature.

**Program 2: Literature.** This program is designed primarily for students who plan to pursue a Ph.D. in the field of Spanish and Spanish-American literature. The student must complete a minimum of twelve graduate and upper-division courses, at least nine of which must be in the graduate series. Spanish 121 or 122A-B are required if they have not been taken previously for the B.A. Spanish 212 and at least one two-quarter research seminar in literature (294A-B or 295A-B) are required. Up to two upper-division or graduate courses in Lusio-Brazilian literature may count toward the

degree. A reading knowledge of a pertinent language other than Spanish is required and tested. Portuguese is acceptable.

The student will prepare an academic program in consultation with the program director, who will provide guidance until the student is prepared to take the comprehensive examinations. The comprehensive examinations consist of six hours of written work based on a departmental reading list and an oral examination of approximately one hour. In order to be accepted to the doctoral program, the student must pass the comprehensive examinations and receive the approval of the graduate committee.

**Program 3: Hispanic Linguistics.** This program is designed primarily for students who plan to go on to a Ph.D. in Hispanic linguistics. The program provides the student with knowledge and research skills in synchronic and diachronic linguistics, contrastive, sociolinguistic, geographical, and historical approaches. Completion of Spanish 100 (or equivalent) is a prerequisite for entrance into Program 3.

Each student will have an individual course program, designed in consultation with the program director and approved by the graduate committee. Candidates are expected to complete a minimum of ten graduate and upper-division courses, at least six of which must be in the graduate series, including Spanish 212 and at least one two-quarter research seminar in Hispanic linguistics (296A-B). At least six of the ten courses must be taken within the department, including no fewer than two upper-division or graduate courses in one area of Hispanic literature.

The candidate, in consultation with a faculty advisor, will pursue an individual study of a specific topic and will present the results in the form of a short thesis. In lieu of the thesis, the candidate can submit two research papers of average length (5,000-7,000 words each) and covering two different areas of linguistics. In each case, the student will take an oral exam, centered on those aspects covered in the thesis or in the papers, but the candidate should be prepared to respond to questions of general linguistic knowledge, especially in the areas of current linguistic theory and mainstream linguistics that concern the department. A reading knowledge of a pertinent foreign language other than Spanish is required and tested. Portuguese is acceptable.

### **Master of Arts—Portuguese**

#### **Admission**

The department requires a bachelor’s degree in Portuguese or its equivalent. Students admitted to the program who are deficient in preparation will be required to take the necessary undergraduate work to make up deficiencies before beginning work in the M.A. program. At the end of the first year of study, students’ work will be evaluated and those who are not making satisfactory progress toward the degree may be advised to drop out of the program.

#### **Degree Requirements**

The M.A. degree in Portuguese is designed for students who plan to earn a Ph.D. in the field of Portuguese and Brazilian language and literature, and it is normally completed within

two years.

The student must complete a minimum of twelve graduate and upper-division courses, at least nine of which must be in the graduate series. Spanish 121, Spanish 212 and at least one two-quarter graduate research seminar in Portuguese or Brazilian literature (294A-B or 295A-B) are required. Up to two upper-division or graduate courses in Spanish or Spanish-American literature may count toward the degree. A reading knowledge of a pertinent language other than Portuguese is required and tested. Spanish is acceptable.

Each student will have an individual course program designed in consultation with the program director, who will provide guidance until the student is prepared to take the comprehensive examinations. The comprehensive examinations consist of six hours of written examinations based on a departmental reading list and an oral examination of approximately one hour.

In order to be accepted to the doctoral program, the student must pass the comprehensive examinations and receive the approval of the graduate committee.

### **Master of Arts— Spanish and Portuguese**

#### **Admission**

Applicants wishing to combine graduate work in Hispanic and Luso-Brazilian literatures should have completed an undergraduate major in either Spanish or Portuguese, or the equivalent. Applicants who are deficient in preparation will take the necessary undergraduate work to make up deficiencies before beginning work in the M.A. program. At the end of the first year of study, students' work will be evaluated and those who are not making satisfactory progress toward the degree may be advised to drop out of the program.

#### **Degree Requirements**

The M.A. degree in Spanish and Portuguese is designed primarily for students who wish to acquire a broad background in Hispanic and Luso-Brazilian studies, including those who contemplate subsequent work toward the Ph.D.

A minimum of twelve courses is required, at least eight of which must be in the graduate series, including Spanish 212, one two-quarter research seminar and Spanish 121. A reading knowledge of a pertinent foreign language is required.

Each student will have an individual course program designed in consultation with the program director and approved by the graduate committee. Its structure will be determined in large part by the student's interests and goals. However, all students are expected to acquire knowledge of the principal works of Hispanic, Portuguese, and Brazilian literatures. The comprehensive examination is based in part on a departmental reading list of important texts; it consists of two written tests, each followed by a one-hour oral examination.

In order to be accepted to the doctoral program, the student must pass the comprehensive examination and receive the approval of the graduate committee.

### **Doctor of Philosophy—Hispanic Languages and Literatures**

The Department of Spanish and Portuguese offers the Ph.D. degree in Hispanic languages and literatures in three areas: Spanish and Spanish-American literature, Luso-Brazilian literature, and Hispanic linguistics.

#### **Admission**

Applicants will normally have followed a course of study leading to the M.A. degree in Spanish under Programs 2 or 3, the M.A. in Portuguese, or the M.A. in Spanish and Portuguese (see above).

During the first quarter of residence, the graduate committee will specify, in the case of students who took the M.A. or equivalent on another campus, exactly which areas from our own M.A. program the student has not covered adequately. These deficiencies must be made up by taking courses specified by the graduate committee.

No later than the eighth week of the fourth quarter of residence, the student will present to the graduate committee a proposal for a program of studies which may lead to a subsequent proposal for a Ph.D. dissertation. This preliminary proposal will outline courses, readings, and methods of research aimed at a broad historical period in the field, a restricted genre, or an author or authors. Students in linguistics will outline a topic with a synchronic or diachronic approach, specific level of analysis, a corpus pertinent to the intended object of research, and a suitable method of research. Specific courses and topics set forth in the proposal will be in addition to the required courses cited below, although some overlapping is possible. A more detailed guide to this first step is available from the graduate program assistant of the department and from the departmental graduate student handbook.

Within two weeks after submission of the proposal but no later than the ninth week of the quarter, every doctoral candidate will take a Ph.D. oral candidacy examination conducted by the graduate committee, in which the student will make a brief commentary on a text, followed by a period of questions, to permit an evaluation of the student's potential. The Ph.D. candidacy examination may be repeated once upon the recommendation of the graduate committee. The doctoral committee will be formed after the oral Ph.D. candidacy examination, according to the procedures detailed in the departmental graduate student's handbook.

#### **Degree Requirements**

In addition to courses specified in the program proposal, all students will complete two two-quarter research seminars. Ph.D. students in literature will take Spanish 212, Spanish 213, Spanish 121, if not taken previously, and, if the emphasis is on Spanish or Spanish-American literature, two graduate courses in Luso-Brazilian literature which may include courses in the Portuguese 205 and 206 series. If the emphasis is Luso-Brazilian literature, the student will take two graduate courses in Spanish or Spanish-American literature. Ph.D. students in linguistics will complete Spanish 212; Spanish 221A-B; four graduate courses in linguistics; and one graduate course in literature.

Before being admitted to candidacy, the student must demonstrate a good reading knowledge of at least one foreign language besides Spanish and Portuguese, subject to approval by the graduate committee as germane to the student's program proposal. A general command of Spanish or Portuguese will be assumed.

When the requirements are completed and work in the program of studies is sufficiently advanced, the student will submit to the doctoral committee a detailed written proposal for a Ph.D. dissertation. Within two weeks, the student will defend the proposal before the doctoral committee in a dissertation progress examination.

In order to ensure a timely completion of doctoral work, the student is urged to take the dissertation progress examination by the ninth quarter of his/her doctoral program. Note: No dissertation progress examination will be given after the eighth week of the quarter. Any pending language requirement should be completed no later than one month prior to the dissertation progress examination.

**Examination Parts and Format.** The examination will consist of written and oral parts:

#### **•Written**

(1) a substantial, detailed written abstract of the full dissertation; (2) the draft of two of the chapters that will comprise the final dissertation; and (3) an extensive and relevant bibliography of approximately six to eight pages. These will be presented to the doctoral committee at least two weeks prior to the oral examination.

#### **•Oral**

An oral defense of this material of approximately one to one and half hours duration.

The doctoral committee will expect the candidate to demonstrate in both the written and oral parts of the examination a clear awareness of the general goals and originality of the dissertation and a thorough knowledge of the present state of scholarship dealing with the chosen topic.

In case the doctoral committee by majority vote finds the written and/or oral part of the dissertation progress examination unsatisfactory, the student may present a modified version of the written work once and be reexamined. The repeated oral examination must take place during the quarter immediately following that in which the examination was first given.

**Completion of the Degree.** After passing the dissertation progress examination, the student will continue working towards completion of the dissertation in consultation with, and under the guidance of, the dissertation committee chair, and also seeking the input of the other committee members. When the first draft is completed, it will be submitted to the dissertation committee for feedback and corrections. When the corrections and revisions have been made, a final version will be submitted to the committee. After the dissertation committee has approved the dissertation and signed the signature page, the student will file the dissertation according to university guidelines. The final version must meet the filing and formatting requirements spelled out in the *UCSB Guide to Filing Theses and Dissertations* available at the Graduate Division website: [www.graddiv.ucsb.edu/pubs/filingguide.shtml](http://www.graddiv.ucsb.edu/pubs/filingguide.shtml).

### **Optional Ph.D. Emphasis in European Medieval Studies**

The Medieval Studies Program offers an interdisciplinary doctoral emphasis to students previously admitted to a Ph.D. program in the Departments of Theater and Dance, English, French and Italian, History, History of Art and Architecture, Music, Religious Studies, and Spanish and Portuguese. Students pursuing the emphasis in European medieval studies must receive a grade of B or better in each of the following: Medieval Latin (Latin 103); one course in a vernacular, western European or Middle Eastern medieval language (English 205, English 230, French 206, Spanish 222A, Spanish 222B, Portuguese 222, Religious Studies 148A, Religious Studies 148 B, Religious Studies 210); Paleography and/or Diplomatics (History 215S, History 215T); Medieval Studies 200A-B-C; and 8 additional units in graduate courses on medieval topics. Students may petition to have appropriate courses from other institutions, or independent study, substituted for these requirements. Medieval Studies 200A-B-C is the program's colloquium series; graduate students in the emphasis attend the series and write brief papers on each colloquium (one per term), to be reviewed by the chair of the program (2 units). To qualify for the emphasis, at least one member of a Ph.D. candidate's dissertation committee must be an affiliated faculty member of the European Medieval Studies Program. Contact the European Medieval Studies Program for additional information on faculty interests, course offerings, and program requirements, or visit our website at [www.medievalstudies.ucsb.edu](http://www.medievalstudies.ucsb.edu).

### **Optional Ph.D. Emphasis in Applied Linguistics**

The field of Applied Linguistics is a growing and vibrant one in universities nationally and internationally. Applied Linguistics is an interdisciplinary field of research and instruction that provides theoretical and descriptive foundations for the empirical investigation and solution of language-related issues, especially those of language education (first-language, second-language, foreign-language and heritage-language teaching and learning), but also issues of bilingualism and biliteracy, language planning and policy, language assessment, translation and interpretation, lexicography, rhetoric and composition.

Students pursuing a Ph.D. in the Departments of Education, French and Italian, Germanic, Slavic & Semitic Studies, Linguistics, and Spanish and Portuguese may petition to add an emphasis in applied linguistics. The interdisciplinary program in applied linguistics involves over 35 faculty members in 12 departments on campus.

Students who petition to add the emphasis must fulfill the following requirements in addition to the requirements for the Ph.D. in their home department: (1) a minimum of two courses taken from the core group of applied linguistics courses, which provide them with the basics of linguistics, second language acquisition

theories, second/foreign language teaching methodologies, and practical applications of theory to teaching (Second Language Acquisition Theory and Research; Second Language Teaching Methodology; Foreign/Second Language Teaching Practicum; Topics in Applied Linguistics); (2) a minimum of two courses in one of five sub-areas (Linguistics, Discourse, Second Language Acquisition; Language and Society, Socio-cultural Perspectives, Multilingualism and Multiliteracy; Language, Literacy and Composition Studies; Language and Cognition, Psycholinguistics; Language Acquisition Using Technology); (3) Required independent study (4 units): Taken with an appropriate faculty member, leading to a research paper describing theoretical, empirical, or applied work in applied linguistics.

In addition to the course and unit requirements described above (including the research paper), the student's Ph.D. Qualifying Examination (or a separate exam) shall include examination of knowledge within the Applied Linguistics emphasis. At least one faculty member of the Applied Linguistics program shall participate in the qualifying (or separate) examination.

Additional information may be found at: [www.appliedlinguistics.ucsb.edu](http://www.appliedlinguistics.ucsb.edu). Questions may be directed either to a participating faculty member or to Applied Linguistics, c/o Department of Germanic, Slavic & Semitic Studies, UCSB, Santa Barbara, CA 93106-4130.

### **Optional Ph.D. Emphasis in Women's Studies**

The Department of Feminist Studies, with almost fifty core and affiliated faculty members in over nineteen disciplines, serves as a model of interdisciplinary work and scholarly collaboration at UCSB. Women's Studies doctoral emphasis students are required to successfully complete four seminars that will enhance their understanding of feminist pedagogy, feminist theory, and topics relevant to the study of women, gender and/or sexuality. Women's Studies as an inter-departmental set of conversations and intellectual questions supports a multifaceted undergraduate curriculum at UCSB. Doctoral emphasis students are encouraged to apply to teach Feminist Studies courses as teaching assistants and associates as part of their Feminist Studies training.

Applicants must first be admitted to, or currently enrolled in, a UCSB Ph.D. program participating in the Women's Studies graduate emphasis. Anthropology; Comparative Literature; Counseling, Clinical, and School Psychology; English; French and Italian; Germanic, Slavic and Semitic Studies; History; History of Art and Architecture; Linguistics; Political Science; Religious Studies; Sociology; Spanish and Portuguese; or Theater and Dance. Candidates complete four graduate courses and select a member of the Feminist Studies faculty or affiliated faculty to serve on their dissertation committees. Applications to the Women's Studies Doctoral Emphasis may be submitted at any stage of Ph.D. work, and applications will be considered throughout the year.

### **Doctoral Emphasis Coursework**

Students pursuing the emphasis in Women's

Studies will successfully complete four graduate courses that have been approved by the Doctoral Emphasis advisor.

1. **Feminist Theories.** A one quarter graduate seminar in interdisciplinary feminist theory offered by any department, including Feminist Studies 250 AA-ZZ.
2. **Issues in Feminist Epistemology and Pedagogy** (Feminist Studies 270). A one quarter seminar that considers Feminist Studies as a distinct field. It offers an interdisciplinary exploration of feminist theories of knowledge production and teaching practices. Readings cover past and present critical debates and provide theoretical approaches through which to analyze interdisciplinary epistemological and pedagogical issues.
3. **Graduate Seminar in Feminist Studies** (Feminist Studies 200-290 or 594 AA-ZZ). A one quarter seminar offered by a Feminist Studies faculty member on topics of central concern to the field.  
Or,  
**Research Practicum** (Feminist Studies 280). A cross-disciplinary seminar in which fundamental questions in contemporary feminist research practice are considered in light of students' own graduate projects.
4. **Topical Seminar.** A one quarter graduate seminar that addresses topics relevant to the study of women, gender, and/or sexuality. This seminar must be taken outside the student's home department; it may be fulfilled either by another graduate seminar in Feminist Studies or a seminar in another department.

### **Summer Institute of Hispanic Languages and Culture**

A three-summer intensive program leading to the M.A. degree in Spanish is designed primarily for secondary school teachers of Spanish. Residence at the institute and observance of a "no-English" rule are required.

In addition to the Summer Institute requirements for admission, applicants must also meet the university requirements for admission described in the chapter "Graduate Education at UCSB," including the mandatory Graduate Record Examination (GRE).

In addition to the Summer Institute requirements for the M.A. in Spanish, degree candidates must fulfill the university degree requirements described in the chapter "Graduate Education at UCSB."

**Prerequisites.** The applicant must have an undergraduate major in Spanish or its equivalent and must demonstrate proficiency in speaking and writing Spanish.

**Coursework.** The M.A. requires 40 units or ten courses across five areas including language, linguistics, culture, literature, and interdisciplinary studies. Since it is not a research-oriented degree, the Summer Institute M.A. will not completely fulfill requirements for entry into the Ph.D. program at UCSB.

**Recommended preliminary readings.** Students can do the reading for many courses during the winter; lists appear in the winter bulletin, published in the fall and available upon request.

For additional information and application forms, write to the Summer Sessions Office, University of California, Santa Barbara, CA 93106

# Spanish Courses

## LOWER DIVISION

It is highly recommended that students who have studied Spanish previously take the placement examination administered by the department to determine proper placement in the department's language program. Students will be placed in the Spanish 1-5 sequence depending upon examination scores. Any two courses in the series Spanish 1 through 6 must be taken in sequence and not simultaneously. Also, students may not enroll in a lower level Spanish course than was previously taken in the Spanish 1-6 series.

### 1. Elementary Spanish

(4) STAFF

Beginning Spanish establishing fundamental auditory and oral skills, with secondary practice in reading and writing; pronunciation, intensive oral practice in short natural dialogs and drills; present tense (regular, stem-changing, and irregular verbs); "ser" and "estar;" object pronouns. Includes laboratory work.

### 15S. Intensive Elementary Spanish

(4) STAFF

Beginning course in Spanish establishing auditory and oral skills, with secondary practice in reading and writing Spanish. Pronunciation, intensive oral practice, dialogs, drills. (SS)

### 2. Elementary Spanish

(4) STAFF

Recommended preparation: Spanish 1 or equivalent.  
Continues activities commenced with Spanish 1.

### 25S. Intensive Elementary Spanish

(4) STAFF

Recommended preparation: Spanish 15S.

Continues activities of Spanish 15S with increased communication and reading skills. Major grammatical structures studied include commands, complex sentences, subjunctive versus indicative, present and imperfect subjunctive, preterite and imperfect, reflexive. Introduction to reading skills. (SS)

### 3. Elementary Spanish

(4) STAFF

Recommended preparation: Spanish 2 or equivalent.

Completes the basic study of the elements of the language.

### 35S. Intensive Elementary Spanish

(4) STAFF

Recommended preparation: Spanish 25S.

Completes the basic study of the elements of the language. Taught during Summer Session.

### 4. Intermediate Spanish

(4) STAFF

Recommended preparation: Spanish 3 or equivalent.

Begins review of basic grammar and syntax.

### 45S. Intensive Intermediate Spanish

(4) STAFF

Recommended preparation: Spanish 3 or equivalent.

Begins review of basic grammar and syntax, designed to develop the four fundamental skills: understanding, speaking, reading, writing. Course conducted in Spanish with emphasis on vocabulary building and use of Spanish in practical situations. Refinement of reading skills. (SS)

### 5. Intermediate Spanish

(4) STAFF

Recommended preparation: Spanish 5 or equivalent.

Continues the review of basic grammar and syntax. Course conducted in Spanish.

### 55S. Intensive Intermediate Spanish

(4) STAFF

Recommended preparation: Spanish 4, 45S, or equivalent.

Continues the review of basic grammar and syntax begun in Spanish 4, developing the fundamental skills. More vocabulary and practical situations. A play and other supplementary materials are read for discussion and for increasing vocabulary. (SS)

### 6. Intermediate Spanish

(4) STAFF

Recommended preparation: Spanish 5 or equivalent.

An intensive course designed to develop students' skills in reading, oral, and written expression by reading and discussing Hispanic texts and writing compositions on related topics.

### 65S. Intensive Intermediate Spanish

(4) STAFF

Recommended preparation: Spanish 5, 55S, or equivalent.

An intensive course designed to develop students' skills in reading as well as oral and written expression by reading and discussing Hispanic texts and writing compositions on related topics.

### 8A-B. Spanish Conversation

(2-2) STAFF

Prerequisites: Spanish 5 or 55S, or an Advanced Placement Score  $\geq 3$ , or Spanish Placement exam = 6.

Conversational practice through which students learn idioms, conversational courtesies of the language, etc., and improve facility in speaking and understanding the spoken language.

### 16A-B. Spanish for Heritage Speakers

(4-4) STAFF

Recommended preparation: strong speaking ability in Spanish to be confirmed by personal interview.

Addresses on university level the needs and strengths of students with Spanish speaking backgrounds but no formal language training in Spanish speaking countries. Emphasizes skill in composition, advanced reading comprehension, standard versus vernacular usages, cross language interference, etc.

### 25. Advanced Grammar and Composition

(4) STAFF

Recommended preparation: Spanish 6 or 65S, or an AP score greater than or equal to 4, or a Spanish placement exam equal to 6.

Intensive course taught in Spanish designed to reinforce students' comprehension and ability to express themselves in Spanish, both orally and in writing, and to develop the students' vocabulary and awareness of syntactical structures in the language.

## UPPER DIVISION

Literature courses taught in English translation or courses taught in English will generally not count towards fulfilling Spanish major requirements. See "Upper-division major" section for exceptions.

### 100. Introduction to Hispanic Linguistics

(4) PERISSINOTTO, RAPOSO, MIGLIO,, MARQUES-PASCUAL

Prerequisite: Spanish 16A or 16B or 25 (may be taken concurrently).

Prerequisite to all other upper-division courses in Hispanic linguistics.

Introduction to linguistic theories, methods, and problems as applied to Spanish. Taught in Spanish with Spanish examples.

### 101. American Spanish

(4) PERISSINOTTO

Prerequisite: Spanish 100.

Geographical, social, and stylistic distribution of phonemic, morphosyntactic, and lexical features in Spanish as spoken in Latin America.

### 102A-B. Advanced Grammar and Composition

(4-4) STAFF

Prerequisite: Spanish 6.

Required for teaching credential candidates with major in Spanish.

The study of the finer points of Spanish grammar and syntax. Stress is placed on written practice of the language.

### 102L. Introduction to Hispanic Literary Studies

(4) STAFF

Prerequisite: Spanish 16A or 16B or 25 or equivalent language proficiency.

Analysis and interpretation of literary texts. Conceptual tools of traditional and contemporary currents of literary criticism will be applied to a wide

selection of texts that shall encompass all established literary genres.

### 103. Spanish Pronunciation

(4) PERISSINOTTO, MIGLIO

Prerequisite: Spanish 100.

Required for teaching credential candidates.

Intensive patterned pronunciation drills and exercises in sound discrimination aimed at familiarizing the student with the mechanics of speech production.

### 109. Spanish in the United States: The Language and Its Speakers

(4) PERISSINOTTO, MARQUES-PASCUAL

Prerequisite: upper-division standing.

Study of Spanish used in the United States by native and immigrant groups: Mexicans, Chicanos, Cubans, Puerto Ricans and others in Spanish-speaking enclaves. Focus on language and social and cultural manifestations arising in contact between linguistically different groups. Taught in English.

### 110A-B-C-D. Spanish Literature from the Beginnings to the Present

(4-4-4-4) STAFF

Prerequisite: Spanish 102L (may be taken concurrently).

- Medieval Spanish literature.
- Golden Age literature.
- Eighteenth- and nineteenth-century Spanish literature.
- Twentieth-century Spanish literature.

### 111A-B-C. Spanish-American Literature from the Beginning to the Present

(4-4-4) STAFF

Prerequisite: Spanish 102L (may be taken concurrently).

- Colonial Spanish-American literature.
- Nineteenth-century Spanish-American literature.
- Twentieth-century Spanish-American literature.

### 112A. Non-Castilian Literatures of Spain

(4) STAFF

Prerequisite: consent of instructor.

Introduction to Spain's medieval linguistic and cultural diversity through literary works written in such languages as Latin, Arabic, Hebrew, Mozarabic, Occitan, Catalan-Valencian, Galician-Portuguese and Galician. Texts read in Spanish or English translation.

### 112B. Non-Castilian Literatures of Spain

(4) STAFF

Introduction to Spain's linguistic and cultural diversity in modern and contemporary times through literary works written in Asturian, Basque, Catalan and Galician. Texts read in Spanish translation.

### 113. An Introduction to Linguistic Variation in Modern Spanish

(4) STAFF

Prerequisite: Spanish 100.

After a presentation of traditional and contemporary approaches to dialect variation, the course compares a set of different Spanish dialects from Spain and America in order to observe both common trends and diversity factors. The interrelations between regional dialects and other kinds of linguistic varieties are studied, especially social dialects and dialects in contact with other languages.

### 114A-B-C. The Spanish Language: A Linguistic Approach

(4-4-4) PERISSINOTTO, RAPOSO, MIGLIO,, MARQUES-PASCUAL

Prerequisite: Spanish 100.

Study of the systematic aspects of language structure which make communication possible. Each quarter deals with a different aspect of the Spanish system, as follows:

- Phonetics and phonemics
- Morphology and syntax
- Semantics

### 115B. Masterpieces of Spanish Literature (in English Translation)

(4) BERMÚDEZ

Prerequisite: upper-division standing.

Readings in English translation and discussion of representative works from the Middle Ages to the end of the sixteenth century, and from the seventeenth century to the end of the twentieth.

**116. Juan Ruiz: the Book of Good Love (in English Translation)**

(4) STAFF

*Prerequisite:* upper-division standing.

Reading and interpretation of the fourteenth-century Spanish masterpiece in English translation. A study of *The Book of Good Love* in the context of other great works of the period, such as *The Decameron* and *The Canterbury Tales*.

**119A. Spanish Institutions and Culture**

(4) CHECA

*Prerequisite:* Spanish 16A or 16B or 25 (may be taken concurrently).

Study of the development of the Spanish nation, with special focus on key social and political institutions, the arts, and major currents of thought.

**120A-B. Contemporary Spanish-American Fiction in English Translation**

(4-4) LEVINE, MCCrackEN

A. Reading and discussion of novels and short stories by Borges, Carpentier, Cortázar, García Márquez, Vargas Llosa, and others.

B. Reading and discussion of representative works of contemporary Mexican authors, including Yañez, Rulfo, Fuentes, and others.

**121. Language and History in the Hispanic World**

(4) STAFF

*Prerequisite:* Spanish 100.

The different languages spoken in the Hispanic world: their origins, development, convergence, divergence, and diffusion in relation to historical processes.

**122A-B. Medieval Spanish Literature**

(4-4) SHARRER, CORTIJO

*Prerequisite:* Spanish 102L (may be taken concurrently).*Equivalent to Spanish 110A.*

A detailed survey of the main trends in Spanish literature to 1500.

**123A. Hispanic Balladry**

(4) SHARRER, CORTIJO

*Prerequisite:* Spanish 102L (may be taken concurrently).*Spanish 123A equivalent to Spanish 110B.*

History of the Spanish ballad; Hispanic balladry in Spanish America, the United States, and among the Sephardic Jews.

**125. Introduction to Romance Linguistics**

(4) MIGLIO, RAPOSO, PERISSINOTTO

*Prerequisite:* upper-division standing.*Same course as Linguistics 175. Taught in English.*

Illustrates principles of comparative-historical linguistic analysis by examining Romance languages (French, Portuguese, etc.) for similarities and differences, and tracing their evolution from Vulgar Latin.

**128. Creative Writing**

(4) STAFF

*Prerequisite:* Spanish 16A or 16B or 25 (may be taken concurrently).

Designed primarily for students who are inclined to write fictional prose and/or poetry in Spanish.

**129. Typology of Iberian Languages**

(4) STAFF

A comparison through structural analysis of the different languages from the Iberian peninsula: Basque, Catalan-Valencian, Galician, Spanish, Portuguese, Asturian, Aragonese, etc. Topics include what these languages share, what is different in their phonology/morphology/syntax/vocabulary, as well as their social and cultural history, and their present status within mostly bilingual communities.

**130. The Fantastic and Its Development in Spanish-American Short Story**

(4) CASTILLO, LEVINE, POOT-HERRERA

*Prerequisite:* Spanish 102L with a minimum grade of C.

Exploration of the multiple manifestations of the fantastic in Spanish American short story from its origin, linked to nineteenth-century sensationalistic journalism, up to neofantastic mode appearing circa 1950, with its more epistemological goals.

**131. Spanish Golden Age Poetry I**

(4) CHECA

*Prerequisite:* Spanish 102L (may be taken concurrently).*Equivalent to Spanish 110B.*

Lyric poetry of the sixteenth century: Garcilaso, Luis de Leon, San Juan de la Cruz, and others.

**132. Spanish Golden Age Poetry II**

(4) CHECA

*Prerequisite:* Spanish 102L (may be taken concurrently).*Equivalent to Spanish 110B.*

Spanish lyric poetry of the seventeenth century. Major trends and authors. Close readings of Lope de Vega, Gongora, Quevedo, and other poets.

**135. Survey of Chicano Literature**

(4) LOMELI, MCCrackEN

*Same course as Chicano Studies 180.*

The course encompasses a general overview of all genres (poetry, novel, theatre, short story and essay) of Chicano literature. A people's sociohistorical experiences are examined to understand ethnicity, creativity, and world view.

**136. Modern Mexican Literature**

(4) LOMELI, POOT-HERRERA

*Prerequisite:* Spanish 102L (may be taken concurrently).

Study of texts explaining the development of Mexican culture and literature. Topics and writers include: modernism (from Gutierrez Najera to Tablada); the novel of the Mexican revolution (Azuola); and the modern essay (Alfonso Reyes and Octavio Paz).

**137A. Golden Age Drama**

(4) CHECA, CORTIJO, CABRANES-GRANT

*Prerequisite:* Spanish 102L (may be taken concurrently).*Equivalent to Spanish 110B.*

The classic comedia, by Lope, Tirso, Alarcón, Calderón, and other dramatists.

**138. Contemporary Mexican Literature**

(4) LOMELI, POOT-HERRERA

*Prerequisite:* Spanish 102L (may be taken concurrently).*Equivalent to Spanish 111C.*

Continued study of major trends in Mexican literature as evidenced in selected works of the following authors: the poetry of López Velarde and Octavio Paz; the Contemporáneos (Torres Bodet, Villaurrutia, Pellicer); and contemporary fiction (Yañez, Rulfo, Arreola, and Fuentes).

**139. U.S. Latino Literature**

(4) MCCrackEN

*Prerequisite:* upper-division standing.*Taught in English.*

A comparative study of the literature and culture of the diverse Latino populations of the United States, including Chicano, Puerto Rican, Cuban-American, Dominican-American, and other U.S. Latino groups. Writers, genres, and periods vary from quarter to quarter, emphasizing salient examples of fiction, poetry, drama, the essay, film or art.

**140A-B. Cervantes: Don Quijote**

(4-4) CHECA

*Prerequisite:* Spanish 102L (may be taken concurrently).*Equivalent to Spanish 110B.*

Reading and discussion of the first and second parts of *Don Quijote*.

**141. Cervantes: Other Works**

(4) CHECA

*Prerequisite:* Spanish 102L (may be taken concurrently).

Reading from the minor works of Cervantes: Novelas Ejemplares, Comedias, Entremeses.

**142A-B. Don Quixote (in English Translation)**

(4-4) CHECA, CABRANES-GRANT

*Prerequisite:* upper-division standing.

Reading, examination, and discussion (all in English) of the first and second parts of Cervantes' masterpiece and its reflection on world literature.

**144. Typology of Languages Spoken in the Iberian Peninsula**

(4) MARQUES-PASCUAL, MIGLIO, PERISSINOTTO, RAPOSO

*Prerequisite:* Spanish 100

*Recommended Preparation:* Advanced knowledge of Spanish, knowledge of another language of the Iberian peninsula.

Comparative study of the structural characteristics of all languages of the Iberian Peninsula (both the Romance languages - Catalan, Galician, Portuguese, Spanish - and Basque). Analysis of similarities and differences in their phonology, morphology, syntax, and semantics.

**147. Business Spanish**

(4) STAFF

*Prerequisite:* Spanish 16A or 16B or 25 or equivalent language proficiency.

Real-life situations in the workplace will present students with the appropriate vocabulary for business environments. Students learn to write formal documents, how to express themselves orally, and to assess the business environment of different Spanish-speaking countries from a cultural perspective.

**151A. Catalan Language and Culture**

(4) SHARRER

*Prerequisite:* upper-division standing.

*Recommended preparation:* proficiency in Spanish, Portuguese, or another romance language.

Catalan for advanced students. An intensive course for students with no previous study of Catalan.

**151B. Catalan Language and Culture**

(4) STAFF

*Prerequisite:* Spanish 151A.

Continues activities commenced in Spanish 151A.

**152. Readings in Catalan**

(4) STAFF

*Prerequisite:* Spanish 6 or equivalent

*Course may be repeated once for credit when readings change.*

Readings in Catalan. Selected readings in Catalan prose and poetry.

**153. Introduction to Basque Studies**

(4) STAFF

Spanish Basque culture, the Basque language, its uniqueness, the geography of the Basque country (Euskalerra), its history, its literature, in Basque and in Spanish (in English translation).

**154A-B. Basque Language and Culture**

(4-4) STAFF

*Prerequisite:* upper-division standing (for 154A):

Spanish 154A (for 154B).

An intensive course for students with no previous study of the Basque language.

**156. Introduction to Galician Studies**

(4) STAFF

*Prerequisite:* upper-division standing.

*Recommended preparation:* proficiency in Spanish or Portuguese.

The uniqueness of the culture and language of Galicia, its history, ethnography, folklore, and literature, in Galician and Spanish.

**157A. Galician Language and Culture**

(4) STAFF

*Prerequisite:* upper-division standing.

An intensive course for students with no previous study of the Galician language.

**157B. Galician Language and Culture**

(4) STAFF

*Prerequisite:* Spanish 157A

An intensive course for students with no previous study of the Galician language; builds on Spanish 157A.

**168. Posmodernismo**

(4) CASTILLO

*Prerequisite:* Spanish 102L with a minimum grade of C.

Study of the Spanish and Spanish-American Postmodernistas, exploring the link between the culture of modernity and the emergence of a colloquial, prosaic, but lyrical discourse in late nineteenth- and early twentieth-century Spanish and Spanish-American poetry.

**169. Literature and Cultural Identity in the Spanish Caribbean****(4) CASTILLO, LUPI***Prerequisite:* Spanish 102L (may be taken concurrently).

Survey of Spanish Caribbean literature from the standpoint of interaction of culture and race. It traces the counterpoint among the diverse ethnic groups that populate the Caribbean and the manner in which the discourse of the oppressor and the oppressed intertwine.

**170. The Generations of 1898 and 1927****(4) BERMÚDEZ***Prerequisite:* Spanish 102L (may be taken concurrently).*Equivalent to Spanish 110C or 110D.*

Readings of such authors as Unamuno, Baroja, Azorín, Valle-Inclán, Antonio Machado, Ortega, Gómez de la Serna, Guillén, García Lorca, and others, analyzed in their historical and social context.

**174. The Hispanic Novel and Cinema****(4) CABRANES-GRANT***Prerequisite:* Spanish 102L (may be taken concurrently).*Equivalent to Spanish 111C or 110D.*

Study of three or four Hispanic novels vis-à-vis their movie versions, permitting analysis of narrative in both genres, using existing films and videos based on masterpieces of Hispanic literature. Taught in Spanish.

**175. Contemporary Spanish Literature****(4) BERMÚDEZ***Prerequisite:* Spanish 102L (may be taken concurrently).

Spanish literature since the Civil War a study of the main trends of post-war Spanish novel, theatre, and poetry, in their historical and social context.

**176. Contemporary Spanish Culture****(4) BERMÚDEZ***Prerequisite:* Spanish 16A or 16B or 25 (may be taken concurrently).

A survey of the political, religious, social, and philosophical issues in twentieth-century Spanish life and letters.

**177. Spanish-American Thought****(4) CASTILLO, LUPI***Prerequisite:* Spanish 16A or 16B or 25 or equivalent language proficiency.

Leading social, institutional, intellectual, and artistic trends from the sixteenth century to the present.

**178. Mexican Culture****(4) PERISSINOTTO, POOT-HERRERA***Prerequisite:* Spanish 16A or 16B or 25 or equivalent language proficiency.

May not be taken for credit by students who have taken Spanish 180.

Social, institutional, intellectual, and artistic trends in the development of modern Mexico.

**179. The Chicano Novel****(4) LOMELI, MCCrackEN***Same course as Chicano Studies 181. Taught in English.*

Reading, analysis and critique of the contemporary Chicano novel as it pertains to the Chicano experience.

**181. Hispanic Poetry: 1900 to 1945 (in English Translation)****(4) BERMÚDEZ***Prerequisite:* upper-division standing.

Reading and discussion of twentieth-century Spanish and Spanish-American poets and trends in their socio-historical context. Taught in English.

**183AA-ZZ. Selected Authors and Topics in Hispanic Literature****(4) STAFF***Prerequisite:* Spanish 102L (may be taken concurrently).

May be repeated for credit to a maximum of 20 units, provided letter designation is different.

Selected authors and topics in Hispanic literature. Topic or author chosen by faculty member.

**184. Borges and the Contemporary Spanish-American Short Story****(4) LEVINE, LOMELI, POOT-HERRERA, CASTILLO***Prerequisite:* Spanish 102L (may be taken concurrently).

The course will deal with Borges' short stories as pioneers of Spanish-American modern trends in narrative literature, and may include works from authors such as Onetti, Fuentes, García Márquez, etc.

**185. The Spanish-American Nueva Novela****(4) LEVINE, LOMELI, POOT-HERRERA***Prerequisite:* Spanish 102L (may be taken concurrently).*Equivalent to Spanish 111C.*

Readings of such authors as Borges, Rulfo, Fuentes, Vargas Llosa, García Márquez, Donoso. Emphasis put on the innovative structure and language brought to Hispanic literature by the so-called *nueva novela*.

**186AA-ZZ. Selected Topics in Hispanic Linguistics****(4) STAFF***Prerequisite:* Spanish 100.

May be repeated for credit to a maximum of 20 units, provided letter designation is different.

Topics for the course reflect the research interests of faculty members.

**187A-B. Modern Hispanic Drama****(4-4) CABRANES-GRANT***Prerequisite:* Spanish 102L (may be taken concurrently).

- Representative dramatists of Spain such as Unamuno, Valle-Inclán, García Lorca, Buero Vallejo, and others.
- Representative Spanish-American dramatists such as Carballido, Solórzano, Wolff, Cuzzani, Márquez, and others.

**188. Modernismo****(4) CASTILLO, BERMÚDEZ***Prerequisite:* Spanish 102L with a minimum grade of C.*Equivalent to Spanish 111B.*

Introduction to the poetry and prose of Hispanic modernismo. Major writers and their most representative works: Martí, Darío, Rodo, Lugones. Lyric poetry, short story, novel, the essay, and other forms are studied.

**189. Vanguard Poetry in Spanish America****(4) STAFF***Prerequisite:* Spanish 102L (may be taken concurrently).

A survey of the poetry of the Spanish-American avant-garde focusing on its three main tendencies: colloquial or antipoetic poetry, existentially or politically committed poetry, and self-referential, narcissistic poetry.

**190. Borges and his Precursors****(4) LEVINE***Prerequisite:* upper-division standing.*Taught in English.*

This course focuses on Borges the reader, and traces in particular his affinities with North American and European literatures.

**194. Spanish American Women's Writing****(4) BERMÚDEZ, POOT-HERRERA***Prerequisite:* Spanish 102L (may be taken concurrently).*Equivalent to Spanish 111A or 111B or 111C.*

An introduction to nineteenth- and twentieth-century Spanish American women's writings. Themes may include women's participation in the formation of national literatures, their engagement with a tradition of women's writing, and issues of authorship and authority.

**195. Senior Honors Independent Research****(4) STAFF***Prerequisite:* Spanish or Portuguese majors only.

The student will engage in research leading to a paper of considerable depth and complexity on a topic dealing with the literature and/or language of Spain and Spanish America.

**196. Internship****(2-3) STAFF***Prerequisites:* upper-division standing; Spanish or Portuguese majors only; consent of department.

Students must have a 3.0 overall grade-point average. May be repeated for credit to a maximum of 6 units.

This course enables students to obtain credit for Spanish or Portuguese related internship experience.

The course is graded P/NP and must be taken in conjunction with Spanish 199, for which a written project related to the internship experience must be completed.

**199. Independent Studies in Spanish****(1-5) STAFF***Prerequisites:* upper-division standing; completion of two upper division courses in Spanish; consent of department.

Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.

Independent studies in selected subjects not covered by course offerings.

**GRADUATE COURSES**

*Note:* The content of "studies" courses may vary from quarter to quarter and be repeated for credit with the consent of the department graduate advisor.

**200. Studies in Synchronic Linguistics****(4) MIGLIO, PERISSINOTTO, RAPOSO***Prerequisite:* graduate standing.

In-depth study on particular subjects in the field of the phonological, syntactic, or semantic component, or the lexicon, as applied to the modern Spanish.

**200SS. Linguistic Analysis****(4) STAFF**

Study of the phonological and syntactic structure of modern Spanish for students with a functional command of the language; emphasis placed on developing ability to analyze grammatical structures and phonetic principles related to the learning and teaching of Spanish.

**210A-B-C-D. Spanish Literature for Portuguese Graduate Students****(4-4-4-4) STAFF***Prerequisite:* graduate standing in Portuguese.

- Medieval Spanish literature.
- Golden Age literature.
- 18th- and 19th-century literature.
- 20th-century literature.

**211B-C. Survey of Spanish-American Literature for Portuguese Graduate Students****(4-4) STAFF***Prerequisite:* graduate standing in Portuguese.

Students will write an extensive paper and be responsible for additional readings to enrich their preparation and ready them for their Ph.D. examination.

- Nineteenth-century Spanish-American literature
- Twentieth-century literature

**212. Approaches and Methods for Research in Hispanic and Luso Brazilian Literature and Linguistics****(4) CORTIJO, PERISSINOTTO, SHARRER, RAPOSO**

Approaches and methods for research in Hispanic and Luso-Brazilian literature and linguistics. Study of main bibliographic resource with particular emphasis on computer-aided research and resulting in the production of a substantive on a field of graduate research.

**213. Theory of Literary Criticism****(4) STAFF**

Analysis and application of methods of current literary theory and criticism in relation to principal texts in Spanish and Spanish American literature. Techniques of literary scholarship.

**215. Women Authors of the Spanish Language****(4) BERMUDEZ, POOT-HERRERA**

An examination of women's strategies of self-figuration, traditions of female expression, women's relationship to authorship and authority, and the relationship of Spanish-language writing to contemporary feminist criticism.

**218. Individual Hispanic Authors and Special Topics****(4) STAFF**

May be repeated for credit to a total of 24 units

(six courses, each a different author).

Intensive study of the work of an individual Hispanic author, to be chosen by the instructor.

### 221A. History of Spanish and Portuguese Languages

(4) PERISSINOTTO, RAPOSO

Prerequisites: Spanish 121.

Students write an extensive paper and are responsible for additional readings to enrich their preparation and ready them for their M.A. and Ph.D. examinations. Selected topics in historical phonology in light of recent scholarship.

### 222A-B. Studies in Medieval Peninsular Literature

(4-4) CORTIJO, SHARRER

Prerequisite: Spanish 122A (may be taken concurrently) (for 222A); Spanish 122B (may be taken concurrently) (for 222B).

May be repeated for credit with consent of department graduate advisor.

Selected topic studied in the light of recent scholarship. Students write an extensive paper and are responsible for additional readings to enrich their preparation and ready them for their M.A. and Ph.D. examinations.

### 230B. Studies in Spanish Literature of the Sixteenth and Seventeenth Centuries

(4) CHECA

May be repeated for credit with the consent of the department graduate advisor.

Narrative prose.

### 240A. Studies on Cervantes

(4) CHECA, CABRANES-GRANT

Prerequisites: Spanish 140A-B (may be taken concurrently).

May be repeated for credit with the consent of the departmental graduate advisor.

Selected topics studied in the light of recent scholarship. Students write an extensive paper and are responsible for additional reading to enrich their preparation and ready them for their M.A. and Ph.D. examinations.

### 245. Studies in Spanish-American Colonial Literature

(4) AVALLE-ARCE, POOT-HERRERA

May be repeated for credit with the consent of the department graduate advisor.

Selected topics from the sixteenth, seventeenth, and eighteenth centuries.

### 260. Studies in Nineteenth-Century Spanish Literature

(4) CHECA, CABRANES-GRANT

Seminars covering selected authors, theses, or genres from the period in question.

### 283. El Modernismo

(4) CASTILLO

The influence of Rubén Darío and his followers on the prose and poetry of Spanish America and Spain: 1888 to 1920.

### 287. Literature and Culture of the Postmodern Americas

(4) MCCracken

Prerequisite: graduate standing.

A study of hybridity and postmodernity in the narrative cultural productions of Latinos in the Americas, focusing on the eroding but not yet effaced borders between various cultural and social spheres. Readings drawn from Latin American and U.S. Latino writers and theorists such as García Canclini, Cortázar, Piglia, Puig, Cisneros, Alvarez, Morales.

### 293. Translation: Literacy and Linguistics Approaches

(4) STAFF

Prerequisite: graduate standing.

Analysis of literacy texts from the perspective of translation; the theory and practice of translation from linguistic and literary perspectives.

### 294A-B. Research Seminar in Spanish-American Literature

(4-4) STAFF

In-progress grading with grading for both quarters to be given at the end of the second quarter.

A. Primarily intended to train students in research techniques; background material and selection of topic.

B. Completion of research paper, reporting regularly to class on progress of work.

### 295A-B. Research Seminar in Spanish Literature

(4-4) STAFF

In-progress grading with grading for both quarters to be given at the end of the second quarter.

A. Primarily intended to train students in research techniques; background material, critical approach, and selection of topic.  
B. Completion of research paper, reporting regularly to class on progress of work.

### 296A-B. Research Seminar in Spanish Linguistics

(4-4) STAFF

In-progress grading with grading for both quarters to be given at the end of the second quarter.

A. Primarily intended to train students in research techniques; background material, and selection of topic.  
B. Completion of research paper, reporting regularly to class on progress of work.

### 590. Spanish Teaching Methodology

(4) STAFF

Prerequisites: graduate standing and appointment as a teaching assistant or associate in Spanish.

Preparation of students to conduct initial research in areas related to Applied Linguistics, and the application of both theoretical and practical considerations of the current literature on actual teaching.

### 591. Teaching Assistant Practicum

(4) STAFF

Units earned do not apply toward completion of advanced degrees. SIU grading only. Required of all teaching assistants in Spanish.

Supervised teaching of lower-division Spanish courses at UCSB. Participation in occasional workshops related to the field of teaching will be required.

### 592. Teaching Associate Practicum

(4) STAFF

Units earned do not apply toward completion of advanced degrees. SIU grading only. Required of all student associates in Spanish.

Supervised teaching of lower-division Spanish courses at UCSB. Participation in occasional workshops related to the field of teaching will be required.

### 594. Special Topics

(1-4) STAFF

A special seminar on research subjects of current interest.

### 596. Directed Reading and Research

(2-4) STAFF

Prerequisites: consent of instructor; approval of department chair.

Individual tutorial. A written proposal for each tutorial must be approved by student's program advisor and by the department chair. The number of units which a student may take in this series depends on the nature of the program and the consent of the advisor or the departmental graduate committee.

### 597. Individual Study for M.A. Comprehensive and Ph.D. Examinations

(2-8) STAFF

Prerequisites: consent of advisor; approval of department chair.

No unit credit allowed toward advanced degrees. Individual study for M.A. comprehensive and Ph.D. examinations. Instructor should be student's major professor or chair of doctoral committee.

### 598A-Z. Master's Thesis Research and Preparation

(2-12) STAFF

Prerequisites: consent of instructor; approval of department chair.

No unit credit granted toward degree. Only for research underlying the thesis and writing of the thesis.

### 599. Ph.D. Dissertation Research and Preparation

(2-12) STAFF

Prerequisites: approval of instructor and department chair.

SIU grading only.

Ph.D. dissertation preparation. Only for research in preparing and writing of the dissertation. Instructor should be the chair of student's doctoral committee.

## SUMMER INSTITUTE OF HISPANIC LANGUAGES AND CULTURE GRADUATE COURSES

### 2055S. Linguistic Analysis

(4) STAFF

Study of the structure of modern Spanish in both its phonological and syntactic aspects for the student who already has a functional command of the language, with emphasis on developing ability to analyze and interpret grammatical structures.

### 2015S. Writing Strategies and Approaches

(4) STAFF

Development of writing skills through writing original compositions. Reading and discussion of selected masterpieces to acquaint the student with a variety of styles. Further grammar review.

### 2035S. Historical Evolution of Genres in Peninsular Spanish Texts

(4) STAFF

A close reading of selected modern and contemporary texts in prose and poetry, that are set in their historical contexts and carefully analyzed to bring out their meaning(s) or intention(s).

### 2045S. Historical Evolution of Genres in Spanish American Texts

(4) STAFF

A close reading of selected modern and contemporary texts in prose and poetry that are set in their historical contexts and carefully analyzed so as to bring out their meaning(s) or intention(s).

### 2065S. The Sound Structure of Spanish

(4) STAFF

A study of the articulatory features of the sounds of Spanish, with particular attention to dialect variation and to applying phonetic principles to the learning and teaching of Spanish. Emphasis on the production and recognition of various sound patterns.

### 2075S. Cultural History of Spain

(4) STAFF

A survey of the major events that shaped Spain as a modern state. The intellectual movements that nurtured and sustained the contemporary Spanish state is also studied.

### 2085S. Cultural History of Spanish America

(4) STAFF

A panoramic but in-depth presentation of the major historical and cultural events that give coherence and diversity to the Spanish-speaking countries of the Western hemisphere.

### 2095S. Don Quijote (1605 and 1615)

(4) STAFF

A close reading of both parts of the novel, setting it into its historical context, with appropriate discussion of the episodes. Emphasis on Part I or Part II alternates, with the part not emphasized continually incorporated into class discussions.

### 2105S. The Spanish Language in the World (Origins to Present)

(4) STAFF

The origin, development, and spread of the Spanish language and culture throughout the world from pre-Roman times to current issues facing the Spanish-speaking population in the United States.

### 211AS-BS. Approaches to Spanish Curriculum

(4-4) STAFF

Basic concepts of modern theories of language and language acquisition. Course acquaints students with an in-depth exploration of fundamental concepts in Spanish teaching. Topics include classroom discourse, teaching approaches, principles of language testing, computer-based foreign language teaching.

### 2165S. Special Topics in Language and Literature

(4) STAFF

May be repeated for credit. Studies in subjects of current interest in Spanish and/or Spanish American language and literature,

and/or American literature and language written in Spanish.

### 299. Topics in Applied Linguistics

(4) STAFF

Same course as Education 299, EACS 299, French 299, German 299, and Linguistics 299.

Specialized topics in the study of applied linguistics.

### 500AS. Research Methods in Culture and Linguistics

(2-4) STAFF

Prerequisite: one quarter of coursework on M.A. in Institute of Hispanic Languages and Culture.

During the second term, students develop research skills necessary to produce a research project to conform to Institute guidelines. Students meet individually and as a group with faculty to plan the research project in language, literature, or cultural history.

### 500BS. Research Methods in Culture and Linguistics

(2-4) STAFF

Prerequisite: two quarters of coursework on M.A. in Institute of Hispanic Languages and Culture.

During the third term, every student completes monograph-length study on culture (including literature) or linguistics of the Hispanic world, presents it orally and submits it in printed form according to Institute guidelines.

### 500CS. Group and Individual Preparation for the M.A. Exit Examination

(2-4) STAFF

For students choosing the Exit Examination.

During the second term, students meet individually and as a group with faculty to execute a study plan to complete the M.A. Reading List for the Exit Examination given third term. Instruction centers on more difficult texts.

### 500DS. Group and Individual Preparation for the M.A. Exit Examination

(2-4) STAFF

For students choosing the Exit Examination.

During the third term, students meet individually and as a group to continue preparation for the Exit Exam. The course culminates in an oral examination based on the M.A. reading list and coursework.

## Spanish Courses Taught in English

The following courses require no knowledge of a foreign language. See course descriptions above.

Spanish 109, 115B, 120A-B, 125, 126, 127, 135, 139, 142A-B, 153, 179, 181, 190

## Portuguese Courses

### LOWER DIVISION

#### 1. Elementary Portuguese

(4) STAFF

Beginning course in Portuguese establishing fundamental auditory and oral skills, with secondary practice in reading and writing, pronunciation, intensive oral practice. Includes laboratory work.

#### 2. Elementary Portuguese

(4) STAFF

Recommended preparation: Portuguese 1 or equivalent.

Continues activities commenced with Portuguese 1.

#### 3. Elementary Portuguese

(4) STAFF

Recommended preparation: Portuguese 2 or equivalent.

Completes the basic study of the elements of the language.

#### 4. Intermediate Portuguese

(4) STAFF

Recommended preparation: Portuguese 3 or equivalent.

Begins review of basic grammar and syntax. (F)

#### 5. Intermediate Portuguese

(4) STAFF

Recommended preparation: Portuguese 4 or equivalent.

Continues review of basic grammar and syntax. (W)

### 6. Intermediate Portuguese

(4) STAFF

Recommended preparation: Portuguese 5 or equivalent.

An intensive course designed to develop students' skills in reading and oral and written expression by reading and discussing Luso-Brazilian texts and writing compositions on related topics. (S)

### 8A-B. Portuguese Conversation

(2-2) STAFF

Recommended preparation: Portuguese 3 or equivalent.

Portuguese conversation; courses conducted entirely in Portuguese.

### 16A-B. Portuguese for Spanish Speakers

(4-4) STAFF

Recommended preparation: fluency in Spanish or other romance language.

An intensive introductory sequence in Portuguese covering the first full year of Portuguese grammar and also advanced readings in Portuguese. Uses the grammatical structures of the romance languages, especially Spanish, as a point of departure. Proficiency in all areas of Portuguese (reading, writing, listening, and speaking) are emphasized.

### UPPER DIVISION

Literature courses taught in English translation or courses taught in English will generally not count towards fulfilling Portuguese major requirements. See "Upper-division major" section for exceptions.

### 102A-B. Advanced Grammar and Composition

(4-4) STAFF

Prerequisite: upper-division standing.

Recommended preparation: Portuguese 6 or equivalent.

Study of the finer points of Portuguese grammar and syntax. Equal stress is placed on written and oral practice of the language. The work in class will consist of careful study of essays and articles.

### 105A-B-C. Survey of Portuguese Literature

(4-4-4) CAMILO DOS SANTOS, OLIVER, SHARRER

Prerequisite: upper-division standing.

Recommended preparation: Portuguese 6 or equivalent.

- Portuguese literature from its origins to the sixteenth century.
- Portuguese literature of the sixteenth, seventeenth, and eighteenth centuries.
- Portuguese literature of the nineteenth and twentieth centuries.

### 106A-B-C. Survey of Brazilian Literature

(4-4-4) CAMILO-DOS-SANTOS, OLIVER

Prerequisite: upper-division standing.

Recommended preparation: Portuguese 6 or equivalent.

- Brazilian literature of the colonial period.
- Brazilian literature from the nineteenth century to 1922.
- Brazilian literature from 1922 to present.

### 115AA-ZZ. Brazilian Literature (in English Translation)

(4) CAMILO DOS SANTOS, OLIVER

Prerequisite: upper-division standing.

May be repeated for credit to a maximum of 8 units provided letter designations are different.

Significant writers and poets of nineteenth- and twentieth-century Brazil. Topic or author to be chosen by faculty member. Each course on a different topic. Taught in English.

### 120AA-ZZ. Portuguese Literature (in English Translation)

(4) CAMILO-DOS-SANTOS, OLIVER

May be repeated for credit to a maximum of 8 units provided letter designations are different.

A presentation of major works in Portuguese to reveal the interest and the originality of Portuguese literature through the ages. Topics or author to be chosen by faculty member. Each course on a different topic.

### 125A-B. Culture and Civilization of Portugal and Brazil

(4-4) CAMILO-DOS-SANTOS, OLIVER

Prerequisite: upper-division standing.

The distinctive features of Portugal and Brazil as manifested in their institutions, art, music, and literature. Taught in English.

A. Portugal

B. Brazil

### 128AA-ZZ. Luso-Brazilian Cinema

(4) OLIVER

Prerequisite: upper-division standing.

May be repeated for credit to a maximum of 8 units provided letter designations are different.

Portuguese and Brazilian films of the past forty years both as an art medium and as a document of changing society. Topic or author to be chosen by faculty member. Each course on a different topic. Taught in English.

### 183AA-ZZ. Studies in Portuguese Literatures

(4) CAMILO-DOS-SANTOS, OLIVER, SHARRER

Prerequisite: upper-division standing.

May be repeated to a maximum of 20 units provided the letter designation is different.

Recommended preparation: Portuguese 6 or equivalent.

Topic or author chosen by faculty member; each course on a different topic.

### 184AA-ZZ. Studies in Portuguese Linguistics

(4) RAPOSO

Prerequisite: upper-division standing.

May be repeated for a maximum of 20 units, provided letter designation is different. Students limited to one topic per quarter.

Topic to be chosen by faculty member.

### 189. Brazilian Modernism

(4) CAMILO DOS SANTOS, OLIVER

Prerequisite: Upper-division standing.

Recommended Preparation: Portuguese 6 or equivalent.

An introduction to the poetry and prose fiction of the Brazilian Avant-Garde of the 1920s and 1930s.

### 195. Senior Honors Independent Research

(4) STAFF

Prerequisite: admission to the Portuguese senior honors program.

The student will engage in research leading to a paper of considerable depth and complexity on a topic dealing with the literature and/or language of Portugal, Brazil, or Portuguese-speaking Africa.

### 199. Independent Studies in Portuguese

(1-5) STAFF

Prerequisites: upper-division standing; completion of two upper-division courses in Portuguese; consent of department.

Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.

Independent studies in selected subjects not covered by course offerings.

### GRADUATE COURSES

Note: The content of "studies" courses may vary from quarter to quarter and may be repeated for credit with the consent of the department graduate advisor.

### 205A-B-C. Survey of Portuguese Literature for Spanish Graduate Students

(4-4-4) CAMILO-DOS-SANTOS, OLIVER SHARRER

Prerequisites: Portuguese 105A-B-C or concurrent attendance.

Students will write an extensive paper and be responsible for additional readings to enrich their preparation and ready them for their Ph.D. examinations.

A. From origins to sixteenth century.

B. Sixteenth, seventeenth, and eighteenth centuries.



C. Nineteenth and twentieth centuries.

#### 206A-B. Survey of Brazilian Literature for Spanish Graduate Students

(4-4) CAMILO-DOS-SANTOS, OLIVER

*Prerequisites:* Portuguese 106A-B-C or concurrent attendance.

Students will write an extensive paper and be responsible for additional readings to enrich their preparation and ready them for their Ph.D. examinations.

A. Colonial period

B. From nineteenth century to 1922

#### 212. Approaches and Methods for Research in Hispanic Literature and Linguistics

(4) PERISSINOTTO, SHARRER, RAPOSO

*Prerequisite:* Graduate standing.

Approaches and methods for research in Hispanic and Luso-Brazilian literature and linguistics. Study of main bibliographic resources with particular emphasis on computer-aided research and resulting in the production of a substantive research project proposal in a field of graduate research.

#### 255. Studies on Machado de Assis and the Brazilian Novel

(4) OLIVER

*Course content may vary from quarter to quarter and may be repeated for credit with the consent of the department graduate adviser.*

Machado de Assis' novelistic work; its innovative approach as a basis of modern fiction. Other novelists of his time will also be studied.

#### 265. Studies on Fernando Pessoa and the Avant-Garde

(4) STAFF

*Course content may vary from quarter to quarter and may be repeated for credit with the consent of the department graduate adviser.*

Pessoa's poetry, its influence on contemporary Portuguese poetry, and its relationship to the world avant-garde movement.

#### 283AA-ZZ. Individual Luso-Brazilian Authors and Special Topics

(4) STAFF

*May be repeated for a total of 24 units (six courses, each a different author or topic).*

Intensive study on the work of an individual Luso-Brazilian author or topic, to be chosen by the instructor.

#### 295A-B. Research Seminar in Portuguese and Brazilian Literature

(4-4) CAMILO-DOS-SANTOS, OLIVER

*A two-quarter in-progress sequence course with grades for both quarters issued upon completion of the final quarter.*

A. Primarily intended to train students in research techniques, background material, and selection of topics.

B. Completion of research paper, reporting regularly to class on progress of work.

#### 590. Spanish Teaching Methodology

(4) STAFF

*Prerequisites:* graduate standing and appointment as a teaching assistant or associate in Spanish.

Preparation of students to conduct initial research in areas related to Applied Linguistics, and the application of both theoretical and practical considerations of the current literature on actual teaching.

#### 591. Teaching Assistant Practicum

(4) STAFF

*Units earned do not apply toward completion of advanced degrees. S/U grading only. Required of all teaching assistants in Portuguese.*

Supervised teaching of lower-division Portuguese courses at UCSB. Participation in occasional workshops related to the field of teaching will be required.

#### 592. Teaching Associate Practicum

(4) STAFF

*Units earned do not apply toward completion of advanced degrees. S/U grading only. Required of all student associates in Portuguese.*

Supervised teaching of lower-division Portuguese courses at UCSB. Participation in occasional workshops

related to the field of teaching will be required.

#### 594. Special Topics

(1-4) STAFF

A special seminar on research subjects of current interest.

#### 595AA-ZZ. Directed Teaching of Literature/Linguistics

(4) STAFF

*Prerequisites:* doctoral candidate with teaching assistant or associate instructor status.

Individual tutorial. Application of research and theory to classroom practice in teaching of undergraduate literature or linguistics courses. The instructor of the literature or linguistics courses will supervise the student as collaborator in the planning and teaching of it.

#### 596. Directed Reading and Research

(2-4) STAFF

*Prerequisite:* consent of program advisor.

Individual tutorial. A written proposal for each tutorial must be approved by student's program advisor and by the department chair. The number of units which a student may take in this series depends on the nature of the program and the consent of the advisor or the departmental graduate committee.

#### 597AA-ZZ. Individual Study for Master's Comprehensive or Ph.D. Examinations

(2-12) STAFF

*S/U grading. No unit credit allowed toward advanced degrees.*

Individual study under instructor who is a member of the student's program committee.

#### 599. Ph.D. Dissertation Research and Preparation

(2-12) STAFF

*Prerequisite:* graduate standing.

*S/U grading only.*

Research and writing of the dissertation. Instructor should be the chair of the student's doctoral committee.

### Portuguese Courses Taught in English

The following courses require no knowledge of a foreign language. See course descriptions above.

Portuguese 115AA-ZZ, 120AA-ZZ, 125A-B, 128AA-ZZ, 180.

# Speech and Hearing Sciences

Department of Speech and Hearing Sciences  
Division of Mathematical, Physical,  
and Life Sciences

Harder South 1057

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Chair: Jeffrey L. Danhauer

## Faculty

Jeffrey L. Danhauer, Ph.D., Ohio University,  
Professor (audiology)

Janis Costello Ingham, Ph.D., University  
of Kansas, Professor (speech and language  
pathology)

Roger J. Ingham, Ph.D., University of New  
South Wales, Australia, Professor (speech and  
language pathology)

## Emeriti Faculty

Sanford E. Gerber, Ph.D., University of  
Southern California, Professor Emeritus  
(pediatric audiology)

The speech and hearing sciences program is the only such program among the ten campuses of the University of California. Undergraduate work in speech and hearing sciences may be accomplished through pursuit of a minor in speech and hearing sciences or students may enroll in speech and hearing coursework as part of an Interdisciplinary Studies major (see Interdisciplinary Studies). Either of these options provides adequate preparation for admission to most of the more than 200 graduate programs in communication sciences and disorders in the United States.

## Undergraduate Program

### Minor—Speech and Hearing Sciences

The minor in speech and hearing sciences requires completion of four preparation for the major courses (14 units) and a minimum of five upper-division courses (20 units). It is strongly recommended that students preparing for graduate studies in communication sciences and disorders complete as many as possible of the Speech and Hearing Sciences (SHS) courses offered. All of these courses must be completed on a letter-grade basis. The speech and hearing sciences minor may be combined with any major and makes a particularly good addition to the following: psychology, linguistics, foreign language, biological sciences, and computer science.

**Preparation for the minor.** Speech and Hearing Sciences 50; Linguistics 20A; Psychology 1; Interdisciplinary Studies 100.

**Upper-division minor.** Twenty upper-division units, distributed as follows: Speech and Hearing 120, 121\*, 122, 128\*, 131\*, 135\*, 155, 166, 167, 182, 194, 197, 199; Linguistics 137; Psychology 105. Students may choose any 20 units from the list (excluding 194, 197, 199).

\* Completion of these courses qualifies students for the State of California audiometrist credential.

*Note: Substitutions and waivers are subject to approval by the chair of the department. Please see the minor sheet for Speech and Hearing at www.registrar.ucsb.edu for special conditions governing minors in the College of Letters and Science.*

### Interdisciplinary Studies Major

The Interdisciplinary Studies Major at UCSB allows qualified students to plan their own major when no existing major meets their intellectual goals. Students interested in preparing for graduate studies in communication sciences and disorders often use this avenue to design a course of study that qualifies them for admission to graduate school in the discipline. Students must read the general guidelines governing an Interdisciplinary Studies major in the relevant catalog section. To incorporate Speech and Hearing Sciences (SHS) into an interdisciplinary major, students should follow this process:

1. Students select three departments whose

coursework is particularly relevant to the study of speech, language, and hearing. One of those departments is always speech and hearing sciences.

2. With the help of a faculty advisor in speech and hearing sciences, and with the approval of advisors in each department, students select coursework that totals a minimum of 56 upper division units, including one 4 unit senior thesis or research project. (It is strongly recommended that students preparing for graduate studies in communication sciences and disorders complete as many as possible of the Speech and Hearing Sciences courses offered, beyond these minimum requirements). In addition, students are required to complete all prerequisites for those upper division courses. Typical “trios” of departments that students have selected are as follows: Speech and Hearing Sciences, Psychology, and Linguistics; Speech and Hearing Sciences, Linguistics, and Spanish; Speech and Hearing Sciences, Biology, and Psychology; Speech and Hearing Sciences, Biology, and Computer Science.
3. Students prepare a proposal to be submitted to the Dean of Undergraduate Studies for approval. The criteria for approval are (1) overall coherence and academic integrity of the proposal and (2) student’s rationale for choice of departments and courses.
4. Before graduation, students complete a Senior Thesis (SHS 182) under the direction of a faculty member. The nature of this project, to be determined by the student in consultation with faculty, ranges from a major library research paper to a data-based research project.

## Speech and Hearing Sciences Courses

### LOWER DIVISION

#### 50. Introduction to Communication Disorders

(5) J. INGHAM

*Recommended Preparation: Interdisciplinary 1.*

Description and illustration of speech, language, and hearing of children and adults with a variety of communication disorders including phonology, stuttering, voice, aphasia, language, and hearing disorders. Includes consideration of precipitating and maintaining factors.

### UPPER DIVISION

#### 120. Phonemics in Communication Disorders

(4) J. INGHAM

*Prerequisites: Speech and Hearing Sciences 50, and Linguistics 20A.*

Identification of the phonemes of American English and their symbolic representation, including modifying symbols for deviant phonology. Acoustic, physiological, and perceptual parameters of speech sound formation.

#### 121. Physics of Speech and Hearing

(4) DANHAUER

*Recommended preparation: Speech and Hearing Sciences 50.*

Introduction to the physics of sound as applicable to speech and hearing sciences; classification of different sounds; properties of sound; acoustics of tubes and its relationship to human speech sounds; psychophysics of hearing: pitch, intensity, loudness, and their measurement.

#### 122. Anatomy, Physiology, and Neurology of the Speech Mechanism

(4) INGHAM

*Prerequisite: Speech and Hearing Sciences 50.*

Anatomical, physiological, and neurological bases for understanding of speech communication.

#### 128. Aural Anatomy and Pathology

(4) DANHAUER

*Recommended preparation: Speech and Hearing Sciences 50.*

Anatomy and physiology of the human auditory system; causes and types of hearing impairment; otological considerations; medical and surgical implications.

#### 131. Assessment and Rehabilitation for Hearing-Impaired Adults

(4) DANHAUER

*Prerequisite: Speech and Hearing Sciences 128 or 121.*

Introduction to psychoacoustic principles as applied to audiometric diagnostics and aural rehabilitation with adults.

#### 135. Amplification for the Hearing Impaired

(4) DANHAUER

*Recommended preparation: Speech and Hearing Sciences 50, 128, and 131.*

Covers methodology for rehabilitating persons with hearing loss; emphasizes recent developments in instrumentation and measurement techniques. Hearing aids and real-ear analysis are used with hands-on laboratory approach. Emphasizes interfacing amplification to the patient and family.

#### 155. Assessment and Treatment of Child Phonologic Disorders

(4) J. INGHAM

*Prerequisites: Speech and Hearing Sciences 50, 120, 166, and Linguistics 137.*

A study of principles and methods for assessing children’s speech production to determine existence of phonologic disorders and a review of varieties of treatment methods for such disorders.

#### 166. Principles of Behavior Modification

(4) INGHAM

*Prerequisite: Psychology 1 and Speech and Hearing 50.*

Basic principles of operant conditioning and their use in classroom, family, and clinical environments with special reference to speech-language pathology.

#### 167. Introduction to Stuttering

(4) R. INGHAM

*Prerequisites: Speech & Hearing Sciences 50 and 166.*

Review and analysis of the features and characteristics of stuttering, the areas and causes of stuttering, conditions that modify stuttering, and current therapies for stuttering.

#### 182. Undergraduate Thesis

(4) STAFF

*Prerequisite: consent of instructor.*

Independent work with faculty sponsor culminating in senior thesis.

#### 194. Group Studies for Advanced Students

(1-4) STAFF

*Prerequisites: upper-division standing and consent of instructor.*

*May be repeated for a maximum of 6 units.*

Selected topics in accordance with instructor’s area of specialization.

#### 197. Instructional Laboratory

(1-4) STAFF

*Prerequisites: senior standing; consent of instructor.*

*Students must have an 3.0 overall grade-point-average.*

Tutoring experience for advanced undergraduate students in preparation for graduate education.

#### 199. Independent Studies

(1-4) STAFF

*Prerequisite: consent of instructor.*

*Students must have a minimum 3.0 GPA for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

### GRADUATE COURSE

#### 594. Special Topics

(1-4) STAFF

*Prerequisite: consent of instructor.*

*May be repeated with a different topic for a maximum of 9 units.*

Selected topics in accordance with instructors’ specializations.

# Statistics and Applied Probability

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Division of Mathematical, Life, and Physical Sciences  
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Department Chair: Yuedong Wang  
Vice Chair: John Hsu

### Faculty

**Guillaume Bonnet**, Ph.D., University of North Carolina, Chapel Hill, Assistant Professor (probability, stochastic partial differential equations, mathematical models in population dynamics)

**Andrew V. Carter**, Ph.D., Yale University, Associate Professor (mathematical statistics)

**János Engländer**, D.Sc., Technion (Haifa, Israel), Assistant Professor (probability, stochastic calculus, partial differential equations)

**Raya Feldman**, Ph.D., Technion-IT, Associate Professor (probability and stochastic processes)

**Jean-Pierre Fouque**, Ph.D. and D.Sc., Paris VI, Professor (stochastic processes, stochastic partial differential equations, financial mathematics)

**David V. Hinkley**, Ph.D., University of London, Professor (statistical theory and methods)

**Dawn E. Holmes**, Ph.D., University of Bradford, U.K., Lecturer with Security of Employment (probabilistic reasoning, Bayesian networks)

**John Hsu**, Ph.D., University of Wisconsin, Professor (Bayesian inference, linear models)

**Sreenivasa R. Jammalamadaka**, Ph.D., Indian Statistical Institute, Professor (theoretical statistics, model-free inference, directional data)

**Michael Ludkovski**, Ph.D., Princeton University, Assistant Professor (Stochastic control, optimal stopping, stochastic filtering, Markov processes)

**Wendy Meiring**, Ph.D., University of Washington, Associate Professor (applied statistics, statistics of space-time processes)

**Yuedong Wang**, Ph.D., University of Wisconsin at Madison, Professor (biostatistics, smoothing splines)

## Emeriti Faculty

**Joseph Gani**, Ph.D., Australian National University, D.Sc., University of London, Professor Emeritus (applied probability, biomathematics, stochastic processes)

**Svetlozar Rachev**, D.Sc., Steklov Mathematical Institute, Professor Emeritus (probability theory, stability, probability metrics, mathematical finance)

**James B. Robertson**, Ph.D., Indiana University, Professor Emeritus (probability, ergodic theory, stochastic processes)

## Undergraduate Program

Statistics is basic to quantitative research in the biological, physical, and social sciences. Because its methods are based on mathematics, it requires a firm understanding of mathematical methods as well as an appreciation of scientific method, computation, and practical problems.

As preparation for entry into any of UCSB's undergraduate statistics programs, students should have completed two years of algebra and courses in plane geometry and trigonometry in high school. In the first two years of university study, students should complete the preparation requirements outlined below. Thus students should begin satisfying these requirements in the first quarter of the freshman year. At the end of the second year, students should decide which of the undergraduate degrees described below best suits their needs and should design an upper-division program in consultation with their faculty advisor. Recommended programs for each emphasis are available from the faculty advisor.

### Bachelor of Arts— Statistical Science

The B.A. in statistical science is a basic degree intended for students interested in general training in statistics and the use of statistical methods in the social and decision sciences. It is suitable as a terminal baccalaureate degree, or as preparation for advanced training in business administration, management science, or operations research.

**Preparation for the major.** Students must complete each of Mathematics 3A-B-C, 5A-B, and 8. Note that prerequisites to these courses must be completed with a grade of C or above. In addition, students must complete Computer Science 10. (Students are advised to take Computer Science 8 in preparation for 16.)

**Upper-division requirements.** Forty upper-division units in statistics and mathematics are required, excluding Mathematics 100A-B, 101A-B, 102A-B, 193. The 40 units must include PSTAT 120A-B-C, and 126, a minimum of 16 units from PSTAT 105, 122, 123, 130, 140, 160A-B, 174, 175 and a minimum of 8 units from other PSTAT courses not used above or Mathematics 104A-B-C, 108A-B, 111A-B-C, 117, 118A-B-C, 132A-B, and either Economics 100A-B or 104A-B. (With an advisor's approval, 4 of the 40 units may be courses in subjects other than statistics or mathematics, taken as part of a coherent statistics program.)

### Bachelor of Science— Statistical Science

The B.S. in statistical science is a specialized statistics degree intended for students interested in the use of statistical theory and methods in the biological, physical, and technological sciences. It is suitable as a terminal baccalaureate degree, or as preparation for advanced training in actuarial statistics, applied statistics, biostatistics, or probability and statistics.

The B.S. in statistical science offers three areas of concentration: actuarial statistics, applied statistics, and probability and statistics. Completion of one of these concentrations will not be formally acknowledged on the student's official transcript or diploma.

**Preparation for the major.** Students must complete Mathematics 3A-B-C, 5A-B, and 8. Note that prerequisites to these courses must be completed with a grade of C or above. In addition, students must complete Computer Science 16. (Students are advised to take Computer Science 8 in preparation for 16.)

**Upper-division requirements.** Fifty-two upper-division units in statistics and mathematics are required, excluding Mathematics 100A-B, 101A-B, 102A-B, 193. The 52 units must include PSTAT 120A-B-C, 122, 126; 8 units from PSTAT or Mathematics 104A-B-C, 108A-B, 111A-B-C, 117, 118A-B-C, 132A-B, Economics 100A-B or 104A-B, 134A-B. Students must also complete one of the following concentrations:

**Actuarial statistics concentration.** Twelve units from PSTAT 170, 171, 172A-B, and 12 elective units of upper-division PSTAT courses. Up to 4 of the elective PSTAT units required may be chosen from courses in related departments, if approved by the major advisor as part of a coherent statistics program.

**Applied statistics concentration.** PSTAT 130; 8 units from PSTAT 123, 131, 140, 174, 175; 12 units of upper-division elective PSTAT courses. Up to 4 of the elective PSTAT units required may be chosen from courses in related departments, if approved by the major advisor as part of a coherent statistics program.

**Probability and statistics concentration.** PSTAT 160A-B is required, with 16 elective units of upper-division PSTAT courses. Up to 4 of the elective PSTAT units required may be chosen from courses in related departments, if approved by the major advisor as part of a coherent statistics program.

### Bachelor of Science—Financial Mathematics and Statistics

This is a joint major between the Department of Mathematics and the Department of Statistics and Applied Probability. This degree is intended for students who would like to learn how mathematics, probability, and statistics play a key role in pricing and hedging securities in the financial markets.

**Pre-major requirements.** In order to be admitted into the Financial Mathematics and Statistics major, students must complete all of the following pre-major courses with a grade-point average of 2.5 or higher. Mathematics 3A-B-C, 5A-B-C, 8, Economics 1 and 2. Also required is one course from: Computer Science 8, 16, or Engineering 3

with a grade of "C" or higher. The computer science and engineering courses are excluded from the pre-major GPA calculation but will apply to the overall major GPA.

Entry into pre-major does not guarantee admission into full major status. Upon satisfactory completion of the pre-major requirements, and after meeting with a faculty advisor to discuss career opportunities and upper-division course electives, students may petition to be accepted to full major status.

**Upper-division major.** Fifty-six upper-division units in mathematics, statistics, and economics are required, excluding Mathematics 100A-B, 193, and 195A-B. The 48 required units must include Economics 104A, Mathematics 104A-B, 124A-B, PSTAT 120A-B, 126, 130, 160A-B, and either PSTAT 170 or Mathematics 170. The remaining 8 elective upper-division units can be chosen from: Economics 104B, 105, 134A-B, 140B; Mathematics 104C, 108A-B, 117; PSTAT 120C, 131, 171, 173, 174.

### Minor—Statistical Science

All courses to be applied to the minor must be completed on a letter-grade basis. This includes both courses offered in probability and statistics and those offered by other departments and applied to the minor.

**Preparation for the minor.** Mathematics 3A-B-C (12 units), 5A-B and 8 (13 units).

**Upper-division minor.** Twenty units, distributed as follows: PSTAT 120A, 120B-C or 160A-B; 8 units of upper-division PSTAT electives (up to 4 of the elective units may be in a related department, subject to the approval of the statistics and applied probability undergraduate advisor.)

*Note: Substitutions and waivers are subject to approval by the chair or advisor of the department. Please see page 118 for special conditions governing minors in the College of Letters and Science.*

## Graduate Program

The following programs are available: M.A. in Statistics—Mathematical Statistics Specialization, or Applied Statistics Specialization; and Ph.D. in Statistics and Applied Probability, with two optional Ph.D. emphases (Financial Mathematics and Statistics and Quantitative Methods in the Social Sciences). Specializations are not listed on a student's transcript or diploma, however, emphases are listed on the transcript.

In addition to departmental requirements, candidates for graduate degrees must meet the university degree requirements described in the chapter "Graduate Education at UCSB."

In addition to departmental admission requirements, applicants must also meet the university requirements for admission described in the chapter "Graduate Education at UCSB."

All courses required for the graduate degrees must be completed with a grade of B or better.

### The Statistical Laboratory

The Statistical Laboratory (Statlab) has been providing UCSB graduate students and faculty with statistical consulting advice since 1981. The Statlab endeavors to establish itself as a source point for statistical expertise on campus, organizing cross-disciplinary seminars on applied

statistics and offering services related to statistical computing and data analysis. The Statlab offers graduate students practical experience in statistical consulting while providing the UCSB campus with professional statistical services. The Statlab may be reached at (805) 893-2007 or by email at statlab@pstat.ucsb.edu.

### Admission

Admission is available for the MA, MA/Ph.D., and Ph.D. programs. A candidate for admission must fulfill the scholarship requirements for graduate study and have had undergraduate coursework equivalent to PSTAT 120A-B-C, Math 108A (linear algebra) and a basic computer science course. Students may be admitted who do not satisfy all requirements, but they will be asked to take supplementary undergraduate courses which will not count toward the graduate degree unit course requirements described below.

Deadlines for Ph.D. Applicants: January 1st (funding deadline), March 15th (final deadline). To be considered for fellowships and teaching assistantships, applications must be submitted by January 1st. The department will accept Ph.D. applications until March 15. The deadline for M.A. applicants is March 15.

### Master of Arts—Statistics—Mathematical Statistics Specialization

#### Degree Requirements

Candidates must complete 42 units of approved upper-division or graduate courses from the Statistics and Applied Probability listing or any approved courses from other disciplines, excluding PSTAT 120A-B-C. The 42 units must include two of the three basic graduate course sequences in statistics and applied probability; PSTAT 207A-B-C, 213A-B-C, and 220A-B-C. All required courses for the M.A. must be completed with a grade of B or better.

Two plans are available for completing the degree: Plan 1 (thesis), and Plan 2 (examination). Candidates in both plans must complete 42 units of approved upper-division or graduate work.

Under Plan 1, students must pass a comprehensive examination in one statistics area requirement, described under the heading “Doctor of Philosophy” below, prepare a thesis under the supervision of a faculty member, and defend it before a faculty committee. A maximum of 6 of the 42 units may be in PSTAT 596.

Under Plan 2, students must pass a comprehensive examination in two statistics area requirements. For information on area requirements, please refer to the Statistics Department’s Graduate Program Policies and Procedures ([www.pstat.ucsb.edu](http://www.pstat.ucsb.edu)).

### Master of Arts—Statistics—Applied Statistics Specialization

#### Degree Requirements

The requirements for the applied statistics specialization will be kept flexible so that joint programs of study with other departments and schools can be worked out to suit the needs of individual students. These individualized programs should form a coherent plan and are subject to the approval of the statistics faculty. Courses that have substantial overlap will not be

allowed. All required courses for the M.A. must be completed with a grade of B or better.

Candidates must complete 42 units of upper-division or graduate work approved by the graduate advisor in statistics. The 42 units must include at least 24 units of graduate courses in the 200 series and must include PSTAT 122, 220A-B-C and 230. The remaining 18 units of credit may be obtained by taking any upper-division or graduate courses from the Statistics and Applied Probability listing or any of the approved courses from the other applied disciplines, excluding 120A-B-C.

Students must pass a comprehensive written examination based on PSTAT 120A-B-C, 122, 126, and 220A-B-C, and must submit a project report on data analysis to the Applied Statistics Exam Committee.

### Doctor of Philosophy—Statistics and Applied Probability

#### Degree Requirements

**Area requirements.** Ph.D. students in statistics will be required to fulfill two area requirements. Each student has up to two attempts for each area exam and must successfully pass two area exams within three years after beginning the PSTAT graduate program, whether or not a master’s degree has already been completed. Each area requirement consists of two parts:

- 1) Completion of the designated one-year graduate sequence with a minimum grade of B in each course.
- 2) A qualifying examination on both graduate and undergraduate material.

The department has area requirements in four fields of study:

- 1) Mathematical Statistics, 2) Applied Statistics, 3) Probability and Stochastic Processes, 4) Pure Mathematics.

For more information on area requirements please refer to the Statistics Department’s *Graduate Program Policies and Procedures* at [www.pstat.ucsb.edu](http://www.pstat.ucsb.edu).

**Course requirements.** Students must complete 72 units of PSTAT graduate courses or approved courses from other departments. At least 60 units must be from 200-level graduate courses (except PSTAT 263) offered by the department and must include PSTAT 207A-B-C, 213A-B-C, and 220A-B-C. Students opting for the Ph.D. emphasis in Financial Mathematics and Statistics or in Quantitative Methods in the Social Sciences must refer to the descriptions below. Each required course must be completed with a grade of B or better. Graduate courses in statistics from other departments may be included, but should have prior approval from the graduate advisor in statistics and/or the dissertation advisor. These advanced courses should form a coherent plan and facilitate the selection of an area for dissertation research.

The student advances to candidacy after satisfactorily completing two area requirements and passing the preliminary oral examination. The student is required to complete a dissertation representing an original contribution to knowledge; the dissertation is defended before a faculty committee.

Specific details about degree requirements are found in the Statistics Department’s Graduate

Program Policies and Procedures. Departmental requirements stated there are in addition to the minimum university requirements stated in the *General Catalog*.

### Optional Ph.D. Emphasis in Financial Mathematics and Statistics (Only for Statistics Students)

Students pursuing a Ph.D. in this department may petition to add an emphasis in Financial Mathematics and Statistics. Students are required to accumulate 72 graduate units, which must include PSTAT 207 A-B-C, 213 A-B-C, and 223 A-B-C, and Math 201A-B. A grade of B or better must be obtained in these required courses. Twenty-eight units of electives are required from: PSTAT 220A-B-C, 221A-B-C, 222A-B-C, 262FM, Economics 235A-B, Economics 210A-B-C, Mathematics 201C, 228A-B-C-D, 246A-B-C, 206A-B-C-D, PSTAT 274 or Econ 245B. With prior approval from the coordinating committee for the emphasis, other courses can be chosen as electives. Students must fulfill two area requirements: probability/stochastic processes and mathematical statistics. The student’s doctoral committee shall be appointed according to the same regulations governing other Ph.D. students in Statistics and Applied Probability, and must be approved by the coordinating committee for the emphasis. The dissertation topic must focus on an area of Financial Mathematics and Statistics and be approved by the student’s doctoral committee.

### Optional Ph.D. Emphasis in Quantitative Methods in the Social Sciences

Students pursuing a Ph.D. may petition to add an interdisciplinary emphasis in quantitative methods in the social sciences (QMSS). The QMSS emphasis provides students the opportunity to do interdisciplinary research applying innovative statistical methods to the social sciences. The emphasis requires at least two courses from outside of the statistics department that deal with quantitative issues in the social science. A list of courses that may satisfy requirement is available from the QMSS webpage ([www.qmss.ucsb](http://www.qmss.ucsb)), and the plan of study must receive the approval of the student’s dissertation advisor. Students must also enroll in the QMSS colloquia for at least three quarters, and present their own original quantitative social science research to the colloquia at least once.

Students in this emphasis are expected to choose a dissertation topic that includes a strong interdisciplinary component and relates to current topics in the social sciences. The dissertation committee must include at least one core QMSS faculty member from outside the student’s home department. (Note that according to the most recent Academic Senate requirements, the committee must include at least three UC ladder faculty members, two of whom must be members of the home department. One of the home department members must serve as chair or co-chair.)

After choosing a dissertation committee, students need to submit an application to add the emphasis to the QMSS Coordinating Committee which is available at [www.qmss.ucsb](http://www.qmss.ucsb).

edu/joinqmss.html. Once completing all the requirements listed above, students should submit all records of courses, seminars, and research to the QMSS Coordinating Committee, which will certify to the Graduate Division that the requirements for the emphasis have been satisfied. The Graduate Division will verify completion of the emphasis and convey this information to the Registrar, which will in turn include the QMSS emphasis on the final transcript.

## Statistics and Applied Probability Courses

### LOWER DIVISION

#### 5A. Statistics

(5) STAFF

*Recommended Preparation:* high school algebra. *Not open for credit to students who have completed PSTAT 5E, 5LS, Economics 5, Psychology 5, Sociology 3, EEMB 30, or Communications 87, or other introductory statistics courses.*

Random variables, sampling distribution, estimation hypothesis testing, correlation and regression, other topics from statistics. Computing labs required.

#### 5E. Statistics With Economics And Business Applications

(5) STAFF

*Recommended Preparation:* high school algebra. *Not open for credit to students who have completed PSTAT 5A, 5LS, Economics 5, Psychology 5, Sociology 3, EEMB 30, or Communications 87, or other introductory statistics courses.*

An introduction to statistical methods applied to the analysis of economic data. Topics include basic probability, statistical inference and hypothesis testing, correlation and regression. Computing labs with Excel.

#### 5LS. Statistics

(5) STAFF

*Recommended Preparation:* High school algebra. *Misc:* *Not open for credit to students who have completed PSTAT 5A, 5E, Psychology 5, Economics 5, Sociology 5, EEMB 30, communications 87, or other introductory statistics courses.*

Introductory statistics specifically for students in life sciences and related areas. Topics include basic probability, random variables, sampling distributions, estimation, hypothesis testing, correlation and regression. Computing labs with Excel.

### UPPER DIVISION

#### 105. Introduction to Nonparametric Methods

(4) STAFF

*Prerequisite:* PSTAT 120A and 120B or equivalent.

Statistical methods for model-free data analysis, including use of ranks in comparing means and assessing correlation, computer-based permutation and bootstrap calculations for significance tests and confidence intervals, estimation of lifetime survival curves. Emphasis on scientific applications.

#### 120A. Probability and Statistics

(4) STAFF

*Prerequisite:* Mathematics 3A-B-C.

Concepts of probability; random variables; combinatorial probability; discrete and continuous distributions; joint distributions, expected values; moment generating functions; law of large numbers and central limit theorems.

#### 120B. Probability and Statistics

(4) STAFF

*Prerequisites:* a grade of C or better in PSTAT 120A.

Distribution of sample mean and sample variance;  $t$ ,  $\chi^2$  and  $F$  distributions; summarizing data by statistics and graphs; estimation theory for single samples: sufficiency, efficiency, consistency, method of moments, maximum likelihood; hypothesis testing;

likelihood ratio, goodness of fit tests; confidence intervals.

#### 120C. Probability and Statistics

(4) STAFF

*Prerequisite:* PSTAT 120B with a grade C or better.

Hypothesis tests for means of independent samples and tests for paired data; likelihood ratio tests; nonparametric hypothesis tests: sign, rank, and Mann-Whitney tests; chi-squared goodness-of-fit tests and contingency tables; Bayesian methods of estimating parameters and credible intervals.

#### 122. Design and Analysis of Experiments

(4) STAFF

*Prerequisite:* PSTAT 120A-B.

Linear models; least squares theory; one-way and two-way analysis of variance; multiple comparison procedures; fixed, random, and mixed effects models; basic designs including completely randomized design, randomized blocks design, incomplete block designs, latin squares, factorial and fractional factorial designs; analysis of covariance.

#### 123. Sampling Techniques

(4) STAFF

*Prerequisite:* PSTAT 120A-B.

An elementary development of the statistical methods used to design and analyze sample surveys. Basic ideas: estimates, bias, variance, sampling and nonsampling errors; simple random sampling with and without replacement; ratio and regression estimates; stratified sampling; systematic sampling; cluster sampling; sampling with unequal probabilities, multistage sampling. Examples from various fields will be discussed to illustrate the concepts including sampling of biological populations, opinion polls, etc.

#### 126. Regression Analysis

(4) STAFF

*Prerequisites:* PSTAT 120A-B.

Linear and multiple regression, analysis of residuals, variable and model selection including stepwise regression, and analysis of covariance. Other topics may include logistic regression, probit analysis, nonlinear regression and nonparametric regression, and correlation methods.

#### 130. SAS Base Programming

(4) STAFF

*Prerequisite:* One upper division course in PSTAT, MATH, Computer Science or ECE.

*Recommended Preparation:* Computer Science 10 or equivalent programming class.

In depth SAS programming course. Topics include importing/exporting raw data files, manipulating/transforming data, combining SAS data sets, generating reports, handling syntax and logic errors. Provides preparation for the SAS Institute Certified Professional (Base Programming) Examination.

#### 131. Data Mining

(4) STAFF

*Prerequisite:* PSTAT 120A-B, 126, 130.

Introduction to data mining techniques. Model assessment and performance evaluation. Data preparation. Programming techniques for transforming raw data into a form suitable for predictive modeling. Extracting data to a form that predictive models can utilize. Incorporating non numeric data in predictive models. Techniques for managing exceptional and extreme data. Building predictive models using SAS Enterprise Miner 5 in SAS 9, including decision trees and neural networks.

#### 140. Statistical Process Control

(4) STAFF

*PREREQUISITE:* PSTAT 120A-B.

Topics include, statistical quality control charts for mean, standard deviation, range, fraction defective, and number of defects; sampling by attributes and variables; acceptance sampling, choice of acceptable quality level, average outgoing quality limit and lot tolerance percent defective values.

#### 160A-B. Applied Stochastic Processes

(4-4) STAFF

*Prerequisites:* Mathematics 5A and 8; and PSTAT 120A with a minimum grade of C.

Random walks, Markov chains, Poisson processes, Markov processes; second order processes, Wiener process stochastic differential equations, optimal

prediction, spectral distributions; queueing theory, simulation and applications to mathematical finance.

#### 170. Introduction to Mathematical Finance

(4) STAFF

*Prerequisites:* PSTAT 120A-B and 160A.

*Same course as Mathematics 170.*

*Recommended preparation:* PSTAT 160B and 171.

Describes mathematical methods for estimating and evaluating asset pricing models, equilibrium and derivative pricing, options, bonds, and the term-structure of interest rates. Also introduces finance optimization models for risk management and financial engineering.

#### 171. Mathematics of Fixed Income Markets

(4) STAFF

*Prerequisite:* Mathematics 3A-B.

Introduction to fixed Income Markets. Topics include: measurement of interest, annuities certain, varying annuities, amortization schedules, sinking funds, bonds and related securities, depreciation.

#### 172A. Actuarial Statistics I

(4) STAFF

*Prerequisites:* PSTAT 120A and 171.

Probabilistic and deterministic contingency mathematics in life and health insurance, annuities, and pensions. Topics include: survival distributions and life tables, life insurance, life annuities, net premiums, net premium reserves.

#### 172B. Actuarial Statistics II

(4) STAFF

*Prerequisite:* PSTAT 172A.

Net premium reserves, multiple life functions, multiple decrement models, valuation theory for pension plans, insurance models including expenses, nonforfeiture benefits and dividends.

#### 173. Risk Theory

(4) STAFF

*Prerequisite:* PSTAT 120A.

Utility theory and the economics of insurance, individual risk models for a short term, collective risk models for a single period and for an extended period, applications.

#### 174. Time Series

(4) STAFF

*Prerequisite:* PSTAT 120A-B.

Stationary and non-stationary models, seasonal time series, ARMA models: calculation of ACF, PACF, mean and ACF estimation. Barlett's formula, model estimation: Yule-Walker estimates, ML method. Identification techniques, diagnostic checking forecasting, spectral analysis, the periodogram. Current software and applications.

#### 175. Survival Analysis

(4) STAFF

*Prerequisite:* PSTAT 120A-B.

Properties of survival models, including both parametric and tabular models; methods of estimating them from both complete and incomplete samples, including the actuarial, moment and maximum likelihood estimation techniques, and the estimation of life tables from general population data.

#### 182T. Tutorial in Actuarial Statistics

(1) STAFF

*Prerequisites:* upper-division standing and consent of instructor.

*May be repeated for credit to a maximum of 3 units.*

Problem solving sessions to prepare students for the first four actuarial examinations. Topics corresponding to these examinations (general mathematics, mathematical statistics, applied statistics and mathematics, and actuarial mathematics) will be offered in different quarters.

#### 190AA-ZZ. Special Topics in Statistics

(4) STAFF

*Prerequisite:* upper-division standing.

*May be repeated up to 12 units provided letter designation is different. Only 8 units of credit allowed for the major.*

Information about the special topics to be presented may be obtained from the office of the Statistics and Applied Probability Department.

**193. Internship in Statistics****(1-4) STAFF***Prerequisites: upper-division standing; consent of instructor.**May be repeated for credit to a maximum of 4 units.*

Faculty sponsored academic internship in industrial or research firms.

**195. Special Topics in Statistics****(1-4) STAFF***Prerequisites: upper-division standing in statistics; consent of instructor.*

Special topics of current importance in statistical sciences. Course content will vary.

**199. Independent Studies in Statistics****(1-4) STAFF***Prerequisites: upper-division standing; completion of two upper-division courses in statistics.**Students must have a minimum grade-point average of 3.0 for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.***199RA. Independent Research Assistance****(1-4) STAFF***Prerequisites: PSTAT 120A-B-C; a prior upper-division course in Probability and Statistics; upper-division standing; consent of instructor and department.**Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.*

Coursework shall consist of faculty supervised research assistance.

**GRADUATE COURSES***Students enrolling in graduate courses will be expected to have completed PSTAT 120A-B-C or equivalents.***207A-B-C. Statistical Theory****(4-4-4) STAFF***Prerequisites: PSTAT 120A-B-C.*

Univariate and multivariate distribution theory; generating functions; inequalities in statistics; order statistics, estimation theory; likelihood, sufficiency, efficiency, maximum likelihood; testing hypotheses: likelihood ratio and score tests, power; confidence and prediction intervals; Bayesian estimation and hypothesis testing; basic decision theory; linear regression; analysis of variance.

**210. Measure Theory for Probability****(4) STAFF***Prerequisite: PSTAT 120A.*

Probability spaces: axioms, sigma-algebras, monotone class theorems, construction of probability measures on measurable spaces. Random variables. Expectations (integral Lebesgue). Product spaces and Fubini theorem. L2 spaces of random variables.

**213A-B-C. Introduction to Probability Theory and Stochastic Processes****(4-4-4) STAFF***Prerequisites: PSTAT 120 A-B (for PSTAT 213A); PSTAT 210 (for PSTAT 213B-C).**Recommended preparation: Mathematics 118A-B-C.*

Markov chains, random walks, branching processes, convergence concepts, laws of large numbers, characteristic functions, weak convergence, central limit theorems, conditional expectations, martingale sequences, introduction to large deviations, ergodic theory, continuous time stochastic processes and Brownian motion.

**215A. Bayesian Inference****(4) STAFF***Prerequisite: PSTAT 207A or PSTAT 220A (may be taken concurrently).*

Fundamentals of the Bayesian inference, including the likelihood principle, the discrete version of Bayes theorem, prior and posterior distributions, Bayesian point and interval estimations, and predictions. Bayesian computational methods such as Laplacian approximations and Markov Chain Monte Carlo (MCMC) simulation.

**215B-C. Statistical Decision Theory****(4-4) STAFF***Prerequisite: PSTAT 207A-B-C.*

Statistical inference including estimation, testing and multiple decision rules in decision theoretic framework, relationship to game theory, admissibility, optimality including Bayes and minimax rules, empirical and hierarchical Bayes, invariant decisions.

**216. Multivariate Analysis****(4) STAFF***Prerequisites: PSTAT 207A-B-C or equivalent.*

Statistical theory associated with the multivariate normal, Wishart and related distributions, partial and multiple correlation, principal components. Hotelling's T2-statistic, multivariate linear models, classification and discriminant analysis. Other topics may include invariance, admissibility, minimax, James-Stein estimates, multivariate probability inequalities, majorization, and Schur functions.

**217. Advanced Topics in Mathematical Statistics****(4) STAFF***Prerequisite: PSTAT 207A-B-C.**Repeat Comments: May be repeated for credit provided topics are different.*

Topics in mathematical statistics and decision theory including: asymptotics, nonparametric function estimation, design of experiments and linear models, sequential analysis, multiple testing problems, semiparametric inference, directional statistics.

**220A. Advanced Statistical Methods****(4) STAFF***Prerequisites: PSTAT 120A-B-C, 122, 126, and Mathematics 108A or equivalents.*

General linear models; regression; analysis of variance of fixed, random, and mixed effects models; analysis of covariance; and experimental design. Discussion of each technique includes graphical methods; estimation and inference; diagnostics; and model selection. Emphasis on application rather than theory. R/SAS Computation.

**220B. Advanced Statistical Methods****(4) STAFF***Prerequisite: PSTAT 120A or equivalent.*

Generalized linear models; log-linear models with application to categorical data; and nonlinear regression models. Discussion of each technique includes graphical methods; estimation and inference; diagnostics; and model selection. Emphasis on application rather than theory. R/SAS computation.

**220C. Advanced Statistical Methods****(4) STAFF***Prerequisite: PSTAT 220A and Mathematics 108B or equivalents.*

Multivariate analysis. Topics selected from factor analysis; canonical correlation analysis; classification and discrimination; clustering; and data mining. Emphasis on application rather than theory. R/SAS computation.

**221A-B-C. Advanced Probability Theory****(4-4-4) STAFF***Prerequisites: PSTAT 213A-B-C.**May be repeated for credit provided topics are different.*

Topics chosen from: Large deviations, random walks, weak convergence in metric spaces, empirical processes, point processes, Gaussian processes, random fields, branching processes, inference for stochastic processes. Applications.

**222A-B-C. Advanced Stochastic Processes****(4-4-4) STAFF***Prerequisites: PSTAT 213A-B-C.**May be repeated for credit provided topics are different.*

Topics chosen from: Markov processes, continuous time martingales, theory of Brownian motion and diffusion processes, Lévy processes, stochastic calculus, stochastic differential equations and numerical methods, stochastic control, Applications to engineering, finance, biology, etc.

**223A-B-C. Financial Modeling—An Engineering Approach****(4-4-4) STAFF***Prerequisites: PSTAT 213A-B-C.*

An introduction to stochastic models in finance. Stochastic models and applications to price determination for stocks, bonds, derivative securities, interest rate term structure. Portfolio issues, hedging, risk management and financial engineering. Numerical methods and computation.

**225. Linear and Nonlinear Mixed Effects Models****(4) STAFF***Prerequisite: PSTAT 220A or equivalent.*

Linear and nonlinear mixed effects models.

Topics include fixed effects, random effects, several size experimental units, design structure, treatment structure, randomized block design, nested design, split plot design, repeated measures, growth curves, longitudinal and spatial data, BLUP, ML, and REML estimates.

**226. Nonparametric Regression and Classification Methods****(4) STAFF***Prerequisites: PSTAT 207A-B and 220A or equivalents.*

Introduction to some statistical regression and classification techniques including kernel smoothing, smoothing spline, local regression, generalized additive models, neural networks, wavelets, decision tree and nearest neighbor methods.

**227. Bootstrap and Resampling Methodology****(4) STAFF***Prerequisites: PSTAT 207A-B and 220A or equivalents.*

Resampling methods: bootstrap and subsampling. Topics: parametric and nonparametric bootstrap simulation; confidence limit methods; resample significance tests, including Monte Carlo and bootstrap; resampling for improved regression model selection and prediction; diagnostics for bootstrap validity.

**228. Spline Smoothing and Applications****(4) STAFF***Prerequisite: Statistics & Applied Probability 207A, B, C and 22A.*

Model building, multivariate function estimation and supervised learning using reproducing kernel Hilbert space, regularization and splines. Smoothing splines for Gaussian and non-Gaussian data. Bayesian models and data-driven turning parameter selection. Emphasis on methodology, computation and application.

**230. Seminar and Projects in Statistical Consulting****(4) STAFF***Prerequisites: PSTAT 220A-B-C (may be taken concurrently).*

Students participate in the discussions and consulting projects in the statistical laboratory. They are assigned project(s) to work on, and write a report on statistical aspects of the project.

**231. Data Mining****(4) STAFF***Prerequisites: PSTAT 120A-B and 130; and, PSTAT 120C or 126 (may be taken concurrently).*

Introduction to data mining techniques. Model assessment and performance evaluation. Data preparation. Programming techniques for transforming raw data into a form suitable for predictive modeling. Extracting data to a form that predictive models can utilize. Incorporating non-numeric data in predictive models. Techniques for managing exceptional and extreme data. Building predictive models using SAS Enterprise Miner 5 in SAS 9, including decision trees, neural networks, and Bayesian Networks.

**232. Computational Techniques in Statistics****(4) STAFF***Prerequisites: PSTAT 120A-B-C, 160A-B-C or equivalent. Knowledge of at least one programming language.*

Explores computationally-intensive methods in statistics. Topics covered include combinatorial optimization, EM optimization, Monte Carlo simulation, Markov Chain Monte Carlo methods and bootstrapping. Lab work is carried out using R or SAS.

**250. Quantitative Methods in the Social Sciences Colloquium****(2) STAFF**

May be repeated for credit. Same course as Sociology 212Q, Geography 201Q, and ED 212.

Required colloquium course for students in the interdisciplinary Quantitative Methods in the Social Sciences emphasis.

**262AA-ZZ. Seminars in Probability and Statistics****(1-6) STAFF**

Prerequisites: PSTAT 120A-B-C; consent of instructor.

May be repeated for credit.

Topics of current research interest in probability and/or statistics, by means of lectures and informal conferences with members of staff. PSTAT 262FM is reserved for topics in financial mathematics and statistics.

**263. Research Seminars in Probability and Statistics****(1) STAFF**

Prerequisite: graduate standing.

Maximum of 2 units total is allowed towards MA degree. May be repeated for credit.

Research seminars presented by faculty, visiting scholars, and invited speakers on current research topics.

**274. Time Series****(4) STAFF**

Prerequisite: PSTAT 120A-B.

Stationary and non-stationary models, seasonal time series, ARMA models: calculation of ACF, PACF, mean and ACF estimation. Barlett's formula, model estimation: Yule-Walker estimates, ML method. Identification techniques, diagnostic checking, forecasting, spectral analysis, the periodogram. Current software and applications.

**275. Survival Analysis****(4) STAFF**

Prerequisites: PSTAT 120A-B and 220A.

Basic concepts: survival functions, hazard functions, cumulative hazard functions and censoring types. Kaplan-Meier and Nelson-Fleming-Harrington estimates. Log-rank test. Exponential and Weibull models. Cox proportional hazards and accelerated failure time regression models. Current software and applications.

**500. Teaching Assistant Practicum****(1-4) STAFF**

Prerequisite: appointment as teaching assistant.

No unit credit allowed toward advanced degree.

Supervised teaching of undergraduate probability and statistics courses.

**501. Teaching Assistant Training****(1-2) STAFF**

Prerequisite: Appointment as teaching assistant.

Consideration of ideas about the process of learning probability and statistics, and discussion of approaches to teaching.

**502. Teaching Associate Practicum****(1-5) STAFF**

Prerequisite: appointment as associate.

No unit credit allowed toward advanced degree.

Supervised teaching of undergraduate courses.

**510. Readings for Area Examinations****(2-6) STAFF**

Prerequisite: enrollment in M.A. or Ph.D. program.

**596. Directed Reading and Research****(1-6) STAFF**

Prerequisites: graduate standing and consent of instructor.

May be repeated for credit as determined by the department chair up to half the graduate units required for the M.A. degree.

**598. Master's Thesis Research and Preparation****(1-6) STAFF**

Only for research underlying the thesis, writing the thesis. Instructor should be the chair of the student's thesis committee.

**599. Ph.D. Dissertation Preparation****(1-6) STAFF**

Prerequisites: graduate standing and consent of instructor. Maximum of 12 units total.

# Theater and Dance

(formerly Dramatic Art and Dance)

**Department of Theater and Dance  
Division of Humanities and Fine Arts  
Theater and Dance Building 223**

**Telephone: (805) 893-3241**

**E-mail:**

**theaterdance-ugradadv@theaterdance.ucsb.edu**

**Website: www.theaterdance.ucsb.edu**

**Department Chair: Simon Williams**

**Vice Chair & Director of Dance: Jerry Pearson**

## Faculty

**Irwin Appel**, Diploma (M.F.A. equivalent), The Juilliard School, Drama Division, Associate Professor (acting, directing)

**Ninotchka Bennahum**, Ph.D., New York University, Department of Performance Studies, Tisch School of the Arts, Assistant Professor (dance history, world dance)

**Risa Brainin**, B.F.A., Carnegie-Mellon University, Associate Professor (acting, directing)

**Leo Cabranes-Grant**, Ph.D., Harvard University, Associate Professor (Spanish Golden Age literature, Spanish and Hispanic-American drama, intercultural studies)

**Nancy Colahan**, Lecturer (modern, ballet, pedagogy)

**Valerie Huston**, B.F.A., University of Utah, Lecturer (ballet)

**Suk-Young Kim**, Ph.D., Northwestern University; Ph.D. University of Illinois at Chicago, Assistant Professor (East Asian and Russian theater)

**William Davies King**, D.F.A., Yale School of Drama, Professor (American drama and theater history)

**Mira Kingsley**, M.F.A. (Choreography); M.F.A. (Theater Direction), California Institute for the Arts, Assistant Professor (dance, theater, directing & choreography, improvisation, modern dance technique)

**Christina McMahon**, Ph.D, Northwestern University, Assistant Professor (African theater, global performance context)

**Michael Morgan**, B.F.A., New York University School of Arts, Senior Lecturer with Security of Employment (voice)

**Carlos Morton**, Ph.D., University of Texas, Austin, Professor (playwriting, U.S. Latino Theater, Latin American theater)

**Delila Moseley**, M.A., UC Santa Barbara, Lecturer (student company, jazz, ballet)

**Jerry Pearson**, B.S., University of Minnesota, Professor (modern technique, choreography, Artistic Director of Santa Barbara Dance Theater)

**Christopher Pilafian**, The Juilliard School, Senior Lecturer (modern technique, improvisation, choreography, repertory)

**Vickie Scott**, M.F.A., UC Los Angeles, Studio Professor (lighting design)

**Thomas Whitaker**, M.F.A., Carnegie Mellon University, Associate Professor (acting, directing)

**Simon Williams**, Ph.D., University of East Anglia, Professor (European theater history, dramatic literature)

**Erin Cressida Wilson**, M.A., Brown University, Professor (playwriting, screenwriting)

## Emeriti Faculty

**Alice Condodina**, B.A., Temple University, The Juilliard School, Professor Emerita (modern technique, choreography, repertory)

**Stanley L. Glenn**, Ph.D., Stanford University, Professor Emeritus (acting, directing)

**Theodore W. Hatlen**, Ph.D., Stanford University, Professor Emeritus

**Dianne Holly**, M.A., San Diego State University, Senior Lecturer Emerita (costume design)

**Peter Lackner**, Ph.D., Institute for Theater Studies, Freie Universität, Berlin, Professor Emeritus (directing, acting)

**Peter Mark**, M.S., The Juilliard School, Professor Emeritus (music theater)

**Judith Olason**, Ph.D., University of Utah, Senior Lecturer Emerita (acting, directing)

**Robert Potter**, Ph.D., Claremont Graduate School, Professor Emeritus (playwriting, dramatic literature)

**William R. Reardon**, Ph.D., Stanford University, Professor Emeritus (dramatic literature, theory)

**Frank W. D. Ries**, Ph.D., Indiana University, M.A., Cambridge University, Professor Emeritus (history, criticism, musical theater forms)

**Rona Sande**, M.Ed., College of William and Mary, The Juilliard School, Professor Emerita (modern technique, choreography, dance theory)

**Tonia Shimin**, Royal Academy, Professor Emerita (modern technique, improvisation, production)

**Leland K. Strasburg**, M.F.A., University of Utah, Senior Lecturer Emeritus (scenic and lighting design)

(In addition to the regular faculty, Dance offers a program of internationally renowned guest artists. Recent guests have included Peggy Baker, Tandy Beal, Joe Goode, Bella Lewitzky, Donald McKayle, Jennifer Muller, Risa Steinberg, Clay Taliaferro, Doug Varone, and Dan Wagoner, among others.)

The Department of Theater and Dance offers four undergraduate and two graduate degrees: a bachelor of arts (B.A.) and a bachelor of fine arts (B.F.A.) in Dance, a bachelor of arts (B.A.) and a bachelor of fine arts (B.F.A.) in Theater, a master of arts (M.A.) in Theater, and a Doctor of Philosophy (Ph.D.) in Theater. The bachelor of fine arts degrees in dance and theater are designed to prepare students for a professional career. The bachelor of arts B.A. degrees are more broadly based, with a liberal arts orientation, which allows students wider curricular choices. All degrees provide a strong background in dance or theater studies. The master of arts M.A. program is designed to afford a strong foundation for work in educational or professional theater or for further graduate study. The Ph.D. is an intensive program concentrating in literary, critical, and historical research, designed to prepare students for careers in university teaching.

## Undergraduate Program in Theater

Students in the B.A. program in theater will choose an emphasis in one of the following areas: design, directing, playwriting, or theater studies. Students in the bachelor of fine arts program will complete an emphasis in acting.

The major provides ample opportunities for participation in play productions and workshop activities in three campus theaters. Auditions for departmental productions will usually be held in the first week of each quarter. Audition material and information are available in the theater and dance production office at the end of each quarter.

### Senior Honors Program

Candidates who are nominated by the faculty and who elect to complete their degrees with departmental honors must submit a proposal for an undergraduate thesis project to be completed during the senior year. The thesis must represent a significant advanced undertaking in an area of either academic research or creative endeavor. The student will receive 4 to 8 units of academic credit in the Theater 193H series. The project must be approved by a member of the faculty who will work closely with the student as project supervisor, and be evaluated by a committee including the supervisor and two additional members of the faculty. Distinction in the Major will be awarded at the time of graduation to those students whose projects are declared acceptable.

### Undergraduate degrees in Theater

The aim of the department is to provide a comprehensive undergraduate education in theater based on core requirements, which include practical experience in the theater arts (acting, theater technology, and production) and coursework in dramatic theory and literature. An undergraduate major in theater may lead to specialized creative work in the profession, to graduate work in preparation for teaching and research, or to other careers within or beyond the arts and entertainment industry.

For the B.A. in Theater, students must complete all of the requirements in their chosen emphasis. Prior to declaring an emphasis, students should meet with the undergraduate advisor who will advise how students should plan their course work.

### Bachelor of Fine Arts—Theater—Acting Emphasis

The acting emphasis is a highly selective three-year program which students enter at the beginning of their sophomore year. An audition is required either at the end of the freshman year or the beginning of the sophomore year for acceptance into the B.F.A. program. The program combines rigorous classical training with individual expression and creativity and is geared toward preparation for entry into the professional theater industry and M.F.A./conservatory programs. A more comprehensive description of the philosophy and policies of the B.F.A. acting emphasis is available from the department. Continuation in the program is determined by the acting faculty, using such criteria as talent, commitment, sustained growth, and

evaluation of professional potential. Transfer students are highly encouraged to audition for the B.F.A. program, and if accepted, will enter into the first year of the program, regardless of class standing with the university. All interested students may request information from the department office or website.

To complete the program for the B.F.A. in acting, the following courses are required, in addition to the core courses:

**Lower-division:** Theater 1, 5; four units (one course) from 3, 4, or 6; 10A-B-C (must be taken concurrently with 15A-B-C), 11A-B-C (must be taken concurrently with 15A-B-C), 15A-B-C, 26; three units from 29A-B-C-D; 49\* (0-4 units); two courses from Dance 44A-B-C-D-E-F; Exercise and Sports Studies 1-13A.

**Upper-division:** 68-70 units. Theater 110A-B-C-D, 111A-B-C, 112, 149\* (0-4 units), six additional units of 149\*, 151A-B-C-D-F-G, 188S; four units (one course) from 180A-B-C; four units (one course) from 182AA-ZZ; eight units (two courses) from 180D-E-F-G, 181AA-ZZ, 183AA-ZZ, 184AA-ZZ, 194L, additional courses not used above in 180A-B-C or 182AA-ZZ, and may include one from Asian American Studies 125, Chinese 137, or Japanese 149; additional Theater courses to bring total to a minimum of 68 units.

*Note: A minimum of four units of Theater 49 and/or 149 is required for core requirements. An additional six units of Theater 149 in performance are required for the acting emphasis. A maximum of 25 units of Theater 49 and 149 combined will be accepted for credit.*

### Bachelor of Arts—Theater—Design Emphasis

The design emphasis offers a specialization for students who want intensive and practical training in areas of design and production. Objectives include preparation of students as theater artists for work in professional theater or entry into an M.F.A. program.

Students in this program will select beginning and advanced courses in scenic, lighting, and costume design. Students will supplement these courses with related electives concentrating in technical areas of production and design, including drawing, graphics, rendering, stage painting, stage crafts, construction, history, computer application, and stage management.

**Preparation for the emphasis:** Theater 1, 3, 19, 21 or 31A, 22, 23, 25, 27A or 27B, 29A-B-C-D, 49.

**Upper division requirements:** 46 units: Theater 119, 124, 129, 149, 196; two courses from 122, 123, 125; one course from 132, 131A-B; 4 units from 133A-B, 153P, 190, 191, 194D, 195, 195P, 199; two courses from 180 A-B-C-D-E-F; one course from 181AA-ZZ and 182AA-ZZ; one course from Dance 157; Theater 152A, 175, 183AA-ZZ, 184AA-ZZ, 185AA-ZZ, 187AA-ZZ, 188AA-ZZ; Film Studies 111A-B, 148AA-ZZ, 150AA, 165, 166, 169, 190AA-ZZ, 192A-B; Art History 119A-B-C-D-E-F-G; additional Theater electives to bring total to 46 units.

### Bachelor of Arts—Theater—Directing Emphasis

The directing concentration is a structured and

specialized area of study within the B.A. program, and is intended to provide serious experience of the director's function in today's theater. It offers a sound preparation for an M.F.A. in directing, or for a professional career in the field, which may include directing on various educational levels, including secondary school and college, as well as community and regional theater. The requirements are as follows:

**Preparation for the major:** Theater 1, 3, 5 and 19; one (four units) of 2, 4, 6, 7, 8, 9, 14, or 75; one unit 29D and one unit 29 A-B-C-D, 49.

**Upper division requirements:** 44 units: Theater 149, 152A-B-C-D-E, 195; one course from 180A-B-C-D-E-F; one course (four units) from 181 AA-ZZ or 182AA-ZZ; one course (four units) from 183AA-ZZ or 184AA-ZZ; two courses (four units) 104A-B-C, 111D, 133A-B, 140, 144A-B, 145, 175, 185AA-ZZ, 187AA-ZZ, 188AA-ZZ; additional Theater electives to bring total to 44 units.

### Bachelor of Arts—Theater—Playwriting Emphasis

The playwriting emphasis is based on a series of courses that require students to practice playwriting, and includes public readings, visiting lecturers, the yearly New Plays Festival, and periodic departmental productions of original scripts. All courses require permission of the instructor, and further work in this area might include additional courses in theater studies, creative writing, theater arts, and perhaps an internship as dramaturge on a departmental production.

**Preparation for the emphasis:** Theater 1 and 2; four units (one course) from 3, 4, or 6; four units (one course) from 7 or 8; three or four units (one course) in 5, 9, 14, 19, or 75; one unit 29D and one additional unit from 29A-B-C-D

**Upper division requirements:** 48 units: 24 units from Theater 104A-B-C-D-E and 175 (104B and 175 may be repeated for a maximum of 8 units each); 4 units (one course) from 180A-F; 4 units (one course) from 181AA-ZZ or 182AA-ZZ; four units (one course) from 183AA-ZZ or 184AA-ZZ; 4 units (one course) from 185AA-ZZ, 187AA-ZZ, 188AA-ZZ; eight units from 111D, 133A-B, 140, 141, 142, 144A-B, 145, 149, 152A-B-C-D-E; Dance 151D, 163.

### Bachelor of Arts—Theater—Theater Studies Emphasis

The theater studies emphasis will allow students to achieve broad education in theater as it has been practiced in different historical periods and in various parts of the globe. Students will have the opportunity to engage in the critical, historical, and theoretical aspects of theater. They will also take practical courses in theater and participate in departmental and class productions. Their studies will culminate in an upper-division seminar, taken in their senior year.

**Preparation for the emphasis:** Theater 1 and 2; four units (one course) from 3, 4, or 6; four units (one course) from 7 or 8; three or four units (one course) in 5, 9, 14, 19, or 75; one unit 29D and one additional unit from 29A-B-C-D

**Upper division requirements:** 46 units: Twelve units (three courses) from Theater 180A-B-



C-D-E-F, 181AA-ZZ, 182AA-ZZ, 188S; four units (one course) from 183AA-ZZ; four units (one course) from 184AA-ZZ; four units (one course) from 185 AA-ZZ, 187AA-ZZ and 188AA-ZZ; four units from 192; ten units from 104A-B-C-D-E, 111D, 132, 133A-B, 140, 141, 142, 144A-B, 145, 149, 152A-B-C-D-E, 175, and Dance 151D, 151T, 163; eight units (two courses) from Anthropology 102; Art 125; Asian American Studies 125, 127, 142, 147; Chicana/o Studies 158, 166, 188C; Classics 102, 130; Comparative Literature 124; Dance 145A, 145B, 145H, 145M, 146, 157; East Asian Studies 149; English 120 147AA-ZZ, 157, 169; Film Studies 101A-B-C, 120, 121, 122AA-ZZ, 124, 125B, 126, 127, 127M, 134, 136, 139, 142, 144, 151AA-ZZ, 161, 163, 165, 166, 169, 183; French 119, 136C, 142, 180D; Italian 121, 123X, 124, 124X; Music 113A-B; Spanish 137A-B, 159A-B, 187A-B.

## Graduate Program in Theater

### Admission

In addition to departmental requirements for admission, applicants must also meet the university requirements for admission described in the chapter "Graduate Education at UCSB."

Candidates for admission to the Ph.D. program must hold a M.A. or M.F.A. degree from UC Santa Barbara or another accredited institution.

### Master of Arts—Theater Studies

The M.A. program is designed to afford a strong foundation for work in educational or professional theater or for further graduate study.

### Degree Requirements

Forty-eight units are required for the M.A. degree; at least 12 of these must be taken in graduate seminars (Theater 210- 273D). In addition, 16 units must be related to practical study of the theater; 8 of these units must be from the 261-266 sequence. Degree candidates must complete a satisfactory thesis project and pass a two-hour oral examination upon completion of the work. A minimum of 4 and a maximum of 8 units should be committed to the thesis project. Consult the department for details on courses taken for the master's degree. When graduate students enroll in upper-division undergraduate courses to fulfill departmental and university requirements, they are normally expected to achieve a higher standard of work than undergraduates enrolled in the same courses.

Masters candidates who have clearly revealed their scholarly and creative ability may apply for admission to the Ph.D. program. The deadline for petitions is the same as the deadline for outside application to the Ph.D. program.

**Playwriting Program.** With the approval of the program director, graduate students may undertake a playwriting project in partial fulfillment of M.A. degree requirements. Interested M.A. applicants should submit a sample of their work to the playwriting program director.

**M.A./Ph.D. Track.** A limited number of applicants who have only a B.A. at the time of application and who show unusual promise for doctoral study may be admitted to the combined M.A./Ph.D. program. During the

first two years, they are expected to fulfill all requirements (coursework and thesis) for the M.A. program. They must also pass a written examination in the middle of the second year, at which point they are admitted to the doctoral program. Students who successfully pursue this track need to complete only one further year of coursework before taking the comprehensive examinations and writing the dissertation. All other degree requirements are as listed in the separate degree program sections.

### Doctor of Philosophy—Theater Studies

The Ph.D. program, an intensive program concentrating on literary, critical, and historical research in various areas of world theater and performance, is designed to prepare students for careers in teaching in institutes of higher education.

### Degree Requirements

A heavy sequence of courses in dramatic literature, theater history, theory, and criticism in various areas of world theater and performance is taken over a period of two years for students in the Ph.D. program, or three years for M.A./Ph.D. students. All doctoral students are expected to take two seminars a quarter, or the equivalent, in departmental seminars and lectures or in cognate offerings in other departments. All students in the Ph.D. program take a minimum of nine departmental seminars in the first two years; all students in the M.A./Ph.D. program take fourteen departmental seminars in the first three years. They will also have the opportunity of engaging in independent study with members of the graduate faculty in theater art. Graduate students will have the opportunity to study the history and technique of directing, and to apply to take an additional technique course in which they may direct a one-act play. This course may be repeated for credit if space is available. Qualified students may also have the opportunity to direct in the department's main stage season or to participate as directors in the development of new work.

All doctoral students must establish reading knowledge of at least one language other than English and proficiency in translation prior to advancing to candidacy. A grade of Pass or better in an upper-division course taught in the chosen language or a B or better in an intermediate language training course will suffice to establish basic competency. Language competency can also be established by taking the departmental translation examination or by taking a placement examination in a foreign language department and placing into the advanced level. The translation component of the requirement can be met by taking a graduate seminar in the Department of Theater and Dance (or another department if the seminar is not offered in our department), in which such issues as translation, cultural transmission, and adaptation are addressed. For those writing a dissertation on a non-English subject, demonstrated oral and written proficiency in the relevant language(s) is required. Students cannot take their comprehensive examination until they have completed the language and translation requirement. At the start of the third year for Ph.D. students and the fourth for M.A./Ph.D. students, the

candidate must pass a comprehensive examination that is composed of four parts: (1) the creation of three course syllabi in theater history, dramatic literature, theory and criticism, and world theater and performance; (2) two written examinations in areas cognate to the candidate's research; (3) a preparation of a dissertation prospectus; and (4) an oral defense of the examination answers and material. Upon successful completion of this examination, the student will be recommended for advancement to candidacy.

The third and fourth years in the Ph.D. program and the fourth and fifth in the M.A./Ph.D. program are spent researching and writing the dissertation. Approximately 36 units in the third year for Ph.D. students and the fourth year for M.A./Ph.D. students will be devoted to dissertation work. Students whose dissertations are not completed by the end of the fourth year of the Ph.D. program or the fifth year of the M.A./Ph.D. program will be subject to review by the graduate faculty of the department.

Doctoral students in Theater Studies are required to serve as teaching assistants for a minimum of six quarters.

### Optional Ph.D. Emphasis in European Medieval Studies

The Medieval Studies Program offers an interdisciplinary doctoral emphasis to students previously admitted to a Ph.D. program in the Departments of Theater and Dance, English, French and Italian, History, History of Art and Architecture, Music, Religious Studies, and Spanish and Portuguese. Students pursuing the emphasis in European medieval studies must receive a grade of B or better in each of the following: Medieval Latin (Latin 103); one course in a vernacular, western European or Middle Eastern medieval language (English 205, English 230, French 206, Spanish 222A, Spanish 222B, Portuguese 222, Religious Studies 148A, Religious Studies 148 B, Religious Studies 210); Paleography and/or Diplomatics (History 215S, History 215T); Medieval Studies 200A-B-C; and 8 additional units in graduate courses on medieval topics. Students may petition to have appropriate courses from other institutions, or independent study, substituted for these requirements. Medieval Studies 200A-B-C is the program's colloquium series; graduate students in the emphasis attend the series and write brief papers on each colloquium (one per term), to be reviewed by the chair of the program (2 units). To qualify for the emphasis, at least one member of a Ph.D. candidate's dissertation committee must be an affiliated faculty member of the European Medieval Studies Program. Contact the European Medieval Studies Program for additional information on faculty interests, course offerings, and program requirements, or visit the department website at [www.medievalstudies.ucsb.edu](http://www.medievalstudies.ucsb.edu).

### Optional Ph.D. Emphasis in Women's Studies

The Department of Feminist Studies, with almost fifty core and affiliated faculty members in over nineteen disciplines, serves as a model of interdisciplinary work and scholarly collaboration at UCSB. Women's Studies doctoral emphasis students are required to successfully

complete four seminars that will enhance their understanding of feminist pedagogy, feminist theory, and topics relevant to the study of women, gender and/or sexuality. Women's Studies as an inter-departmental set of conversations and intellectual questions supports a multifaceted undergraduate curriculum at UCSB. Doctoral emphasis students are encouraged to apply to teach Feminist Studies courses as teaching assistants and associates as part of their Feminist Studies training.

Applicants must first be admitted to, or currently enrolled in, a UCSB Ph.D. program participating in the Women's Studies graduate emphasis. Anthropology; Comparative Literature; Counseling, Clinical, and School Psychology; English; French and Italian; Germanic, Slavic and Semitic Studies; History; History of Art and Architecture; Linguistics; Political Science; Religious Studies; Sociology; Spanish and Portuguese; or Theater and Dance. Candidates complete four graduate courses and select a member of the Feminist Studies faculty or affiliated faculty to serve on their dissertation committees. Applications to the Women's Studies Doctoral Emphasis may be submitted at any stage of Ph.D. work, and applications will be considered throughout the year.

### Doctoral Emphasis Coursework

Students pursuing the emphasis in Women's Studies will successfully complete four graduate courses that have been approved by the Doctoral Emphasis advisor.

- 1. Feminist Theories.** A one quarter graduate seminar in interdisciplinary feminist theory offered by any department, including Feminist Studies 250 AA-ZZ.
- 2. Issues in Feminist Epistemology and Pedagogy** (Feminist Studies 270). A one quarter seminar that considers Feminist Studies as a distinct field. It offers an interdisciplinary exploration of feminist theories of knowledge production and teaching practices. Readings cover past and present critical debates and provide theoretical approaches through which to analyze interdisciplinary epistemological and pedagogical issues.
- 3. Graduate Seminar in Feminist Studies** (Feminist Studies 200-290 or 594 AA-ZZ). A one quarter seminar offered by a Feminist Studies faculty member on topics of central concern to the field.  
Or,  
**Research Practicum** (Feminist Studies 280). A cross-disciplinary seminar in which fundamental questions in contemporary feminist research practice are considered in light of students' own graduate projects.
- 4. Topical Seminar.** A one quarter graduate seminar that addresses topics relevant to the study of women, gender, and/or sexuality. This seminar must be taken outside the student's home department; it may be fulfilled either by another graduate seminar in Feminist Studies or a seminar in another department.

## Undergraduate Program in Dance

The dance major offers two degree programs, the bachelor of arts (B.A.) and the bachelor of

fine arts (B.F.A.). Although the curriculum for both emphasizes performance and choreography, the bachelor of fine arts degree is highly structured and specifically designed for those students who wish to pursue a professional career in dance or gain entrance into an M.F.A. or M.A. program. The bachelor of arts B.A. option is a broadly based liberal arts degree that allows more time for students to take courses in areas other than dance, preparing them for further study in such dance career areas as therapy, administration, history, or education. Graduates from either of the degree programs can teach in a variety of situations. Students with a bachelor's degree in dance who are interested in pursuing a California Teaching Credential should contact the credential advisor in the Gevirtz Graduate School of Education as soon as possible.

Students who wish to major in dance must pass the department audition. Auditions are held on campus in January and February prior to university admission. Auditions are offered again during fall registration week for those unable to attend the earlier auditions. Admission into the university is not a guarantee of admission into the dance major unless an audition has been passed. Likewise, acceptance at the dance audition does not guarantee admission to the university. Audition details may be obtained by writing directly to the Department of Theater and Dance or visiting on the department website at [www.theaterdance.ucsb.edu](http://www.theaterdance.ucsb.edu).

As a dance major, a student must take a minimum of eight technique classes per week (modern and ballet). For graduation, the B.A. student must fulfill the minimum proficiency requirement in technique by passing Dance 47F (Ballet II) and Dance 156C (Modern Dance III). The minimum proficiency requirement for the B.F.A. student is Dance 147C (Ballet III) and Dance 156F (Modern Dance IV). For seniors in the B.A. degree program, an option is available which allows a reduced course load in technique once the minimum proficiency is met. Students receive quarterly evaluation from dance faculty on their progress in the major.

Each student is assigned a faculty advisor, and new and continuing students are strongly urged to meet with their advisor at least once a year, preferably once each quarter. Students also receive quarterly evaluation on their progress in dance courses as well as audition material and a brochure describing course offerings, major requirements, and faculty background information.

Santa Barbara Dance Theatre is a professional dance company in residence at UCSB. The company of six dancers performs locally and statewide internationally, providing an important resource for the department as well as a valuable outreach program to the community. A select number of advanced students are chosen for the UCSB Dance Company. This student company performs both on and off campus in Santa Barbara, tours regionally, and has been invited to perform internationally. In addition, the company participates in the American College Dance Festival Association, traveling to other states throughout the U.S. to perform. The UCSB Dance Company participates in 20-25 performances each year, giving

its members a chance to experience life on tour with a dance company, preparing them for the professional world.

### Scholarships and Awards

The Matthew Alan Plaskett Memorial Scholarship is offered to an incoming male who wishes to be a dance major or a double major in theater and dance with an interest in musical theater. The Patricia Sparrow Memorial Fund is awarded to dance students to further their education at summer workshops. The annual Sherrill C. Corwin-Metropolitan Theaters Corporation Writing Awards offer prizes for outstanding choreography by UCSB students. The Condodina Award is presented annually for outstanding performance. Further information about these scholarships and awards is available from the undergraduate advisor.

### Senior Honors Program

Candidates who are nominated by the faculty, and who elect to complete their degrees with departmental honors, must submit a proposal for an undergraduate thesis project to be completed during the senior year. The project must represent a significant advanced undertaking in an area of either academic research or creative endeavor and must be approved by a member of the faculty who will serve as project supervisor. The student will receive 4 to 8 units of academic credit in the Dance 193H series. The project will be evaluated by a committee including the supervisor and two additional members of the faculty. Distinction in the Major will be awarded at the time of graduation to those students whose projects are declared acceptable.

### Bachelor of Fine Arts—Dance

**Preparation for the major.** Dance 36, 45, 47A-B-C-D-E-F, 50, 51, 56A-B-C-D-E-F, 70; Theater 5, 19, 23D, 2 units of 29 series or 49; Music 15; Exercise and Sports Studies 47

**Upper-division major.** *Note: Entry into the B.F.A. program is by recommendation of dance faculty for currently enrolled students at the end of the sophomore year, and by special audition at the beginning of the junior year for transfer students. Completion of the program depends upon successful progress and recommendation of the dance faculty. Assessment of a B.F.A. student's progress is made on a quarterly basis, and provision is made for students who appear unable to complete the B.F.A. program requirements to graduate with the less specialized B.A. degree providing they maintain the standards for that degree.* Sixty-eight upper-division units are required, as follows: One course from Dance 145A-B-H-M-W or 157; 147A-B-C, 149 (4 units), 151A-B-C, 156A-B-C-D-E-F, 171, 172, 191, as well as 12 additional units selected from Dance 139, 145A\*-B\*-H\*-M\*-W\*, 146, 147A-B-C beyond units used above, 147PA-PB-PC, 149, 151D, 151E, 151T, 157\*, 158, 160, 161A, 163, 186, 189, 190, 193H, 194, 199.  
\* if not chosen above.

### Bachelor of Arts—Dance

**Preparation for the major.** Dance 36, 45, 47A-B-C-D-E-F, 50, 51, 56A-B-C-D-E-F, 70; Theater 19, 23D, 2 units of 29 series or 49; Music 15; Exercise and Sports Studies 47.

**Upper-division major.** *Note: Technical ability and theoretical knowledge must be demonstrated to the satisfaction of the dance faculty before entrance to upper-division study. Students should contact the dance faculty for program planning advice, in order to insure the best possible sequence of study.* Thirty-six upper-division units are required, as follows: One course from: Dance 145A-B-H-M-W or 157, 149 (1 unit), 151A-B-C, 156A-B-C, as well as 10 additional units selected from Dance 139, 145A\*-B\*-H\*-M\*-W\*, 146, 147A-B-C, 147PA-PB-PC, 149, 151D-E-T, 156A-B-C beyond units used above, 156D-E-F, 157\*, 158, 160, 161A, 163, 171, 172, 186, 189, 190, 193H, 194, 199.

\* if not chosen above.

## Theater Courses

(formerly Dramatic Art Courses)

### LOWER DIVISION

#### 1. Play Analysis

(4) KING

Provides the theater artist with practical tools for text analysis. Studying five major works ranging from Shakespeare to a living playwright, the course examines such concepts as language, style, period, character, themes, and structure.

#### 2. Performance in Global Contexts

(4) CABRANES-GRANT, KIM, MCMAHON

An introduction to theater and performance in the non-European world. Topics in any given year could include African Popular Culture, Asian Theater, Comparative World Theater, and Latin American Theater.

#### 3. Life of the Theater

(4) APPEL

*Repeat Comments: Legal repeat of Theater 60 and DA 60.*

An introduction to live theater and an exploration of its components, from acting, directing and design to production, dramaturgy and playwriting. Students attend a wide variety of theatrical presentations, as well as read plays and other dramatic writings.

#### 4. Performing the Here and Now

(4) STAFF

Students explore how contemporary theater responds to a twenty-first century world. Looking at the work of cutting-edge playwrights, solo performers, and ensemble theater groups, the course examines how theater grapples with political and social issues facing us at the start of a new century.

#### 5. Introduction to Acting

(3) STAFF

Introduction for majors and nonmajors to the multiple problems of the actor's art and craft. (F,W,S)

#### 6. Behind the Scenes

(4) STAFF

Course features guest artists ranging from producers, actors, designers, musicians, and singers. Students gain knowledge of the performers experience and process through lectures and discussion in an informal atmosphere.

#### 6S. Acting Workshop

(2-4) STAFF

Laboratory for voice, movement, and acting.

#### 7. Performance of the Human Body

(4) KIM

A study of how various kinds of performance genres represent the human body in modern and contemporary American culture. Material includes traditional stage performance, film, freak shows, beauty pageants, dance, sports, music videos, and fashion.

#### 8. European Theater History

(4) CABRANES-GRANT, WILLIAMS

A survey of European theater history from the ancient Greeks to the present day.

#### 9. Playwriting

(4) MORTON, WILSON

An introduction to playwriting.

#### 10A-B-C. Movement for the Stage

(2-2-2) STAFF

*Prerequisites: Theater 5; concurrent enrollment in Theater 15A (for Theater 10A); audition: concurrent enrollment in Theater 15B (for Theater 10B); audition: concurrent enrollment in Theater 15C (for Theater 10C); audition.*

*May be repeated once for credit with recommendation of instructor.*

Intense physical training designed to produce a neutral, dynamic, and expressive bodily instrument. (F,W,S)

#### 11A-B-C. Voice Laboratory

(2-2-2) MORGAN

*Prerequisites: Theater 5; concurrent enrollment in Theater 15A (for Theater 11A); audition: concurrent enrollment in Theater 15B (for Theater 11B); audition: concurrent enrollment in Theater 15C (for Theater 11C); audition.*

*May be repeated once for credit with recommendation of instructor.*

A fundamental approach to voice for the actor with emphasis on vocal production, articulation, and quality; plus physical relaxation techniques. (F,W,S)

#### 14. Acting Workshop

(3) STAFF

*Prerequisites: Theater 5; not open to freshmen.*

*Designed for nonspecialists in drama.*

Exploration, performances, and criticism of scenes from a broad range of dramatic scripts with focus on the actor's perspective. Practical skills are taught to make the physical exploration of the text a valid exercise.

#### 14S. Summer Acting Workshop

(2-4) STAFF

Laboratory for voice, movement, and acting. (SS)

#### 15A-B-C. Fundamentals of Acting

(4-4-4) STAFF

*Prerequisites: Theater 5; concurrent enrollment in Theater 10A and 11A (for Theater 15A); audition: concurrent enrollment in Theater 10B and 11B (for Theater 15B); audition: concurrent enrollment in Theater 10C and 11C (for Theater 15C); audition.*

*May be repeated once for credit with recommendation of instructor.*

Development of the intermediate actor's foundational work in improvisation, technique, scene study, textual analysis, and characterization while exploring creative capacity.

#### 16A. Fundamentals of Voice

(3) MORGAN

*Prerequisite: Not open to theatre majors.*

*Not open for credit to students who have completed Theater 16.*

A basic approach for the actor in freeing the voice, dismantling tension, centering sound, releasing breath, developing range and expressive power, culminating in an hour-long warm-up to be utilized for rehearsal and performance.

#### 16B. Phonetics for Actors and Public Speakers

(3) MORGAN

*Prerequisite: not open to theater majors; not open to freshmen.*

An introduction to general American with an emphasis on the international phonetic alphabet and the rules governing standard English to be utilized in the performance of various famous speeches.

#### 17. Fundamentals of Movement for Theater

(3) DONLON

*Prerequisite: not open to theater majors.*

The fundamental exploration of actor movement training for non-B.F.A. actors, directors, and dancers.

#### 19. Design Fundamentals for Dance and Theater

(4) STAFF

*Not open for credit to students who have completed Theater 19 or Theater 19D.*

Lectures, demonstrations and projects to provide an understanding of the stage design process for

theater and dance. Study of the elements, principles, terminology, and basic techniques. Exploration of the communicative and collaborative process between designer and choreographer/director. Concentration in scenic, costume, and lighting design.

#### 21. Stagecrafts

(2) STAFF

Practical introduction to technical theater and includes attention to such aspects of design and production as scenery, lights, sound, costumes, and stage management.

#### 22. Scenic Design

(4) STAFF

*Prerequisite: Theater 1 and 19.*

Projects in the interpretation of plays through scenic elements with concentration on the design process and the dramatic use of space. Drafting projects including floor plans, elevations and basic perspective drawing.

#### 23. Stage Lighting Design

(4) SCOTT

*Prerequisite: Theater 19.*

Lecture-demonstration in instrumentation, color in light, control equipment and basic lighting theories. Technical drawing including light plots, scheduling and organization for lighting design. Some practical application through laboratory and studio exercise.

#### 23D. Dance Lighting Design

(3) SCOTT

*Prerequisite: Theater 19.*

Lecture-demonstration in instrumentation, color in light, control equipment, and basic lighting theories. practical application through laboratory assignments and studio productions.

#### 25. Costume Design

(4) STAFF

*Prerequisite: Theater 19.*

Exploration of the basic elements and principles of theater costume design. Projects in the interpretation of plays through costume elements with concentration on the design process. Emphasis on figure drawing.

#### 26. Stage Makeup

(2) STAFF

The theory, history, and practical application of stage makeup including character, age, period, and special effects techniques.

#### 27A. Theater Graphics and Figure Drawing

(2) STAFF

Introduction to sketching and drawing styles for the theater designer. Includes light and shade, perspective, and line drawing. Focus on drawing the human form, rendering of fabric, texture and movement.

#### 27B. Theater Drafting

(2) SCOTT

Introduction to drafting conventions for the scenic and lighting designer. Includes orthographic and isometric drawings.

#### 28. Computing For Theater Arts

(4) STAFF

Macintosh platform using VectorWorks software. Advanced applications for graphics and rendering software for the theater designer and a survey of specialized support software such as LightWright.

#### 29A. Scenic Practicum

(1) STAFF

*Letter grade only.*

Empirical understanding of methods of assembly and materials for stage scenery. Shop organization and operation are experienced during the construction process.

#### 29B. Lighting Practicum

(1) SCOTT

*Letter grade only.*

Empirical understanding of optical properties of lighting units, available hanging positions and apparatus, lighting control, electrical safety and stage crew organization.

#### 29C. Costume Practicum

(1) STAFF

*Letter grade only.*

Empirical understanding of methods of assembly and materials for stage dress. Costume shop organization and operation are experienced during the construction process.

### 29D. Run Crew Practicum

(1) SCOTT

*Letter grade only.*

Empirical understanding of backstage organization and operation during live performance.

### 31A. Costume Construction

(2-4) STAFF

*Prerequisite: Theater 29C.*

Introduction to materials and construction techniques used in the production of theatrical costumes.

### 31B. Costume Techniques

(2-4) STAFF

*Prerequisite: Theater 29C.*

Introduction to process of constructing specialized costume crafts such as millinery, masks, and theatrical wigs. Subject matter varies by quarter.

### 42. I.V. Live

(2) STAFF

*Prerequisite: Lower-division standing.*

A maximum of 16 units of Theater 42 and 142 combined may be accepted for credit in the major.

This course produces a weekly performance series in Isla Vista. Students get first-hand experience in the rigors of theatrical production, as they learn to execute all logistical, technical, and promotional details. The course is affiliated with Isla Vista Arts ([www.islavista-arts.org](http://www.islavista-arts.org)).

### 49. Theater Workshop

(1-6) STAFF

*Prerequisite: Lower-division standing.*

A maximum of 25 units of Theater 49 and 149 combined may be accepted for credit in the major.

Projects in costume, scenery, lighting, acting, directing.

### 65. Public Speaking

(4) STAFF

Practical and historical introduction to the art of public speaking in a variety of contexts (legal, political, corporate, artistic, dramatic, educational, etc.). Main lecture focuses on critical and historical analysis of actual speeches; lab offers practical training in performing them.

### 75. Summer Theater Laboratory

(4) WILSON

Workshops in playwriting, solo performance, acting, directing, and choreography. Students develop their own projects and take master classes with nationally prominent guest artists. Students also have the opportunity to perform in projects by guest artists.

### 90. Community Theater

(3) MIXSELL

*Recommended Preparation: Theater 5.*

May be repeated for credit to a maximum of 9 units.

Preparation and creation of performance in UCSB community related to student health issues (i.e., binge drinking, sexual health, eating disorders, relationship success) adapted to campus life.

### 91. Summer Theater in Orientation

(3) MIXSELL

May be repeated for credit to a maximum of 9 units, but only 3 units may be applied to the major.

Exploration of relationships between health, social setting, and health behaviors. Students study the principles and skills of community health using drama as a behavioral change tool. Students are trained to be peer health educators.

### 94. Group Studies for Lower-Division Students

(1-4) STAFF

*Prerequisite: open to freshmen and sophomores only.*

May be repeated for credit to a maximum of 8 units.

Special opportunities for study, research, and project preparation.

## UPPER DIVISION

### 104A. Essentials of Playwriting

(4) MORTON, WILSON

*Prerequisites: Not open to freshmen; consent of instructor.*

May be repeated for credit to a maximum of 8 units.

An exploration of the essential components of playwriting. Exercises focus on writing dialogue, monologue, creating three-dimensional characters, building effective story structures, and developing action through language and stage images. A series of written assignments.

### 104B. The Writer's Voice

(4) MORTON, WILSON

*Prerequisite: consent of instructor.*

May be repeated for up to 8 units of credit.

A continued exploration of the essential components of playwriting. Writing exercises in dialogue, monologue, character, story structure, action, and stage images. Students focus on developing their individual writing voice. A series of written assignments.

### 104C. From Page to Script

(4) MORTON, WILSON

*Prerequisite: Theater 104A or 104B or 104D.*

May be repeated for up to 8 units of credit.

An exploration of the ways in which plays move from the written page to the stage. Focuses on how playwrights collaborate with directors, actors, and designers in staging new plays.

### 104D. Story Structure

(4) MORTON, WILSON

*Prerequisites: not open to freshmen; consent of instructor.*

May be repeated for credit to a maximum of 8 units.

An exploration of different kinds of story structures and techniques. Students look to stories from their own lives and/or to found texts for source material. A series of written assignments.

### 104E. Solo Performance

(4) MORTON, WILSON

*Prerequisite: consent of instructor.*

May be repeated for credit for up to 8 units.

Writing and developing solo performance texts. Analysis of different kinds of solo performance texts and writing styles. Emphasis is on non-traditional forms of storytelling and developing each writer's individual writing voice. A series of written assignments.

### 110A-B-C. Advanced Movement for the Stage

(2-2-2) STAFF

*Prerequisites: Theater 10C; concurrent enrollment in 151A (for Theater 110A): concurrent enrollment in 151B (for Theater 110B): concurrent enrollment in 151C (for Theater 110C).*

May each be repeated once for credit by recommendation of instructor.

A continuation of the Dramatic Art 10 series with increased focus on physical characterization and technical skills.

### 110D. Advanced Performance Projects

(3) STAFF

*Prerequisite: Theater 110C.*

Advanced studio projects utilizing the actor's physical and vocal skills to develop original theater.

### 111A-B-C. Advanced Voice Laboratory

(2-2-2) MORGAN

*Prerequisites: Theater 15A-B-C; concurrent enrollment in 151A (for Theater 111A): concurrent enrollment in 151B (for Theater 111B): concurrent enrollment in 151C (for Theater 111C).*

May each be repeated once for credit by recommendation of instructor.

Advanced problems in voice for the actor with continued emphasis on craft, plus the creative and expressive uses of the voice with the body.

### 111D. Dialects for the Stage

(3) MORGAN

*Prerequisite: not open to freshmen.*

The study of dialects that are often necessary for students pursuing a professional career in theater.

Use of video and audio tapes as well as phonetics to analyze and physicalize a minimum of six dialects.

### 111E. Advanced Accents for the Stage

(3) MORGAN

*Prerequisites: not open to freshmen; consent of instructor.*

Examines accents where English is a second language. Six accents are covered, which may include French, German, Italian, Japanese, Russian, Spanish, and Swedish.

### 112. Senior Voice Laboratory

(2) MORGAN

*Prerequisite: Theater 111C.*

May be repeated once for credit.

Seminar in advanced voice work for senior students in B.F.A.-Acting program. Concentration on projects to find a personal voice in the theater.

### 113AA-ZZ. Advanced Speech for the Stage

(4) MORGAN

*Prerequisite: upper-division standing.*

May be repeated if letter designations are different.

The Study of European based accents, varieties of American regional speech, and accents of international English through the use of phonetics, audio visual tools, monologues and scenes.

### 119. Design Critical Studies

(3) SCOTT

*Prerequisite: Theater 19.*

May be repeated for credit to a maximum of 6 units with instructor consent.

Advanced investigation of the communication and collaboration process between designers and directors. Concentration on the script analysis process for mounting a production.

### 121. Advanced Theater Production

(2) STAFF

*Prerequisites: Theater 21; and, Theater 22 or 23 or 25; consent of department.*

May be repeated for credit to a maximum of 6 units with consent of instructor.

An investigation of problems in planning, drafting, construction, scenic crafts, special effects, properties, automated fixtures, show control, safety, and rigging of stage scenery.

### 122. Advanced Scenic Design

(2-4) STAFF

*Prerequisite: Theater 1, 19, 22, and 27B; consent of department.*

May be repeated for credit to a maximum of 7 units with instructor consent.

Concentration on various set design problems including period and style. Includes drawing, drafting of plans and elevations and rendering techniques.

### 123. Advanced Stage Lighting Design

(2-4) SCOTT

*Prerequisites: Theater 1, 19, 23, and 27B.*

May be repeated for credit to a maximum of 7 units with consent of department.

Lecture-demonstration of controllable properties and functions of light. Includes technical drawing: light plots, scheduling and organization for lighting design, drawing using light and shadow, perspective drawing. Practical application through studio exercise.

### 124. Design Portfolio

(2-4) SCOTT

*Prerequisites: Theater 122 or 123 or 125; upper-division standing.*

May be repeated for credit to a maximum of 7 units with consent of instructor.

Exploration of advanced design projects with concentration on individual portfolios.

### 125. Advanced Costume Design

(2-4) STAFF

*Prerequisites: Theater 1, 19, and 25.*

May be repeated for credit to a maximum of 7 units with consent of instructor.

Execution of theoretical costume design projects. Concentration on various costume design problems including period, style, rendering techniques and figure drawing.

### 129. Painting for the Stage

(2) STAFF

*Prerequisite: consent of department.*

May be repeated for credit to a maximum of 8 units with instructor consent.

Advanced work in scenic painting including special textures, foliage, trompe-l'oeil effects as used for stage.

**131A. Advanced Costume Construction**  
(2-4) STAFF

Prerequisites: Theater 29C and 31A.

May be repeated for credit to a maximum of 7 units with instructor consent.

Exploration of advanced draping, drafting, and tailoring techniques used in theatrical costume design.

**131B. Advanced Costume Techniques**  
(2-4) STAFF

Prerequisites: Theater 29C and 31A.

May be repeated for credit to a maximum of 7 units with instructor consent.

Exploration of advanced costume crafts techniques including pattern development as it relates to corset construction. Period undergarment research and construction. Subject matter varies by quarter.

**132. History of Decorative Styles**  
(4) SCOTT

A survey of the evolution of design styles and production trends in western theater, emphasizing the history of design and designers, including a study of both interior and exterior decoration with concentration on furnishing, accessories and the changing patterns of culture.

**133A. History of Costume I**  
(4) STAFF

Not open for credit to students who have completed Theater 133.

A survey of the development of western clothing and costume from Biblical times to the Restoration as related to the changing patterns of culture. Short survey of non-Western clothing and costume.

**133B. History of Costume II**  
(4) STAFF

Not open for credit to students who have completed Theater 133.

A survey of the development of western clothing and costume from early Georgian to the present as related to the changing patterns of culture. Short survey of non-Western clothing and costume.

**140. Advanced Acting Workshop**  
(4) STAFF

Prerequisites: Theater 5 and 14; upper-division standing.

Advanced exploration, performances, and criticism of scenes from a broad range of dramatic scripts with focus on the actor's perspective. Practical skills are taught to make the physical exploration of the text a valid exercise.

**142. I.V. Live**

(2) STAFF

Prerequisite: Upper Division Standing.

A maximum of 16 units of Theater 42 and 142 combined may be accepted for credit in the major.

This course produces a weekly performance series in Isla Vista. Students get first-hand experience in the rigors of theatrical production, as they learn to execute all logistical, technical and promotional details. The course is affiliated with Isla Vista Arts ([www.islavista-arts.org](http://www.islavista-arts.org)).

**144A-B. Shakespeare Production**  
(4-4) APPEL

A 2-quarter, in-progress sequence with both grades given upon completion of Theater 144B.

Students study, rehearse and produce one of Shakespeare's plays. The class culminates with performances that are open to the public during the final week. Students can participate as actors, assistant directors, designers or stage managers. (M)

**145. Oregon Shakespeare Festival Tour**  
(1-4) APPEL

There is a separate materials fee for this course that includes admission to all events and lodging in Oregon. Travel and meals are not included and are the responsibility of each student.

Students study one or more plays being performed at the Oregon Shakespeare Festival. While in Ashland, students attend 7-8 performances, take a backstage

tour and participate in workshops and lectures led by members of the company.

**149. Theater Workshop**  
(1-6) STAFF

Prerequisite: upper-division standing.

A maximum of 25 units of Theater 49 and 149 combined may be accepted for credit in the major.

Projects in costume, scenery, lighting, acting, directing.

**151A-B-C. Advanced Acting**  
(4-4-4) STAFF

Prerequisites: Theater 15C and 162; and concurrent enrollment in Theater 110A and 111A (for Theater 151A); concurrent enrollment in 110B and 111B (for Theater 151B); concurrent enrollment in 110C and 111C (for Theater 151C).

May each be repeated once for credit by recommendation of instructor.

Scene work and exercises exploring various acting styles which may include Greek, Artaud, Shakespeare, period comedy and farce, and Absurd.

**151D. Advanced Acting: Modern Trends**  
(4) STAFF

Prerequisite: Theater 151C.

Study and performance of contemporary acting developments.

**151F. Senior Auditions**  
(3) STAFF

Prerequisites: Theater 151C.

May be repeated once for credit.

Preparation and study of material and techniques for professional and graduate school audition.

**151G. Alternate Acting Styles**  
(4) STAFF

Prerequisite: Theater 151C.

Continued work in performance styles and other skills.

**151S. Senior One-Person Shows**  
(3) STAFF

Prerequisite: Theater 151C.

Individually researched performance projects.

**152A. Introduction to Stage Directing**  
(4) WHITAKER, APPLE, BRAININ

Prerequisite: Upper-division standing; consent of instructor.

Recommended Preparation: Thtr 1, 5, 14, 19, and 29A-B-C-D. This course is not open to students who have taken Theater 152.

Basic principles and practice of directing. Lectures, demonstrations, and projects to give the nonspecialist and potential directing emphasis student a general idea of the directorial process. (F)

**152B. Techniques of Directing**  
(4) STAFF

Prerequisites: Theater 1, 14, 19, and 152.

Laboratory in directorial scene work.

**152C. Advanced Directing**  
(4) STAFF

Prerequisites: Theater 152B.

Advanced directing techniques and scene work, including departures of realism.

**152D. Directorial Production**  
(4) STAFF

Prerequisites: Theater 152C.

Study and performance of contemporary acting developments.

**152E. Projects in Directing**  
(4) STAFF

Prerequisites: Theater 152D.

Special projects for the advanced director.

**153P. Projects in Design and Production**  
(1-6) STAFF

Prerequisite: upper-division standing.

Not open for credit to students who have completed Theater 153E.

Special projects in each area of concentration.

**175. Summer Theater Laboratory**  
(4) WILSON

May be repeated for credit to a maximum of 8 units.

Workshops in playwriting, solo performance, acting, directing, and choreography. Students develop

their own projects and take master classes with nationally prominent guest artists. Students also have the opportunity to perform in projects by guest artists.

**180A. American Drama to 1940**  
(4) KING

Not open for credit to students who have completed Dramatic Art 155A.

History of the American drama and theater from early years to 1940. Important plays, performers, institutions, and styles of production will be given selective attention.

**180B. American Drama 1940 to Present**  
(4) KING

Not open for credit to students who have completed Dramatic Art 155B.

History of the American drama and theater from 1940 to the present. Important plays, performers, institutions, and styles of production are given selective attention.

**180C. Contemporary American Drama and Theater**  
(4) KING

Not open for credit to students who have completed Dramatic Art 155C.

Close study of major playwrights, directors, solo performance artists, and other artists of the contemporary American theater, mainstream and avant-garde. Writing assignments focus on developing critical arguments about new work.

**180D. Hispanic-American Theater and Performance**  
(4) CABRANES-GRANT

Not open for credit to students who have completed Dramatic Art 155D.

Survey of Hispanic-American drama and theory including authors like Carballido, Gambaro, Marques, Triana, Valdez, and others.

**180E. Culture Clash: Studies in U.S. Latino Theater**  
(4) MORTON

Not open for credit to students who have completed Dramatic Art 155E.

A survey, in English, of the dramatic literature of U.S. Latinos from 1965 to the present. Includes history and criticism of the theater of Chicano, Puerto Rican, Cuban, and other Americans of Hispanic origin in the U.S.

**180F. Asian American Theater**  
(4) KIM

Not open for credit to students who have completed Dramatic Art 155F.

Overview of the Asian American theater movement, its political and artistic achievements. Issues addressed include race and ethnicity, generational difference, gender, sexuality, and relationship to root cultures. Artists covered include Frank Chin, David Henry Hwang, Elizabeth Wong, Chay Yew, and Margaret Cho.

**180G. Race, Gender, and Performance**  
(4) STAFF

Prerequisite: upper-division standing.

Not open for credit to students who have completed Dramatic Art 163.

Comparative analysis of contemporary American plays and performances by artists of diverse gender, sexual, ethnic, and racial backgrounds. Students learn to perceive and critically respond to race and gender issues in plays and the theatrical production.

**181AA-ZZ. National Studies in European Theater and Drama**

(4) CABRANES-GRANT, KIM, WILLIAMS

Prerequisite: upper-division standing.

May be repeated for credit provided letter designations are different.

Special topics in European theater and drama.

**182AA-ZZ. Transnational Studies in European Theater and Drama**

(4) CABRANES-GRANT, KIM, WILLIAMS

Prerequisite: upper-division standing.

May be repeated for credit provided letter designations are different.

Special topics in transnational studies in European theater and drama.

**183AA-ZZ. Asian Theater and Performance****(4) KIM***Prerequisite:* upper-division standing.*May be repeated for credit provided letter designations are different.**Special topics in Asian theater and performance.***184AA-ZZ. African and Caribbean Performance****(4) CABRANES-GRANT, MCMAHON***Prerequisite:* upper-division standing.*May be repeated for credit provided letter designations are different.**Special topics in African and Caribbean performance.***185AA-ZZ. Cross-Cultural Studies in Theater and Drama****(4) STAFF***Prerequisite:* upper-division standing.*May be repeated for credit provided letter designations are different.**Special topics in cross-cultural studies in theater and drama.***187AA-ZZ. Performance Studies****(4) STAFF***Prerequisite:* upper-division standing.*May be repeated for credit provided letter designations are different.**Special topics in performance studies.***188AA-ZZ. History of Performance****(4) STAFF***Prerequisite:* upper-division standing.*May be repeated for credit provided letter designations are different.**Special topics in the history of performance.***190. Production Administration****(3) STAFF***Prerequisite:* upper-division standing.*May be repeated for up to 6 units of credit.**Workshop for advanced students functioning as assistants to directors, designers, and technical directors. Portfolio, promptbook, or paper required.***191. Theater Management****(4) STAFF***Business organization and management for the educational, community, and professional theater, including budgeting, publicity, public relations, and box office principles.***192. Upper-Division Seminar****(4) STAFF***Prerequisite:* not open to freshmen.*Designed for majors.**A seminar course for upper-division students in the Theater Studies emphases. Topics are selected according to the interests of the students.***193H. Senior Honors Project****(4) STAFF***Prerequisite:* senior standing.*Students must have a 3.0 university grade-point average and a 3.4 departmental grade-point average, unless exempt by petition; faculty nomination. This course is for students who will complete their projects in one quarter. A final grade will be assigned upon completion.**Advanced thesis project in either academic research or creative activity, supervised by a faculty advisor. Students successfully completing the project, as evaluated by a three-person committee, will graduate with Distinction in the Major.***193HA-HB-HC. Senior Honors Project****(2-4, 2-4, 2-4) STAFF***Prerequisite:* senior standing; Theater 193HA for 193HB; Theater 193HA or 193HB for 193HC.*Students must have a 3.0 university grade-point average and a 3.4 departmental grade-point average, unless exempt by petition; faculty nomination. 4 to 8 units required in honors sequence; minimum of 2 units per quarter.**HA: This course is the first in the sequence for students who will complete their projects in either two or three quarters. An "in-progress" grade will be assigned; students may then enroll in either Dramatic Art 193HB or 193HC.**HB: Dramatic Art 193HA; this course is the second in the sequence for students who will complete their**projects in three quarters. An "in-progress" grade will be assigned; students will then enroll in Dramatic Art 193HC.**HC: Dramatic Art 193HA or 193HB; this course is the final in the two or three-quarter sequence. A final grade will be assigned upon completion.**Advanced thesis project in either academic research or creative activity, supervised by a faculty advisor. Students successfully completing the project, as evaluated by a three-person committee, will graduate with distinction in the major.***194D. Group Studies in Design****(1-4) STAFF***Prerequisite:* upper-division standing.*May be repeated for credit to a maximum of 16 units.**Intensive study, research, and project preparation in theatrical design.***194L. Group Studies in Literature****(1-4) STAFF***Prerequisite:* upper-division standing.*May be repeated for credit to a maximum of 16 units.**Intensive study, research, and project preparation in dramatic literature.***194T. Group Studies in Theater****(1-4) STAFF***Prerequisite:* upper-division standing.*May be repeated for credit to a maximum of 16 units.**Intensive study, research, and project preparation in theater.***195. Principles of Stage Management****(2) STAFF***Prerequisite:* Theater 1 or 60.*Discussion and research into the duties of the stage manager from pre-production through strike. Areas covered include communication, rehearsal procedures, and performance skills. Discussions with directors, designers, and invited guests employed in the field.***195P. Stage Management Practicum****(2-4) STAFF***Prerequisite:* Theater 195.*May be repeated for credit to a maximum of 16 units.**Production oriented course allowing student practical experience in stage management training. Student will serve as assistant stage manager or stage manager for main stage or student directed departmental production.***196. Dance Production****(1-4) HOLLY, SANDER, SCOTT***Prerequisites:* Theater 19; 22 or 123 or 125; upper-division standing; consent of instructor.*May be repeated for credit to a maximum of 16 units, only 8 units may be applied toward the major.**Exploration of the process of collaboration between dance choreographers and theater designers in the development of designs for dance productions. Final project is a public performance of the choreographers' and designer's work.***199. Independent Studies in Dramatic Art****(1-5) STAFF***Prerequisites:* upper-division standing; completion of two upper-division courses in Theater.*Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.***199RA. Independent Research Assistance in Dramatic Art****(1-5) STAFF***Prerequisites:* upper-division standing; completion of two upper-division courses in Theater.*Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.**Supervised assistance in faculty research project.***GRADUATE COURSES****210A. Methodology and Historiography****(4) CABRANES-GRANT, COLE***Prerequisite:* graduate standing.*By analyzing leading examples of theater**scholarship, this course serves as a workshop, helping students to formulate original research questions and utilize creative interdisciplinary research methods.**Course addresses how to write a dissertation prospectus and grant proposal.***210B. Advanced Critical Writing****(4) COLE, ENDERS***Prerequisite:* graduate standing.*Workshop on the style, structure, and ideology of crafting persuasive critical arguments and creating authority in writing. Focus on introductions, conclusions, definitions, proofs, refutation, and interaction with sources through analysis, critique, practice, and peer review. (Offered every year in rotation with DA 210A and 210C.)***210C. Professional Studies****(4) STAFF***Prerequisite:* graduate standing.*Content varies from year to year. Offerings may include preparation for publication and conference presentations, orientation to the academic job market, and issues related to pedagogy. (Offered every year in rotation with DA 210A and 210B.)***221. The History and Theory of Directing****(4) WILLIAMS***Prerequisite:* graduate standing.*Readings in the major theorists of directing and in the history of directing in the modern and contemporary theater.***223. History and Theory of Acting****(4) WILLIAMS***Prerequisite:* graduate standing.*The history and theory of acting in Europe and Asia from classical times to the present. Documents that address phenomenology of acting are studied.***230. Dramatic Theory: Aristotle to Nietzsche****(4) KING***Prerequisite:* graduate standing.*Detailed study of theories from *The Poetics* to *The Birth of Tragedy*.***232. Modern and Contemporary Theory****(4) CABRANES-GRANT***Prerequisite:* graduate standing.*A graduate-level introduction to twentieth and twenty-first century critical theory. Topics vary and may include Marxism, Brecht, Artaud, theories of the avant-garde, psychoanalysis, feminism, structuralism, post-structuralism, postmodernism, and postcolonialism.***234. Reading Intercultural Drama****(4) CABRANES-GRANT***Prerequisite:* graduate standing.*Examination of intercultural theory, practice, and dramatic literature. Material may include playwrights ranging from Shakespeare to David Henry Hwang, and practitioners and theorists such as Augusto Boal, Eugenio Barba, and Anne Bogart.***250. Topics in Dramatic Literature and Theater History****(4) STAFF***Prerequisite:* graduate standing.*May be repeated for credit.**Varies in content from year to year. Recent offerings have included classics in performance, translating drama, violence in drama, dramatic genre, and literature and theater.***251. Performance Studies****(4) KIM***Prerequisite:* graduate standing.*Varies in content from year to year, but offerings may include studies of the avant-garde and performance art, sport as ritual and performance, theater on trial, politics and war as performance.***253. Music and Theater****(4) CABRANES-GRANT, WILLIAMS***Prerequisite:* graduate standing.*Studies in the use of music as a dramatic and theatrical language. Genres vary from course to course, but may include opera, operetta, the musical, burlesque, and music theater.***254. Performance of Physicality****(4) KIM***Prerequisite:* graduate standing.

Explores various case studies of the theatrical representation and perception of the human body in Europe, the Americas, and Asia in the twentieth century especially related to the construction of gender, race, class, nation, and sexuality.

### 261. Directing for Graduate Students

(4) WHITAKER

*Prerequisites:* graduate standing; consent of instructor.

May be repeated for credit to a maximum of 8 units.

An investigation of the fundamentals and techniques of directing, including principles of staging, text analysis, and actor coaching.

### 262. Practice in Design

(2-4) STAFF

May be repeated for credit to a maximum of 8 units.

Projects and study in design; practical application projects.

### 263. Practice in Dramaturgy

(2) IIZUKA, KING

*Prerequisites:* graduate standing; consent of instructor.

May be repeated for credit to a maximum of 8 units.

Projects in dramaturgy; practical application and projects.

### 264. Practice in Directing

(4) STAFF

*Prerequisites:* Theater 221 or 261; graduate standing; consent of instructor.

May be repeated for credit to a maximum of 8 units.

Advanced problems in directing, practical application and projects. Culminates in directing one-act plays.

### 265A. Practice in Playwriting

(1-4) MORTON, WILSON

*Prerequisites:* graduate standing; consent of instructor.

May be repeated for credit to a maximum of 8 units.

An independent study in Playwriting. Students may work on a full-length play, a one act play, or a solo performance text.

### 265B. Practice in Adaptation

(4) MORTON, WILSON

*Prerequisites:* graduate standing; consent of instructor.

May be repeated for credit to a maximum of 8 units.

An independent study in adapting work to the stage. Students may adapt work from other genres, plays written in a previous era, and/or works written in other languages.

### 266. Practice in Theater and Dance

(1-4) STAFF

*Prerequisites:* graduate standing; consent of instructor.

Projects in various areas of theater and dance, including acting, stage management, production, and directing.

### 270A. African Theater and Drama

(4) MCMAHON

*Prerequisite:* graduate standing.

May be repeated for credit.

Readings in the dramatic literature and staged theater of Africa and the African diaspora. Topics may include Soyinka, Ngugi, Fugard, Aidoo, and theater for development.

### 270B. African Performance Studies

(4) MCMAHON

*Prerequisite:* graduate standing.

May be repeated for credit.

Examines the broad field of performance in Africa and the African diaspora, including ritual, storytelling, oral traditions, masquerades, festivals, dance, truth commissions, and spirit possession.

### 271A. Asian Theater and Drama

(4) KIM

*Prerequisite:* graduate standing.

May be repeated for credit.

Dramatic literature and staged theater of Asia. Coverage varies from traditional to contemporary dramatists and theater styles from East Asia to India and/or Southeast Asia. Reception of Asian theater in non-Asian contexts is often considered.

### 271B. Asian Performance Studies

(4) KIM

*Prerequisite:* graduate standing.

May be repeated for credit.

Performance modes examined in this course may include shaman ritual, puppetry, masked performance, religious ceremonies, mass movements, and political events from various regions of Asia and the Pacific. Performances are considered in their tourist and cross-cultural contexts as well as in terms of more conventional settings and aesthetics.

### 272A. European Theater and Drama

(4) CABRANES-GRANT, ENDERS, WILLIAMS

*Prerequisite:* graduate standing.

May be repeated for credit.

An examination of the theatrical traditions of Europe. Offerings vary but may include ancient and medieval drama and theater as well as Enlightenment, Sturm and Drang and Romanticism, Realism, Naturalism, and Symbolism.

### 272B. European Performance Studies

(4) CABRANES-GRANT, ENDERS, WILLIAMS

*Prerequisite:* graduate standing.

May be repeated for credit.

Studies in ritual, ceremony, and performance in European public life.

### 273A. Theater and Drama of the Americas

(4) CABRANES-GRANT, KING, MORTON

*Prerequisite:* graduate standing.

May be repeated for credit.

An examination of pan-American trends and traditions in drama. Readings may range widely beyond national and continental borders to focus on specific countries and/or movements in Latin America, the United States, and Canada.

### 273B. Performance Studies of the Americas

(4) CABRANES-GRANT, KING, MORTON

*Prerequisite:* graduate standing.

May be repeated for credit.

An examination of pan-American trends and traditions in performance. Readings may range widely beyond national and continental borders to focus on specific countries and/or movements in Latin America, the United States, and Canada.

### 273C. Theater and Drama of the United States

(4) CABRANES-GRANT, KING

*Prerequisite:* graduate standing.

May be repeated for credit.

An examination of trends and traditions in the theater of the United States. Offerings vary but may include: Roots of Broadway, U.S. Latino theater, melodrama, the Group Theater and its legacy, multicultural theater and contemporary theater.

### 273D. Performance Studies of the United States

(4) KING

*Prerequisite:* graduate standing.

May be repeated for credit.

An examination of trends and traditions in performance in the United States. Offerings vary but may include: U.S. Latino performance, Asian American performance, intercultural performance, and the avant-garde.

### 500. Teaching: Methods and Practice

(4) STAFF

*Prerequisites:* graduate standing and current appointment as a departmental teaching assistant.

Required of all teaching assistants. May be repeated for credit. With the exception of fulfilling the teaching requirement, no credit allowed toward advanced degrees. SIU grade.

Introduction to the problems and techniques of teaching dramatic art, through teaching responsibilities in departmental courses and through consultation with supervising faculty members.

### 501. Pedagogy Practicum

(4) STAFF

*Prerequisites:* graduate standing; consent of instructor.

May be repeated for credit with consent of instructor.

Taken in conjunction with departmental upper-division undergraduate course in literature, history

of theory. Graduate students conduct additional outside reading, write a substantial final paper, and receive training in pedagogy including syllabus design, lesson planning, lecture composition, and discussion facilitation.

### 596. Directed Reading and Research

(2-8) STAFF

*Prerequisite:* consent of instructor.

Individual tutorial. A written proposal for each tutorial must be approved by the department chair.

### 598. Master's Thesis Project, Research and Creative

(1-8) STAFF

*Prerequisite:* consent of instructor.

May be repeated for credit to a maximum of 8 units. SIU grade. No credit allowed toward advanced degrees.

### 599. Dissertation Research and Preparation

(1-12) STAFF

*Prerequisite:* consent of chair of student's doctoral committee.

May be repeated for credit to a maximum of 108 units. SIU grading. No credit allowed toward advanced degrees.

Dissertation research and preparation.

## Dance Courses

### LOWER DIVISION

#### 35. History and Appreciation of World Dance

(4) STAFF

Introduction to dance as cultural and social expression in a variety of cultures. Forms covered include Flamenco, Ballet, African, Mexican, and East Indian.

#### 36. History of Modern Dance

(4) Staff

Historical development of modern dance in the United States and Europe in the twentieth century. Emphasis on visionary, feminist, and radical aspects of the form.

#### 40. Summer Ballet

(2-4) STAFF

May be repeated for credit to a maximum of 12 units.

Fundamentals of ballet techniques. (SS)

#### 41. Summer Modern Dance

(2-4) STAFF

May be repeated for credit to a maximum of 12 units.

Fundamentals of modern dance technique. (SS)

#### 42A-B-C. Beginning Ballet

(1-1-1) MOSELEY

May be repeated for credit to a maximum of 2 units each.

Introduction to basic elements of ballet.

#### 42D-E-F. Beginning Ballet

(2-2-2) MOSELEY

May be repeated for credit to a maximum of 4 units each.

Recommended preparation: Dance 42C.

Further study of basic elements of ballet.

#### 44A-B-C. Beginning Modern Dance

(1-1-1) STAFF

May be repeated for credit to a maximum of 2 units each.

Introduction to basic elements of modern dance.

#### 44D-E-F. Beginning Modern Dance

(2-2-2) STAFF

May be repeated for credit to a maximum of 4 units each.

Recommended preparation: Dance 44C.

Further study of basic elements of modern dance.

#### 45. History and Appreciation of Dance

(4) STAFF

Introduction to dance as an art form. A study of the historical periods of dance in close relationship to the other forms of cultural expression.

**47A-B-C. Ballet I****(2-4, 2-4, 2-4) HUSTON, MOSELEY***Prerequisite:* audition by dance faculty.

Open to non-majors by audition. May be repeated for credit to a maximum of 8 units each by dance, dramatic art, and theatre majors only.

Analysis and exploration of technical and expressive elements of the ballet. For dance majors. (F,W,S)

**47D-E-F. Ballet II****(2-4, 2-4, 2-4) HUSTON***Prerequisite:* Dance 47C.

May be repeated for credit to a maximum of 8 units each by dance, dramatic art, and theatre majors only. Open to non-majors by audition.

Further analysis and exploration of technical and expressive elements of ballet. For Dance majors. (F,W,S)

**50. Fundamentals of Choreography****(3) STAFF***Prerequisite:* Dance 51.

A study of the basic elements pertaining to the craft of choreography. Emphasis on exploration of movement variation, breath rhythm, the development of dance phrases, and the use of stage space. For Dance majors.

**51. Improvisation****(3) STUNKEL***Prerequisites:* Dance 56C; dance majors only.

May be repeated for credit to a maximum of 6 units.

The fundamental exploration of movement potential with particular focus on the individual and group dynamics.

**56A-B-C. Modern Dance I****(2-4, 2-4, 2-4) STAFF***Prerequisite:* audition by dance faculty.

May be repeated for credit in combination with Dance 46A-B-C to a maximum of 8 units each by dance, dramatic art, and theatre majors only. Open to non-majors by audition.

Analysis and exploration of the technical aspects of movement as an expressive medium. For dance majors.

**56D-E-F. Modern Dance II****(2-4, 2-4, 2-4) STAFF***Prerequisite:* Dance 56C.

May be repeated for credit in combination with Dance 46D-E-F to a maximum of 8 units each by dance, dramatic art, and theatre majors only. Open to non-majors by audition.

Analysis and exploration of the technical aspects of movement as an expressive medium at the intermediate level. For dance majors. (F,W,S)

**58. Pedagogy I****(3) STAFF***Prerequisites:* Dance 47A and 56A.

Theory, principles, and methods of teaching dance, including study of movement concepts, communication skills and class dynamics. Includes practical experience in leading groups through movement sequences.

**60. Summer Jazz Dance****(2-4) STAFF**

May be repeated for credit to a maximum of 12 units.

Fundamentals of jazz technique. (SS)

**70. Music for Dance: Rhythm****(3) STAFF**

Not open for credit to students who have completed Dance 43.

The study of principles of rhythm related to dance, including historical and cultural orientations. Practical instruction in notation, rhythmic movement, and percussion instruments.

**71. Digital Audio Production for Dance and Drama****(3) STAFF***Prerequisite:* Open to dramatic art, theater, and dance majors only.

Focuses on techniques for recording and editing audio for use in dance and theatrical performance. Areas studied include stereo and multi-tracking editing, recording of voice, musical instruments, and non-musical sounds, and basic mastering techniques.

**94. Group Studies for Lower-Division Dance Students****(1-4) STAFF***Prerequisite:* lower-division standing.

May be repeated for credit to a maximum of 16 units, but only 8 units may be applied toward the major.

Group studies in selected areas of emphasis.

**UPPER DIVISION****145A. Studies in Dance History to 1789****(4) STAFF***Prerequisite:* upper-division standing.

*Recommended preparation:* Dance 36 or 45.

The study of dance as a reflection of cultural, social, and political history and its development as a theatrical art form from primitive cultures until the eve of the French Revolution.

**145B. Studies in Dance History: Ballet****(4) STAFF***Prerequisite:* upper-division standing.

*Recommended preparation:* Dance 36 or 45.

The historical evolution of ballet from the French Revolution to the present day. Topics include the romantic and Russian ballets, the Age of Diaghilev, and the development of ballet companies in America and Europe.

**145H. History and Perspectives on the Male Dancer****(4) STAFF***Prerequisite:* Dance 45.

A selective investigation into aspects of the history of the male dancer from ancient times to the present. Topics vary, mainly focusing on the male dancer within religious rituals, court politics, theatrical performance, and dealing with his sexual identity.

**145M. Studies in Dance History: American Musical Theater****(4) STAFF***Prerequisite:* upper-division standing.

*Recommended preparation:* Dance 45.

A study of the evolution of dance in the American musical theatre from the mid-nineteenth century to the present day. Analysis of dance styles on both stage and screen and its reflection of contemporary culture.

**147A-B-C. Ballet III****(2-4, 2-4, 2-4) HUSTON***Prerequisite:* Dance 47F.

May be repeated for credit to a maximum of 16 units each, but only 8 units of each may be applied toward the major. Open to non-majors by audition.

Advanced analysis and exploration of the technical and expressive elements of ballet. For dance majors. (F,W,S)

**147PA-PB-PC. Ballet: Pointe****(1-2, 1-2, 1-2) HUSTON***Prerequisite:* Dance 47C.

May be repeated for credit in combination with Dance 147P to a maximum of 10 units each, but only 6 units of each may be applied toward the major.

Basic pointe work, including barre and center practice. For dance majors.

**149. Dance Workshop****(1-4) STAFF***Prerequisite:* audition by dance faculty.

May be repeated for credit to a maximum of 12 units, but only 6 units will count toward major. Open to non-majors by audition.

Projects in performance, production, choreography, and directing. (F,W,S)

**151A-B-C. Choreography****(3-3-3) STAFF***Prerequisites:* Dance 50 and 51 and Theater 19.

Analysis of the elements of choreographic form; styles and trends with experience in development of dance studies; theory and technique of advanced group choreography. (F,W,S)

**151D. Environmental Choreography****(3) STAFF***Prerequisite:* Dance 151C.

A process-oriented study of scoring, designing, and performing dance works in natural landscapes.

**151T. Digital Choreography****(3) PEARSON***Prerequisites:* Dance 50 and 151A.

May be repeated for credit to a maximum of 6 units.

Composing, shooting, and editing digital video using the principles of modern dance choreography.

**156A-B-C. Modern Dance III****(2-4, 2-4, 2-4) STAFF***Prerequisite:* Dance 56F.

May be repeated for credit to a maximum of 8 units each by dance, dramatic art, and theatre majors only. Open to non-majors by audition.

Advanced analysis and exploration of the technical aspects of dance as an expressive medium. For dance majors. (F,W,S)

**156D-E-F. Modern Dance IV****(2-4, 2-4, 2-4) STAFF***Prerequisite:* Dance 156C.

May be repeated for credit to a maximum of 8 units each. Designed for majors. Open to non-majors by audition.

Further analysis and exploration of the technical aspects of dance as an expressive medium. (F,W,S)

**157. Writing for Dance****(4) STAFF**

A creative approach to writing about dance with practical applications in viewing, reviewing, and criticism.

**158. Pedagogy II****(2-3) STAFF***Prerequisites:* Dance 56F and 58.

Further analysis of the theory and practice of teaching dance, including function and esthetics in the development of movement vocabulary, application of anatomy, kinetics and musicality. Includes practical experience teaching dance classes.

**161B. Musical Comedy Dance****(4) STAFF***Recommended preparation:* Dance 61A or 61B.

Dance sequences from musicals, utilizing theatrical dance styles from the 1920's to the present.

**163. Advanced Improvisation****(2) KINGSLEY**

May be repeated for credit to a maximum of 4 units, but only 2 units may be applied to the major. *Recommended preparation:* Improvisation - Dance.

Designed for students with previous dance improvisation experience. Subjects include contact improvisation (sharing of weight between partners) and ensemble improvisation (development of group awareness in choreographic and spontaneous dance performance). Kneepads are required.

**171. Music for Dance: Listening Based Survey of Contemporary Aesthetics****(3) STAFF***Prerequisite:* Dance 70.

Overview of form, structure, and tonality in western music, including global and historical influences. Examination of styles of music composition and performance, related to dance and choreography.

**172. Music for Dance: Structural Relationships****(3) STAFF***Prerequisite:* Dance 171.

In-depth examination of music terminology, methodology, and composition for choreographers and dancers. Musical scoring and analysis related to choreographic works. Collaborative process. Exploration of historical, multi-cultural and contemporary music resources for choreographers.

**186. Dance Production****(1-4) STAFF***Prerequisites:* Dance 151C.

May be repeated for credit to a maximum of 8 units.

Exploration of the process of collaboration between dance choreographers and theatre designers in the development of designs for dance productions. Final project will be a public performance of the choreographers' and designers' work.

**190. UCSB Dance Company****(2-4) MOSELEY***Prerequisite:* consent of instructor.



May be repeated for credit to a maximum of 16 units, but only 8 units may be applied toward the major.

Selected students work as dancers in the UCSB Dance Company, studying and analyzing choreography and performance. The company performs locally and/or on tour. Students experience the integral workings of a company.

### 191. Senior Project

(3) STAFF

Prerequisite: Dance 151C.

Choreographic or performance project produced as the culminating presentation for the B.F.A. degree. Course includes detailed documentation of the procedure followed during the creation of the final project.

### 193H. Senior Honors Project

(4) STAFF

Prerequisite: senior standing.

Students must have a 3.0 university grade-point average and a 3.4 departmental grade-point average, unless exempt by petition; faculty nomination.

This course is for students who will complete their projects in one quarter. A final grade will be assigned upon completion.

Advanced thesis project in either academic research or creative activity, supervised by a faculty advisor. Students successfully completing the project, as evaluated by a three-person committee, will graduate with Distinction in the Major. (F,W,S)

### 193HA-HB-HC. Senior Honors Project

(2-4,2-4,2-4) STAFF

Prerequisite: senior standing.

Students must have a 3.0 university grade-point average and a 3.4 departmental grade-point average, unless exempt by petition; faculty nomination.

HA: Four to 8 units required in honors sequence; minimum of 2 units per quarter. This course is the first in the sequence for students who will complete their projects in either two or three quarters. An "in progress" grade will be assigned; students may then enroll in either Dance 193HB or 193HC.

HB: Four to 8 units required in the honors sequence; a minimum of 2 units per quarter. This course is the second in the sequence for students who will complete their projects in three quarters. An "in progress" grade will be assigned; students will then enroll in Dance 193HC.

HC: Four to 8 units required in honors sequence; minimum of 2 units per quarter. This course is the final in the two or three quarter sequence. A final grade will be assigned upon completion.

Advanced thesis project in either academic research or creative activity, supervised by a faculty advisor. Students successfully completing the project, as evaluated by a three-person committee, will graduate with Distinction in the Major.

### 194. Group Studies in Dance

(1-4) STAFF

Prerequisite: upper-division standing.

May be repeated for credit to a maximum of 8 units.

Group projects in selected areas of emphasis.

### 199. Independent Study in Dance

(1-5) STAFF

Prerequisites: upper-division standing; completion of two upper-division courses in dance.

Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.

Projects in choreography or dance research. (F,W,S)

### 199RA. Independent Research Assistance in Dance

(1-5) STAFF

Prerequisites: upper-division standing; completion of two upper-division courses in dance; consent of instructor and department.

Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.

Supervised assistance in faculty research project.

# Women, Culture, and Development Studies

Global and International Studies Program  
Division of Social Sciences  
Social Sciences and Media Studies 2006

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## Women, Culture, and Development Studies Advisory Committee

Kum-Kum Bhavnani (Chair), Ph.D. (Sociology, Feminist studies)

Ralph Armbruster-Sandoval, Ph.D. (Chicana and Chicano Studies)

Edwina Barvosa-Carter, Ph.D. (Chicana and Chicano Studies)

Kathleen Bruhn, Ph.D. (Latin American and Iberian Studies, Political Science)

Swato Chattopadhyay, Ph.D. (Art History)

Catherine Cole, Ph.D. (Dramatic Art)

Eve Darian-Smith, Ph.D. (Law and Society)

Adrienne L. Edgar, Ph.D. (History)

John Foran, Ph.D. (Latin American and Iberian Studies, Sociology)

Cornelia Fales, Ph.D. (Music)

Nancy E. Gallagher, Ph.D. (History, Feminist studies)

Lisa Hajjar, Ph.D. (Law and Society)

Mary E. Hancock, Ph.D. (Anthropology, Feminist studies)

Christopher McAuley, Ph.D. (Black Studies, Latin American and Iberian Studies)

Stephen F. Miescher, Ph.D. (History)

Sylvester Ogbechie, Ph.D. (Art History)

Susan Stonich, Ph.D. (Anthropology, Environmental Studies)

Mayfair Yang, Ph.D. (Anthropology, East Asian Studies)

**W**omen, Culture, and Development (WCD) Studies is an affiliated program of UCSB's Global and International Studies Program. The WCD program offers an academic minor in women, culture, and development studies. This minor presents undergraduate students with a unique opportunity to focus their studies on the role of women in Third World development. Courses comprising the minor give the program wide geographic coverage, including the regions and countries of Africa, Asia, Latin America, and the Middle East. The minor allows students to explore how gender affects and is affected by development and the ways in which the cultures of peoples in the Third World affect the origins and outcomes of development.

The WCD minor program is highly interdisciplinary. Students completing the minor take two required seminars, Global Studies 180A-B (same courses as Sociology 156A-B). The minor's remaining 16 upper-division units are chosen from a list of almost 100 courses based in 15 departments.

## Minor—Women, Culture, and Development

All courses to be applied to the minor must be completed on a letter-grade basis.

Preparation for the minor. There are no required courses in preparation for the minor.

**Upper-division minor.** Twenty-four units, distributed as follows: Global Studies 180A and 180B (same as Sociology 156A and 156B); one course selected from Anthropology 102, 111, 116, 120, 122, 125, 130B, 146, 149, 172, 185; Asian American Studies 113, 128, 131, 132, 135, 136; Black Studies 104, 107, 161, 169AR; Chicana/o Studies 139, 151, 177, 178A, 189C; Film Studies 161; History 101G, 179B; History of Art and Architecture 136J; Global Peace and Security 136, 137; Political Science 147; Religious Studies 114B; Sociology 130, 130GR, 130ST, 134R, 155B, 166W, 185G, and three additional courses selected from any of the following: *Africa*: Anthropology 156; Black Studies 100, 130A-B, 133, 152, 171; French 192X; History 144, 147B, 147G; History of Art and Architecture 121D, 127A; Music 175C; *Asia*: Anthropology 117Y, 138A, 142, 142B; Chinese 141; Dramatic Art 165A-B; History 185A-B; Korean 113, 120; Music 175E, 175G; Religious Studies 140D, 160, 166B, 178; Political Science 138; Sociology 130CS, 130SA; *Latin America*: Anthropology 104H; History 154LA, 154LB, 156A-B, 156I; History of Art and Architecture 124B, 124L; Latin American and Iberian Studies 101, 102; Political Science 148A; Sociology 130LA, 134LA, 156LA; Spanish 120A-B, 177, 178, 185, 194; Portuguese 128AA-ZZ; *Middle East*: History 146A-B, 146W; Music 168X, 175F; Political Science 150A; Religious Studies 140B, 140F; Theater 180G.

*Note: Although electives from other departments are listed for the Women, Culture, and Development minor, many of the courses have prerequisites or other departmental restrictions. Check catalog course descriptions for details.*

*Note: Substitutions and waivers are subject to approval by the chair or advisor of the department. Please see page 118 for special conditions governing minors in the College of Letters and Science.*

# Women's Studies

For Women's Studies, see Feminist Studies.

# Writing Program

**Writing Program**  
Division of Humanities and Fine Arts  
South Hall 1520

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**E-mail: [wpinfo@writing.ucsb.edu](mailto:wpinfo@writing.ucsb.edu)**

**Website: [www.writing.ucsb.edu](http://www.writing.ucsb.edu)**

**Acting Program Co-Directors:**  
**Michael Petracca, M.A. and**  
**Madeleine Sorapure, Ph.D.**

## Faculty

**Mashey M. Bernstein, Ph.D.,** UC Santa Barbara, Lecturer

**N. Douglas Bradley, M.A.,** Stanford University, Lecturer

**Liljana Coklin, Ph.D.,** University of Western Ontario, Lecturer

**Craig G. Cotich, M.A.,** Cal Poly, San Luis Obispo, Lecturer

**James H. Donelan, Ph.D.,** Yale University, Lecturer

**Gina L. Genova, J.D.,** McGeorge School of Law, B.A., UC Los Angeles, Lecturer

**Jeffrey Hanson, M.A.,** UC Santa Barbara, Lecturer

**Ann Holms, M.A.,** UC Santa Barbara, Lecturer

**LeeAnne G. Kryder, Ph.D.,** Bowling Green State University, Lecturer

**Brian A. Loftus, Ph.D., M.A.,** UC Irvine, Lecturer

**Karen J. Lunsford, Ph.D.,** University of Illinois at Urbana-Champaign, Assistant Professor

**Patrick McHugh, Ph.D.,** Binghamton University, Lecturer

**Ilene Miele, M.A.,** California State University, Northridge, Lecturer

**Janet L. Mizrahi, M.A.,** UC Los Angeles, Lecturer

**Michael F. Petracca, M.A., M.Ed.,** UC Santa Barbara, Lecturer

**Madeleine I. Sorapure, Ph.D.,** SUNY Binghamton, Lecturer

**William N. Tingle, Ph.D.,** UC Santa Barbara, Lecturer

**Roy Vallis, Ph.D.,** UC Berkeley, Lecturer

## Emeriti Faculty

**Laurence Behrens, Ph.D.,** UC Los Angeles; M.F.A., Columbia University, Lecturer Emeritus

**Maureen K. Driscoll, M.A.,** University of Washington; M.T.S., Franciscan School of Theology, Lecturer Emerita

**Valerie A. Hobbs, M.A.,** UC Santa Barbara, Lecturer Emerita

**Judy Kirscht, M.A., M.F.A.,** University of Michigan, Lecturer Emerita

**C. Hugh Marsh, B.A.,** Claremont, McKenna College, Lecturer Emeritus

**Susan McLeod, Ph.D.,** University of Wisconsin, Madison, Professor Emerita

**Norinne J. Starna, Ph.D.,** University of Pittsburgh, Lecturer

**Leonard D. Tourney, Ph.D.,** UC Santa Barbara, Lecturer Emeritus

**Muriel Zimmerman, Ph.D.,** Temple University, Senior Lecturer Emerita

The Writing Program curriculum is organized on the premise that instruction and practice in expository writing can further the university's goal of producing knowledgeable graduates capable of explaining their ideas clearly and persuasively to general or specialized audiences. Writing is a central activity in all subjects and majors at the university, and writing cannot be learned once, in the freshman year. At every level, student writers can profitably study the methods of inquiry, research, and exposition appropriate to their fields, in contexts that value clear analysis, critical thinking, and clarity in written and oral expression.

The Writing Program offers required and elective courses at freshman and advanced levels, as well as a minor in professional writing. Students must satisfy the University Entry Level Writing Requirement *during their first year at UCSB*. In addition, students in the College of Letters and Science must satisfy General Education Area A. Two courses are needed, which may be chosen from Writing 2, 2E, or 2LK (which must be completed within the first six quarters) and one additional course from the following list: Writing 50, 50E, 109AA-ZZ, or English 10, 10AC, 10EM, or 10LC. Writing 109 courses cover such topics as scientific, social science, and legal writing and writing for film studies, visual arts, and health sciences.

Writing 1LK and 2LK are referred to as LINKS courses and require co-enrollment with specific companion courses. The instructional aim of LINKS courses is to help students master academic writing and critical thinking skills within the context of a General Education or major course. Refer to the *Schedule of Classes* for a listing of LINKS writing courses.

Most freshmen in the College of Engineering take a special sequence of courses that fulfill the Entry Level and Area A General Education requirements.

Academic Communities for Excellence (ACE), a component of the UCSB Writing Program, offers sections of writing classes to fulfill the Entry Level Writing Requirement and Area A General Education requirements. The program offers a unique opportunity for EOP students to develop their writing and critical reading skills. Small class size enables students to receive intensive conferences and close communication with support services.

Graduate students employed as teaching assistants in the Writing Program are required to take a two-quarter sequence: 501A in the spring prior to and 501B in the fall concurrent with their first teaching assignment. In addition, all TAs must be enrolled in Writing 500, Directed Teaching, every quarter they teach in the program.

## Advising and Information

The Writing Program office is open for student advising Monday-Friday, 8:00 a.m.-12 p.m. and 1:00-4:00 p.m. Students are encouraged to talk

with Writing Program staff and faculty advisors to plan a program of writing courses that will help them to achieve their academic and professional goals.

## Writing Prizes

The annual Schwartz Family Endowed Awards for Outstanding Entrepreneurial Business Plans contest is open to individuals and groups of students who have taken Writing 109AC and Writing 109EC. Information about the contest, with application forms and deadlines, is available in the Writing Program office and online. The Schwartz Family also sponsors the Annual Lecture in International Business Communications.

## Undergraduate Program

### Minor—Professional Writing

The Writing Program offers a minor in professional writing for intermediate and advanced students in all majors.

Students will experience both theoretical and practical coursework via research seminars in professional writing, as well as an internship.

All courses applied to the minor must be completed on a letter-grade basis. These include both courses offered in the Writing Program and those offered by other departments and applied to the minor. Students are subject to all course prerequisites and any major restrictions in enrolling for courses as established by departments, so please consult the UCSB *General Catalog* and the quarterly *Schedule of Classes* publications to ensure eligibility to enroll.

**Preparation for the minor.** Writing 2 (or equivalent).

**Upper-division requirements.** Twenty-two to 24 units, distributed as follows:

- A. Two courses from Engineering 103, Writing 105NM, 105MW, 109AC, 109EC, 109ES, 109GS, 109ST, 109JW, 109MW, 110MK, 120, 125, 156, or 199.
- B. One course from 109AA-ZZ.
- C. Ten to 12 units from Writing 150, 151A-B or 155A-B or 157A-B (choose from either the 151 series or the 155 series or the 157 series, but not from a combination of all).

*Note: Substitutions and waivers are subject to approval by the chair of the department. Please see page 118 for special conditions governing minors in the College of Letters and Science.*

Students who wish to minor in professional writing may meet with a Writing Program advisor to review requirements and to plan and record their progress.

Writing 150 and 151A-B or 155A-B or 157A-B are the final courses in a sequence of upper-division requirements for the minor in professional writing. Instructor permission is required for registration in these courses. Students who will have completed at least two of the three upper-division courses (Sections A and B) for the minor may, in their senior year, be admitted to Writing 151A-B or 155A-B or 157A-B by the following process:

Present a portfolio of representative work, a statement of interest in completing the minor, and an application form which asks students to describe their familiarity with communication software and hardware, as well as with a variety

of writing genres. Deadline for application is early in the Fall quarter. (Consult the Writing Program office for the specific date at the beginning of each quarter.)

Placements in Writing 151A-B, 155A-B, and 157A-B are limited, and not all students who wish to complete the minor will be able to do so. Decisions will be based on the applicant's promise for profiting from and contributing to Writing 151A-B or 155A-B or 157A-B as well as to the internship experience.

## Writing Courses

### LOWER DIVISION

#### 1. Approaches to University Writing

(4) STAFF

Open to students who have not satisfied the Entry Level Writing Requirement. Not open for credit to students who have completed English 1 or Writing 1E or 1LK.

Principles of critical reading, thinking, and writing in the university. Students analyze academic discourse, develop rhetorical strategies for exposition and argument, practice examination writing, and write and revise papers. Completion with a grade of C or better meets the Entry Level Writing Requirement.

#### 1E. Approaches to University Writing for Engineers

(4) STAFF

Prerequisites: freshmen only; open to ECE, Chemical Engineering, Mechanical Engineering, and Computer Engineering majors only.

Open to students who have not satisfied the Entry Level Writing Requirement. Not open for credit to students who have completed English 1 or Writing 1 or 1LK.

Principles of critical reading, thinking, and writing in the university. Students analyze academic discourse, develop rhetorical strategies for exposition and argument, practice examination writing, and write and revise papers.

#### 1LK. Approaches to University Writing

(4) STAFF

Open to students who have not satisfied the Entry Level Writing Requirement. Concurrent enrollment required in linked companion course. Not open for credit to students who have completed English 1 or Writing 1 or Writing 1E.

Principles of critical reading, thinking, and writing in the university. Students analyze academic discourse, develop rhetorical strategies for exposition and argument, practice examination writing, and write and revise papers. Completion with a grade of C or better meets the Entry Level Writing Requirement. This course is taught in conjunction with a specified companion course. Readings and assignments are related to the subject matter of the companion course.

#### 2. Academic Writing

(4) STAFF

Prerequisite: satisfaction of Entry Level Writing Requirement or Linguistics 12.

Not open for credit to students who have completed English 2 or Writing 2E or 2LK.

A writing course focusing on developing analytical skills, synthesizing multiple sources, sustaining coherent arguments, and revising for clarity of style. Reading and writing assignments are drawn from a range of academic disciplines.

#### 2E. Academic Writing for Engineers

(4) STAFF

Prerequisite: satisfaction of Entry Level Writing requirement or Linguistics 12; freshmen only; open to ECE, Chemical Engineering, Mechanical Engineering, and Computer Engineering majors only.

Not open for credit to students who have completed English 2, Writing 2 or 2LK.

A writing course focusing on developing analytical skills, synthesizing multiple sources, sustaining coherent arguments, and revising for clarity of style. Reading and writing assignments are drawn from a range of engineering disciplines.

#### 2LK. Academic Writing

(4) STAFF

Prerequisites: satisfaction of Entry Level Writing Requirement or Linguistics 12; and coenrollment in linked companion course.

Not open for credit to students who have completed English 2 or Writing 2 or 2E.

A writing course focusing on developing analytical skills, synthesizing multiple sources, sustaining coherent arguments, and revising for clarity of style. This course is taught in conjunction with a specified companion course in such areas as classics, music, psychology, sociology. Readings and assignments are related to the subject matter of the companion course.

#### 50. Writing and the Research Process

(4) STAFF

Prerequisite: Writing 2 or 2E or 2LK.

Not open for credit to students who have completed English 3 or Writing 50E or 50LK.

A writing course addressing the analytical skills underlying the research process of academic and professional communities. Sections vary in topic and disciplinary emphasis.

#### 50E. Writing and the Research Process for Engineers

(4) STAFF

Prerequisite: Writing 2 or 2E or 2LK; freshmen only; open to ECE, Chemical Engineering, Mechanical Engineering, and Computer Engineering majors only.

Not open for credit to students who have completed English 3 or Writing 50 or 50LK.

A writing course addressing the analytical skills underlying the research process of academic and professional communities within engineering.

#### 60. Tutoring Writing

(4) STAFF

Prerequisite: Writing 2 or 2E or 2LK.

Prepares students to tutor writing at the college level. Students respond to tutoring scenarios, respond to each other's writing, learn to work with OWLS (on-line writing labs), and prepare a resource notebook for tutoring.

#### 99. Independent Studies in Writing

(1-5) STAFF

Prerequisites: lower-division standing; satisfaction of Entry Level Writing Requirement and Writing 2 requirement; consent of instructor.

Students must have a 3.0 GPA for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined.

### UPPER DIVISION

#### 105CN. Writing Creative Nonfiction

(4) STAFF

Prerequisites: Writing 2 or 2E or 2LK; upper-division standing.

Course in creative nonfiction, a prose form whose practitioners consciously merge elements of traditional fiction and nonfiction. Students get extensive practice in reading and composing within this genre.

#### 105IN. Applying Business Communication Concepts Through Internships

(4) STAFF

Prerequisites: upper-division standing; concurrent internship (60-70 hours); consent of instructor.

Students of all majors analyze and direct their internship practices, applying theory and communication skills to their experiential learning. Reading, discussion, and practice in business communication (the memo, letter, oral presentation, and report of findings) to develop workplace literacy.

#### 105MW. Magazine Writing for Publication

(4) STAFF

Prerequisites: Writing 2 or 2E or 2LK; upper-division standing.

Focuses on writing interviews, reviews, and general articles for print media, and submitting them for publication. Students learn about audience and the demands of each genre, as well as editing skills and the tyranny of deadlines.

#### 105NM. Writing in New Media

(4) STAFF

Prerequisites: Writing 2 or 2E or 2LK; upper-division standing.

Focuses on new modes of writing and publishing enabled by computer technology. Projects involve analyzing, creating, reading about, and reflecting on writing in new media. Students create works suitable for web or other digital formats.

#### 105RW. Rhetoric and Writing

(4) STAFF

Prerequisites: Writing 2 or 2E or 2LK; upper-division standing.

Traces the history, theory, and practice of rhetoric (effective persuasion) from classical times to the modern era. Students analyze key works and apply rhetorical strategies in written argumentation.

#### 109AA-ZZ. Writing for the Disciplines

(4) STAFF

Prerequisites: Writing 2 or 2E or 2LK; upper-division standing.

May be repeated for credit provided letter designations are different.

Analysis and practice of various forms of academic and professional writing for and in the disciplines.

#### 109AC. Writing for Accounting Economics

(4) STAFF

Prerequisites: Writing 2 or 2E or 2LK; upper-division standing.

Writing practices in academic and professional accounting. Research sources include publications, databases, case studies, interviews. Assignments include reports, correspondence, memorandum, presentations. Attention to critical thinking, research techniques, international context, use of information technology, and visual communications.

#### 109CS. Writing for the Disciplines

(4) STAFF

Prerequisite: Writing 2 or 2LK or 2E; upper-division standing.

May be repeated for credit provided letter designations are different.

Analysis and practice of various forms of academic and professional writing for and in the disciplines.

#### 109EC. Writing for Economics and Business Economics

(4) STAFF

Prerequisites: Writing 2 or 2E or 2LK; upper-division standing.

Not open for credit to students who have completed English 109C.

Analysis and practice in business genres that focus on writing strategy, concise style, and visual aspects of communication. Attention to typical formats such as letters, memos, e-mail, proposals, and collaborative reports.

#### 109ED. Writing for the Teaching Professions

(4) STAFF

Prerequisites: Writing 2 or 2E or 2LK; upper-division standing.

Not open for credit to students who have completed English 106WP.

Research, discussion, and analysis of current issues in educational theory, practice, and policy. Appropriate for prospective credential students.

#### 109ES. Writing for Environmental Studies

(4) STAFF

Prerequisites: Writing 2 or 2E or 2LK; upper-division standing.

Not open for credit to students who have completed English 109I.

Analysis and practice of various forms of writing for environmental studies, both academic and professional. Attention to research methods, design of papers, development of graphics, stylistic clarity, and editing strategies.

#### 109F. Writing About Film

(4) STAFF

Prerequisites: Writing 2 or 2E or 2LK; upper-division standing.

Not open for credit to students who have completed English 109K or Writing 109FS.

Analysis and practice of various forms of writing

for film, including argumentative writing, film reviews, and essays of special interest to majors in film studies, English, and social sciences.

### **109GS. Professional Writing for Global Careers**

(4) STAFF

*Prerequisites: Writing 2 or 2E or 2LK; upper-division standing.*

Analysis and practice of writing in global contexts related to business, government, and non-governmental organizations. Attention to typical formats such as letters, memos, proposals, and collaborative reports. Emphasis on linguistics and cultural factors affecting international research and document design.

### **109HP. Writing for Health Professionals**

(4) STAFF

*Prerequisites: Writing 2 or 2E or 2LK; upper-division standing.*

*Not open for credit to students who have completed English 109M.*

Strategy, analysis, format for various types of academic and professional writing in the health care field. Contemporary topics/issues will be the basis of study, discussion, research, and writing.

### **109HU. Writing for the Humanities**

(4) STAFF

*Prerequisites: Writing 2 or 2E or 2LK; upper-division standing.*

*Not open for credit to students who have completed English 109H.*

Analysis of various forms of writing for the humanities, both academic and professional. Attention to modes and methods of argumentation, research methods, design of papers, stylistic clarity, and editing strategies.

### **109JW. Journalistic Writing**

(4) STAFF

*Prerequisites: Writing 2 or 2E or 2LK; upper-division standing.*

Analysis and practice of news writing for print and broadcast with focus on inverted pyramid style, interview techniques, background research, editing, writing to deadline, and ethical issues.

### **109L. Legal Writing**

(4) STAFF

*Prerequisites: Writing 2 or 2E or 2LK; upper-division standing.*

*Not open for credit to students who have completed English 109D.*

Practice in applying rules to facts in analyzing issues and in writing clearly, succinctly, and cogently in various forms of legal discourse such as case briefs, law essays, letters, short office memoranda, and appellate briefs. Fundamentals of legal research are touched upon.

### **109SS. Writing for the Social Sciences**

(4) STAFF

*Prerequisites: Writing 2 or 2E or 2LK; upper-division standing.*

*Not open for credit to students who have completed English 109B.*

Analysis and practice of various research methods and forms of writing in the social sciences including qualitative/ethnographic, quantitative, interpretive, and theoretical. Writing projects such as literature reviews, proposals, case studies, scientific reports, interviews. Attention to disciplinary resources, formal conventions, graphics, and style.

### **109ST. Writing for Science and Technology**

(4) STAFF

*Prerequisites: Writing 2 or 2E or 2LK; upper-division standing.*

*Not open for credit to students who have completed English 109A.*

Analysis and practice of various forms of scientific and technical writing, both academic and professional, such as reports, proposals, journal articles, and abstracts. Attention to research methods, design of papers, development of graphics, technical style, and editing strategies.

### **109V. Writing for the Visual Arts**

(4) STAFF

*Prerequisites: Writing 2 or 2E or 2LK; upper-division*

*standing.*

*Not open for credit to students who have completed English 109E.*

Analysis and practice of various forms of writing for the visual arts, including reviews of film and art shows, grant proposals, and professional résumés. Of special interest to majors in the arts.

### **109WS. Writing for Women's Studies**

(4) STAFF

*Prerequisites: Writing 2 or 2E or 2LK or equivalent; upper-division standing.*

Analysis and practice of various forms of writing and research methods in women's studies. Attention to strategies for argumentation, analysis, organization and documentation used in humanities and social sciences. Writing projects incorporate interdisciplinary and multimedia sources.

### **110L. Advanced Legal Writing**

(4) STAFF

*Prerequisites: Writing 109L; upper-division standing.*

*Not open for credit to students who have completed English 109L.*

Practice for skilled writers on a variety of legal documents, such as in-depth office memoranda, discovery, pleadings, advanced motion practice and oral argument. Also addressed are intermediate techniques for gathering and applying evidence and law to hypothetical client problems.

### **110MK. Professional Communication in Marketing and Public Relations**

(4) STAFF

*Prerequisites: Writing 109EC or 109GS; upper-division standing.*

Practice for skilled writers in the genres commonly used for marketing, public relations, and advertising. Instruction in creating materials to promote a product or service including press releases, brochures, print ads, and a professional marketing plan.

### **120. Advanced Topics in Writing**

(4) STAFF

*Prerequisites: Writing 2 or 2E or 2LK; upper-division standing.*

*Not open for credit to students who have completed English 109F. May be repeated for credit to a maximum of 12 units.*

Production of complex documents; visual aspects of communication; stylistic clarity; editing for varied purposes. Each section will have a special focus, such as electronic writing or proposal writing.

### **121. Advanced Topics in Creative Nonfiction**

(4) STAFF

*Prerequisites: Writing 2 or 2E or 2LK; upper-division standing.*

*May be repeated for credit to a maximum of 12 units.*

Readings in, and production of, texts in several creative nonfiction modes, including autobiographical narrative, segmented essay, and research supported fact pieces. Each section has a special topics focus, such as nature writing. Course is conducted in a workshop format.

### **125. Special Topics in Academic and Professional Writing**

(4) STAFF

*Prerequisites: Writing 2 or 2E or 2LK; and, Writing 50 or 50E or 50LK or 109AA-ZZ, or English 10; upper-division standing.*

Directed group reading, writing, and discussion of specialized topics in writings such as manuscript preparation, editing of tables and figures, and writing of multimedia materials.

### **150. Internship in Writing**

(2-4) STAFF

*Prerequisites: upper-division standing; consent of instructor.*

*May be repeated for credit to a maximum of 8 units. Fieldwork experience and weekly seminar.*

### **151A. Seminar in Professional Editing**

(4) STAFF

*Prerequisites: Engineering 103 or Writing 109AC or 109EC or 109ES or 109GS or 109ST; a prior course from Writing 109AA-ZZ; upper-division standing; consent of instructor. Must be admitted to the Minor*

*in Professional Writing for enrollment.*

*Not open for credit to students who have completed Writing 151 or 154. Course required for credit in the minor.*

Focus on grammatical and rhetorical expertise, genre and format, diction, style, tone, visuals, documentation style. Class projects include working as editors to help authors prepare texts for publication.

### **151B. Seminar in Professional Editing**

(4) STAFF

*Prerequisites: Writing 151A; concurrent enrollment in Writing 150; upper-division standing; consent of instructor.*

*Not open for credit to students who have completed Writing 151 or 154. Course required for credit in the minor.*

Focus on grammatical and rhetorical expertise, genre and format, diction, style, tone, visuals, documentation style. Class projects include working as editors to help authors prepare texts for publication.

### **155A. Seminar in Technical Communication**

(4) STAFF

*Prerequisites: Engineering 103 or Writing 109AC or 109EC or 109ES or 109GS or 109ST; a prior course from Writing 109AA-ZZ; upper-division standing; consent of instructor. Must be admitted to the Minor in Professional Writing for enrollment.*

*Not open for credit to students who have completed Writing 153 or 154. Course required for credit in the minor.*

Focus on grammatical and rhetorical expertise, visuals, documentation, and emphasizing information design in electronic and hardcopy documents. Topics include communication practices in the workplace; oral, graphic, and electronic literacies. Project-based course culminating in document portfolio.

### **155B. Seminar in Technical Communication**

(4) STAFF

*Prerequisites: Writing 155A; concurrent enrollment in Writing 150; upper-division standing, consent of instructor. Must be admitted to the Minor in Professional Writing for enrollment.*

*Not open for credit to students who have completed Writing 153 or 154. Course required for credit in the minor.*

Focus on grammatical and rhetorical expertise, visuals, documentation, and emphasizing information design in electronic and hardcopy documents. Topics include communication practices in the workplace; oral, graphic, and electronic literacies. Project-based course culminating in document portfolio.

### **156. Grammar and Stylistics**

(4) STAFF

*Prerequisites: Writing 2 or 2E or 2LK; and, Writing 50 or 109AA-ZZ; upper-division standing.*

Focuses on grammar and stylistics for professional writers and editors. The emphasis is practical and analytical, attending to issues of sentence structure and diction, and on the diversity of styles, formats, and audiences.

### **157A. Seminar in Business Communication**

(4) STAFF

*Prerequisites: Engineering 103 or Writing 109AC or 109EC or 109ES or 109GS or 109ST; a prior course from Writing 109AA-ZZ; upper-division standing; consent of instructor. Must be admitted to the Minor in Professional Writing for enrollment.*

Practice for skilled writers in rhetorical challenges of managerial and administrative communication. Instruction in proposal development, stakeholder correspondence, case analysis, and web-based writing, with attention to audience, strategy, ethics, and organizational change.

### **157B. Seminar in Business Communication**

(4) STAFF

*Prerequisites: Writing 157A; concurrent enrollment in Writing 150; upper-division standing; consent of instructor. Must be admitted to the Minor in Professional Writing for enrollment.*

Second part of the capstone series, focusing on rhetorical challenges of management strategy

and public relations; investor relations; employee communication; government and non-profit communication. Students develop and complete their professional portfolio, in print and as a digital portfolio.

### **199. Independent Studies in Writing**

**(1-5) STAFF**

*Prerequisites: upper-division standing; consent of instructor.*

*Students must have at least a 3.0 grade-point average for the preceding three quarters and satisfied Area A requirements. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. Writing 199 may be repeated for credit to a maximum of 10 units.*

Writing, reading, and conference with specialized research or focus topic.

### **199RA. Independent Research Assistance in Writing**

**(1-5) STAFF**

*Prerequisites: upper-division standing; consent of instructor.*

*Students must have at least a 3.0 grade-point average for the preceding three quarters and satisfied Area A requirements. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199AA-ZZ courses combined. Writing 199 may be repeated for credit to a maximum of 10 units.*

Faculty-supervised research assistance.

academic literacies, principles of instructional design and curriculum development, effective classroom practices, and assessment of student writing.

### **596. Directed Reading and Research**

**(1-4) STAFF**

*Prerequisites: graduate standing; consent of instructor.*

*May be repeated for credit as determined by department chair.*

Group or individual tutorial.

## **GRADUATE COURSES**

### **250. Seminar in the Teaching of Academic Writing**

**(2) STAFF**

*Same course as Interdisciplinary 250.*

Instruction in methods of teaching academic writing to undergraduates. Topics include syllabus design, sequencing of assignments, grading, and teaching students to master disciplinary conventions. Lecture plus laboratory.

### **251. Academic Research Writing**

**(2) STAFF**

*Same course as Interdisciplinary 251.*

Instruction in the writing of graduate academic documents, including proposals, theses, course papers, articles for publication, and C.V.'s. Emphasis on writing clearly and mastering disciplinary conventions. Lecture plus laboratory.

### **252. Teaching Technical Communication**

**(2-4) STAFF**

*Prerequisites: graduate standing; consent of instructor.*

Offers graduate students a theoretical and pedagogical foundation for teaching introductory courses in technical communication, and, in particular, UCSB's writing courses for freshman engineering majors.

### **272. Writing Studies Colloquium**

**(1-4) LUNSFORD**

*Prerequisite: graduate standing.*

Presentations on current topics in writing studies by visiting scholars, faculty, and graduate students.

### **297. Graduate Studies**

**(4) STAFF**

*Prerequisites: graduate standing; consent of instructor.*

Graduate credit given for an upper-division course with additional work at the graduate level.

### **500. Directed Teaching**

**(4) STAFF**

*Prerequisite: appointment as teaching assistant or associate.*

*Yields no unit credit for advanced degrees.*

Teaching assistants must register during quarter of service for this course of supervision and instruction.

### **501A-B. Practicum in Academic Writing Instruction**

**(2-2) STAFF**

*Prerequisite: application submitted for Writing Program TA appointment.*

Preparatory orientation and concurrent training for newly appointed Writing Program teaching assistants. Topics include theories of composition pedagogy,

# Bren School of Environmental Science & Management

**Bren School of Environmental Science & Management**  
2400 Bren Hall; Telephone (805) 893-7611  
Web site: [www.bren.ucsb.edu](http://www.bren.ucsb.edu)

**Acting Dean: John Melack**

**U**C Santa Barbara's Bren School of Environmental Science & Management is a professional graduate school offering a rigorous interdisciplinary curriculum in environmental problem solving. The Bren School offers the Master of Environmental Science and Management (MESM), a professional degree, and the research-oriented Ph.D. in Environmental Science and Management. The School's mission is to play a leading role in researching environmental issues, training research scientists and environmental management professionals, and identifying and solving environmental problems.

In the past, researchers in diverse disciplines tended to investigate environmental issues independently, in isolation from each other. But environmental problems are by their nature multidisciplinary, and to understand and solve them, scientists and other environmental professionals must often integrate disparate disciplines by collaborating across and between them. To that end, the diverse Bren School faculty comprises natural and social scientists, as well as experts in business, law, and policy, all of whom play important roles in researching and solving environmental problems. The Bren School continues to recruit faculty and will appoint several new faculty members over the next few years.

Whether they are working toward a MESM or Ph.D. degree, Bren students are trained in multiple disciplines while developing technical and analytical skills and knowledge essential to real-world application.

## Faculty

**Sarah Anderson**, Ph.D., Stanford University, Assistant Professor (political science, American politics and comparative politics)

**Christopher Costello**, Ph.D., UC Berkeley, Associate Professor (environmental and resource economics, dynamic optimization, quantitative ecology, stochastic modeling)

**Frank Davis**, Ph.D., Johns Hopkins University,

Professor (plant ecology, quantitative biogeography, vegetation remote sensing, ecological applications of remote sensing and geographic information systems, conservation planning, fire ecology)

**Jeff Dozier**, Ph.D., University of Michigan, Professor (snow hydrology, earth system science, remote sensing and information systems)

**Thomas Dunne**, Ph.D., Johns Hopkins University, Professor (drainage basin and hillslope evolution, hydrology and floodplain sedimentation, applications of hydrology and geomorphology in environmental management)

**James Frew**, Ph.D., UC Santa Barbara, Associate Professor (applications of computing and information science to large-scale problems in environmental science, including algorithm and component development, information system specification and integration, data management, and digital libraries)

**Roland Geyer**, Ph.D., University of Surrey, U.K., Assistant Professor (industrial ecology and management science, green supply-chain management, life-cycle assessment)

**Patricia Holden**, Ph.D., UC Berkeley, Associate Professor (pathogens in the environment, microbial ecology of pollutant degradation, soil microbiology)

**Arturo Keller**, Ph.D., Stanford University, Professor (fate and transport of pollutants; development of technologies for containment, remediation, and monitoring, watershed management)

**Bruce Kendall**, Ph.D., University of Arizona, Associate Professor (quantitative ecology, with a focus on animal and plant population dynamics)

**Charles Kolstad**, Ph.D., Stanford University, Professor (industry organization and environmental/resource economics, environmental policy, structure of energy markets and environmental regulations)

**Matthew Kotchen**, Ph.D., University of Michigan, Assistant Professor (environmental and resource economics)

**Hunter Lenihan**, Ph.D., University of North Carolina at Chapel Hill, Associate Professor (community, conservation, and restoration ecology; fisheries oceanography; polar and deep-sea biology; adaptive management of marine resources)

**Gary Libecap**, Ph.D., University of Pennsylvania, Professor (economics, economic history, corporate environmental management)

**John Melack**, Ph.D., Duke University, Professor (limnology, biogeochemistry, and remote sensing with active long-term studies in tropical Brazil and alpine and saline lakes in California)

**Catherine Ramus**, Ph.D., Université de Lausanne, Switzerland, Assistant Professor (environmental management, organizational behavior, negotiation, public policy)

**Christina Tague**, Ph.D., University of Toronto, Canada, Assistant Professor (hydrology, linkages between climate, ecology, and hydrology)

**Ernst von Weizsäcker**, Ph.D., Freiburg University, Professor, (biology, zoology, and biological cybernetics)

**Oran Young**, Ph.D., Yale University, Professor (environmental institutions, governance for sustainable development)

## Adjunct Faculty

**Lee Hannah**, Ph.D., UC Los Angeles, Adjunct Assistant Professor (conservation planning, climate change)

**Robert Wilkinson**, Ph.D., University of California, Santa Barbara, Adjunct Assistant Professor (water policy, climate change, and environmental policy issues)

## Affiliated Faculty

**Robert Deacon**, Ph.D., University of Washington, Professor (natural resources economics and public finance)

**Magali Delmas**, Ph.D., HEC Graduate School of Management, Paris, France, Associate Professor (corporate environmental management, impact of technological and regulatory uncertainties on industry choices)

**William Freudenburg**, Ph.D., Yale University, Professor (environment-society relationships, resource-dependent communities)

**Lorelei Moosbrugger**, Ph.D., University of California, San Diego, Assistant Professor (environmental politics, public policy, comparative institutions)

**Eric R.A.N. Smith**, Ph.D., University of California, Berkeley, Professor (political science, environmental politics, Congress, political parties, public opinion and voting behavior)

## Degree Programs

### Admission

Application materials are available from the Bren School and are normally accepted for fall quarter only. The application deadline for Ph.D. applicants who want to be considered for the

campus-wide fellowship competition must apply no later than December 15. The application deadline for MESM applicants is January 10. Applications will be accepted for both programs up until February 15, space permitting.

The Bren School welcomes applicants from prospective students from varied undergraduate majors who seek an intellectually challenging education designed to prepare them for leadership in a variety of careers in environmental problem solving. Applicants should be interested in obtaining broad and balanced training in natural science, social science, and management and participating in a program that emphasizes quantitative and analytical approaches to assessing and solving environmental problems.

Necessary background for the master's program includes one year of college-level mathematics, one year of college-level science, a course in microeconomics, and an introductory statistics course. Students lacking some of this preparation may be accepted for admission, but it is expected that deficiencies will be made up prior to entrance by means of formal course work or other arrangements agreed upon by the applicant and the School. A small number of deficiencies may be made up during the first year in residence, but these courses will not count toward the unit requirements for the MESM degree.

Admission to the Ph.D. program is highly competitive and dependent upon acceptance by a faculty sponsor with compatible research interests. To be competitive, Ph.D. applicants must have a high upper-division/graduate GPA, excellent GRE scores, and strong undergraduate/graduate preparatory coursework and/or research. Each faculty sponsor's entrance criteria beyond these minimum requirements depends upon his or her research focus. A master's degree or equivalent is not required for admission.

Applicants whose native language is not English are required to take either the Test of English as Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exam. Exemptions to this requirement will be considered for those students who have completed an undergraduate or graduate education at an institution whose primary language of instruction is English. The minimum TOEFL score for consideration is 550 for the paper-based test (PBT), or 80 for the internet-based test (IBT). The minimum IELTS score for consideration is an Overall Band Score of 7 or higher. TOEFL and IELTS scores must not be more than two years old at the time of application to UCSB. Requests for exceptions to this requirement will be considered for those students who have completed an undergraduate or graduate education at an institution whose primary language of instruction is English.

### **Master of Environmental Science and Management (MESM)**

The Master of Environmental Science and Management (MESM) is a professional degree intended for students who will enter or re-enter the work force after graduation. It is not designed as an intermediate degree for the Ph.D., although MESM graduates will be well prepared for Ph.D. study. Students are trained to work in government agencies, corporations,

nonprofit organizations, and consulting firms. Bren MESM graduates demonstrate clear and critical thinking, leadership skills, professionalism, and creativity that allow them to be leaders in solving the environmental problems of the 21st century.

The coursework for the master's degree is multidisciplinary, incorporating courses in natural sciences, social sciences, law, policy, and business. The courses emphasize quantitative and analytic thinking, and train students to identify environmental problems, formulate the proper questions, and design and execute appropriate solutions, taking into account scientific knowledge (and its limits), legal constraints, and the business and social contexts of the problem. The School also brings in environmental professionals from government, business, and nonprofit organizations to ensure that students' professional development reflects the integration of rigorous academic training with a sound understanding of real-world environmental problems and the needs of clients. The training not only teaches students to tackle current environmental problems, but also fosters their capacity for long-range thinking and prepares them to meet new challenges as they arise.

### **Degree Requirements**

Each student in the MESM program must complete a minimum of 81 units distributed among three curricular components. In many cases, students take more courses than necessary to meet the 81-unit requirement in order to make up for deficiencies in preparation, fulfill course prerequisites, or build greater depth in an area of study.

**Core Courses:** All students in the master's program take a set of core courses to build an essential broad background. These are normally taken during the first year and currently include: *Ecology of Managed Ecosystems*, *Environmental Biogeochemistry*, *Earth System Science*, *Economics of Environmental Management*, *Data Analysis for Environmental Science & Management*, *Environmental Law & Policy*, *Business & the Environment*, *Environmental Politics & Policy*, and *Introduction to Environmental Policy Analysis*.

**Specialization:** The broad understanding provided by the core classes is complemented by an in-depth specialization in an area of environmental science and management. Students choose one of the following six specializations: *Coastal Marine Resources Management*, *Conservation Planning*, *Corporate Environmental Management*, *Pollution Prevention & Remediation*, *Political Economy of the Environment*, and *Water Resources Management*. With guidance from their faculty advisors, students design an individual program of study (POS) that is appropriate for the chosen specialization and their particular backgrounds and goals. Students are encouraged to include courses from other departments in their POS as appropriate.

**Master's Group Project:** All students pursuing the Master of Environmental Science and Management (MESM) must successfully complete a three-quarter Group Project, which serves as the capstone of the master's degree. Students obtain 12 units for their Group Project

by enrolling in ESM 401 A, B, and C. Students begin the sequence in spring quarter of their first year. Students work as a team in groups of 4-5 to conduct a comprehensive analysis of an environmental problem that contains both scientific and management challenges and produce a tangible and useful product. Written and oral quarterly progress reports and participation in training workshops are required. At the end of the project, each group must submit a final report, hold a defense, and give a formal public presentation on their project. Projects involving partnerships or links with the public sector, the business community, or non-profit organizations are particularly desirable.

### **Doctor of Philosophy—Environmental Science and Management**

The Bren School's Ph.D. program furthers the School's mission of educating high-caliber future research professors while simultaneously meeting the urgent need for innovative researchers and problem-solvers in the public and private sectors. The cornerstone of the doctoral degree is an original work of high-quality research that focuses on the diagnosis, assessment, mitigation, management, and remediation of an existing environmental problem and/or the prevention of future environmental problems. The program is designed to accommodate a wide range of research interests, from those highly focused in a particular discipline to those that are strongly interdisciplinary.

The Bren School offers a unique environment where students and faculty in many branches of environmental science and management are able to interact and create new approaches to environmental problem solving. All faculty engage in research that crosses traditional boundaries, and students are encouraged to do so as well. While crossing of boundaries is encouraged, the traditional requirement that the dissertation be of exceptional quality is upheld, which requires that students become experts in their fields (whether their fields have a multidisciplinary or disciplinary focus). Students who wish to obtain a stronger multidisciplinary background before focusing on one research area should enroll in our MESM program and apply to the Ph.D. program in the second year.

The Ph.D. program at the Bren School is a mentoring program. Students should choose the Bren School because their research interests are complementary to those of a specific faculty member or group of faculty.

### **Degree Requirements**

The Ph.D. program requirements are highly individualized. PhD students will develop their individual program of study with their advisor and PhD committee based on their background and intended area of research. However, students are required to complete a minimum of one seminar in each of the following three categories over their Ph.D. career at Bren: **Problem Based**—ESM 595PB: exploration of a problem oriented-topic (e.g., management of invasive species, fisheries management, climate change, and policy responses).

**Skills Based**—ESM 595SB: development of such important skills as academic writing, proposal writing, and critiquing.

**Speaker Series**—ESM 595SS: analysis and discussion of presentations by experts about a particular environmental problem theme and its solutions.

The purpose of the seminars is to enhance and promote meaningful integration and to encourage students to expand their disciplinary thinking.

The Ph.D. is not a unit-count degree, but a research degree awarded upon demonstration of academic excellence and performance of original research.

Ph.D. students must form a Ph.D. committee by the beginning of fall quarter of their second year of study. The committee must include three ladder faculty; two of which must be from the Bren School. (At least one member must have greater than zero percent appointment in the school.) The committee chair must be a member of the Bren School faculty. The Bren School faculty as a whole approves the composition of the Ph.D. committee and reviews each Ph.D. student's progress annually.

Normally, at the end of the second year, but no later than the end of the third year, the Ph.D. committee prepares a written examination that tests the student's knowledge of his or her specialization in the context of environmental science and management, as well as the student's research skills, problem-solving skills, and ability to perform academic work. After passing the written exams, the student prepares a written dissertation proposal, and the Ph.D. committee conducts an oral examination. The oral examination is based on the dissertation proposal, readiness to do the required research, and preparation and aptitude for completion of the Ph.D. program. Upon successful completion of the oral examination, the student advances to candidacy. This normally occurs in the third year but must occur no later than the end of the fourth year in the program.

For the Ph.D. degree, students must present a dissertation that demonstrates their ability to contribute significant, independent original research in their major field. Upon completion of the dissertation to the satisfaction of the student's Ph.D. committee, a public lecture on the research must be presented, followed by a closed-door defense before the Ph.D. committee.

## Environmental Science and Management Courses

### GRADUATE COURSES

#### 200. Case Studies in Interdisciplinary Environmental Problem Solving

(.5) STAFF

Examination of case studies illustrating that understanding, solving, and preventing environmental problems requires pooling expertise from multiple disciplines and constructive dialogue between diverse groups.

#### 201. Ecology of Managed Ecosystems

(4) DAVIS

Principles of individual ecology, population ecology, community ecology, and ecosystem ecology. Emphasis on applications (conservation, resources management, ecological effects of pollution and

habitat fragmentation, etc.).

#### 202. Environmental Biogeochemistry

(4) KELLER, MELACK, HOLDEN

*Prerequisites:* Chemistry 1A-B-C or equivalent.

*Recommended preparation:* ESM 203.

Biogeochemical processes as applied to the earth's atmosphere, oceans, land and inland waters, and applications to environmental issues such as eutrophication, toxic pollution, carbon sequestration and acidification.

#### 203. Earth System Science

(4) DUNNE, DOZIER

*Prerequisite:* Geography 3 or equivalent.

Energy and mass transport as applied to the atmosphere, oceans, and land and models of the Earth's climate and hydrology.

#### 204. Economics of Environmental Management

(4) KOLSTAD, COSTELLO

*Prerequisite:* ESM 251 or equivalent.

Environmental regulation (incentives and command control), asymmetric information (cost revelation and auditing), regulatory incidence, dynamics and discounting, exhaustible and renewable resources, valuation, environmental macroeconomics, trade and the environment, comparative regulatory analysis.

#### 206A. Data Analysis for Environmental Science and Management

(2) KENDALL

*Prerequisite:* Mathematics 3A-B-C or equivalent.

Develop skills and conceptual framework to effectively use data to solve practical problems. Topics include descriptive statistics, hypothesis testing, experimental design, exploratory data analysis, probability and uncertainty, time series analysis, and spatial stats. Emphasis on case studies from environmental problems.

#### 206B. Data Analysis for Environmental Science and Management

(2) KENDALL

*Prerequisite:* Mathematics 3A-B-C or equivalent

Develop skills and conceptual framework to effectively use data to solve practical problems. Topics include descriptive statistics, hypothesis testing, experimental design, exploratory data analysis, probability and uncertainty, time series analysis, and spatial stats. Emphasis on case studies from environmental problems.

#### 207. Environmental Law and Policy

(4) STAFF

Basic elements of the legal system as it specifically relates to environmental issues. Study of the different stages and different institutions involved in environmental policy making.

#### 210. Business and the Environment

(4) LIBECAP

Introduction to business objectives and structure, discuss new business models and tools that incorporate principles of environmental management and corporate performance. Emphasis on corporate strategies that deliver value to shareholders while responding to environmental concerns.

#### 211. Applied Population Ecology

(4) KENDALL

*Prerequisite:* ESM 201 or equivalent.

Examination of the application of population ecology to conservation of rare species and management of harvested populations. Topics include population regulation, population viability analysis, fisheries management, metapopulation dynamics, and population monitoring.

#### 212. Biological Community Survey and Analysis

(4) DAVIS

*Prerequisite:* ESM 201.

Design and execution of field sampling campaigns to characterize, map and inventory plant and animal communities. Includes review of basic sampling theory, measurements for terrestrial vegetation, vertebrate and invertebrate survey methods, multivariate analysis of community data, vegetation and species habitat mapping and modeling.

#### 214. Bioremediation

(4) HOLDEN

Concepts and approaches to correct and alleviate the effects of environmental pollution using biological processes. Biochemical, ecological and physicochemical aspects of remediation and mitigation. Assessing and monitoring applicability/efficacy of biological treatment. Natural and engineered methods for adversely affected biological resources.

#### 214L. Laboratory in Bioremediation

(1) HOLDEN

*Prerequisite:* ESM 214 (may be taken concurrently).

Familiarization with the systems used for biologically treating nonhazardous and hazardous wastes. Bench scale laboratory exercises demonstrate basic principles at work in biodegradation. Use of biological reactors applicable to both ex situ and in situ treatment.

#### 215. Landscape Ecology

(4) DAVIS

*Prerequisite:* ESM 201.

Relationships between spatial patterns in landscape structure (physical, biological, and cultural) and ecological processes. Role of ecosystem pattern in mass and energy transfers, disturbance regimes, species' persistence, and applications of remote sensing and GIS for landscape characterization and modeling.

#### 217. Restoration Ecology

(4) LENIHAN

*Prerequisites:* ESM 201 or equivalent; graduate standing.

Is restoration possible? What degraded ecosystems are good candidates for restoration? Use of ecology to design and implement restorations and the criteria to evaluate their success. Field labs provide students with practical tools to approach these issues.

#### 219. Microbial Processes in the Environment

(4) HOLDEN

*Prerequisite:* ESM 202 or equivalent.

Microbes are the most abundant organisms on earth and are responsible for most biogeochemical cycling. Who and where are they, what do they do, and how? This course provides an integrated understanding applicable to managing the environment and natural resources.

#### 219L. Laboratory in Microbial Processes

(1) HOLDEN

*Prerequisite:* ESM 219 (may be taken concurrently).

Introduction to laboratory based tools and techniques for detecting and enumerating, and describing what microbes do in natural and polluted samples.

#### 222. Fate and Transport of Pollutants in the Environment

(4) KELLER

*Prerequisite:* ESM 202.

Transport and biogeochemical transformation of pollutants in the environment. Review of pollutant properties and media characteristics that affect transport, accumulation, and degradation of pollutants. Basic tools for managing pollutants in the environment, including prevention, detection, and remediation.

#### 223. Soil and Groundwater Quality Management

(4) STAFF

*Prerequisites:* ESM 202 and 203.

*Recommended preparation:* ESM 222 and groundwater hydrology.

Focuses on protection and remediation of contaminated aquifers. Covers the determination of groundwater quality objectives based on risk assessment, approaches for protecting or remediating aquifers and contaminated soils, and cost evaluation of management strategies.

#### 223L. Laboratory in Management of Soil and Groundwater Quality

(1) STAFF

*Prerequisites:* ESM 223 (may be taken concurrently); ESM 222.

A hands-on approach to learning how to sample and treat contaminated soil and groundwater. The



series of lab modules covers field sampling, analysis, unit treatment processes and a remediation design project. Students are presented with state-of-the-art technologies for dealing with contamination.

#### **224. Sustainable Watershed Quality Management**

(4) KELLER

*Prerequisites:* *ESM 202 and 203.*

*Recommended preparation:* *ESM 222, and 234 or 235.*

Sustainable management requires an evaluation of the capacity of various components of a watershed to assimilate a pollutant load without deterioration. Covers development of a watershed management plan, focused on water quality considerations for human and ecological health.

#### **225. Water Policy**

(4) WILKINSON

*Prerequisite:* *Ph.D. and second-year MESM students only.*

Explores key water policy issues in the context of science, technology, and the practical management of water systems. Focuses on the nexus of science, technology, economics, law, and the role social and political factors play in the policy process.

#### **232. Environmental Modeling**

(4) COSTELLO

*Prerequisites:* *Mathematics 3A-B-C or equivalent.*

*No previous computer experience required.*

Introduction to the development, evaluation, interpretation and presentation of models as applied to environmental problems. Course consists of theory and many practical examples building and interpreting models using computers.

#### **234. River Systems**

(4) DUNNE

*Prerequisite:* *ESM 203.*

Hydrologic and geomorphic basis of environmental management problems concerning large river systems. Analysis of the processes of flooding, sedimentation, and morphological change in channels, floodplains, deltas, and alluvial fans. Effects of climate, land use, and engineering.

#### **235. Watershed Analysis**

(4) DUNNE

*Prerequisite:* *ESM 203.*

Hydrologic and geomorphic basis of environmental management problems concerning land surfaces and channels in small drainage basins, including the effects of land use and engineering. Emphasis placed on the use of theory and field methods.

#### **236. The Mountain Snowpack**

(3) DOZIER

*Prerequisites:* *ESM 203, intermediate skiing ability, and consent of instructor.*

Intensive field, laboratory and classroom study of physical processes in the mountain snowpack. Snow accumulation and ablation, metamorphism, physical and chemical properties, and remote sensing. Role of snow in watershed hydrology, water resources and recreation. Normally offered spring break.

#### **237. Climate Change Impacts on Hydrology and Ecology**

(4) TAGUE

Global climate change may dramatically alter water resources and the ecosystems that depend upon them. Overview of research on current and projected future hydro-ecological impacts of a changing climate from local to global scales.

#### **241. Environmental Politics and Policy**

(2) ANDERSON

The politics of environmental policymaking from agenda formation to the stages of implementation, assessment, and reforms. Emphasis on national and state level policymaking in the U.S. coupled with a consideration of interactions across levels of social organization and comparisons across socio-political systems.

#### **242. Natural Resource Economics and Policy**

(4) COSTELLO

*Prerequisite:* *ESM 204 or equivalent.*

Economic principles and policy issues of the use

of exhaustible and renewable resources including fossil fuels, water, minerals, fisheries, forests, and biodiversity. Management of resource markets on regional and international scale.

#### **243. Environmental Policy Analysis**

(4) ANDERSON

*Prerequisites:* *ESM 204 and ESM 241.*

Developing and analyzing environmental policies involves balancing social, political, and economic considerations. This process is covered, including problem identification, formation of alternative policy responses, methods of analyzing and selecting the most appropriate policy response, and effective communication of results to clients/policymakers.

#### **245. Cost-Benefit Analysis and Nonmarket Valuation**

(4) KOTCHEN

*Prerequisite:* *ESM 204.*

Economic theory of environmental policy, with special emphasis on the role of cost-benefit analysis. Techniques for estimating economic values for nonmarket environmental resources. Case studies involving ecosystem protection, pollution control, and other topics to illustrate the necessary analytical tools.

#### **247. Governance for Sustainable Development**

(4) YOUNG

*Same course as Political Science 292.*

Examination of the demand for governance in conjunction with efforts to achieve environmental, economic, and social goals. Special attention to alternative approaches to the supply of governance at the global level as well as to interaction between governance systems addressing distinct issues.

#### **248. Environmental Institutions: Rights, Rules, and Decision-Making Systems**

(4) YOUNG

*Same course as Political Science 293.*

Comparative study of management systems or regimes addressing natural resources and environmental concerns and operating at scales ranging from local to global. Topics include characterization of individual regimes and factors affecting the formation, evolution, and effectiveness of these institutional arrangements.

#### **251. Introduction to Environmental Policy Analysis**

(2) KOTCHEN

Design and evaluation of public policies for addressing environmental problems. Theory of environmental policy that arises from the study of markets, market failure, and economic efficiency as well as the broader scope of analysis that accounts for distributional concerns, sustainability, impact analysis, cost effectiveness, and multi-criteria analysis.

#### **254. Coastal Marine Ecosystems Processes**

(4) LENIHAN

*Prerequisite:* *ESM 201, 203, and 202 (may be concurrent).*

Examination of physical, chemical, and geological processes in coastal ecosystems, including estuaries, that are influenced by human activities. Focus centers on dynamic processes that control biological communities and resources, and the relationship of the science to marine resource management and policy.

#### **257. Coastal Marine Policy**

(4) STAFF

Conceptual approaches and analytical tools used in marine ecosystems management, marine biodiversity protection, and integrative watershed planning. Review of relevant international, federal, and state marine policies and programs.

#### **259. The Role of Law in Coastal Zone Management**

(4) STAFF

The role of law in protecting and allocating natural resources in the coastal zone. Property rights, market mechanisms, social norms and regulatory systems that compose California's coastal management regime and comparisons with law and practice in other jurisdictions, nationally and internationally.

#### **260. Applied Marine Ecology**

(4) LENIHAN

*Prerequisite:* *ESM 201.*

The application of ecological principles and methods to environmental problems in marine ecosystems. Emphasis is placed on design and execution of field sampling and experiments to access biological impacts of anthropogenic disturbances and restoration activities. Concepts illustrated with case studies.

#### **261. Management of Scientific Data**

(4) FREW

Theory, techniques, and tools for managing heterogeneous scientific information. Database architectures and data models. Metadata standards and data characterization. Design and use of relational databases. Aspects of the science data life cycle: collection, storage, search, retrieval, analysis, presentation.

#### **263. Geographic Information Systems**

(4) FREW

Advanced introduction to geographic information system (GIS) theory and technology, emphasizing spatial analysis and cartographic presentation. Typical algorithms and data structures. Role of GIS in environmental information management. Integration of GIS with other analytical tools.

#### **266. Remote Sensing of the Environment**

(4) DOZIER

*Prerequisites:* *ESM 203.*

Advanced introduction to remote sensing theory, technology, and applications in environmental science and management. Survey of principles and analytical methods throughout the electromagnetic spectrum. Integration of remote sensing with other tools.

#### **269. Survey Design and Environmental Public Opinion**

(2) ANDERSON

Issues of survey design, including sampling, questionnaire design, data collection and data processing. Students will design and field an original survey, analyze the survey data and report the results.

#### **270. Conservation Planning and Priority Setting**

(4) DAVIS

*Prerequisite:* *ESM 201.*

Analytical approaches that can be used to direct energy and resources toward conservation that yields the greatest return on investment. Case studies of how government agencies, international multilateral institution and non-governmental agencies identify where to invest their conservation efforts.

#### **273. Life Cycle Assessment**

(2) GEYER

*Prerequisite:* *ESM 282*

Advanced introduction to life cycle assessment (LCA) tools and practice. Students will conduct an LCA according to ISO 14040/44 (2006) using professional LCA software. Goal and scope definition, parametric life cycle inventory modeling, impact assessment, sensitivity analysis, reporting.

#### **274. Competitive Advantage Strategies for Environmental Innovation**

(4) LIBECAP

Analysis of the competitive forces that an organization launching environmental innovations considers in devising strategies for entrepreneurial success. Technology or product benefits to society and the firm, industry and competitor analysis, production processes and nature of input supplies, identification of target markets and consumer response.

#### **275. Principles and Practice of Environmental Planning**

(4) STAFF

Principles, concepts, and techniques of environmental planning at the state, regional, and local government levels, with emphasis on emerging trends in addressing environmental problems. Green plans, sustainable communities, coastal planning, agricultural land preservation, smart development, new urbanism, and mitigation monitoring.

**276. Ethical Decision-Making for the Environment****(4) STAFF**

Ethical and legal issues surrounding environmental decision-making by individuals and in organizations. Environmental challenges facing public, non-profit and for-profit organizations. Analysis of behavior according to ethical standards; examination of opportunities for corporate social responsibility and initiatives; application of ethical frameworks to decision-making.

**277. The Law of Environmental Management****(4) STAFF***Prerequisite: ESM 207.*

Knowledge and skills for regulatory analysis. How to deal with administrative materials and communicate with key players. Compliance, compliance counseling and the enforcement process. Environmental implications of product development, business or process expansion, and environmental aspects of typical business transactions.

**280. Organizational Theory and Behavior****(4) RAMUS**

Individuals play an important role in leading organizations toward environmental sustainability. Participants learn about their own behaviors which can effectively influence the environmental decision-making of groups, organizations, and society. Course explores both theory and practice.

**281. Corporate Environmental Management****(4) DELMAS***Prerequisite: ESM 210.*

Prepares students to use creatively conceptual tools and management strategies to improve the environmental performances of firms. Corporate, societal, and political barriers to implementing these innovative strategies will be analyzed and methods for overcoming these constraints discussed.

**282. Industrial Ecology****(4) GEYER**

Methods for evaluating the environmental performance of businesses, products, and processes are examined through case studies, including analyses of industrial material flows, energy flows, environmental performance metrics, life cycle assessments and design for environmental methodologies.

**283. Environmental Negotiation****(4) RAMUS**

Strategic negotiations take place daily. Their successful outcome depends on the competence of the negotiators. Using environmental case studies and negotiation exercises, course participants gain a hands-on understanding of the negotiation process and how they can influence it.

**284. Environmental Accounting and Financial Management****(4) STAFF***Prerequisite: ESM 279 or equivalent.*

Introduction to environmental accounting and its role in corporate financial management. Extensive use of case studies allows consideration of environmental accounting's role in corporate financial reporting, the management and control of enterprises and environmental accounting in long-term investment decisions.

**286. Environmental Risk Management****(4) STAFF**

Theory and practice of managing exposure to environmental risks from a positive and normative perspective. Emphasis on the roles of science, politics, management, and how these forces interact. Real-world business cases reveal decision problems faced by environmental risk managers.

**288. Energy, Technology and the Environment****(4) GEYER**

Covers the main physical principles of energy conversion and the environmental impacts related to it. Also explores the balance between resource availability and demand, and the relationship between energy use and technology.

**289. Green Supply Chain Management****(4) GEYER***Prerequisite: ESM 282.*

Course combines the theories of supply chain management and industrial ecology to explore the environmental and economic performances of production and consumption systems and develop and apply the evaluation methods and management tools necessary to green supply chains.

**294. Advanced Special Topics in Environmental Law****(1-4) STAFF***May be repeated for credit with changes in content.*

Advanced topic in environmental law.

**296. Advanced Special Topics in Environmental Management****(1-4) STAFF**

Covers advanced special topics in environmental management.

**297. Advanced Special Topics in Environmental Policy****(1-4) STAFF**

Covers advanced special topics in environmental policy.

**299. Advanced Special Topics in Environmental Science****(1-4) STAFF**

Advanced topics in environmental science.

**401A. Group Project in Environmental Science and Management****(4) TAGUE***Prerequisite: Graduate standing. MESM students only.*

First quarter of a year-long group study of an environmental problem. Includes in-class training sessions to develop skills necessary to efficiently and effectively conduct the study.

**401B. Group Project in Environmental Science and Management****(4) STAFF***Prerequisite: ESM401A - MESM students only.*

*In-progress grading with final letter grade given upon completion of ESM 401C.*

Second quarter of a year-long group study of an environmental problem.

**401C. Group Project in Environmental Science and Management****(4) STAFF***Prerequisite: ESM401A, ESM401B. MESM students only.*

*In-progress grading with final letter grade given upon completion of ESM 401C.*

Final quarter of a year-long group study of an environmental problem. Requires completion of a final report, policy brief, poster, and defense, and public presentation.

**410. Internship Practicum****(1) STAFF***Prerequisite: completion of a summer internship.*

Students complete a summer internship, prepare a short paper and present internship experiences to the Bren School community through an informal presentation.

**430. Workshop in Environmental Science and Management****(.5-1.0) STAFF**

Workshops to develop professional skills for careers in environmental science and management.

**436. Legal Issues in Environmental Problem Solving****(.5-1.0) STAFF***May be repeated for credit with changes in content.*

Workshops to expose students to a range of legal subject areas and to develop unique skills.

**437. Writing Skills for Environmental Professionals****(.5-2.0) STAFF***May be repeated for credit with changes in content.*

Workshops to expose students to a range of technical and business writing.

**595AA-ZZ. Group Studies****(1-4) STAFF***May be repeated for credit provided letter designations are different.*

- C. Environmental Biogeochemistry
- E. Environmental Problems—Science and Solutions
- F. Pollution Prevention and Remediation
- G. Applied Ecology
- I. Coastal Marine Science and Management
- K. Environmental Information
- M. Corporate Environmental Management
- P. Environmental Policy and Economics
- R. Research methods
- S. Speaker Series
- W. Water Resources
- AA. Hydrology/Geomorphology (PhD level)
- BB. Snow Science (PhD level)
- DD. Watershed Quality Management (PhD level)
- EE. Aquatic Ecology (PhD level)
- FF. Environmental Economics (PhD level)
- GG. Applied Ecology (PhD level)
- II. Institutions and Environment (PhD level)
- JJ. Environmental Microbiology (PhD level)
- MM. Environmental Management (PhD level)
- PB. Interdisciplinary Problem Based (PhD level)
- SB. Interdisciplinary Skills Based (PhD level)
- SS. Speaker Series (PhD level)

**596. Directed Readings and Research****(1-12) STAFF***Prerequisite: consent of instructor.*

Individualized reading and research. A written proposal for each tutorial must be approved by the School.

**597. Individual Study for Ph.D. Examinations****(1-12) STAFF***Prerequisite: consent of instructor and graduate advisor.**No unit credit allowed toward advanced degree.*

Individual study for Ph.D. examinations. Instructor should be student's major professor or chair of the doctoral committee.

**599. Ph.D. Dissertation Research and Preparation****(1-12) STAFF***Prerequisite: consent of instructor and graduate advisor.**No credit allowed toward advanced degrees.*

Research toward and writing of dissertation. Instructor should be chair of student's doctoral committee.

# Gevirtz Graduate School of Education

Gevirtz Graduate School of Education, Education Building

GGSE Student Affairs Office, (805) 893-2137

Credential Advisor, (805) 893-2036

Web site: [www.education.ucsb.edu](http://www.education.ucsb.edu)

*Dean: Jane Close Conoley*

*Associate Dean: Carol N. Dixon*

*Chair, Department of Education: Michael Gerber*

*Chair, Department of Counseling, Clinical, School Psychology: Michael Furlong*

*Director, Teacher Education Program: Tine Sloan*

The activities of scholars and professionals in the Gevirtz Graduate School of Education are woven together by a common thread: a commitment to reshaping schooling so that all children in our diverse society have knowledge and abilities to become competent and responsible citizens. The Gevirtz Graduate School of Education (GGSE) goals are to produce and disseminate new theories and knowledge, and provide guidance and experience needed to allow our graduate students to reach their full potential as researchers and practitioners. Graduate students in the Gevirtz Graduate School of Education benefit from the wide range of multi-disciplinary faculty interests and research and from opportunities to work closely with faculty to research and study in depth a chosen area of work. The faculty, students, and staff of the Gevirtz Graduate School of Education are actively engaged in numerous P-20 and community-based research efforts, currently supported by nearly \$3 million of extramural support. These research efforts are assisted by the GGSE Office of Research and provide financial support as well as training for our students. The Gevirtz Graduate School of Education offers advanced degrees and credentials as indicated in the table in this chapter. We also offer an undergraduate minor in Education and Applied Psychology and in Mathematics and Science Education. A complete list of degrees and programs offered in the School appears in the first chapter of this catalog, under the "Academic Units" heading. Program offerings are subject to available funding.

## Graduate Student Association

The Gevirtz Graduate School of Education has an active Graduate Student Association in Education (GSAE) officially representing the "student voice" to the GGSE and the UCSB community. It is a body where students work and meet together to address pertinent issues.

In addition to addressing issues of an administrative, academic, or research nature, students involved in the GSAE promote a positive "student life environment," encouraging participation and mutual support among students. The goals are to make participation rewarding, challenging, and supportive; to be a representative, democratic, and participatory organization where decisions are made by consensus, where all members have a voice in decision making, and where the body represents all student voices; to have a cooperative and open relationship with the faculty and staff, based on mutual respect; and to aid the GGSE in its responsibility to recruit and support diverse and underrepresented populations.

## GGSE Diversity and Equity

The Gevirtz Graduate School of Education (GGSE), in the pursuit of academic excellence, is committed to recruiting, supporting, and retaining a community of students, faculty, and staff that reflects the diversity of our state and nation. The faculty, staff, and students of the GGSE recognize and respect the dignity and worth of all people. We value individual differences including, but not limited to, racial and ethnic backgrounds, nationality, gender, sexual orientation, disability, religion, socioeconomic status, age, and divergent perspectives. Our goal is to create a diverse community where all members feel safe and included. We welcome discussion of complex issues related to diversity and equity inside and outside the classroom. We are committed to providing all members of the GGSE community multiple opportunities for their voices to be heard. We believe a dedication to these principles of inclusion is essential to our scholarship, leadership, citizenship, and democracy.

## Advising

The GGSE Student Affairs Office provides assistance to all undergraduate, credential, master's, and doctoral candidates. Information may be obtained by calling (805) 893-2137. For information on the M.Ed. in Teaching, call (805) 893-2036.

The GGSE credential advisor provides information to prospective applicants and students in credential programs. Those interested in pursuing a teaching credential at UCSB should contact the credential advisor as soon as they begin to consider the teaching profession. Information about pre-credential advising meetings for prospective elementary or secondary

teachers may be obtained from the Credential Services Office at (805) 893-2036.

Candidates who are pursuing both a credential and an advanced degree, other than the M.Ed. with an emphasis in Teaching, should consult with both the GGSE Student Affairs Office and credential advisor. Advanced credential applicants may be considered for any degree program in the Department of Education. Those interested in emphases other than a Multiple or Single subject credential should contact the GGSE Student Affairs Office or the degree emphasis in which they are most interested.

## Prerequisites

Graduate school applicants must hold a bachelor's degree or its equivalent from an accredited institution and satisfy the admissions requirements of the UCSB Graduate Division. Some programs may require teaching or other appropriate experience.

## Graduate Admission

All GGSE programs require FALL quarter admission, except for the Credential programs and the Joint Doctoral Program, which require SUMMER admission. Applicants are advised to apply well in advance of the application deadline and should contact the Student Affairs Office for general admission requirements. Specific questions regarding program/emphasis requirements and course offerings should be directed to the program or department office.

Applications and specific program/emphasis requirements may be obtained from our Web site at [www.education.ucsb.edu](http://www.education.ucsb.edu) or by contacting: Counseling, Clinical, and School Psychology, (805) 893-3375; Department of Education, (805) 893-4515 or (805) 893-3936; Teacher Education Program, (805) 893-2084; Joint Doctoral Program, (805) 893-3301.

Applicants must submit the online Application for Graduate Study through the Graduate Division ([www.graddiv.ucsb.edu](http://www.graddiv.ucsb.edu)). Required application materials include a detailed statement of purpose, official transcripts, letters of recommendation, official Graduate Record Examination (GRE) scores (in some cases, results from the Miller's Analogies Test may be accepted), and program/emphasis-specific requirements (e.g., writing sample, credential application). Admission to the Teacher Education Program and all credential programs requires a bachelor's degree in an academic subject from a regionally accredited institution. See the Gevirtz School Web site for specific program and department admission requirements: [www.education.ucsb.edu](http://www.education.ucsb.edu).

| DEGREES, EMPHASES, AND CREDENTIALS OFFERED   |                    |       |                   |                          |  |
|--|--------------------|-------|-------------------|--------------------------|--|
| PROGRAM OF STUDY   | PROGRAM OBJECTIVES |       |                   |                          |  |
|  | Credential         | M.Ed. | M.A. in Education | Ed.D./Ph.D. in Education | Ph.D. in Counseling, Clinical, & School Psychology |
| <b>Counseling, Clinical, &amp; School Psychology Department</b>  |                    |       |                   |                          |  |
| • Emphasis in Counseling Psychology  |                    |       |                   |                          | •  |
| • Emphasis in Clinical Psychology  |                    |       |                   |                          | •  |
| • Emphasis in School Psychology  |                    | •     |                   |                          | •  |
| • Pupil Personnel Services: School Psychology  | •                  |       |                   |                          |  |
| <b>Education Department</b>  |                    |       |                   |                          |  |
| • Emphasis in Child and Adolescent Development   |                    |       | •                 | Ph.D.                    |  |
| • Emphasis in Cultural Perspectives & Comparative Education  |                    |       | •                 | Ph.D.                    |  |
| • Emphasis in Educational Leadership & Organizations   |                    |       | •                 | Ph.D.                    |  |
| • Emphasis in Research Methodology   |                    |       | •                 | Ph.D.                    |  |
| • Emphasis in Special Education, Disabilities & Risk Studies   |                    |       | •                 | Ph.D.                    |  |
| • Emphasis in Teaching and Learning  |                    |       | •                 | Ph.D.                    |  |
| <b>Joint Doctorate in Educational Leadership</b>   |                    |       |                   | Ed.D.                    |  |
| <b>Teacher Education Program</b>   |                    |       |                   |                          |  |
| • Multiple Subject <sup>1</sup>  | •                  | •     |                   |                          |  |
| • Single Subject <sup>1</sup> in Math, English, Science <sup>2</sup> , or Social Science, Art, Spanish, Latin, German, French <sup>1</sup> | •                  | •     |                   |                          |  |
| • Education Specialist Moderate/Severe Level I & II  | •                  | •     |                   |                          |  |

<sup>1</sup> May be pursued in conjunction with M.Ed. in Teaching  
<sup>2</sup> Science specializations include: Geoscience, Biology, Chemistry, or Physics

## Application Deadlines

Applications must be received by the date established by Graduate Division:

- Department of Counseling, Clinical, and School Psychology—November 15<sup>th</sup>
- Department of Education—December 15<sup>th</sup> for fellowship consideration (final application deadline for Education Program is May 1<sup>st</sup>)
- Teacher Education Program—November 15<sup>th</sup> (for December interview) March 1<sup>st</sup>
- Education Specialist Program Level I—March 1<sup>st</sup>  
Level II—May 1<sup>st</sup>
- Joint Doctoral Program—February 1<sup>st</sup>

## Research and Training Facilities

Graduate research and training opportunities are available through campus facilities as well as through federal and state funded faculty research grants administered by the Gevirtz Graduate School of Education Office of Research. Clinical training is offered through the Koegel Autism Clinic, the Hosford Counseling and Psychological Services Clinic, and the Psychology Assessment Center. Qualitative, quantitative, and media laboratories are available for research and instruction.

## Faculty

**Charles Bazerman**, Ph.D., Brandeis University, Professor (teaching and learning, cultural perspectives and comparative education, research methodology, LISO, applied linguistics)  
**Julie Bianchini**, Ph.D., Stanford University,

Associate Professor (teaching and learning, teacher education)

**Sheridan Blau**, Ph.D., Brandeis University, Professor (teaching and learning, teacher education, English, Joint Doctoral Program in Educational Leadership)

**James H. Block**, Ph.D., University of Chicago, Professor (Joint Doctoral Program in Educational Leadership)

**Mary E. (Betsy) Brenner**, Ph.D., UC Irvine, Professor (teaching and learning, cultural perspectives and comparative education, research methodology, cognitive science, IHD)

**Michael T. Brown**, Ph.D., Southern Illinois University, Carbondale, Professor (counseling psychology, Joint Doctoral Program in Educational Leadership)

**J. Manuel Casas**, Ph.D., Stanford University, Professor (counseling psychology, Asian-American studies, Chicano studies)

**Sharon Conley**, Ph.D., University of Michigan, Ann Arbor, Professor (educational leadership and organizations, research methodology, Joint Doctoral Program in Educational Leadership)

**Collie W. Conoley**, Ph.D., University of Texas, Austin, Professor (counseling psychology, interpersonal and systemic violence, child, adolescent and adult change; positive psychology)

**Jane Close Conoley**, Ph.D., University of Texas, Austin, Dean and Professor (school psychology, school mental health, teacher quality)

**Jenny Cook-Gumperz**, Ph.D., University of London, Professor (teaching and learning, cultural perspectives and comparative education, research methodology, LISO, applied linguistics)

**Willis D. Copeland**, Ph.D., University of Notre Dame, Professor (teaching and learning, teacher education)

**Merith A. Cosden**, Ph.D., University of New Mexico, Professor (clinical psychology, treatment of clients with drug/alcohol and mental health problems, prevention of family violence)

**Carol N. Dixon**, Ph.D., University of Delaware, Senior Lecturer with Security of Employment (teaching and learning, cultural perspectives and comparative education, research methodology, LISO)

**Erin Dowdy**, Ph.D., University of Georgia, Assistant Professor (school psychology, pediatric psychology, diversity training and culturally competent treatment)

**Richard P. Durán**, Ph.D., UC Berkeley, Professor (teaching and learning, research methodology, cultural perspectives and comparative education, teacher education, psychology, cognitive science, LISO, Chicano studies)

**Michael J. Furlong**, Ph.D., UC Santa Barbara, Professor (school psychology, school violence, school climate, serious emotional disturbance)

**Michael M. Gerber**, Ph.D., University of Virginia, Charlottesville, Professor (educational leadership and organizations, special education, disabilities and risk studies, cognitive science, IHD, Joint Doctoral Program in Educational Leadership)

**Naftaly S. Glasman**, Ph.D., UC Berkeley, Professor (educational leadership and organizations, Joint Doctoral Program in Educational Leadership, political science)

**Judith L. Green**, Ph.D., UC Berkeley, Professor (teaching and learning, research methodology, cultural perspectives and comparative education, LISO)

**Danielle Harlow**, Ph.D., University of Colorado, Boulder, Assistant Professor (teaching and learning, science education, teacher education)

**Hsiu-Zu Ho**, Ph.D., University of Colorado, Boulder, Professor (child and adolescent development, research methodology, cultural perspectives and comparative education, psychology, IHD)

**Cynthia Hudley**, Ph.D., UC Los Angeles, Professor (child and adolescent development, special education, disabilities and risk studies, teacher education, IHD)

**Tania Israel**, Ph.D., Arizona State University, Associate Professor (counseling psychology, gender issues, feminist psychology; LGBT issues, sexuality education and counseling, diversity training)

**Shane R. Jimerson**, Ph.D., University of Minnesota, Professor (school psychology, grade retention, child and adolescent bereavement, developmental psychopathology)

**Susan Johnson**, Ph.D., University of Wisconsin-Madison, Lecturer (coordinator Science & Mathematics Initiative, teacher education, conceptual models, nature of science)

**Maryam Kia-Keating**, Ph.D., Boston University, Assistant Professor (clinical psychology, developmental psychopathology, risk and protective factors, culture and acculturation)

**Robert Koegel**, Ph.D., UC Los Angeles, Professor (clinical psychology, special education, disabilities and risk studies, speech, IHD)

**Onno Ron Kok**, M.A., California State University Fullerton, Lecturer, Supervisor of Teacher Education (teacher education)

**Amelia (Amy) Kyratzis**, Ph.D., City University of New York, Associate Professor (child and adolescent development, cultural perspectives and comparative education, teaching and learning, cognitive science, IHD, applied linguistics)

**Carl A. Lager**, Ph.D., UC Los Angeles, Assistant Professor (teaching and learning, teacher education, mathematics education)

**Jin Sook Lee**, Ph.D., Stanford University, Assistant Professor (cultural perspectives and comparative education, teaching and learning, applied linguistics)

**Ann C. Lippincott**, Ph.D., UC Santa Barbara, Lecturer, Academic Coordinator (teacher education, teaching and learning)

**Melissa Morgan**, Ph.D., Loyola University, Chicago, Assistant Professor (counseling psychology, resilience, cross-cultural issues, immigration experiences)

**Gale M. Morrison**, Ph.D., UC Riverside, Professor, Dean of Graduate Division (school psychology, school safety, pupil personnel services)

**Karen Nylund-Gibson**, Ph.D., UC Los Angeles, Assistant Professor (research methodology)

**Yukari Okamoto**, Ph.D., Stanford University, Associate Professor (child and adolescent development, teaching and learning, cultural perspectives and comparative education, cognitive science, IHD)

**Matthew Quirk**, Ph.D., University of Georgia, Assistant Professor (school psychology, remedial reading, disabilities assessment)

**Jason D. Raley**, Ph.D., Stanford University, Lecturer with Potential Security of Employment (cultural perspectives and comparative education, teaching and learning, research methodology, teacher education)

**Laura F. Romo**, Ph.D., UC Los Angeles, Associate Professor (child and adolescent development, cultural perspectives and comparative education)

**Russell W. Rumberger**, Ph.D., Stanford University, Professor (educational leadership and organizations, Joint Doctoral Program in Educational Leadership, research methodology)

**George H.S. Singer**, Ph.D., University of Oregon, Eugene, Professor (special education, disabilities and risk studies, teacher education)

**Tine Sloan**, Ph.D., UC Los Angeles, Lecturer with Potential Security of Employment (teacher education, teaching and learning)

**Steven R. Smith**, Ph.D., University of Arkansas, Associate Professor (clinical psychology, personality and neuropsychological assessment, psychodynamic/interpersonal psychotherapy)

**Mian Wang**, Ph.D., University of Kansas, University of Patras, Assistant Professor (special education, disabilities and risk studies, teacher education)

**Julian Weissglass**, Ph.D., University of Wisconsin, Professor (educational leadership and organizations, teaching and learning, teacher education)

**John T. Yun**, Ed.D., Harvard University, Assistant Professor (educational leadership and organizations, research methodology, Joint Doctoral Program in Educational Leadership)

**Rebecca Zwick**, Ph.D., UC Berkeley, Professor (research methodology, QMSS, psychology)

### Emeriti Faculty

**Larry E. Beutler**, Ph.D., University of Nebraska, Professor Emeritus (clinical psychology, psychology)

**Norman J. Boyan**, Ed.D., Harvard University, Professor Emeritus (education administration)

**George I. Brown**, Ed.D., Harvard University, Professor Emeritus (confluent education)

**John W. Cotton**, Ph.D., Indiana University, Professor Emeritus (educational psychology)

**Priscilla A. Drum**, Ph.D., Stanford University, Professor Emeritus (educational psychology)

**Laurence Iannaccone**, Ed.D., Teachers College, Columbia University, Professor Emeritus (confluent education, educational administration)

**Melvyn I. Semmel**, Ed.D., Peabody College, Vanderbilt University, Professor Emeritus (special education)

**R. Murray Thomas**, Ph.D., Stanford University, Professor Emeritus (international education)

**Jules M. Zimmer**, Ed.D., Arizona State University, Professor and Dean Emeritus (child and adolescent development)

### Affiliated Faculty

**Dorothy M. Chun**, Ph.D. (Germanic, Slavic, and Semitic Studies)

**Karen Lunsford**, Ph.D., (Writing Program)

**Richard Mayer**, Ph.D. (Psychology)

**Susan McLeod**, Ph.D. (Writing Program)

**Claudine Michel**, Ph.D. (Black Studies, Joint

Doctoral Program in Educational Leadership)

**Petra Van Koppen**, Ph.D. (Chemistry and Biochemistry)

**Tara Yosso**, Ph.D. (Chicano Studies)

## Undergraduate Minors

The Gevirtz Graduate School of Education offers two minors: 1) a Minor in Education and Applied Psychology and 2) a Minor in Science and Mathematics Education.

The Minor in Education and Applied Psychology is designed for students who want to work with research faculty and learn more about issues confronting education, for students preparing for a teaching career in elementary or secondary education or exploring a career in education, and for students exploring a career in counseling, clinical or school psychology. There are three tracks in the minor: Educational Studies; Teacher Preparation; and Applied Psychology (Counseling, Clinical, and School Psychology).

The Minor in Science and Mathematics Education is for science, mathematics, and engineering undergraduates interested in learning and teaching others about mathematics and science.

Both minors require a minimum of 18 units including three core courses (one of which must be a practicum) and electives. For additional information, see our Web site at [www.education.ucsb.edu](http://www.education.ucsb.edu).

## Degree and Credential Programs

The Gevirtz Graduate School of Education offers three doctoral degrees: the doctor of philosophy in Counseling, Clinical, and School Psychology; the doctor of philosophy in education; and, a doctor of education (Ed.D.) in Educational Leadership offered jointly with Cal Poly, San Luis Obispo. Students admitted to an M.A./Ph.D. program may elect to exit the program with completion of the master's, except for the Ph.D. in Counseling, Clinical, and School Psychology. The Ph.D. and Ed.D. programs prepare highly capable individuals to perform as scholars and skilled professionals in their chosen fields.

The Department of Education offers the master of arts and the master of education degrees in selected emphasis areas. Master's degree programs are designed to enhance academic and research competencies of elementary or secondary school teachers and other educational leaders. Previous teaching experience is required for some emphases. Advanced credentials may be pursued in addition to the master's degree in some emphases. The Department of Counseling, Clinical, and School Psychology offers the master of arts and the master of education degrees in selected emphasis areas.

In addition to departmental requirements, candidates for graduate degrees and credentials must meet the University degree requirements found in the "Graduate Education at UCSB" chapter of this catalog.

### Degree Requirements

Students must maintain a grade-point average of 3.0 to be awarded a graduate degree. There is no language requirement. However, when advi-

sors deem it suitable for a candidate's field of study, an appropriate level of foreign language competency may be required.

After completion of coursework, M.A. and M.Ed. candidates are expected to take a final comprehensive examination or complete a project or thesis. M.A. and M.Ed. candidates must complete 30 or more units of upper-division and graduate level course work (with a minimum of 20 graduate units) under the thesis option, or 36-48 units of upper-division and graduate level course work (with a minimum of 24 graduate units) under the non-thesis option. Independent study units numbered 597-599 are ineligible to be counted in these totals. Students admitted to the M.A./Ph.D. are periodically evaluated for their readiness to progress to the Ph.D. level of study. Continuation is based on success in the master's program, suitability of goals, and anticipated success in the Ph.D. program.

No specific total number of course units is prescribed for a doctoral degree. Particular requirements will be made by faculty advisors in cases where students need specialized skills in foreign language or other areas. Doctoral students must pass qualifying examinations to be advanced to candidacy. Doctoral candidates must conduct original research and write an acceptable dissertation to be awarded the Ph.D. or Ed.D.

### **Residence Requirements**

Three quarters of registration are required for the master's degree. The minimum residence requirement for the Ph.D. or Ed.D. is two years or six quarters spent in full-time study and research. A minimum of three consecutive quarters of residency must be completed in regular sessions before advancement to candidacy.

## **Department of Counseling, Clinical, and School Psychology (CNCSP)**

### **Chair: Michael Furlong**

The Counseling, Clinical, and School Psychology Department offers courses of study leading to the Ph.D. with an emphasis in either counseling psychology, clinical psychology, or school psychology, or a master's of education (M.Ed.) in education with an emphasis in school psychology. An M.A. in Counseling Psychology is offered as an option en route to students completing the Ph.D.. The emphases in clinical psychology, counseling psychology, or school psychology share knowledge bases and core skills. The UCSB Department of Counseling, Clinical, and School Psychology has been accredited by the American Psychological Association (APA) since 1991. The Ph.D. program is designated and approved as a Combined Professional Psychology program and adheres to a scientist-practitioner training model; therefore, heavy emphasis is placed on developing academic, research, and practitioner knowledge and skills. During the first year, students take courses designed to provide basic preparation in these common domains. Beginning in the second year, and increasingly thereafter, students

take courses that comprise a specialization in either counseling, clinical, or school psychology.

Interviews are scheduled for qualified applicants who meet admission criteria and have interests well suited to faculty interests. Alternatives to the interview may be arranged for those unable to attend due to excessive travel.

### **School Psychology Emphasis (M.Ed.)**

Students pursuing a master's of education degree with an emphasis in school psychology focus upon the implications of research findings in psychology and education for psychological services primarily in school settings. The school psychologist is viewed as pivotal to the provision of comprehensive support services to teachers, students, and parents. Comprehensive support service includes prevention, assessment, and intervention programs for all children in preschool through grade 12. A primary objective is to train school psychologists to enhance the learning and development of students and to assist those who have academic or social-emotional challenges or need special education services. Students are admitted to an M.Ed. degree in Counseling, Clinical, and School Psychology and the Pupil Personnel Services credential with a specialization in school psychology, approved by the California Commission on Teacher Credentialing and the National Association of School Psychologists. Students enrolled in other programs may petition to add this credential option, with admission contingent upon space availability.

## **The Department of Education (EDUC)**

### **Chair: Michael Gerber**

The Department of Education is built around an active community of scholars—students, faculty, and staff—who are committed to the common goal of reshaping schooling so that all children in our diverse society will have the knowledge and abilities to become competent and productive citizens. Graduate students in the Department benefit from a wide range of faculty interests and research endeavors, and from opportunities to work closely with faculty to explore rigorously, through research and study, a chosen area of work.

The Education Department offers six different but complementary M.A. and Ph.D. emphases in the areas of research, development, and practice. An Ed.D. with Cal Poly San Luis Obispo is also offered as a joint UC-CSU program.

The Department of Education is currently considering reorganization of its program and emphases. Admitted students will follow the program approved and in operation the quarter that they are admitted.

### **Child and Adolescent Development Emphasis**

This emphasis educates students in the study of developmental change in the context of culture, family, school, community, and society. Cultural contexts of development, adult development, cross-cultural and cross-national comparative studies, and gender studies are primary foci of faculty research. Students receive training

in basic and applied research that explores educational and mental health issues, including cultural processes, family studies, intervention research, and developmental research methods. The emphasis is committed to an ecological model that examines change within multiple settings (cultural groups, historical periods, neighborhoods, and activities) to find human universals as well as context specific differences in human development. Students will be grounded in theory and research on the major domains of study: cognitive, language, and social development.

The intellectual core of the emphasis represents a diverse array of theoretical perspectives on human development. However, students are also expected to look both beyond core requirements and outside of the Department of Education for additional training in research and theories that address their particular research interests.

### **Cultural Perspectives and Comparative Education Emphasis**

The major purpose of this emphasis is to foster students' understanding of how cultural processes influence learning, development, and education in both school and non-school settings. The emphasis offers a multidisciplinary perspective that brings anthropological, linguistic, psychological, and sociological theories to studies of cultural contexts of education. Areas of specific focus include studies of learning, development, and education in multilingual and multicultural populations, and in students from underrepresented groups, within national and/or international settings. Through research, teaching, and community service, the members of this emphasis seek to improve educational opportunities at a local and national level.

### **Educational Leadership and Organizations Emphasis**

This emphasis prepares students who will fill teaching, administrative, research, academic, governmental, consultative, non-profit, or private-sector positions in local, regional, national, or international educational organizations. The emphasis stresses a balanced focus on disciplined-based theory in educational policy, organizations, leadership, and change and on practice in the design, conduct, and use of educational research. The curriculum emphasizes the theoretical, methodological, and practical knowledge that effective educational leaders need to become better scholars and/or appliers of new ideas and practices in their own organizational settings. At the same time, this curriculum thoroughly grounds that knowledge in understanding of the "real world" circumstances that shape modern educational policies, research, and practices. Graduates often fill teaching, administrative, or consultative positions in schooling (e.g., school district) or schooling-oriented (staff-development and training) settings.

### **Research Methodology Emphasis**

This emphasis is intended to prepare students to be research methodologists who will be able to work successfully in universities, private research organizations, and government agencies. A goal of the Research Methodology emphasis is

to provide students with a variety of perspectives on research methods.

The emphasis includes two basic courses of study: (1) Educational Statistics and Measurement and (2) Qualitative and Interpretive Research. Students in Educational Statistics and Measurement will learn to apply statistical analyses to educational data, including large-scale student achievement surveys, and will learn to apply psychometric theory to the development of educational and psychological measurement instruments and to the analysis of test data. Students in Qualitative and Interpretive Research will learn about such research approaches as interviewing techniques, ethnographic methods, discourse analysis, narrative analysis, and participant observation. Students who specialize in Qualitative and Interpretive Research must also be accepted into another emphasis offered in the program.

### ***Special Education, Disabilities, and Risk Studies Emphasis***

This emphasis is concerned with educating researchers and practitioners who will be knowledgeable, and further expand our knowledge, regarding the educational needs of students with disabilities or who are at educational risk. The philosophy is that researchers and practitioners need a contextualized view of students, within their school, home, and community, to understand their individual needs as well as the needs of the systems which are serving them. In this emphasis, students will obtain a multi-disciplinary perspective on children with special needs and their schools, families, and communities, through the combined efforts and knowledge of professionals from a variety of disciplinary backgrounds. Graduate students will be grounded in theories of typical and atypical development.

### ***Teaching and Learning Emphasis***

This emphasis seeks to provide students with the knowledge and competencies needed to contribute to education in multiple ways. These roles include teaching, conducting research, and using teaching and learning theories and empirical findings to improve educational practices. Students in this emphasis learn to design and evaluate curricula, develop and research models of teacher education, research teaching methods, evaluate theories of human activity in teaching and learning settings, and attempt to understand educational reform issues from multiple perspectives. Students can further specialize in one of four areas: Language, Literacy, and Composition Studies; Mathematics Education; Science Education; and Teacher Education and Professional Development. Alternatively, students can plan their own areas of specialization in conjunction with their advisors. Through research, teaching, and community service, members of the Teaching and Learning Emphasis strive to improve educational opportunities at the local, state, and national levels.

## **UCSB/Cal Poly Joint Doctoral Program in Educational Leadership (Ed.D.)**

The JDP's purpose is to develop regional capacity in educational leadership among Central California professionals in P-20 school organizations and other educational agencies. The Program uses the unique combined strengths of UCSB and Cal Poly (i.e., research and field-based practice) to provide a learning experience that focuses on non-urban schools; accelerates the anticipated time to degree to 3 years; operates year round with annual summer sessions and institutes; uses a cohort learning model for working professionals; conducts research in situ at regional Professional Development Practica; and provides constant interaction with internationally, nationally, and regionally renowned faculty and practitioners.

The JDP's curriculum equips students with a broad understanding of extant research, theory, and professional knowledge of educational leadership issues and advances. Students are then trained to design, develop, implement, evaluate, and manage instructional leadership policies and programs affecting the Central California schools. Ed.D. graduates hold or seek positions as: Superintendents, Assistant Superintendents, High-, Middle-, or Elementary-School Principals, other School-Site Administrators, Community-College and University Deans and Administrators, County and State Educational Agents, Non-Profit Educational Leaders, and Public and Private Educational Consultants. Applications are accepted for summer quarter only. Applicants must already possess a Master's degree. Adjunct faculty associated with the Joint Doctoral Program: Dr. Julian Crocker, San Luis Obispo County Superintendent of Schools; Dr. James L. Gentilucci, Assistant Professor, Cal Poly SLO; Dr. Bonnie Konopak, Dean, College of Education, Cal Poly SLO; Dr. Jose Montelongo, College of Education Librarian, Cal Poly SLO; Dr. George Petersen, Professor, Cal Poly SLO.

## **Teacher Education Program**

The Graduate School of Education offers programs leading to the recommendation for the multiple subject (elementary) teaching credential (MST) and the single subject (secondary) teaching credential (SST). The single subject teaching credential is offered in English, Mathematics, Science, Social Science, Spanish, Latin, German, and French. Both credentials are offered in conjunction with an optional master of education with an emphasis in teaching.

Admission to the Teacher Education Program requires a bachelor's degree in an academic subject from a regionally accredited institution. UCSB offers a large number of undergraduate majors that are appropriate preparation for teaching at the elementary and secondary school levels.

Students who wish to apply to the Teacher Education Program should contact (805) 893-2084 at least one year prior to when they wish to apply.

The professional preparation occurs during a post-baccalaureate year with teaching credential programs beginning only in summer. The program consists of a five-quarter (summer, fall through spring quarters, summer) progressive sequence of courses integrated with field experience in local schools. In addition to meeting the usual University standards of scholarship, candidates must clearly demonstrate their teaching aptitude and leadership abilities. In the 2006-2007 Title II Accountability Report, the passing rate for the University of California, Santa Barbara, Teacher Preparation Program was 100%. Detailed information regarding this report is available at:

[www.ctc.ca.gov/reports/TitleII\\_2006-2007\\_AnnualRpt.pdf](http://www.ctc.ca.gov/reports/TitleII_2006-2007_AnnualRpt.pdf)

### **M.Ed. with Emphasis in Teaching**

This emphasis focuses on the preparation of educational leaders for the teaching profession. Students who enroll in the M.Ed. with an emphasis in teaching must concurrently pursue a multiple subject (elementary) or single subject (secondary) teaching credential or education specialist credential. (See "Admissions" above.)

### **Multiple Subject Teaching Credential**

#### ***Prerequisites***

The following prerequisites must be completed before beginning the teaching credential program.

- a. **Subject-matter competency** in the subjects taught at the elementary level is required by passing scores on the CSET Exam.
- b. **Mathematics 100A-B (Mathematics for Elementary Teaching):** These courses must be completed with a grade of C, Pass, or better.
- c. **U.S. Constitution:** A three quarter-unit course or approved examination covering the provisions and principles of the United States Constitution is required. At UCSB, Political Science 12 meets this requirement. This course must be completed with a grade of C, Pass, or better.
- d. **Education 103: Tools for Technology:** During the credential program, students complete the Level I Technology requirement. To prepare candidates to meet this requirement, students take Education 103: Tools for Technology offered at UCSB in the fall, winter, or summer quarters. Students who cannot take ED 103 before the program begins will take this course in the summer quarter of the program concurrently with the other required teaching credential courses.
- e. **Education 109SS (Health Education):** This course must be completed with a grade of C, Pass, or better.
- f. **Field experience:** Applicants are required to complete a minimum of 60 hours of field experience in an elementary school. For more information contact the field placement coordinator in the Gevirtz Graduate School of Education; (805) 893-3976.
- g. **Basic Skills:** Candidates are required to take a Basic Education Skills Test (CBEST) or equivalent before beginning the credential program. Candidates must pass the exam to begin student teaching.

**h. Certificate of Clearance and TB Clearance:** Students must have a Certificate of Clearance and a TB Clearance before the program begins.

### Single Subject Teaching Credential

#### Prerequisites

The following prerequisites must be completed before a student begins the teaching credential program.

- a. Subject-matter competency** in the teaching field is required. This is achieved by either completing an undergraduate single subject matter preparation program in the subject area at the candidate's undergraduate institution or by passing the CSET state exams in the subject to be taught.
- b. U.S. Constitution:** A three quarter-unit course or approved examination covering the provisions and principles of the United States Constitution is required. At UCSB, Political Science 12 meets this requirement. This course must be completed with a grade of C, Pass, or better.
- c. Education 103: Tools for Technology:** During the credential program, students complete the Level I Technology requirement. To prepare candidates to meet this requirement, students take Education 103 offered at UCSB in the fall, winter, or summer quarters. Students who cannot take ED 103 before the program begins will take this course in the summer quarter of the program concurrently with the other required teaching credential courses.
- d. Education 109SS (Health Education):** This course must be completed with a grade of C, Pass, or better.
- e. Field experience:** Applicants are required to complete a minimum of 60 hours of field experience in a junior or senior high school. For more information contact the field placement coordinator in the Gevirtz Graduate School of Education; (805) 893-3976.
- f. Basic Skills:** Candidates are required to take a Basic Education Skills Test (CBEST) or equivalent before beginning the credential program. Candidates must pass the exam to begin student teaching.
- g. Certificate of Clearance and TB Clearance:** Students must have a Certificate of Clearance and a TB Clearance before the program begins.

### Standards of Scholarship

During the teaching credential program, students must complete a minimum of 45 post-baccalaureate units. Students must earn the grade of B or better in all required courses for the credential. Students must maintain a cumulative grade-point average of at least 3.0 to remain in good standing and to be awarded graduate degrees at UCSB. Students with cumulative grade-point averages below 3.0 are subject to dismissal. In addition to state and program requirements, students in the Teacher Education Program must meet university requirements as described in the chapter "Graduate Education at UCSB."

### Education Specialist Credential

The Gevirtz Graduate School of Education offers the Education Specialist: Moderate/Severe Level I and II Credential Programs. Special Education Credentials permit teachers to work with students with moderate and severe disabilities. Admission to the programs require a bachelor's degree in an academic subject from a regionally accredited institution. Students who wish to apply to the Programs should contact (805) 893-2036 at least one year prior to when they plan to apply.

The professional preparation occurs during a post-baccalaureate year with the programs beginning in the summer. The programs consist of a five quarter (summer, fall through spring quarters, summer) progressive sequence of courses integrated with field experience in local schools.

**Prerequisites:** The following prerequisites must be completed:

- a. Subject matter competency** in the subject by attaining passing CSET Exam scores. Please call the Credential Services Office at (805) 893-2036 for more information.
- b. U.S. Constitution:** A three quarter unit course or approved examination covering the provision and principles of the United States Constitution is required. At UCSB, Political Science 12 meets this requirement. This course must be completed with a C, Pass or better.
- c. Field Experience.** Applicants are required to complete a minimum of 60 hours of field experience. Contact the Coordinator at (805) 893-7811.
- d. Basic Skills:** Candidates are required to take a Basic Education Skills Test (CBEST) or equivalent before beginning the credential program. Candidates must pass the exam to begin student teaching.
- e. Certificate of Clearance** and TB Clearance. Students must have a Certificate of Clearance and a TB Clearance before the program begins.

For more information and an application contact the Credential Services Office at (805) 893-2036. The application deadline is March 1<sup>st</sup>.

### Service Credentials

For additional information regarding the state certification and program requirements for the following service credential, contact the Gevirtz Graduate School of Education credential advisor at (805) 893-2036. Prerequisites: Applicants must (a) have a degree in an academic subject from an accredited institution; (b) pass the CBEST (California Basic Education Skills Test); (c) take the GRE; (d) satisfy UCSB's admission requirements. Service Credentials can be combined with M.A. or Ph.D. programs.

#### Pupil Personnel Services Credential—School Psychology

The Pupil Personnel Services credential with specialization in school psychology is committed to a scientist-practitioner model of training emphasizing the role of school psychologists as highly qualified practitioners and also as leader/innovators in comprehensive support services to schools. This program of study is approved

by the National Association of School Psychologists and the California Commission on Teacher Credentialing.

## Interdisciplinary Emphases

### Optional Interdisciplinary Ph.D. Emphasis in Applied Linguistics

The field of Applied Linguistics is a growing and vibrant one in universities nationally and internationally. Applied Linguistics is an interdisciplinary field of research and instruction that provides theoretical and descriptive foundations for the empirical investigation and solution of language-related issues, especially those of language education (first-language, second-language, foreign-language, and heritage-language teaching and learning), but also issues of bilingualism and biliteracy, language planning and policy, language assessment, translation and interpretation, lexicography, rhetoric and composition.

Students pursuing a Ph.D. in the Departments of Education, French & Italian, Germanic, Slavic & Semitic Studies, Linguistics, and Spanish & Portuguese may petition to add an emphasis in applied linguistics. The interdisciplinary program in applied linguistics involves over 35 faculty members in 12 departments on campus.

Students who petition to add the emphasis must fulfill the following requirements in addition to the requirements for the Ph.D. in their home department: (1) a minimum of two courses taken from the core group of applied linguistics courses, which provide them with the basics of linguistics, second language acquisition theories, second/foreign language teaching methodologies, and practical applications of theory to teaching (Second Language Acquisition Theory and Research; Second Language Teaching Methodology; Foreign/Second Language Teaching Practicum; Topics in Applied Linguistics); (2) a minimum of two courses in one of five sub-areas (Linguistics, Discourse, Second Language Acquisition; Language and Society, Socio-cultural Perspectives, Multilingualism and Multiliteracy; Language, Literacy and Composition Studies; Language and Cognition, Psycholinguistics; Language Acquisition Using Technology); (3) Required independent study (4 units): Taken with an appropriate faculty member, leading to a research paper describing theoretical, empirical, or applied work in applied linguistics.

In addition to the course and unit requirements described above (including the research paper), the student's Ph.D. Qualifying Examination (or a separate exam) shall include examination of knowledge within the Applied Linguistics emphasis. At least one faculty member of the Applied Linguistics program shall participate in the qualifying (or separate) examination.

Additional information may be found at: [www.appliedlinguistics.ucsb.edu](http://www.appliedlinguistics.ucsb.edu). Questions may be directed either to a participating faculty member or to Applied Linguistics, c/o Department of Germanic, Slavic & Semitic Studies, UCSB, Santa Barbara, CA 93106-4130.



### Optional Interdisciplinary Ph.D. Emphasis in Cognitive Science

Doctoral students from Computer Science, Education, Geography, Linguistics, and Psychology may petition to add an emphasis in Cognitive Science to the Ph.D. in their home department. The program includes faculty and students in the Schools of Letters & Sciences, Education, and Engineering. The subject matter of the Cognitive Science Program reflects the intersecting interests of more than thirty scholars within these departments. The Program provides an organizational structure that facilitates sharing of research interests and collaboration among faculty, and translates these activities into training opportunities for graduate students. Students who meet the requirements of the Cognitive Science Emphasis will graduate with a Ph.D. from their home department along with wording on their transcript stating they have earned an Emphasis in Cognitive Science.

The core requirements are: 1) Participation in the Cognitive Science Seminar (INT 200A, 200B, and 200C) for at least three quarters. (Students are encouraged to participate in this seminar throughout their graduate careers); 2) Completion of at least three cognitive science courses with one each in three different departments. (Generally, these are courses with cognitive science content that are taught by participating faculty. A list of courses is provided each quarter). Further courses can be proposed at any time and will be subject to approval by the Cognitive Science Steering Committee. We also anticipate that Cognitive Science courses taken at other universities will be acceptable electives, subject to approval by the Cognitive Science Steering Committee; 3) Completion of either a) a research project, completed before the dissertation, resulting in a written paper suitable for publication, or b) an extramural grant proposal for a study in cognitive science suitable for submission to an identified public or private granting agency. Either product must be prepared under the supervision of a participating faculty member; 4) Presentation of a research paper in a suitable academic forum, such as a Cognitive Science Program Colloquium, departmental colloquium, invited colloquium at another institution, or a professional meeting; 5) A Ph.D. dissertation centrally focused on a question emerging from cognitive science with at least two committee members representing faculty participating in the Cognitive Science Interdisciplinary Emphasis. If one of the committee members is from outside the student's home department, the student will be required to have four faculty members on his/her dissertation committee (including three from the home department).

Note that in addition to the emphasis requirements, students must satisfy all requirements in their home departments. Work completed in satisfaction of departmental Ph.D. requirements may also be used to satisfy emphasis requirements.

On completion, the student will submit his/her records of courses, seminars, and completed products to the Cognitive Science Steering Committee, which will certify to the Graduate Division that the requirements for the emphasis have been met, and send a letter to that effect to the student. The Graduate Division will verify

completion of the emphasis and convey this information to the Registrar for inclusion of the emphasis on the final transcript. Students will graduate from their home department with an Emphasis in Cognitive Science. For more information, visit the program website at [www.cogsci.ucsb.edu](http://www.cogsci.ucsb.edu).

### Optional Interdisciplinary Ph.D. Emphasis in Human Development

Students pursuing a Ph.D. in the GGSE may petition to add an interdisciplinary emphasis in human development. The Interdisciplinary Program in Human Development involves faculty from the Ph.D. programs in Anthropology, Communication, Counseling, Clinical, and School Psychology, Education, Linguistics, Psychology, and Sociology. The program focuses on developmental theory and research across the lifespan.

Students who petition to add the emphasis in human development must fulfill the following requirements in addition to the requirements for the Ph.D. in their home department: (1) six quarters of proseminar Interdisciplinary 592; (2) four courses in addition to the proseminar, two of which must be outside the student's home department; (3) a minimum of one member of the student's doctoral committee must be a ladder faculty member officially affiliated with the Interdisciplinary Program in Human Development. Consult the department for additional information.

### Optional Interdisciplinary Ph.D. Emphasis in Language, Interaction, and Social Organization

Students pursuing a Ph.D. in the Departments of Education, Linguistics, or Sociology may petition the department to add an interdisciplinary emphasis in language, interaction, and social organization (LISO). This emphasis draws upon three approaches: interactional functional linguistics, conversation analysis, and sociocultural linguistic analysis.

In addition to the emphasis requirements below, students must satisfy the requirements for the Ph.D. in their home department. Work in satisfaction of departmental Ph.D. requirements may also be used to satisfy emphasis requirements. The emphasis requires (1) three quarters of Education/Linguistics/Sociology 274, Proseminar in Language, Interaction, and Social Organization, for credit; (2) a minimum of three elective LISO courses from the list below, one from each of the student's non-home departments, and the third a designated methods course in any of the three departments (the designated methods courses are Education 221A, 221B, 221G; Linguistics 230, 273A, 273B; and Sociology 212R, 236V): Linguistics 201, 209, 212, 214, 217, 227, 228, 230, 232, 237, 254A-B, 258A-B, 266, or 273 A-B; Education 202E, 207, 209A 221A, 221B, 221G, 270G, or 270H; Sociology 212R, 236, 236I, 236V, 242, 273A-B, (3) one presentation in Education/Linguistics/Sociology 274, which may be either a research paper or a guided data session; (4) Students must complete a research project; the project must be supervised by at least one participating faculty member. This requirement can be satisfied in

either of two ways: (a) Completion of a paper reporting a post-M.A. research project which presents an analysis of interactional data and displays command of the relevant literature.

It must be written up in publishable form, though actual publication is not a requirement. (b) Successfully defend a dissertation centrally addressed to questions concerning language, interaction, and social organization; at least one member of the student's qualifying examination and dissertation committee must be a faculty member affiliated with LISO.

Questions or requests for additional information may be directed either to a participating faculty member or to LISO, c/o the Department of Sociology, UCSB, Santa Barbara, CA 93106. For further information, please visit [www.liso.ucsb.edu](http://www.liso.ucsb.edu).

### Optional Interdisciplinary Ph.D. Emphasis in Quantitative Methods for the Social Sciences

Students pursuing a Ph.D. in Education may petition to add an interdisciplinary emphasis in Quantitative Methods in the Social Sciences. This interdisciplinary emphasis involves faculty from the Ph.D. programs in Anthropology, Communication, Economics, Education, Geography, Political Science, Psychology, Sociology, and Statistics and Applied Probability. The areas of specialization of the participating faculty include advanced regression modeling techniques, multivariate statistics, bootstrap estimation methods, demography, econometrics, psychometrics, social network theory, mathematical psychology, spatial statistics, survey research, and educational and psychological assessment. This emphasis helps students to attain the competencies needed to conduct quantitative social science research through core design and analysis classes, courses in advanced and specialized methodologies, and participation in interdisciplinary colloquia and research projects.

Each admitted student will develop, with his or her advisor, an individual contract listing the requirements to be completed. The contract must include the following:

- Two quarters of calculus, one quarter of linear algebra, and a one-year statistics sequence. Note: these requirements can be waived if equivalent courses have already been completed.
- Attendance for at least three quarters at the emphasis' on-going seminar series, including the presentation of at least one paper.
- Completion of at least three quantitative methods courses (excluding those listed above), at least two of which are outside the student's home department.
- A Ph.D. dissertation that is centrally focused on an issue that is appropriate to the emphasis. The dissertation may make a contribution to methodological theory or may involve an advanced or innovative application.
- A dissertation committee that includes at least one faculty member from outside the student's home department.

### Optional Interdisciplinary Ph.D. Emphasis in Women's Studies

The Department of Feminist Studies, with almost fifty core and affiliated faculty members in over nineteen disciplines, serves as a model

of interdisciplinary work and scholarly collaboration at UCSB. Women's Studies doctoral emphasis students are required to successfully complete four seminars that will enhance their understanding of feminist pedagogy, feminist theory, and topics relevant to the study of women, gender and/or sexuality. Women's Studies as an inter-departmental set of conversations and intellectual questions supports a multifaceted undergraduate curriculum at UCSB. Doctoral emphasis students are encouraged to apply to teach Feminist Studies courses as teaching assistants and associates as part of their Feminist Studies training.

Applicants must first be admitted to, or currently enrolled in, a UCSB Ph.D. program participating in the Women's Studies graduate emphasis. Anthropology; Comparative Literature; Counseling, Clinical, and School Psychology; English; French and Italian; Germanic, Slavic and Semitic Studies; History; History of Art and Architecture; Linguistics; Political Science; Religious Studies; Sociology; Spanish and Portuguese; or Theater and Dance. Candidates complete four graduate courses and select a member of the Feminist Studies faculty or affiliated faculty to serve on their dissertation committees. Applications to the Women's Studies Doctoral Emphasis may be submitted at any stage of Ph.D. work, and applications will be considered throughout the year.

### Doctoral Emphasis Coursework

Students pursuing the emphasis in Women's Studies will successfully complete four graduate courses that have been approved by the Doctoral Emphasis advisor.

1. **Feminist Theories.** A one quarter graduate seminar in interdisciplinary feminist theory offered by any department, including Feminist Studies 250 AA-ZZ.
2. **Issues in Feminist Epistemology and Pedagogy** (Feminist Studies 270). A one quarter seminar that considers Feminist Studies as a distinct field. It offers an interdisciplinary exploration of feminist theories of knowledge production and teaching practices. Readings cover past and present critical debates and provide theoretical approaches through which to analyze interdisciplinary epistemological and pedagogical issues.
3. **Graduate Seminar in Feminist Studies** (Feminist Studies 200-290 or 594 AA-ZZ). A one quarter seminar offered by a Feminist Studies faculty member on topics of central concern to the field.  
Or,  
**Research Practicum** (Feminist Studies 280). A cross-disciplinary seminar in which fundamental questions in contemporary feminist research practice are considered in light of students' own graduate projects.
4. **Topical Seminar.** A one quarter graduate seminar that addresses topics relevant to the study of women, gender, and/or sexuality. This seminar must be taken outside the student's home department; it may be fulfilled either by another graduate seminar in Feminist Studies or a seminar in another department.

## Department of Education Courses

### LOWER DIVISION

#### 3A. California Teach 1: Mathematics (2) LAGER, MILLETT

Introduction to big ideas in mathematics learning and development in grades K-8. Through observation, student interviews, and analysis of student work, undergraduates study how children learn, think about, and do mathematics in classrooms. Includes field experience in schools.

#### 4A. California Teacher 1: Science (2) BIANCHINI, SEARS

Introduction to big ideas in science learning and development in grades K-8. Through observation, student interviews, and analysis of student work, undergraduates study how children learn, think about, and do science in classrooms. Includes a field experience in schools.

### 10. Introduction to the College Experience

(2) STAFF

*Prerequisite:* Must be a new freshman at UCSB.

An introductory course for fall quarter freshmen. Course provides new students with direction and guidance on how to be successful in higher education, and specifically, at the research university. Topics include critical thinking and reading, analytical writing, major selection, university structure, mental health and wellness, citizenship, campus resources, institutional and system-wide objectives. (F)

### UPPER DIVISION

#### 103. Technology Tools for Teachers (3) COPELAND

*Prerequisites:* consent of instructor; upper-division standing.

Intended for upper-division undergraduates who contemplate entering a teacher credential program. It will teach for and certify their competency in selected Technology Proficiencies required for the California Level I Teaching Credential.

#### 109M. Health Education

(1) STAFF

*Prerequisites:* admission to the Teacher Education Program; upper-division standing.

Introduces physiological, psychological, and sociological factors that promote health and prevent disease including alcohol, narcotic, drug, and tobacco abuse; nutrition, chronic and infectious diseases; reproductive health and stress management. General educational applications lectures.

#### 109S. Health Education

(4) STAFF

*Prerequisites:* consent of instructor; upper-division standing.

*Applicants to the UCSB Credential Program have priority.*

Students learn about health education, theories of behavior change, and wellness resources related to nutrition, alcohol, drugs, tobacco, and sexuality. Students demonstrate their understanding of course concepts by critical analysis, papers, reports, and objective tests.

#### 109SS. Health Education

(4) STAFF

*Prerequisites:* consent of instructor; upper-division standing.

*Applicants to the UCSB Credential Program have priority.*

Students learn about health education, theories of behavior change, and wellness resources related to nutrition, alcohol, drugs, tobacco, and sexuality. Students demonstrate their understanding of course concepts by critical analysis, papers, reports, and objective tests.

### 111. Introduction to Child and Adolescent Development

(4) HUDLEY, KYRATZIS, OKAMOTO, ROMO

*Prerequisites:* consent of instructor; upper-division

standing.

An introductory course on the development of children from infancy to adolescence. Examines developmental changes and basic developmental theories (e.g., Piaget, Vygotsky) in four general areas: cognitive, social, language, and physical development. Fulfills TEP developmental course prerequisite or Education minor.

### 112. The Education of Black Children (4) MICHEL

*Prerequisite:* Upper-division standing.

Explores the effects of social, political, and economic forces on the history of Black education. Examines ways of challenging the impacts of race, class, gender, and language in the educational achievement of Black children. Focuses on anti-bias/multicultural curricula in urban settings. Fieldwork required.

### 118. The Research University and The Transfer Student Experience

(4) STAFF

*Prerequisites:* consent of instructor; must be a new transfer student.

Introduces new transfer students to the mission of the research university, the role of higher education in society and their role, as students, within the community of scholars. Topics cover academic, social and personal issues relevant to college students, specifically transfer students.

### 120. Practicum in Teaching in Higher Education

(4) STAFF

*Prerequisites:* consent of instructor; upper-division standing.

*Must be elected to serve as a student co-leader for INT 20. Taught by affiliated faculty employed by the Division of Student Affairs.*

Designed for outstanding students who intern as course assistants for INT 20. Students learn about a variety of issues affiliated with higher education including student development theories, different pedagogical techniques, and assessing learning outcomes. Students gain experience creating lesson plans, facilitating discussion, grading assignments and fostering positive learning environments.

### 121. Techniques of Field Observation in School Settings

(3) STAFF

*Prerequisites:* prior or concurrent experience working in an elementary or secondary school setting with a certified teacher; consent of instructor.

*May be repeated for credit to a maximum of 6 units.*

Designed to examine issues, practices, values common to most elementary and secondary classrooms. Students acquire a set of skills useful for working within elementary and secondary classrooms, as well as identify concepts and methodology that assist them in applying the California Teaching Standards.

### 122. Practicum in Field Observation in School Settings

(2) DURAN

*Prerequisites:* consent of instructor; prior experience working in a school setting with a certified teacher.

*Students must attend the first meeting of Education 121 and get a pre-professional assignment. May be repeated for credit to a maximum of 4 units.*

Provides individuals with an opportunity to experience the real world of teaching, to examine themselves in the role of potential teacher, to develop first-hand knowledge of the school environment, and to render service.

### 123. Culture, Development, and Education

(4) HUDLEY, BRENNER

*Prerequisites:* consent of instructor; upper-division standing.

*Priority enrollment will be given to seniors.*  
An examination of culturally constructed beliefs, attitudes, and values. Course examines how culture shapes human development, behavior, and interpersonal relations in culturally pluralistic environments, with an emphasis on educational settings.

**124. Research on Teaching and Learning in Sociocultural Contexts****(4) BRENNER, DURAN***Prerequisites: Consent of instructor; upper-division standing.*

May be repeated for credit to a maximum of 12 units. Introduction to theory and research on teaching and learning from a sociocultural perspective. Students will examine data and findings emanating from research projects grounded in the local community and schools.

**125. Equity, Democracy, and Schooling in the U.S.****(4) RALEY***Prerequisite: Consent of instructor; upper-division standing.*

Priority enrollment will be given to seniors. A study of the relationship between school and society. Social and political influences on education historically and currently are examined as well as schools as complex organizations and their unique roles in society.

**126B. Content and Pedagogy: Secondary (2) STAFF***Prerequisite: consent of instructor.*

Course includes both research into the content knowledge needed and used by secondary school teachers as well as an assessment of the content knowledge of the students through a portfolio development process.

**127. Studying and Teaching the Holocaust (4) WEISSGLASS, GLASMAN****(4) WEISSGLASS, GLASMAN***Prerequisite: Consent of instructor.*

Provide opportunities to: learn about the history of the Holocaust and the factors that led to it; reflect on and discuss the ethical and moral issues connected to the Holocaust; and think about how and when to incorporate these issues into courses for secondary school students.

**130. California Teach 2: Mathematics (2) LAGER, ROSS***Prerequisite: Consent of instructor.*

Introduction to mathematics learning and teaching in grades 7-12. Undergraduates study how adolescents learn, think about, and do mathematics in classrooms. Through observation and interviews, undergraduates study interactions between teaching and learning. Course includes a field experience in schools.

**131. California Teach 2: Science (2) BIANCHINI, SUE JOHNSON****(2) BIANCHINI, SUE JOHNSON***Prerequisite: Consent of instructor.*

Introduction to science learning and teaching in grades 7-12. Undergraduates study how adolescents learn, think about, and do science in classrooms. Through observation and interviews, undergraduates study interactions between teaching and learning. Course includes a field experience in schools.

**133. Physics and Everyday Thinking (4) HARLOW, BIANCHINI****(4) HARLOW, BIANCHINI***Prerequisite: Consent of instructor.*

Develops ideas about physics content, the nature of scientific inquiry and about learning science through inquiry-based activities.

**142. Development of Play, Language and Literacy in Early Childhood and Care Settings. (4) KYRATZIS, COOK-GUMPERZ****(4) KYRATZIS, COOK-GUMPERZ***Prerequisite: Consent of instructor; upper-division standing.*

Examines the nature of language (grammar, semantics, pragmatics, discourse). Topics include theoretical accounts of grammar and language acquisition, and topics of language and literacy development in early care settings, including child peer discourse, and grammar and literacy development in play.

**143. The Young Child in the Family and Community (4) WANG, SINGER****(4) WANG, SINGER***Prerequisite: Consent of instructor; upper-division standing.*

An introduction to the dynamics of child development and socialization in a culturally pluralistic society. Examines childhood socialization with an

emphasis on the influences of family living and cultural patterns on the child, school-family relationships, and community resources and services that support and strengthen families.

**144. Using Literature with Young Children (4) DIXON****(4) DIXON**  
*Prerequisite: Consent of instructor; upper-division standing.*

Introducing students interested in working with young children to the world of literature intended for young children and the ways in which it may be used in daycare and preschool settings. Topics include history, evaluating literature for young children, and introduction to different genres of children's literature.

**164. Introduction to Educational and Vocational Guidance (4) STAFF****(4) STAFF**  
*Prerequisites: consent of instructor; upper-division standing.*

An overview of the theories and concepts involved in career decision making. Develop working knowledge of career information and field survey techniques for understanding the job market in relation to economic trends.

**165. Introduction to Applied Psychology (4) STAFF****(4) STAFF**  
*Prerequisite: upper-division standing.*

Designed for those considering or beginning applied psychology as a career. The scientific and clinical aspects of the field, along with the historical development and new directions are covered.

**166. Practicum in Applied Psychology (2) STAFF****(2) STAFF**  
*Prerequisites: upper-division standing; consent of instructor.*

Students gain experience in applied psychology by serving as a practice counseling/assessment client or completing a placement in a relevant volunteer service setting. Students meet to discuss their experiences.

**171A. Psychology of Gender (4) ISRAEL****(4) ISRAEL***Prerequisite: upper-division standing.*

Preference given to Education and Applied Psychology minors students.

Provides an overview of psychological theory and research related to gender issues. Topics include bias in psychology, gender socialization, communication styles, lifespan development, ethnicity, education, careers, relationships, violence and victimization, health, and mental health.

**173. Introduction to Leadership Development (4) BUFORD, ANDREATTA****(4) BUFORD, ANDREATTA***Prerequisite: upper-division standing.*

This course is an overview of the theoretical constructs and practical applications of leadership. Through lectures, readings, discussions, and projects, the course will assist students in developing individual approaches to effective leadership.

**176B. Practicum in Individual Differences (4) GERBER****(4) GERBER***Prerequisites: upper-division standing; consent of instructor.*

May be repeated for a maximum of 12 units. Class attendance is mandatory. Students must have access to an e-mail account and web-browser.

Students study and discuss important educational policy issues while tutoring with elementary school students with learning problems in mathematics, reading, and language development.

**190. Introduction to Autism (4) KOEGEL****(4) KOEGEL***Prerequisites: Psychology 1; upper-division standing.*

Students must have a minimum 3.0 GPA.

Overview of diagnostic, clinical, and educational approaches used for autism. Intervention procedures in clinical, school, and family settings are discussed in relation to language development, social development, and self-stimulatory behavior, self-injury, and pivotal behaviors related to a favorable prognosis.

**191A. Sex and Relationships (4) STAFF****(4) STAFF***Prerequisite: Consent of instructor; not open to graduating seniors. Final enrollment determined by instructor review of application first day of class.*

Provides internship training in sexual health, including life skills (i.e., self-awareness and assertive communication); health skills; and peer education skills (i.e., group facilitation and motivational interviewing). Students who complete training are eligible to apply for the Sex and Relationship internships.

**191B. Alcohol and Drugs (4) STAFF****(4) STAFF***Prerequisite: Consent of instructor; not open to graduating seniors. Final enrollment determined by instructor review of application first day of class.*

Provides internship training in alcohol and drugs, including life skills (i.e., self-awareness and assertive communication); health skills; and peer education skills (i.e., group facilitation and motivational interviewing). Students who complete training are eligible to apply for the Alcohol and Drug internships.

**191C. Healthy Eating and Living (4) STAFF****(4) STAFF***Prerequisite: Consent of instructor; not open to graduating seniors. Final enrollment determined by instructor review of application first day of class.*

Provides internship training in healthy eating and living (HEAL), including life skills (i.e., self-awareness and assertive communication); health skills; and peer education skills (i.e., group facilitation and motivational interviewing). Students who complete training are eligible to apply for HEAL internships.

**191D. Peer Health Education Internship (3) STAFF****(3) STAFF***Prerequisite: Education 191A or 191B or 191C; consent of instructor.*

Students who have completed Education 191A, 191B, or 191C may apply for placement as a Peer Health Education intern. Under supervision, interns provide health education services to UCSB students through informational, educational, environmental, and motivational activities.

**191W. Wellness (4) STAFF****(4) STAFF***Prerequisite: Consent of instructor; not open to seniors. Final enrollment determined by instructor review of application first day of class.*

Provides internship training in wellness, including life skills (i.e. self-awareness, assertion, and communication); wellness skills (i.e. pleasure, engagement and meaning); and peer health education skills (i.e. group facilitation and helping). Students who complete training are eligible to apply for Wellness Internships.

**197. Special Topics in Education and Applied Psychology (2-4) STAFF****(2-4) STAFF***Prerequisite: consent of instructor.*

May be repeated for credit to a maximum of 8 units. Topics vary by instructor.

**199. Independent Studies (1-5) STAFF****(1-5) STAFF***Prerequisites: upper-division standing; completion of two upper-division courses in education; departmental approval.*

Students must have a minimum 3.0 grade-point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199DC/199RA courses combined.

Study of special problems in various fields of education.

**199RA. Independent Research Assistance (1-5) STAFF****(1-5) STAFF***Prerequisites: upper-division standing; completion of two upper-division courses in education; instructor and departmental approval.*

Students must have a minimum 3.0 grade point average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199DC/199RA courses combined.

Coursework consists of faculty supervised research assistance.

Note: Graduate sections below include: Counseling, Clinical, School Psychology, and Education

## GRADUATE COURSES — DEPARTMENT OF COUNSELING, CLINICAL, SCHOOL PSYCHOLOGY

### 200. Research Design and Methods in Professional Psychology

(4) BROWN, QUIRK

*Prerequisite:* Consent of instructor.

Not open for credit to students who have completed Education 277B.

Examination of both clinical and statistical approaches to professional psychology research. Special attention devoted to conceptualizing and developing research proposals in the area of professional psychology.

### 209A. Research Practicum I

(4) STAFF

*Prerequisite:* Consent of instructor.

Student works with research team to develop or conduct an on-going research study. Focus on learning the process of planning and carrying out a research program.

### 209B. Research Practicum II

(4) STAFF

*Prerequisite:* consent of instructor.

Student works with research team to develop a research idea and carry it out. Focus on implementing research plans and writing research reports in a collaborative group.

### 209C. Research Practicum III

(4) STAFF

*Prerequisite:* consent of instructor.

Student works with faculty member to develop and carry out a research project of particular interest. Focus on planning and conducting research projects of particular interest to student.

### 210. Neuroanatomy and Psychopharmacology

(4) SMITH, COSDEN

*Prerequisite:* consent of instructor.

Introduces students to basic neuroanatomy and neurological functioning across lifespan. Relationship of neurological structure to psychiatric disorder is highlighted. Also serves to give students a background in clinical psychopharmacology. Biomedical treatments for child and adult disorders are explored.

### 212. Cognitive Development in Autism and Other Severe Disabilities

(4) KOEGEL, SINGER

*Prerequisite:* consent of instructor.

An overview of diagnostic and treatment methods in the area of autism and other severe disabilities. Discussion topics include research on language, social behavior, self-injury, self-stimulation, research on physiological, educational, and behavioral interventions used in clinical, school and family settings.

### 214. Social Bases of Behavior for Applied Psychology

(4) SMITH

*Prerequisite:* consent of instructor.

Course introduces the social bases of behavior. Students have the opportunity to read classics in the field of social psychology, social influence, and social cognition. Application to clinical work, group psychotherapy, and interpersonal behavior are highlighted.

### 216. Historical and Philosophical Foundations of Professional Psychology

(4) CASAS

*Prerequisite:* consent of instructor.

Facilitates a selective and critical analysis of the historical/philosophical foundations of western psychology. To this end, attention is directed to those individuals, ideas and events that have shaped the history of psychology.

### 220. Human Development

(4) JIMERSON

*Prerequisite:* consent of instructor.

Theory and research regarding processes/dimensions of human development (e.g., cognitive, social, emotional, individual processes, interpersonal processes, the self and gender roles). Special attention is given to social relationships and their developmental significance.

### 222A. Descriptive Diagnosis

(1) STAFF

*Prerequisite:* consent of instructor.

Course is the first in the assessment sequence and provides an introduction to descriptive diagnosis via the DSM-IV. It is designed as an introduction to courses in psychopathology, cognitive assessment, and personality assessment.

### 223B. Developmental Psychopathology

(4) JIMERSON, MORRISON

*Prerequisite:* consent of instructor.

An introduction to the domain of developmental psychopathology, the study of psychological problems in the context of human development. Emphasis on the developmental origins and developmental consequences of social, emotional, and behavioral disturbances during childhood and adolescence.

### 224A. Professional Organizations

(1) FURLONG, ISRAEL

*Prerequisite:* consent of instructor.

Explores issues related to professional training and practice in scientific-professional psychology. Topics include internship, graduate training models, history of scientific-professional psychology, professional organizations, credentialing, licensure and employment settings.

### 225. Ethical Standards in Professional Psychology

(4) MORGAN

*Prerequisite:* Consent of instructor.

Course examines scientific and professional ethics in applied psychology. In addition to reviewing existing standards, the course focuses on a range of ethical and legal issues such as confidentiality, dual relationships, and client rights.

### 227. Social and Cultural Bases of Diversity

(4) CASAS

*Prerequisite:* Consent of instructor.

Acquaints students with the social and cultural bases of diversity and to enhance multicultural competence. Designed to enhance awareness, knowledge, and skills for providing culturally relevant, sensitive, and effective services to diverse populations.

### 250. Cognitive Assessment in Professional Psychology

(4) JIMERSON, DOWDY

*Prerequisite:* consent of instructor.

Provides in-depth coverage of the Wechsler series, the Stanford Binet (4th ed) and other major tests of cognitive ability. A general approach to test administration and interpretation is stressed. General issues in test bias are used to guide class discussion.

### 251. Personality and Emotional Assessment

(4) SMITH, FURLONG

*Prerequisite:* consent of instructor.

Introduces students to the major tools and techniques for conducting comprehensive psychological assessments, appropriate for adult, children, and adolescents. Self-report, projective techniques, and behavior ratings are discussed in-depth.

### 252. Advanced Personality Assessment

(4) SMITH, KOEGEL

*Prerequisite:* consent of instructor.

Students learn to score and interpret the Rorschach Inkblot Test at a level required for independent practice. Also covered are advanced techniques for integrating assessment results and using assessment in psychological treatment planning.

### 254. Career and Life Development Appraisal

(4) BROWN

*Prerequisite:* consent of instructor.

Examination of the structure, administration, and interpretation of career and life development assessment instruments. Also examination of instruments commonly used in counseling, clinical, or school psychology research.

### 255. Neuropsychological Assessment

(4) SMITH, FURLONG

*Prerequisite:* consent of instructor.

Students are exposed to the methods and techniques of applied neuropsychology. Course

material covers the administration, scoring, and interpretation of measures of memory, executive functioning, speech and language, and motor processing.

### 256. Behavioral Assessment and Intervention for Children and Adolescents

(4) KOEGEL

*Prerequisite:* consent of instructor.

History and philosophy of behavior management approaches, behavioral assessment procedures, treatment delivery paradigms, parent-training, nonaversive/aversive issues, generalization and maintenance of treatment gains, causes, evaluation of behavior changes, medicine, self-management.

### 257B. Psychoeducational Assessment and Intervention

(4) QUIRK

*Prerequisite:* Consent of instructor.

Method of psychoeducational assessment and evaluation for identification, intervention, progress monitoring, and educational decision-making planning, and review of progress of children in the public schools. Consideration of screening and diagnostic instruments and procedures, plus instruments and materials to assure nondiscriminatory assessment.

### 260A. Theories of Counseling and Psychotherapy

(4) CASAS, ISRAEL, MORGAN

*Prerequisite:* Consent of instructor.

Develops an understanding and appreciation of the major philosophies and theories in the field of professional psychology. Special attention directed toward examination of applicability of theories and inherent techniques to racial/ethnic minority populations.

### 260B. Basic Practicum I

(4) STAFF

*Prerequisite:* admission to M.Ed. or Ph.D. in Counseling/Clinical/School Psychology program or School Psychology Credential.

Initial practicum in counseling focuses on building a counseling relationship. Students learn theory and practice of basic counseling skills, the working alliance, and multicultural adaptations.

### 260C. Basic Practicum II

(4) STAFF

*Prerequisite:* consent of instructor.

Focuses on case conceptualization of clients. Students learn to plan treatment on the basis of an initial interview, a formal intake, history, and present symptoms and client goals.

### 261. Counseling Psychology Seminar

(4) ISRAEL, CONOLEY

*Prerequisite:* consent of instructor.

Course covers key aspects of counseling psychology, such as social justice, positive psychology, and prevention. The course covers professional and research literature and skill development to prepare students to implement these approaches in research and practice.

### 261A. Theories of Career Development

(4) STAFF

*Prerequisite:* consent of instructor.

Focuses on theories of career development, current trends in research and the input of technological and social changes in the society on the role of work in life span development.

### 261B. Theory and Research of Group Counseling

(4) STAFF

*Prerequisite:* consent of instructor.

Reviews current theory, research, and practices related to group counseling. Special attention is given to comparisons of theoretical approaches and accompanying research strategies used in assessing the effectiveness of group counseling modalities.

### 262A. Consultation in the Schools and Community

(4) JIMERSON

*Prerequisite:* Consent of instructor.

Review of consultation theory and problem-solving models, role of consultant as a systems-change agent. Students utilize data-based decision-making to identify

system targets, develop solutions, and facilitate solution implementation to bring about systems change.

### 262B. School-Based Mental Health Services

(4) MORRISON, FURLONG, JIMERSON., DOWDY  
Prerequisite: Consent of instructor.

Group, individual and system strategies for evidence-based prevention and intervention with children and adolescents in the schools and communities. Problems and processes involved in the implementation of these strategies and programs are also explored.

### 262C. Counseling Children and Families

(4) COSDEN, MORRISON  
Prerequisite: consent of instructor.

Covers counseling and psychotherapy for children, adolescents, and families. CBT, play therapy, and family systems therapies are examined.

### 262D. School Safety, Violence, and Crisis Response

(4) JIMERSON, FURLONG, MORRISON  
Prerequisite: consent of instructor.

Seminar offers foundation knowledge regarding school safety, school violence, and school crisis response to contribute to scholarship and practice emphasizing understanding and implementation of prevention and intervention programs that promote the mental health and physical well-being of students.

### 263A. Advanced Psychotherapy Techniques

(4) COSDEN, KOEGEL, SMITH., KIA-KEATING  
Prerequisite: Consent of instructor.

Exploration of techniques of major psychotherapy theories, evidence based practices, and application to diverse populations.

### 264A. Supervision and Consultation in Applied Psychology

(4) STAFF  
Prerequisite: Consent of instructor.

An overview of theory and research on (a) the process and outcomes of supervision of professional psychologists and (b) consultation models in applied psychology.

### 264B. Promoting Optimal Psychological Functioning Across the Lifespan

(4) ISRAEL  
Prerequisites: consent of instructor; must be enrolled in the Counseling/Clinical/School Psychology Program.

Introduces students to concepts and interventions related to lifespan development, prevention of mental health problems, social justice, and optimal psychological functioning.

### 268A. Gender Issues in Counseling

(4) ISRAEL  
Prerequisite: consent of instructor.

Familiarizes students with theoretical approaches to working with gender in counseling, course reviews scholarship related to psycho-social concerns that disproportionately affect women and men, and demonstrates clinical approaches to working with gender issues in therapy.

### 268B. Counseling LGBT Clients

(4) ISRAEL  
Prerequisites: consent of instructor; must be enrolled in the Counseling/Clinical/School Psychology Program.

Course equips students with the knowledge, attitude awareness, and skills necessary to work effectively with lesbian, gay, bisexual, and transgender clients on a variety of issues.

### 268C. Racial/Ethnic Minority Counseling Interventions

(4) CASAS  
Prerequisite: consent of instructor.

Critical examination of prevailing counseling intervention strategies with racial/ethnic minorities. Focus on identification of ways to improve the quality and utility of the interventions.

### 268D. Advanced Fieldwork: Clinical Psychology

(4) KOEGEL  
Prerequisite: consent of instructor.

Advanced supervised fieldwork in an approved clinical setting under the supervision of a licensed

psychologist. A minimum of two full days in an approved setting is required.

### 270. Advanced Fieldwork: General

(4) COSDEN, ISRAEL, CONOLEY  
Prerequisite: Consent of instructor.

Course involves supervised work with adults, children, adolescents, and families in the Hosford Clinic. Supervised work includes intakes, assessment, counseling & psychotherapy. Related readings, case notes, written case conceptualizations, and other written assignments and clinic responsibilities are required.

### 271B. Advanced Practicum: Psychology Assessment Center

(1-4) SMITH  
Prerequisites: consent of instructor; limited to CCSP students only.

CCSP students see 1-4 community clients on a weekly basis for psychotherapy in the Gevirtz Graduate School of Education Hosford Counseling Clinic. Students are supervised by clinic supervisors and professionals from the field.

### 271AF-AW-AS. Hosford Clinic Practicum

(4) STAFF  
Prerequisite: Limited to CCSP students only; consent of instructor.

A three-quarter in progress sequence course with grades for all quarters issued upon completion of CNCSP 271AS.

CCSP students see 3-5 community clients on a weekly basis for psychotherapy in the Gevirtz Graduate School of Education Hosford Counseling Clinic. Students are supervised by clinic supervisors and professionals from the field.

### 272. Advanced Fieldwork: Counseling Psychology

(4) ISRAEL  
Prerequisite: Three quarters of CNCSP 270; consent of instructor.

Advanced supervised fieldwork in an approved counseling setting under the supervision of a licensed psychologist. A minimum of two full days each week in an approved setting is required.

### 273. Advanced Fieldwork: Clinical Psychology

(4) KOEGEL  
Prerequisite: consent of instructor.

Advanced supervised fieldwork in an approved clinical setting under the supervision of a licensed psychologist. A minimum of two full days each week in an approved setting is required.

### 274A. Contemporary Issues in Student Services: School Psychology First Year Induction

(4) FURLONG, MORRISON  
Prerequisite: consent of instructor.

Course is for first-year school psychology students. University-based supervision, school placements. A seminar course discussing contemporary issues in student services; includes practica.

### 274B. Contemporary Issues in Special Education Process: School Psychology First Year Induction

(4) FURLONG, MORRISON  
Prerequisite: consent of instructor.

Course is for first-year school psychology students. University-based supervision and school placements. A seminar course discussing contemporary issues in special education process; including practica.

### 274C. School Discipline and Alternative Schooling: Psychology First Year Induction

(4) FURLONG, MORRISON  
Prerequisite: consent of instructor.

Course is for first-year school psychology students. University-based supervision, school placements. A seminar course discussing school discipline and alternative schooling; includes practica.

### 274D. Assessment and Data-Based Decision-Making in the Schools: School Psychology Practicum

(4) STAFF  
Prerequisites: enrollment in the school psychology credential program; consent of instructor.

Introduction to the school's instructional setting. Core instructional features and pro-social prevention efforts are operationalized and examined in schools. Students learn to identify system-level intervention targets.

### 274E. Ethics, Diversity, and Specialized Assessment and Intervention: School Psychology Practicum

(4) STAFF  
Prerequisites: enrollment in the school psychology credential program; consent of instructor.

Participation in didactic instruction and practical experiences in working with culturally and linguistically diverse children. Examination of issues in working with children of different ages, in different settings, risk factors and disabilities. Specialized assessment models using single-subject design assessing intervention effectiveness.

### 274F. The School Psychologist as the Intervention Consultant: School Psychology Practicum

(4) STAFF  
Prerequisites: enrollment in the school psychology credential program; consent of instructor.

Planning and implementing interventions in the school. Students monitor progress, provide feedback, engage in data-based decision-making in collaboration with teachers, parents and system administrators to facilitate improved child outcomes.

### 275. Internship in School Psychology

(4-12) FURLONG, JIMERSON, MORRISON  
Prerequisite: consent of instructor.

Advanced internship in school psychology in a setting approved by faculty. Twenty to forty hours weekly of fieldwork under the supervision of a credentialed school psychologist are required.

### 276A. Advanced Fieldwork: Clinical Supervision

(4) STAFF  
Prerequisites: at least 6 quarters of practicum experience in a clinical, counseling, or school setting; consent of instructor.

Supervised fieldwork experience in the supervision of beginning therapists. A minimum of three hours/week of classroom experience and three hours/week of supervision in individual group sessions are required.

### 279A-B-C. Internship in Professional Psychology

(6-12, 6-12, 6-12) COSDEN  
Prerequisites: consent of instructor and advancement to candidacy.

A three-quarter in progress sequence course with grades for all quarters issued upon completion of CNCSP 279C. May take for 12 units/quarter for one year, or 6 units/quarter for two years. Total of 36 units required.

Advanced fieldwork internship in an approved setting. Twenty to forty hours weekly (minimum of 1500 hours) of fieldwork under supervision of a licensed psychologist. Setting must be approved by CCSP faculty.

### 290. Seminar in Professional Psychology

(4) ISRAEL, MORRISON, CONOLEY  
Prerequisite: Consent of instructor.

Consideration of emerging topics in counseling, clinical, and/or school psychology. Course content may vary.

### 291A. Human Sexuality for Applied Psychologists

(1) STAFF  
Prerequisites: consent of instructor; must be enrolled in the Counseling/Clinical/School Psychology Program.

Introduces graduate students in applied psychology to physiological and socio-cultural variables associated with sexual identity, sexual behavior, and sexual functioning.

### 291B. Alcohol and Other Drug Abuse

(2) STAFF  
Prerequisite: consent of instructor.

Course addresses causes, prevention, and treatment of drug and alcohol abuse. Designed to meet the requirements for licensure as a psychologist in the State of California.

**291C. Family Violence****(4) COSDEN***Prerequisite: Consent of instructor.*

Course covers theories relating to the reasons for child abuse and domestic violence as well as theories and research on family violence and its treatment.

**292. Resiliency, Strengths, and Youth Development****(4) FURLONG, MORRISON***Prerequisite: consent of instructor.*

An in-depth review of research literature related to risk and resiliency concepts based on research from fields of developmental psychopathology, developmental delay, school drop-out, and substance abuse prevention.

**293. Pedagogy in Applied Psychology****(4) ISRAEL***Prerequisite: CNCSP students only.*

Preparation in teaching psychological concepts and skills in college-level courses. The content includes course development, lectures, cooperative learning, grading, teaching to diverse audiences, and ethics. Students will gain teaching experience as group leaders for sections of ED 165.

**596. Directed Reading and Research****(2-12) STAFF***Prerequisite: consent of instructor.*

Individual tutorial in doctoral and masters' degree subprogram special fields.

**597. Individual Study for Comprehensive Examinations****(2-12) STAFF***Prerequisite: consent of instructor.*

Preparation for master's or Ph.D. comprehensive examinations.

**598. Master's Thesis Research and Preparation****(2-12) STAFF***Prerequisite: consent of instructor.*

Supervised research and writing of the thesis in doctoral and masters' degree subprograms.

**599. Ph.D. Dissertation Preparation****(2-12) STAFF***Prerequisite: consent of instructor.*

Supervised research and writing of the dissertation in doctoral degree programs.

**GRADUATE COURSES—  
DEPARTMENT OF EDUCATION****201A. Qualitative Research Design****(4) BRENNER***Prerequisite: prior qualitative research methods courses or consent of instructor.*

Writing a literature review, sampling, issues of quality, ethics, writing a research proposal and other topics relevant to designing qualitative research projects.

**201B. Survey Research Design****(4) OKAMOTO, RUMBERGER***Prerequisite: consent of instructor.*

The design of original surveys and the use of existing surveys in educational research. Topics include sampling, questionnaire construction, scales and coding, data management, and supplemental data from school records.

**201D. Single Case Experimental Design****(4) FURLONG, KOEGEL***Prerequisite: consent of instructor.*

Not open for credit to students who have completed Education 213A.

Students design and critique original single case experimental projects. The course covers the internal logic of each design; internal validity; external validity; development of reliable dependent measures and observational systems, as well as issues regarding social validity.

**201F. Issues in Research Methodology****(2) HO, ZWICK***Prerequisite: consent of instructor.*

This course involves students in detailed and specific consideration of the methodological issues related to their own second year research projects, MA theses, or Ph.D. dissertations.

**202A. Bilingual Language Development****(4) KYRATZIS***Prerequisite: consent of instructor.*

This course describes theoretical and empirical accounts of the knowledge representations and psychological processes underlying language comprehension and production. Representative topics include discourse processing; conversational interaction; memory for words, sentences and text; metalinguistic skills; language development.

**202C. The Development of Writing Abilities****(4) BAZERMAN, BLAU***Prerequisite: consent of instructor.*

Examination of the research literature on the development of writing competence in and outside of school from early childhood through advanced adult competence.

**202D. Writing Across the Curriculum and in the Disciplines****(4) BAZERMAN, BLAU***Prerequisite: consent of instructor.*

Examination of research literature in writing in disciplines and professions to consider the different dynamics, functions, and forms of writing in the separate areas and different paths of skill development and socialization. Consideration of findings at university and professional levels and their application to K-12 settings.

**202E. History of Literacy and Social Organization****(4) BAZERMAN, BLAU***Prerequisite: consent of instructor.*

Investigation of historical emergence of literate practices in relation to social organization realized in scribal, print, and electronic media. Consideration of the rise and role of school, academic, disciplinary, professional, and information culture with implications for current literacy education.

**202F. Literacy in the Information Age****(4) LUNSFORD, BAZERMAN***Prerequisite: consent of instructor.*

Definitions of "literacy" are evolving and expanding as they and new information technologies (especially computers) are co-constructed. This course examines the political, pedagogical, and research consequences implied when traditional definitions of literacy are revised and when new literacies are introduced.

**202G. Collaborative Learning, Collaborative Writing****(4) LUNSFORD, BAZERMAN***Prerequisite: consent of instructor.*

Schools at all levels have been charged with teaching the "new basic" skills of collaborative learning and collaborative writing. This course examines what these concepts mean, how they are related, and how they manifest themselves in workplace and educational settings.

**202H. Writing Program Administration****(4) BAZERMAN***Prerequisite: consent of instructor.*

Examination of theory and practice of writing program administration focusing on important issues in the field. Students read about and discuss those issues and focus their research on a local instantiation of administration. An optional administrative internship may be added to the class work.

**202I. Assessment of Writing****(4) BAZERMAN***Prerequisite: consent of instructor.*

Issues of writing assessment from micro (student papers) to macro (large-scale assessment: NAEP, UC Subject A Examination), and writing program assessment. Exploration of different research paradigms in writing assessment: empirical and hermeneutic are also discussed.

**203A. Foundations of Education****(4) STAFF***Prerequisite: admission to Single Subject Program or the Multiple Subject Program.*

Students develop a rigorous way of thinking about, talking about, and practicing education for a diverse society. Explores the complex relationship among culture, society, and the organization of school.

Considers the complex relations among teachers and learners within the context of U.S. schools.

**203DF. Applications of Computers to Educational Purpose - I****(3) COPELAND, WILLIS***Prerequisite: Admission to Single Subject Teaching Credential Program; and consent of instructor.*

Required for students preparing for secondary school teaching. Exploration of issues related to use of computer-based technologies in schools, including those of their access, use, and control in a democratic society; their use for development of problem solving, critical thinking, and creativity; and their integration into the school curriculum.

**203EF. Applications of Computers to Educational Purpose - I****(3) COPELAND, WILLIS***Prerequisite: Admission to Multiple Subject Teaching Credential Program and consent of instructor.*

Required for students preparing for elementary school teaching. Exploration of issues related to use of computer-based technologies in schools, including those of their access, use, and control in a democratic society; their use for development of problem solving, critical thinking, and creativity; and their integration into the school curriculum.

**204. History and Ideology of Education: Comparative Perspectives****(4) BRENNER, COOK-GUMPERZ***Prerequisite: consent of instructor.*

History and ideology of U.S. education and other educational systems. Topics include: history of compulsory schooling; sociological explanations of relationships of schools to society; diversity and ideal education; professionalization of education/teaching; history of educational research.

**205. Anthropological/Sociological Perspectives on Education****(4) BRENNER, COOK-GUMPERZ***Prerequisite: consent of instructor.*

Examination of anthropological and sociological approaches that have education as a central theoretical issue. Use of comparative perspective to explore a series of issues of relevance to U.S. education and to education in a variety of other countries.

**206. Epistemology and Education****(4) STAFF***Prerequisite: consent of instructor.*

Theories of knowledge are brought to bear on educational issues such as pedagogy, research traditions, and curricular legitimization. The course treats epistemological topics such as perception, objectivity, argumentation, rationality, theories, paradigms, and the aims of social science research.

**207. Sociolinguistics in Education****(4) COOK-GUMPERZ, GREEN***Prerequisite: consent of instructor.*

Course addresses the origins, basic concepts and recent research in sociolinguistics. Both earlier foundational work and recent development in new topics are explored. These include, but are not limited to, interactional sociolinguistics, feminist sociolinguistics, sociolinguistics in the classroom.

**208 Applied Rhetoric, Poetics, and Linguistics****(4) BLAU***Prerequisite: consent of instructor.*

Examines current and seminal theory and research in the areas of literary criticism, rhetoric, composition, linguistics, and language acquisition as they apply to the teaching of English in grades 7-14.

**209A. Seminar in Language Development****(4) KYRATZIS, OKAMOTO***Prerequisite: consent of instructor.*

The course describes theoretical and empirical accounts of the development of the knowledge representations and psychological and social processes underlying language comprehension and use. Topics: grammatical and word meaning development, role of social-interactive routines, situational variation, child discourse, emergent literacy, relationships of oral/written discourse, atypical language development and issues of culture and language.

**209B. Seminar in Social Development****(4) HUDLEY, JIMERSON***Prerequisite: consent of instructor.*

Examination of theory and research on human social development from infancy to adolescence. Topics include family socialization, aggression and prosocial behavior, gender differences, peer and media influences, and social cognition.

**209C. Seminar in Cognitive Development****(4) KYRATZIS, OKAMOTO***Prerequisite: consent of instructor.*

Examination of current research and theories in cognitive development. Focus on young children's thinking. Special attention to biological and cultural influences on thinking as well as to implications of cognitive development research for education.

**209D. Research Seminar in Human Development****(1-6) STAFF***Prerequisite: consent of instructor.**May be repeated for credit.*

Seminar for students engaged in the conceptualization, conduct, or analysis of research on child and adolescent development.

**209E. Seminar In Human Development****(4) STAFF***Prerequisite: consent of instructor.**May be repeated for credit.*

In-depth consideration of emerging topics in human development. Course content may vary.

**209F. Gender Development and Socialization****(4) KYRATZIS, COOK-GUMPERZ***Prerequisite: consent of instructor.*

Examines gender development and socialization, including the study of gender differences in cognition, emotion, language, and moral reasoning from infancy through adolescence.

**209G. Ethnic Identity****(4) HUDLEY, ROMO***Prerequisite: consent of instructor.*

Examines the development of ethnic and racial identity among children and adolescents. Topics include self-concept, family socialization, language, peers, and inter- and intra-group relations. Specific attention is given to theories pertinent to this area of development.

**209H. Physical Development and Health****(4) ROMO, OKAMOTO***Prerequisite: Consent of instructor.*

Examines the physical changes moving the individual from childhood into adolescence, and the prevention of behaviors that can lead to health problems. Interventions designed to reduce adolescent risk-taking behavior and enhance the adoption of health-promoting behavior will be discussed.

**210A. Advances in the Learning Sciences and Education****(4) DURAN, GREEN***Prerequisite: Consent of instructor.*

Survey of contemporary theoretical approaches and empirical findings in the areas of learning, instruction, cognitive processes, situated cognition, cultural models of education, and innovative applications of information technology.

**210B. Introduction to Children's Thinking****(4) OKAMOTO***Prerequisite: consent of instructor.*

Presents a broad perspective of cognitive development and focuses on topics such as perception; problem solving; meta cognition; etc. The educational application of cognitive research is also covered.

**210D. Seminar in Cultural Perspectives of Education****(1-6) STAFF***Prerequisite: consent of instructor.**May be repeated for credit.*

In-depth consideration of emerging topics in cultural perspectives of education.

**210E. Foundations of Sociocultural Learning Theory****(4) BAZERMAN, DURAN***Prerequisite: consent of instructor.*

Examination of founding theoretical texts of sociocultural theory of learning in both Russia and the West and their application to current issues in education.

**210F. Cultural Psychology: Contemporary Sociocultural Learning Theory****(4) BAZERMAN, DURAN***Prerequisite: consent of instructor.*

An examination of contemporary developments in cultural psychology and applications to education and learning in diverse sociocultural settings.

**210G. Crosscultural Psychology****(4) BROWN, HO***Prerequisite: consent of instructor.*

Investigation of current issues in social and cognitive psychology with a crosscultural perspective.

**211A. Proseminar: Introduction to Human Development****(4) HUDLEY, KYRATZIS, OKAMOTO, ROMO***Prerequisite: consent of instructor.*

Introduction to on-going research on human development pursued by education faculty. Emphasis on current theory and methods guiding research in human development.

**211B. Development: Infancy and Early Childhood****(4) HUDLEY, KYRATZIS, OKAMOTO, ROMO***Prerequisite: Consent of instructor.*

Theoretical bases and empirical findings on the development of children from conception through pre-school age across various areas of competency; such as social, language, moral, cognitive, and motor.

**211C. Development: Middle Childhood to Adolescence****(4) HUDLEY, OKAMOTO, ROMO***Prerequisite: Education 211B.*

Theoretical bases and empirical findings on the development of children from age six to adolescence across various areas of competency, such as social, language, moral, cognitive, and motor.

**211D. Development: Adolescence to Adulthood****(4) HUDLEY, ROMO***Prerequisite: consent of instructor.*

Theory and research about development during adolescence. Discussion of transitions and adaptations during adolescence considering social development, cognitive development, personality development, biological development and important contexts of adolescent development (e.g. families, schools, peer groups, work and communities).

**211F. Psychological Foundations of Education: Elementary****(4) STAFF***Prerequisites: admission to Multiple Subject Credential Program.*

An introduction to psychological principles of learning and development of the elementary age child. Explores dimensions of development indicative of middle childhood, and ways in which development and learning are interwoven with social and cultural contexts in the educative process.

**211S. Psychological Foundations of Education: Secondary****(4) STAFF***Prerequisites: admission to Secondary (Single Subject) Credential Program.*

An introduction to psychological principles of learning and development of the adolescent. Explores dimensions of development indicative of adolescence, and ways in which development and learning are interwoven with social and cultural contexts in the educative process.

**212. Quantitative Methods in the Social Sciences Colloquium****(2) ZWICK***Same course as Geography 201Q, Sociology 212Q, and PSTAT 250. May be repeated for credit.*

Required course for students in the Interdisciplinary Quantitative Methods in the Social Sciences emphasis.

**214A. Introductory Statistics****(4) BROWN, HO, OKAMOTO, RUMBERGER, YUN**

Introduction to the application of descriptive and basic inferential statistics in educational research.

Topics include experimental and survey design principles, measures of central tendency and variability, elementary probability concepts, basic hypothesis testing, and procedures for testing the difference between two means.

**214B. Inferential Statistics****(4) HO, NYLUND-GIBSON, ZWICK***Prerequisite: Education 214A.*

Hypothesis testing and interval estimation techniques for application to educational research. Includes bivariate correlation and regression, one-way analysis of variance, and elementary techniques for categorical data analysis.

**214C. Linear Models for Data Analysis****(4) NYLUND-GIBSON, ZWICK***Prerequisite: Consent of instructor.*

Intermediate data analysis methods, all of which can be considered to be instances of a general linear model. Selected topics in multiple regression and analysis of variance (ANOVA), including regression with qualitative independent variables, logistic regression models, one- and two-way ANOVA models and analysis of covariance.

**215A. Introduction to Testing and Measurement****(4) BROWN***Prerequisite: consent of instructor.**Not open for credit to students who have completed Education 219A.*

An introduction to testing and assessment in education and education-related fields. Topics include basic concepts and issues in testing and assessment, and professional standards for test development and test use. Elementary notions of test design, and evaluation of reliability of tests and assessments are introduced through hands-on activities.

**215B. Psychometrics****(4) ZWICK***Prerequisite: consent of instructor.*

Introduction to classical test theory and item response theory which provide tools for understanding and analyzing data from educational and psychological tests. Topics include test scoring, validity, reliability, test bias, and the development of tests and questionnaires.

**215C. Psychometrics: Item Response Theory****(4) ZWICK***Prerequisite: Education 215B.*

Introduction to item response theory (IRT), a class of mathematical models for test scores. Description of its application to practical problems such as test construction, test scoring, the design of computerized adaptive tests, and the assessment of differential item functioning (item bias). Students learn to use a computer program that performs IRT analyses.

**215D. Special Topics in Psychometrics****(4) ZWICK***Prerequisite: consent of instructor.*

Exploration of an advanced or specialized topic in psychometrics.

**216A. Advanced Multivariate Statistics****(4) ZWICK***Prerequisite: Education 214A or 214B or 214C.*

The theory and application of multivariate statistics, including multivariate analysis of variance, discriminant analysis, and canonical correlation. Instruction in the necessary matrix algebra will be provided.

**216C. Hierarchical Linear Models****(4) RUMBERGER***Prerequisite: consent of instructor.*

Many educational phenomena operate at multiple levels, such as the effects of school characteristics on student achievement. This course introduces students to statistical techniques for estimating linear models involving multilevel data, including time periods, individuals, and institutions.

**216E. Nonparametric Statistics****(4) ZWICK***Prerequisite: Education 214A and 214B.*

Analysis of data using techniques that are appropriate when assumptions of traditional normal-theory statistical procedures are not met. Includes the Wilcoxon and Kruskal-Wallis tests, Spearman Correlation, Kendall's Tau, and methods for the

analysis of frequency data.

### **216F. Structural Equation Models**

(4) STAFF

*Prerequisite:* Education 214A-B-C.

The theory and application of structural equation modeling (also called analysis of covariance structures).

### **219A. Research on Instructional Approaches**

(4) BIANCHINI, BRENNER

*Prerequisite:* consent of instructor.

Examination of models of research or instructional approaches used in K-12 classrooms. These include multicultural/liberatory/feminist inquiry, cooperative learning and experiential learning.

### **219B. Research on Classroom Teaching**

(4) GREEN, COPELAND

*Prerequisite:* Consent of instructor.

Introduction to various genre of research that have attempted to understand and improve classroom teaching over the past thirty years. Exploration of contemporary research programs and their results.

### **219C. Motivating Students**

(4) BLOCK

An exploration of contemporary school motivation theory. Emphasis is placed on modern cognitive and effective theories of intrinsic motivation: attribution, ability, achievement, self-worth, flow, and self-determination.

### **221A. Introduction to Qualitative Research Methods**

(4) COOK-GUMPERZ, RALEY

*Prerequisite:* consent of instructor.

An overview of qualitative research methods; focus on study of techniques for data collection and analysis within various disciplinary perspectives; student participation in field research methods. Introduction to qualitative data analysis programs.

### **221B. Qualitative Interviewing**

(4) BRENNER, COOK-GUMPERZ

*Prerequisite:* Education 221A.

Qualitative interviewing methods including ethnographic interviews, life histories, cognitive maps and think-a-loud interviews. How to conduct interviews with different kinds of informants.

### **221C. Observation in Small Group Analysis**

(4) COOK-GUMPERZ, CONLEY

*Prerequisite:* consent of instructor.

Observational methods and small group analysis constitute the backbone of qualitative research and have a long research history. This course provides some insight into the range of methods and techniques available, and explores the thinking that has shaped the individual methods. Issues that different methods were designed to deal with, research agendas that developed as a result, and implications these have for social research in educational settings are also discussed.

### **221D. Classroom Ethnography**

(4) DIXON, GREEN

*Prerequisite:* consent of instructor.

Examination of the pre-fieldwork and fieldwork phases of ethnography in school and classroom settings including issues of entry and access, theoretical frameworks, indexing data, and processes of data collection and analysis.

### **221F. Community Ethnography**

(4) BRENNER, GREEN, RALEY

*Prerequisite:* Education 221A.

How to carry out ethnographic research in order to explore the relationship between schools, families, and communities.

### **221G. Textual Analysis**

(4) BAZERMAN, BLAU

*Prerequisite:* consent of instructor.

Methods of examining texts, their form, their contents, and their functions in relation to the operations of educational organizations and to teaching and learning in classrooms. Special attention to student research projects.

### **222A. Introduction to Exceptional Children**

(4) GERBER, SINGER, WANG

Overview of the historical, social, and legislative

foundations of the education of the exceptional pupil. Survey of the range and nature of disabilities requiring special education.

### **222B. Academic and Cognitive Characteristics of Students with Mild Disabilities**

(4) GERBER

*Prerequisite:* consent of instructor.

Study of the academic and cognitive characteristics of children who are at risk or have mild disabilities. Interventions for these students will also be covered.

### **222C. Social and Affective Characteristics of Students with Mild Disabilities**

(4) COSDEN

*Prerequisite:* consent of instructor.

Study of the affective and social characteristics of children who are at risk or have mild disabilities. Interventions for these students will also be covered.

### **222D. Law, Ethics, and History of Special Education**

(4) GERBER, SINGER

*Prerequisite:* consent of instructor.

Intensive look at the laws governing special education and civil rights for people with disabilities in the U.S. The ethics of special education and key historical developments are also covered. Topics include controversies and historical trends.

### **223H. Individual Differences and the Administrator**

(4) GERBER, YUN

*Prerequisite:* consent of instructor.

Legal requirements and instructional leadership responsibilities of administrators who deal with special populations in educational settings. Includes consideration of resource allocations, provision of procedural safeguards to parents and initiation of innovations in organizing and administering special programs in the schools.

### **224A. Discourse Analysis in Educational Settings**

(4) DIXON, GREEN

*Prerequisite:* consent of instructor.

Examination of the nature of discourse, linguistic constructs and how they apply to the study of discourse in educational settings and issues in transcribing and analyzing classroom talk.

### **224B. Narrative Analysis**

(4) COOK-GUMPERZ, KYRATZIS

*Prerequisite:* consent of instructor.

Linguistic/stylistic and thematic/content analyses, and structural approaches to the classic narrative theory. Exploration of how narratives are used to shape personal shared reality and social relationships; the power of narrative; how narratives are embedded in conversations; and differences in narrative across gender and culture.

### **224C. Research Methods for Writing and Writing Processes**

(4) BAZERMAN, BLAU

*Prerequisite:* Education 214A and 221A; consent of instructor.

Principles and practice in methods of investigating writing. Applicability and adaptations of standard qualitative and quantitative educational research methods. Problems of assessing writing text, skills, and processes in relation to research. Use of research techniques for reflective practice of teachers and writers.

### **225E. Social Foundations of Education/Elementary**

(3) STAFF

*Prerequisites:* admission to the Elementary Credential Program in Education. Consent of instructor.

*Not open to students who have completed Sociology 164 or Education 125.*

A study of the relationship between school and society. Social and political influences on education, historically and currently, will be examined. Schools as a complex organization with unique roles will be studied.

### **226. The Nature of Subject Matter**

(4) BAZERMAN, COPELAND

*Prerequisite:* consent of instructor.

The formation of school subjects; Views of knowledge and common contents in those subjects;

Typical and atypical pedagogic goals and methods; Examination of devices used to regulate subject curriculum; Histories of issues/controversies that arise in shaping subject area learning.

### **227. Schooling in the United States**

(4) RALEY, WEISSGLASS

*Prerequisite:* consent of instructor.

Examines major concepts and principles regarding the historical and contemporary purposes, roles and functions of education in United States society, especially as they relate to the twin challenges of equity and diversity.

### **228A. Learners with Severe Disabilities: Functional Skills Instruction**

(4) SINGER

*Prerequisite:* consent of instructor.

Learning and motivational characteristics, assessments for screening, diagnosis, instructional planning, and functional analysis of behavioral problems. Procedures for teaching functional skills and recent research are covered.

### **228B. Learners with Severe Disabilities: Communication**

(4) SINGER

*Prerequisite:* consent of instructor.

Teaching and research on instruction of communication and language competence and social competence. Research theory, and instructional practice are covered. The course is designed for masters and doctoral students.

### **228C. Learners with Severe Disabilities: Functional Academics and Inclusion**

(4) MORRISON, SINGER

*Prerequisite:* Consent of instructor.

Functional academics and social academics as well as managerial aspects of inclusion. Along with practical skills, students learn key theories and review recent research on social and academic inclusion.

### **228D. Direct Instruction and Strategy Instruction**

(4) SINGER

*Prerequisite:* consent of instructor.

Theory, practice, effectiveness, and controversy. Two of the major research-based approaches to teaching academic skills to students with learning disabilities are covered.

### **228E. Families and Disabilities**

(4) SINGER

*Prerequisite:* consent of instructor.

An overview of theories about the family, contemporary research regarding family issues, and home-school interactions. Designed for doctoral students who are interested in research and masters students who want to learn practical school-related methods.

### **228F. Topics in Family and Disability Research**

(4) SINGER, GERBER

*Prerequisite:* consent of instructor.

Focus on one important aspect of family life among families of children with disabilities. Research study on selected topics. Best suited for doctoral students.

### **228G. Interventions with Families and Children with Disabilities**

(4) SINGER, GERBER

*Prerequisite:* consent of instructor.

Theory and methods for supporting families of children with disabilities through the lifespan. Topics include theory and methods of behavioral family therapy, providing information about disabilities, stress management, support groups, and self-help organizations.

### **228H. Working with Stakeholders in Special Education**

(4) GERBER, SINGER

*Prerequisite:* consent of instructor.

Provides special educators with information and skills for working with the many stakeholders in special education. Content includes how to communicate with parents, administration, paraprofessionals, and teachers.



**229C. Practicum in Special Education Programs for Severely Handicapped Pupils****(2-12) STAFF***Prerequisite: consent of instructor.*

Supervised field-based practicum in instruction and management of special education programs for severely handicapped pupils.

**229D. Applied Systematic Instruction and Assessment****(2) SINGER, GERBER***Prerequisites: concurrent enrollment in Education 229C or E392; consent of instructor.*

Students read research and best practice studies, discuss current work in practicum placements, and develop documentation of performance and knowledge competencies.

**229E. Field Supervision in Teacher Education for Doctoral Students****(4) SINGER, GERBER***Prerequisite: Consent of instructor.*

Provides doctoral students with the opportunity to learn how to systematically observe, assess, give feedback, encourage self-reflection, and coach student teachers in public schools and community settings.

**234. Linguistics for Teachers****(2-4) STAFF**

Linguistic theory and its applications to the teaching of language and reading skills. The course will survey topics in phonetics, syntax, semantics, and pragmatics.

**236A. Research Methods and Practice: Action Research****(4) CONLEY***Prerequisites: Ph.D. or Ed.D. students who have completed at least two quarters of qualitative research methods and have identified a research problem; consent of instructor.*

Not open for credit to students who have completed Education 249B.

Introduction to qualitative methods and exploration of where action research fits within this research paradigm. Course material substantially overlaps ED 221A. Meets requirements for ELO and ASC, Tier II.

**236B. Research Methods and Practice: Interviewing as a Research Tool****(4) CONLEY***Prerequisites: Ph.D. or Ed.D. students who have completed at least one quarter of qualitative methods; consent of instructor.*

Prepares students in interviewing as a research tool, particularly for research in school institutions. Course meets requirements for Educational Leadership and Organizations as well as the Joint Doctoral Program in Educational Leadership.

**236C. Research Methods and Practice: Case Studies****(4) CONLEY***Prerequisites: Ph.D. or Ed.D. students who have completed at least two quarters of qualitative research methods and have identified a research problem; consent of instructor.*

Not open for credit to students who have completed Education 249B.

Focuses on case study methodology as one form of qualitative research design. Students learn the different types of case studies and the value of using a multiple case design. The course also provides students with the tools for preparing their dissertation proposal. Meets research requirements for ELO and ASC, Tier II.

**237. Preschool Administration: Organization and Leadership****(4) NAFTALY GLASMAN, SHARON CONLEY***Prerequisite: Consent of instructor.*

Organizational concepts to help guide the understanding of how organizations operate as well as organizational issues that might exist in pre-K institutions.

**237B. Labor Relations and School Law****(4) STAFF***Prerequisite: consent of instructor.*

Study of legal/substantive issues, cases, negotiation problems, dispute settlement techniques, and private/public sector comparison. Study of school law history including significant cases; education, administrative,

welfare, institutional, and other relevant codes; and opinions of courts, attorney general, and county counsel.

**238. Preschool Administration: Finance and Evaluation****(4) GLASMAN, CONLEY***Prerequisite: Consent of instructor.*

Income sources and expenditure patterns in pre-K education, budgeting and accounting, techniques and relations between planning and financial decisions; program, personnel and student progress evaluation pertinent to pre-K education and how to select/use various pertinent methods.

**240A. Education Policy****(4) RUMBERGER***Prerequisite: consent of instructor.*

An introduction to education policy that will examine both the process of education policy and a series of substantive issues that are commonly the focus of education policy at the state and federal levels.

**240B. Economic Analysis and Education Policy****(4) RUMBERGER, YUN***Prerequisite: Education 240A.*

This course will examine the use of economic theory and concepts, i.e., human capital theory, public finance, and cost-effectiveness evaluation, as a basis for understanding and solving a variety of current education policy problems.

**241A. Politics of Education****(4) STAFF***Prerequisite: consent of instructor.**Same course as Political Science 295.*

Examination of the relationship between politics and education in a democratic society. Focus on the role of politics in defining the public purposes of education, determining its content and distribution, and in holding educators accountable to the larger body politic.

**242A. Organizational Theories****(4) CONLEY***Prerequisite: consent of instructor.*

Survey of prominent theories about how organizations function, how and why some organizations flourish while others might flounder, how organizations encourage as well as discourage innovation and creativity, and how different theories project different realities about organizations.

**242C. Theories of Organizational Change and Development****(4) WEISSGLASS***Prerequisite: consent of instructor.*

Not open for credit to students who have completed Education 261B.

An overview of organizational change and development theories, with special focus on the concepts of organizational complexity and learning and the problems of change. Students analyze and apply theories through class papers and projects.

**242D. School Reform****(4) BLOCK***Prerequisite: consent of instructor.*

Not open for credit to students who have completed Education 255C.

In-depth examination of contemporary trends in schooling with special emphasis on current literature on effective schooling, mastery learning, and school reform.

**243. The School Administrator and Supervisory Practice****(4) GLASMAN***Prerequisite: consent of instructor.*

The role of the school administrator through theoretical and practical contexts will be explored.

**245A. Educational Finance****(4) GLASMAN***Prerequisite: consent of instructor.*

An introduction to the financing of education at the school, district, county, state, and federal levels. Emphasis will be given to the economic foundations of school financing.

**246A. Evaluation in Educational Administration****(4) GLASMAN***Prerequisite: consent of instructor.*

Educational evaluation is examined as an executive function. Emphasis is on practices, models, and studies of program and personnel evaluation and the integration of educational evaluation within the context of educational decision-making.

**246C. Testing Students****(4) BLOCK***Prerequisite: consent of instructor.*

Introduction to student testing with special emphasis on three major schools—measurement, evaluation, assessment.

**247A. Educational Leadership****(4) GLASMAN***Prerequisite: consent of instructor.*

Systematic analysis of the antecedents and consequences of administrator behavior in a variety of educational settings.

**249A. Field Experience in Educational Administration****(1-8) STAFF***Prerequisite: consent of instructor.**May be repeated for credit.*

School site based field experience working with local school administrators. Eight units are required to meet California Teacher Credential requirements for the Administrative Services Credential.

**249D. Practicum in Human Resource Administration****(2) STAFF***Prerequisite: consent of instructor.*

The course addresses the practical dimensions of human resource administration and the need to attract, retain, develop, and motivate school personnel in ways that enhance student learning and lead to a positive and productive school climate.

**249E. Practicum in Use of Technology in Education****(2) STAFF***Prerequisite: consent of instructor.*

This course will examine and use technology for instructional and administrative purposes in schools, including acquisition, community support, faculty use, curriculum development, potential impacts on student learning. Students will develop a technology plan for a school as part of the course requirements.

**249F. Creating Equitable Learning Environments****(2) STAFF***Prerequisite: consent of instructor.*

Prospective educational leaders use a problem-based model to explore policies and practices necessary for creating inclusive schools that meet the needs of diverse learners. Students examine issues of race, socioeconomic, gender, disabilities, and language including self-examination of bias and assumptions.

**250A-B-C-D. Doctoral Seminar in Educational Leadership and Organizations****(4-4-4-4) STAFF***Prerequisite: consent of instructor.*

A seminar for post-comprehensive exam students with the intent of helping to define areas, problems, specific questions, and methodologies for doctoral research. Topics and instructors may vary from quarter to quarter.

**251. Families, Schools, and Communities****(4) STAFF***Prerequisite: consent of instructor.*

Course explores the critical link between families, schools, community and children's school success. Examines history, theory and practice of home-school-community partnerships and addresses skills needed by educators for success with diverse families and interagency collaboration.

**252. Problem-Based Learning****(4) GERBER, GREEN***Prerequisite: Consent of instructor.*

Problem-based learning (PBL) locates its pedagogy in discourse and interactions of small groups of learners with respect to real-world problems. Students

will study foundational literature and participate in design, implementation, and evaluation of PBL for use in technology-enabled education environments.

**253D. Seminar in Teaching and Learning**  
(1-6) STAFF

*Prerequisite:* consent of instructor.

*May be repeated for credit.*

In-depth consideration of emerging topics in teaching and learning. Course content may vary.

**254. Instructional Supervision and Curriculum Design**

(4) STAFF

*Prerequisite:* consent of instructor.

A study of systematic approaches to supervision, and basic conceptions about curriculum theory, design, and evaluation. The role of the administrator as supervisor and developer of curriculum is also examined.

**255A. Being a Student**

(4) BLOCK

This course focuses on the nature of the student role. Specifically it examines school and classroom life from the student perspective drawing on literature from educational sociology, social psychology, and anthropology.

**256. Technology and Learning Contexts**

(4) HARLOW, GREEN

*Prerequisite:* Consent of instructor.

Critical consideration of research on how technology changes the learning context. Specifically, issues about how technology may be used to facilitate student learning and challenges to integrating technology.

**258A. Seminar in Curriculum: Literacy**

(4) DIXON

*Prerequisite:* consent of instructor.

Recent developments, review, and evaluation of current research in curriculum is explored.

**258B. Seminar in Curriculum: Mathematics**

(4) BIANCHINI, BRENNER, LAGER

*Prerequisite:* consent of instructor.

Examination of mathematics curricula from several points of view: historical, theoretical, and in practice. Special attention will be given to comparing curricula advocated by the reform movement to curricula currently used in schools.

**261C. Human Resource Development**

(4) CONLEY

*Prerequisite:* consent of instructor.

Human resources as a “frame” for examining what individuals bring to their organizations, performances/experiences; what happens as various organizational systems deal with individual organizational members; choices organizational members make about jobs and careers; and the role of interpersonal and group processes.

**270A. Classrooms as Cultures**

(4) GREEN

*Prerequisite:* consent of instructor.

Examines classrooms as cultures and overviews anthropological studies of classroom processes to identify factors that support and/or constrain learning in classrooms. Topics to be explored include: classroom discourse, school culture, peer culture, situated learning.

**270C. Race and Ethnicity in American Education: A Comparative History**

(4) WEISSGLASS

*Prerequisite:* consent of instructor.

Offers a historical overview of minority education in our public schools with emphasis on urban multiethnic student populations and their struggle for educational equity. A research paper is required.

**270D. Seminar in Crosscultural Education: Concepts and Theories**

(4) STAFF

*Prerequisite:* consent of instructor.

Presents the theoretical foundations of cross-cultural education with emphasis on its history, rationale, and objectives.

**270E. Perspectives on Educational Language Policy**

(4) LEE, KYRATZIS

*Prerequisite:* consent of instructor.

Examination of the implicit and explicit language policies surrounding bilingual and ESL education and their implications for language minorities in schools and the workplace. Issues concerning language attitudes, language loyalty, language maintenance, identity and power are also discussed.

**270F. Second Language Learning in Educational Contexts**

(4) LEE, DIXON

*Prerequisite:* consent of instructor.

Overview of the linguistic, psychological, cognitive, and sociocultural approaches to second language acquisition. Students critically review past and current SLA theories and research and develop an understanding of how language proficiency is conceptualized and assessed.

**270H. Language, Culture and Learning**

(4) COOK-GUMPERZ, LEE, DIXON

*Prerequisite:* consent of instructor.

Explores the effect of language, culture, background, and values on learning processes and the implications for the development of appropriate instructional strategies.

**271. Cultural Studies in Education**

(4) COOK-GUMPERZ, BRENNER

*Prerequisite:* Consent of instructor.

Critically explore media and popular arts’ cultural influences on everyday life, including books/popular literature, music, visual arts, and architecture. Consider the importance of these cultural forms for education and community life.

**274. Proseminar in Language, Interaction, and Social Organization**

(2-4) COOK-GUMPERZ, BAZERMAN, KYRATZIS, RALEY

*Prerequisite:* consent of instructor.

*Same course as Sociology 274 and Linguistics 274. May be repeated for credit.*

Discussion of current research, literature, and theoretical and methodological issues in language and social interaction.

**279. Perspectives on Teacher Education and Professional Development**

(4) STAFF

*Prerequisite:* consent of instructor.

Course for Ph.D. candidates in Education with a focus on pre-service and inservice teacher development. Students read professional literature, research and hear from those doing the work of teacher educators.

**280. Education in Diverse Societies**

(4) RALEY

*Prerequisite:* consent of instructor.

Explores various critical approaches to the theory and practice of crosscultural education in diverse societies.

**282. Research on Teacher Learning**

(4) BIANCHINI

*Prerequisite:* Consent of instructor.

Examines research on teacher education and professional development. Course explores theories of teacher learning, standards for teacher education, teacher education and professional development models, research on teacher professional communities, and enduring challenges faced by teacher educators.

**283A. Seminar in Teacher Education and Professional Development**

(2) COPELAND, LAGER

*Prerequisites:* concurrent enrollment in Education 283B; consent of instructor.

Designed to provide opportunities for students to explore issues in teacher education and professional development of beginning and/or experienced teachers or other professionals (i.e., counselors, administrators, etc.).

**283B. Internship in Teacher Education and Development**

(2) COPELAND, RALEY

*Prerequisite:* consent of instructor.

*May be repeated for credit.*

Provides students with opportunities to gain practical experience in teacher education and professional development broadly defined.

**284. Teacher Learning and Knowing**

(4) RALEY, COPELAND

*Prerequisite:* consent of instructor.

Provides students the opportunity to develop a coherent conceptual framework for their study of teaching. Course considers several ways of understanding the relationship between knowledge and practice, with special attention to learning as the transformation of this relationship. Approaches used to examine current efforts to improve the quality of teaching.

**286A. Contemporary and Historical Perspectives on Science Education**

(4) STAFF

*Prerequisite:* consent of instructor.

Focus on contemporary research issues in science education in relation to historical perspectives of the field. Course readings and agenda are partially set by the interests of the students.

**286B. Science Education in Sociocultural Context**

(4) STAFF

*Prerequisite:* consent of instructor.

Exploration of science and school science from a sociocultural perspective drawing on scholarship from the sociology, philosophy, and discourse of science.

**286C. Learning Theories and Instructional Practices in Science Education**

(4) BIANCHINI

*Prerequisite:* consent of instructor.

Exploration of contemporary theories of learning and instruction in science education. Students examine and critique research on constructivism, groupwork, inquiry, project-based science, multicultural science education and science-technology-society approaches.

**286D. Issues of Gender and Ethnicity in Science and Science Education**

(4) BIANCHINI

*Prerequisite:* consent of instructor.

Examination of recent scholarship related to issues of gender and ethnicity in science and science education. Readings are drawn not only from the field of science education, but from the history, philosophy and sociology of science.

**286E. Research on Science Teaching and Science Teacher Education**

(4) BIANCHINI

*Prerequisite:* Consent of instructor.

Designed primarily for master’s and doctoral students interested in teacher education and/or science education. Examination of current research on the professional development of science teachers. Focusing on both preservice and inservice programs.

**286ST. The History, Philosophy, and Sociology of Science in Science Education**

(4) BIANCHINI

*Prerequisite:* consent of instructor.

Exploration of the nature of science—what science is, how scientific knowledge is constructed, and how science and society interact—as well as ways to teach the nature of science to students. Primarily for pre-service science teachers.

**289. Professional Development Seminar for M.Ed. Facilitators**

(2) BIANCHINI

*Prerequisite:* Consent of instructor; students must be serving as an M.Ed. Facilitator for the Teacher Education Program while enrolled in this seminar.

Seminar supports facilitators in their work with M.Ed. candidates. Course examines ways to guide candidates in writing theoretical frameworks, collecting and analyzing their data, and providing feedback to one another. Readings include research literature and samples of candidates’ work.

**290. Cognitive Development in Autism and Other Severe Disabilities**

(4) KOEGEL, SINGER

*Prerequisite:* Consent of instructor.

An overview of diagnostic and treatment methods in the area of autism and other severe disabilities. Discussion topics include research on language, social behavior, self-injury, self-stimulation, research on physiological, educational, and behavioral interventions used in clinical, school and family settings.

**291. Professional Issues in Severe Developmental Disabilities****(4) KOEGEL, SINGER***Prerequisite: consent of instructor.*

Study of professional issues and development of projects in the areas of clinical work with children and families, experimental analyses of severe behavior problems, preparation of articles for publication, organization of national conventions and grant writing.

**292B. Mathematics Development in Middle Years****(4) BRENNER***Prerequisite: consent of instructor.*

Course looks at how elementary school children learn mathematics in specific topical areas such as word problems and rational numbers. Implications for instruction will be discussed.

**292C. Mathematics Development in Adolescents****(4) BRENNER, OKAMOTO, LAGER***Prerequisite: consent of instructor.*

Course examines mathematical problem solving at the secondary and college level. Different approaches to problem solving will be discussed in terms of the relevant theories, mathematics curricula and instructional delivery.

**293. Mathematics: Cultural Comparisons****(4) BRENNER, OKAMOTO***Prerequisite: consent of instructor.*

Investigation of mathematics instructions and achievements from a cross-national perspective. Both formal and informal mathematics applications will be reviewed. Sources of information will include the International Education Assessment (IEA) studies of mathematics as well as sources from anthropology, sociology, and educational journals.

**294. Seminar in Special Education, Disabilities, and Risk Studies****(1-6) STAFF***Prerequisite: consent of instructor.*

In-depth consideration of emerging topics in special education, disabilities, and risk studies. Course content may vary.

**295. Seminar in Instructional Leadership****(4) BLOCK***Prerequisite: consent of instructor.*

Seminar course which deals with a variety of topics related to leadership in instruction.

**299. Topics in Applied Linguistics****(4) STAFF**

Same course as EACS 299, French 299, German 299, Linguistics 299, and Spanish 299.

Specialized topics in the study of applied linguistics.

**400. Doctoral Seminar and Practicum in Information Technology****(4) STAFF**

*Prerequisites: enrollment in the Joint Doctoral Program in Educational Leadership; consent of instructor; knowledge of IT fundamentals and ability to conduct online research and communication.*

Examines theoretical foundations and practical skills required to effectively utilize and deploy technology and manage information in educational organizations.

**401. Doctoral Seminar and Practicum in Organizational Management****(4) STAFF**

*Prerequisite: enrollment in the Joint Doctoral Program in Educational Leadership; consent of instructor.*

Application of management science and professional practice within educational organizations. Students engage in research, inquiry, and application. Teams develop a management plan, explain and defend it in context of organizational theory, "best professional practices," and expected outcomes.

**402. Doctoral Seminar and Practicum in Policy, Equity, and Political Issues****(4) STAFF**

*Prerequisite: enrollment in the Joint Doctoral Program in Educational Leadership; consent of instructor.*

Explores the development and effects of state, county, and local educational policies on school leadership, instruction, and educational organizations. Students apply such organizational policy tools as

agendas, debates, public presentations, and school board communications.

**403. Doctoral Seminar and Practicum in Financial Leadership****(4) STAFF**

*Prerequisites: enrollment in the Joint Doctoral Program in Educational Leadership; consent of instructor; knowledge of spreadsheet and presentation software and ability to conduct online research and communication.*

Students learn how to plan, appropriate, and manage financial resources to support organizational effectiveness and student learning. Topics include macro-micro-economic theories, K-12 and higher education funding structures, public and corporate financial models, and school finance reform.

**404. Doctoral Seminar and Practicum in Leadership in Learning Organizations****(4) PETERSEN**

*Prerequisite: enrollment in the Joint Doctoral Program in Educational Leadership; consent of instructor.*

Detailed exploration of leadership characteristics and impacts on learning organizations. Topics include "vision," collaboration, accountability, and leadership frames of reference. Students increase their knowledge of theory as well as evaluation strategies to identify effective leadership behaviors and characteristics.

**405. Research Methods in Education****(4) GERBER, PETERSEN**

*Prerequisite: Enrollment in Joint Doctoral Program in Educational Leadership; consent of instructor.*

Surveys basic principles of scientific methods used in educational research, including selection and definition of problems, comparison of alternative strategies for reviewing literature, selection of measures and instrumentation, common problems of analysis and data interpretation, making research presentations, and writing final research reports.

**406. Research in Educational Leadership****(4-12) GENTILUCCI, BLOCK**

*Prerequisite: enrollment in the Joint Doctoral Program in Educational Leadership; consent of instructor.*

Focuses on writing a research proposal in the area of educational leadership.

**407. Problem Statements in Educational Leadership Research****(4-12) STAFF**

*Prerequisite: enrollment in the Joint Doctoral Program in Educational Leadership; consent of instructor.*

Supervised research and writing of problem statements and literature review in educational leadership.

**408. Methodological Applications in Educational Leadership Research****(4-12) GERBER, YUN, BLOCK**

*Prerequisite: enrollment in the Joint Doctoral Program in Educational Leadership; consent of instructor.*

Supervised research and methodological applications in educational leadership.

**409. Reporting Research Findings in Educational Leadership****(4-12) PETERSEN, GENTILUCCI, YUN, BLOCK**

*Prerequisite: enrollment in the Joint Doctoral Program in Educational Leadership; consent of instructor.*

Supervised research and reporting of research findings in educational leadership.

**440. Education Policy for Educational Leaders****(4) RUMBERGER, BLOCK, YUN**

*Prerequisite: consent of instructor; acceptance into the Joint Doctoral Program in Educational Leadership.*

Educational policy analysis techniques are applied to specific, regional, short- and long-term educational issues identified yearly by the Professional Development Districts served by the JDP. Students work on projects on a cohort basis both inside and outside of class utilizing distance education techniques.

**442. Organizational Theories for Educational Leaders****(4) CONLEY, BLOCK**

*Prerequisite: consent of instructor; must be enrolled in the Joint Doctoral Program.*

Educational organizations, change, and reform theories are applied to specific, regional, short- and long-term educational issues identified yearly by the Professional Development Districts served by the JDP. Students work on projects on a cohort basis both inside and outside of class utilizing distance education techniques.

**447. Leadership for Educational Leaders****(4) BLOCK**

*Prerequisite: consent of instructor; must be enrolled in the Joint Doctoral Program.*

Educational leadership analysis is applied to specific, regional, short- and long-term educational issues identified yearly by the Professional Development Districts served by the JDP. Students work on projects on a cohort basis both inside and outside of class utilizing distance education techniques.

**ADVANCED STUDIES**

*Advanced study and research courses (500 series): The 596-599 series of courses are for advanced study and/or research. All students enrolling in 500-level courses must use instructor codes when registering (according to registration instructions distributed each quarter).*

**596. Directed Reading and Research****(2-12) STAFF**

*Prerequisite: consent of instructor.*

Individual tutorial in doctoral and masters' degree subprogram special fields.

**597. Individual Study for Comprehensive Examinations****(2-12) STAFF**

*Prerequisite: consent of instructor.*

Preparation for master's or Ph.D. comprehensive examinations.

**598. Master's Thesis Research and Preparation****(2-12) STAFF**

*Prerequisite: consent of instructor.*

Supervised research and writing of the thesis in doctoral and masters' degree subprograms.

**599. Ph.D. Dissertation Preparation****(2-12) STAFF**

*Prerequisite: consent of instructor.*

Supervised research and writing of the dissertation in doctoral degree programs.

**TEACHER PREPARATION**

*Professional preparation in teaching (300-393 series): These courses are designed for the professional sequence in approved credential programs. They provide theory related to field practice in teaching and cover the design of instruction, teaching strategies, development of instructional materials, and the psychology of learning. The student teaching experience provides the opportunity for application of university course work in practice. Courses in the 392 series have as a prerequisite admission to a teaching credential program at UCSB. The Education 392 series courses coincide with the calendar of the public schools.*

**302. Educational Renovations: Foundations of Education Revisited****(2) RALEY**

*Prerequisite: admission to Multiple Subject, Single Subject, ESC Programs only.*

Revisits the themes and issues first considered in Education 203A, the Foundations course that opened students' teacher preparation program. In conversations with colleagues, students use their recent teaching experiences to revisit-and renovate-their early statements of educational philosophy. (S)

**317. Historical Thinking****(4) KOK**

*Prerequisite: admission to Single Subject Program or*

the Multiple Subject Program.

Provides future history teachers with an opportunity to explore the nature of history, to investigate the interdisciplinary aspects of the subject, and to develop their own concepts of historical thinking and historical empathy. (5)

### **332A. Child, Family, Community I**

(2) STAFF

*Prerequisite: enrollment in the Multiple Subject or Single Subject Teaching Credential Program.*

A 2-quarter sequence course; students must also take ED 332B in fall quarter.

Prepares teacher candidates to create a supportive and healthy learning environment for student learning. Helps candidates learn how personal, family, school, community, and environmental factors are related to student's academic, physical, emotional, and social well-being.

### **332B. Child, Family, Community II**

(2) STAFF

*Prerequisite: enrollment in the Multiple Subject or Single Subject Teaching Credential Program.*

A 2-quarter sequence course; students must also take ED 332A in summer quarter.

Prepares teacher candidates to create a supportive and healthy learning environment for student learning. Helps candidates learn how personal, family, school, community, and environmental factors are related to student's academic, physical, emotional, and social well-being.

### **R390AF-AW-AS. ELD/SDAIE Methods and Procedures**

(2-1-1) STAFF

*Prerequisites: Admission to the Single Subject Credential Program.*

A 3-quarter in-progress sequence course with grades for all quarters issued upon completion of Education R390AS.

Designed to help SST credential candidates begin to A core methods course required for SST Credential designed to help SST Credential candidates develop knowledge, skills, and understanding necessary in decision-making regarding instruction insuring ESL proficiency and progress for each student.

### **R390M-F-W. Procedures for Teaching Literacy - SST (Secondary)**

(1-1-1) STAFF

*Prerequisite: admission to the Single Subject Credential Program.*

Application of research and theory to procedures in the teaching of reading through problem solving situations, inductive reasoning and discovery, adapting instruction to individual reading needs. Designed to coincide with semester system of public schools.

### **S390. Procedures Used for the Teaching of Art in Schools**

(3) STAFF

*Prerequisite: admission to Single Subject Credential Program in Art.*

Not open for credit to students who have completed Art Studio 290.

Students are given hands-on experience in developing art instructional strategies. They are prepared to teach the art curriculum commonly taught in California schools. Recent ideas from the literature on art education are covered.

### **S390M. Procedures for Teaching Art: Secondary**

(1) STAFF

*Prerequisite: admission to Single Subject Credential Program in Art.*

Not open for credit to students who have completed Art Studio 290.

Students are given "hands-on experience" in developing art instructional strategies. They are prepared to teach the art curriculum commonly taught in California schools. Recent ideas from the literature on art education are covered.

### **SC390. Curriculum and Instructional Procedure and Materials Used in Teaching English in the Secondary School**

(3) STAFF

*Prerequisite: admission to Single Subject Credential Program.*

Seminar for student teachers in classroom

applications of educational theory to the teaching of English.

### **SC390F. Curriculum and Instructional Procedure and Materials Used in Teaching English in the Secondary School**

(4) STAFF

*Prerequisite: admission to Single Subject Credential Program.*

Seminar for student teachers in classroom applications of educational theory to the teaching of English.

### **SC390M. Procedures for Teaching English: Secondary**

(1) STAFF

*Prerequisite: admission to Single Subject Credential.*

Seminar for student teachers in classroom applications of educational theory to the teaching of English.

### **SL390. Curriculum and Instructional Procedures and Materials Used in Teaching of Foreign Language**

(3) STAFF

*Prerequisite: admission to Single Subject Credential Program. Background in foreign language.*

Methodology of foreign language teaching.

### **SL390M. Procedures for Teaching Foreign Language: Secondary**

(1) STAFF

*Prerequisite: admission to Single Subject Credential Program. Background in foreign language.*

Methodology of foreign language teaching.

### **SM390. Curriculum and Instructional Procedures and Materials Used in the Teaching of Mathematics**

(3) STAFF

*Prerequisite: admission to Single Subject Credential Program. Required background in mathematics.*

Procedures, curriculum, research, and theory related to teaching and learning mathematics.

### **SM390M. Procedures for Teaching Math: Secondary**

(1) STAFF

*Prerequisite: admission to Single Subject Credential Program in mathematics.*

Procedures, curriculum, research, and theory related to teaching and learning mathematics.

### **SPS390W. Special Education in Secondary Schools**

(4) KOK

*Prerequisites: admission to Single Subject Credential Program.*

A survey course in special education for students preparing to teach at the high school level. Topics include educational policy, instructional modification, and the role of the teacher in meeting the education needs of the handicapped adolescent.

### **SS390M-F-W-S. Procedures for Teaching Social Studies**

(1-1-1-1) KOK

*Prerequisites: admission to Single Subject Credential Program; graduate standing.*

Required course for candidates applying for the Single Subject Credential in one of the following social sciences: anthropology, economics, history, political science, sociology, geography, psychology, or combined social sciences.

### **ST390. Curriculum and Instructional Procedures and Materials Used in the Teaching of Science**

(3) STAFF

*Prerequisite: admission to Single Subject Credential Program. Required background in life sciences or physical sciences.*

Lecture-discussion sessions considering secondary school science curriculum materials, and the objectives and teaching strategies appropriate to these materials.

### **ST390M. Procedures for Teaching Science: Secondary**

(1) STAFF

*Prerequisite: admission to Single Subject Credential Program. Required background in physical or life sciences.*

Lecture-discussion sessions considering secondary school science curriculum materials, and the objectives

and teaching strategies appropriate to these materials.

### **ST391A. Elementary Math Procedures**

(4) STAFF

*Prerequisite: graduate standing and enrollment in the Multiple Subject Credential Program.*

The application of research and theory to classroom practice in the teaching of mathematics.

### **E391AW-AS. Materials Used in Teaching of Mathematics in Elementary Schools**

(2-1) STAFF

*Prerequisites: graduate standing and enrollment in the Multiple Subject Credential Program.*

A 2-quarter, in-progress sequence course with grades for both quarters issued upon completion of Education E391AS.

The application of research and theory to classroom practice in the teaching of mathematics.

### **E391BS. Elementary Science Teaching Procedures**

(4) HARLOW

*Prerequisites: graduate standing and enrollment in the Multiple Subject Credential Program.*

An application of research and theory to classroom practice in the teaching of science.

### **E391CW-CS. Elementary Social Studies Teaching Procedures**

(3-1) STAFF

*Prerequisites: graduate standing and enrollment in the Multiple Subject Credential Program.*

A 2-quarter, in-progress sequence course with final grades for both given upon completion of ED E 391CS.

The application of research and theory to classroom practice in the teaching of social studies. (W,S)

### **E391DF-DW. Elementary Reading and Language Arts Teaching Procedures**

(3-2) STAFF

*Prerequisite: admission to the Multiple Subjects Credential Program. A 2-quarter, in-progress sequence course with letter grades for both quarters issued upon completion of Education E391DW.*

Application of research and theory to classroom practice in the teaching of reading and language arts through problem solving situations, inductive reasoning and discovery, and adapting instruction to individual reading needs.

### **E391E. Foundations: Teaching English Learners**

(4) STAFF

Course focuses on social, political, and legal foundations of schooling English learners. The course specifically addresses: Demographics of California, state and federal laws, schooling of English learners, theoretical frameworks of second language acquisition and bilingualism, assessment and diagnosis of language proficiency.

### **E391F. Teaching Strategies: Bilingual/Cross-Cultural Education**

(4) STAFF

*Prerequisites: consent of instructor and admission to Bilingual/Cross-Cultural Emphasis Program.*

Intensive examination of effective teaching methods for Spanish-Spanish-English classroom with particular emphasis on language arts area. Students explore existing materials and applications and also learn of approaches for developing new and appropriate material.

### **E391G. Applications of Theory: Instruction, Assessment and Policy Implications**

(4) STAFF

*Prerequisites: consent of instructor and admission to Bilingual/Cross Cultural Emphasis Program.*

Designed to further develop credential candidates' knowledge of pedagogical principles of second language acquisition and skills to effectively teach English learners. Goal is to enable credential candidates to apply appropriate pedagogical practices that foster high expectations and provide access to the core curricula.

### **E391HF-HW-HS. ELD/SDAIE Methods and Procedures**

(2-1-1) STAFF

*Prerequisite: enrollment in Multiple Subject Teaching Credential Program.*

A 3-quarter, in-progress sequence course with grades for all three quarters issued upon completion of Education E391HS.

Course focuses on the education of English learners. Primary goal is to prepare professional educators who can articulately advocate for and enact effective educational practices for students who are acquiring English as a new language. Designed to help MST credential candidates begin to develop skills and understanding necessary to make decisions regarding instruction that ensure English language proficiency and academic progress for each student.

### **E392F-W-S. Supervised Teaching: Elementary Schools**

(3-12, 3-12, 3-12) STAFF

*Prerequisite: admission to the Multiple Subject Credential Program.*

Supervised student teaching in the elementary schools.

### **E392M. Supervised Teaching: Elementary Schools**

(3-12) STAFF

*Prerequisite: admission to the Multiple Subject Credential Program.*

Supervised teaching in the elementary schools.

### **R392A-B. Multicultural Reading Field Experiences**

(1-1) STAFF

*Prerequisites: admission to Single Subject Credential Program; consent of instructor.*

Supervised field experience in multicultural settings for secondary teacher candidates.

### **R392C. Multicultural Reading Field Experiences**

(1) STAFF

*Prerequisites: admission to Single Subject Credential Program; consent of instructor.*

Supervised field experience in multicultural settings for secondary teacher candidates.

### **S392M. Supervised Teaching: Art Secondary**

(3-12) STAFF

*Prerequisite: admission to the Single Subject Program.*

Supervised teaching in art at the secondary level.

### **SC392. Student Teaching: English**

(3-12) STAFF

*Prerequisite: admission to Single Subject Credential Program. Admission to student teaching.*

Field work, teaching one or more classes in English or related fields, grades 7-12, in a local school under the supervision of a master-teacher and university field supervisor.

### **SC392M. Student Teaching: English Secondary**

(3-12) STAFF

*Prerequisite: admission to Single Subject Program.*

Supervised student teaching in English at the secondary level.

### **SL392M. Student Teaching: Foreign Language Secondary**

(3-12) STAFF

*Prerequisite: admission to Single Subject Program.*

Supervised student teaching in foreign language at the secondary level.

### **SM392. Student Teaching: Mathematics**

(3-12) STAFF

*Prerequisite: admission to the Single Subject Credential Program in mathematics.*

Supervised teaching at the secondary level in mathematics.

### **SM392M. Student Teaching: Math Secondary**

(3-12) STAFF

*Prerequisite: admission to the Single Subject Program.*

Supervised teaching in math at the secondary level.

### **SS392. Student Teaching: Social Studies**

(3-12) STAFF

*Prerequisite: admission to the Single Subject Credential Program in social studies.*

Supervised teaching at the secondary level in social studies.

### **SS392M. Student Teaching: Social Science Secondary**

(3-12) STAFF

*Prerequisite: admission to the Single Subject Program.*

Supervised teaching in social science at the secondary level.

### **ST392. Student Teaching: Science Education**

(3-12) STAFF

*Prerequisite: admission to the Single Subject Credential Program in science.*

Supervised teaching at the secondary level in science.

### **ST392M. Student Teaching: Science Secondary**

(3-12) STAFF

*Prerequisite: admission to the Single Subject Credential Program.*

Supervised teaching in science at the secondary level.

### **E393F-W-S. Seminar in Student Teaching**

(1-2-1) STAFF

*Prerequisite: admission to Multiple Subject Credential Program. Concurrent enrollment in Education E392 (for Ed E393F).*

A 3-quarter, in-progress sequence course with grades for all three quarters issued upon completion of Education E393S.

This seminar covers problems related to student teaching.

### **E393M. Professional Seminar in Teaching: Elementary**

(1) STAFF

*Prerequisite: admission to Multiple Subject Program.*

Seminar covers problems related to student teaching.

### **S393F-W-S. Seminar in Secondary Teaching Art**

(1-1-2) STAFF

*Prerequisite: taken concurrently with supervised teaching.*

Seminar covers problems related to student teaching.

### **S393M. Professional Seminar in Teaching Art: Secondary**

(1) STAFF

*Prerequisite: taken concurrently with supervised teaching.*

Seminar covers problems related to student teaching.

### **SC393F-W-S. Problems Seminar in Teaching English**

(1-1-2) STAFF

*Prerequisite: taken concurrently with supervised teaching.*

Seminar covers problems related to student teaching.

### **SC393M. Professional Seminar in Teaching English: Secondary**

(1) STAFF

*Prerequisite: taken concurrently with supervised teaching.*

Seminar covers problems related to student teaching.

### **SL393F-W-S. Problem Seminar: Teaching Foreign Languages**

(1-1-2) STAFF

*Prerequisite: concurrent enrollment in Education SL392.*

*May be repeated.*

Seminar covers problems related to student teaching in foreign languages.

### **SL393M. Professional Seminar in Teaching Foreign Language: Secondary**

(1) STAFF

*Prerequisite: concurrent enrollment in Education SL392.*

*May be repeated for credit.*

Seminar covers problems related to student teaching in foreign language.

### **SM393F-W-S. Seminar in Teaching Mathematics**

(1-1-2) STAFF

*Prerequisite: taken concurrently with supervised*

*teaching in mathematics.*

Seminar covers problems related to student teaching.

### **SM393M. Professional Seminar in Teaching Math: Secondary**

(1) STAFF

*Prerequisite: taken concurrently with supervised teaching in mathematics.*

Seminar covers problems related to student teaching.

### **SS393F-W-S. Seminar in Teaching Social Studies**

(1-1-2) KOK

*Prerequisite: taken concurrently with supervised teaching in social studies.*

Seminar covers problems related to student teaching.

### **SS393M. Seminar in Teaching Social Science**

(1) STAFF

*Prerequisite: taken concurrently with supervised teaching in mathematics.*

Seminar covers problems related to student teaching.

### **ST393F-W-S. Seminar in Teaching Science**

(1-1-2) STAFF

*Prerequisite: admission to Single Subject Credential Program in science; taken concurrently with supervised teaching in science.*

Seminar covers problems related to student teaching.

### **ST393M. Professional Seminar in Teaching Science: Secondary**

(1) STAFF

*Prerequisite: admission to Single Subject Credential Program in science; taken concurrently with supervised teaching in science.*

Seminar covers problems related to student teaching.

### **E394. Ethnography and Communication Skills Development**

(2) STAFF

*Prerequisite: admission to secondary or elementary credential program.*

Designed to teach ethnography and communication skills to student teachers in order that they might engage in peer or collegial observation of one another.

### **E395W. Curriculum Design**

(3) TUYAY

*Prerequisite: admission to Multiple Subject Program (MST).*

Designed to provide MST credential candidates with the knowledge and skills necessary to provide balanced and comprehensive content area instruction in diverse K-8 classrooms. Focuses on interdisciplinary curriculum design. Credential candidates examine contemporary definitions of curricula, compare and contrast various models of integration and apply these theoretical understandings to their instructional planning and classroom practice.

### **S395F-W-S. Curriculum Planning and Assessment**

(1-1-1) STAFF

*Prerequisite: admission to the Single Subject Credential Program (SST).*

Seminar in various educational issues; covers essential elements of lessons and curriculum planning as well as assessment design, implementation, and student work analysis.

### **SE396. Writing Project Approaches to Teaching Composition, K-College**

(1-6) STAFF

Approaches to teaching composition at all levels and in all disciplines. Features demonstrations of proven techniques by fellows, staff, professional authors, and visiting scholars from the South Coast Writing Project. Includes examination of theory and research base for practices.

# Appendix

## University Officers

Effective July 2009

### The Regents of the University of California

#### Regents Ex Officio

**Arnold Schwarzenegger**

*Governor of California*

*President of the Board of Regents*

**John Garamendi**

*Lieutenant Governor of California*

**Karen Bass**

*Speaker of the Assembly*

**Jack O'Connell**

*State Superintendent of Public Instruction*

**David Shewmake**

*President of the Alumni Associations of the University of California*

**Debbie Cole**

*Vice President of the Alumni Associations of the University of California*

**Mark G. Yudof**

*President of the University*

#### Appointed Regents

Jesse Bernal, *Student*

Richard C. Blum

William De La Peña

Russell S. Gould

Judith L. Hopkinson

John Hotchkis

Eddie Island

Odessa Johnson

Joanne Corday Kozberg

Sherry L. Lansing

Monica Lozano

Hadi Makarechian

George M. Marcus

Norman J. Pattiz

Bonnie Reiss

Fred Ruiz

Leslie Tang Schilling

Bruce D. Varner

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Ronald W. Stovitz

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Mary Croughan

Henry Powell

#### Staff Advisors to the Board of Regents

Edward L. Abeyta

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**Sheryl Vacca**, *Senior Vice President—Chief Compliance and Audit Officer*

**Diane M. Griffiths**, *Secretary and Chief of Staff to the Regents*

**Marie N. Berggren**, *Acting Treasurer of the Regents*

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*President of the University*

**Lawrence Pitts**

*Interim Provost and Executive Vice President—Academic Affairs*

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*Executive Vice President—Laboratory Management*

**Katharine N. Lapp**

*Executive Vice President—Business Operations*

**Vacant**

*Executive Vice President—Chief Financial Officer*

**Sheryl Vacca**

*Senior Vice President—Chief Compliance and Audit Officer*

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*Vice President—Research and Graduate Studies*

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*Vice President—Investments and Chief Investments Officer and Acting Treasurer of the Regents*

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*Chancellor at Berkeley*

**Larry N. Vanderhoef**

*Chancellor at Davis*

**Michael V. Drake**

*Chancellor at Irvine*

**Gene D. Block**

*Chancellor at Los Angeles*

**Steve Kang**

*Chancellor at Merced*

**Timothy P. White**

*Acting Chancellor at Riverside*

**Marye Anne Fox**

*Chancellor at San Diego*

**J. Michael Bishop**

*Chancellor at San Francisco*

**Henry T. Yang**

*Chancellor at Santa Barbara*

**George Blumenthal**

*Chancellor at Santa Cruz*

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*Chancellor*

**Todd G. Lee**

*Assistant Chancellor—Budget and Planning*

**Glenn Lucas**

*Executive Vice Chancellor*

**Arthur Gossard**

*Associate Vice Chancellor—Academic Personnel*

**Maria Herrera-Sobek**

*Associate Vice Chancellor—Diversity, Equity and Academic Policy*

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# University Policies and Regulations

## Nonresident Fee

If you have not been living in California with the intent to make it your permanent home for a minimum of 366 days immediately prior to the residence determination date of the term for which classification as a California resident is requested, you must pay a nonresident fee in addition to all other fees. The rules and regulations for establishing residency for tuition purposes are defined by the University of California Board of Regents, which is authorized by the California Legislature (SOR 110.2), to provide classification for a tuition differential between resident and nonresident students.

**Reduced Nonresident Fee.** Effective Fall 2006, the annual nonresident fee is reduced by 100 percent for graduate doctoral students who have advanced to candidacy, subject to the understanding that: (a) a graduate doctoral student may receive the reduced nonresident fee rate for a maximum of three years, and (b) any such student who continues to be enrolled, or who re-enrolls after receiving the reduced fee for three years, will be charged the full nonresident fee rate in effect at that time.

## AB540 - California High School Students

A student who attended a high school in California for three or more years and who graduated from a California high school (or attained the equivalent) may be exempt from paying nonresident tuition and the Educational Fee differential charged to nonresidents. Eligibility for this exemption will continue until the student fulfills the University of California residency requirements or until this exemption is no longer available, whichever occurs first.

### Exemption Requirements:

The student must have:

1. attended a high school in California for three or more years; **and**
2. graduated from a California high school (or attained the equivalent); **and**
3. enrolled, or be in the process of enrolling, at a University of California campus after January 1, 2002.

Non-immigrant students are not eligible for this exemption. Non-immigrants, as defined by federal immigration law, have been admitted to the United States temporarily and may have been granted one of the following visas: A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, TN, TD, and V, and TROV and NATO.

A student who does not have a lawful immigration status, but otherwise meets the requirements, will be eligible if she/he is taking steps to legalize his or her immigration status or will do so as soon as she/he is eligible.

This exemption is available to undergraduate, graduate, and professional students. Students who meet the qualifications listed above will remain nonresidents for tuition purposes, but they will not be assessed nonresident tuition or other fees paid by nonresident students.

## Establishing California Residency for Fee Purposes

**Please note:** This summation is not a complete explanation of the laws regarding residency. Additional information is available from the Office of the Registrar. Please note that changes may be made in the residence requirements between the publication date of this statement and the relevant determination date.

An adult (at least 18 years of age) U.S. citizen or eligible non-citizen must establish a permanent residence in California before he or she is entitled to pay fees at the California resident rate. The requirements for establishing residency for fee purposes are independent from all other types of residency. A resident for fee purposes is someone who meets the requirements set forth in the University of California Board of Regents Policy Relating to Residence Matters and summarized here.

The following residence regulations apply only to the University of California. Classification as a resident at a California State University campus or California Community College campus does not guarantee that a student will be classified as a resident when transferring to a University of California campus.

### All three of the following requirements must be met for classification as a California resident:

#### A. Physical presence.

An adult individual (18 years or older) must establish a physical presence in California more than one year (366 days) immediately prior to the residence determination date of the term for which classification as a resident is requested.

#### B. Intent to establish a domicile.

Objective evidence of an individual's intent to establish a permanent home in California is demonstrated by securing documentation that clearly demonstrates the establishment of residential ties in California, and a corresponding absence of ties to the former place of residence. Intent is evaluated as an independent element of residence, and must be coupled with physical presence. If implementation of the following actions is delayed, the commencement of the 366-day durational period will be extended until a concurrence of physical presence *and* intent is demonstrated.

Relevant indicia that contribute to the demonstration of intent include, but are not limited to, the following:

1. Obtaining a California Driver License or California Identification Card.
2. Registering a motor vehicle in California.
3. Registering/voting in California elections.
4. A history of employment in California.
5. Paying California State income taxes (including taxes on income earned outside California from the date California residence was established).

6. Designating a California permanent home address on all records (e.g., school, employment, military, etc.).
7. Licensing for professional practice in California.
8. Maintaining a California residence in which personal belongings are kept.

#### C. Financial independence.

For purposes of residence determination, financial independence is defined as the ability to support oneself financially without the help of others. A student is considered financially independent if he or she meets *all* of the following criteria:

1. Is unmarried and does not have a registered domestic partner;
2. Was not claimed as a dependent for income tax purposes by either parent or any other individual for the two tax years immediately prior to the quarter for which classification as a resident is requested;
3. Can demonstrate self-sufficiency for the current and two previous years.

The financial independence requirement will not be a factor in residence determination if the student meets *one* of the following criteria:

1. The student's parents are residents of California.
2. Is at least 24 years of age by December 31 of the calendar year for which classification as a resident is requested.
3. Is a veteran of the U.S. Armed Forces.
4. Is a ward of the court.
5. Has a legal dependent other than a spouse or registered domestic partner.
6. Is a married student or has a registered domestic partner who was not claimed as a dependent for income tax purposes by either parent, or any other individual for the tax year immediately preceding the term for which classification as a resident is requested.
7. Is a graduate or professional school student who was not claimed as an income tax deduction for either parent or any other individual for the tax year immediately prior to the term for which classification as a resident is requested.
8. Is a graduate or professional school student who is employed at the University of California 49% or more time (or receives the equivalent in departmental funding) during the quarter for which classification as a resident is requested.
9. Reached the age of majority in California while his/her parents were residents of this state *and* the California resident parents leave the state to establish a residence elsewhere *and* the student continues to reside in California after the parents' departure.

Please note that the above criteria apply to financial independence as it relates to residence determination only, and does not apply to a determination of independence for financial aid or other purposes.

## General Rules Applying to Minors

If you are an unmarried minor (under age 18), the residence of the parent with whom you live is considered your residence. If you have a parent living, you cannot change your residence by your own act, by the appointment of a legal guardian, or by the relinquishment of your parent's right of control. If you do not live with either parent, your residence is that of the last parent with whom you lived. Unless you are a minor alien present in the U.S. under the terms of a nonimmigrant visa which precludes you from establishing a domicile in the U.S., you may establish your own residence when both of your parents are deceased and a legal guardian has not been appointed. If you derive California residence from a parent, that parent must satisfy the 366-day durational requirement.

## Exemptions From Nonresident Fee

Students for whom the following conditions apply may be eligible for an exemption or waiver from the Nonresident Fee:

- 1. Active Duty Member of U.S. Military, their spouses, registered domestic partner, and dependent children.** For additional information and qualifications, contact the Residence Deputy at (805) 893-3033.
- 2. Child, Spouse, Registered Domestic Partner of a Faculty Member.** To the extent that funds are available, a student who is the unmarried, dependent child under the age of 21, or the spouse, or registered domestic partner of a University of California faculty member who is a voting member of the Academic Senate.
- 3. Child, Spouse, Registered Domestic Partner of a University Employee.** A student who is the spouse, registered domestic partner, or dependent child of a full-time employee of the University of California who is permanently assigned to work outside the state of California (e.g., Los Alamos National Laboratory).
- 4. Child of a Deceased Public Law Enforcement or Fire Suppression Employee.** A student who is the child of a deceased public law enforcement or fire suppression employee, who was a California resident and was killed in the course of law enforcement or fire suppression duties.
- 5. Dependent Child of a California Resident.** A student who has not been an adult resident of California for more than one year, and is the natural or adopted, dependent child of a California resident who has been a resident for more than one year immediately prior to the residence determination date. The student must also maintain full-time attendance in a California public post-secondary institution.
- 6. Graduate of a California School Operated by the Federal Bureau of Indian Affairs (B. I. A.).** A student who is a graduate of a California school operated by the B. I. A. (e.g., Sherman Indian High School) and who enrolls at the University of California.
- 7. Student Athlete.** Any amateur athlete in training at the U. S. Olympic Training Center in Chula Vista, California, is entitled to resident classification until he/she has resided in

## PERSISTENCE AND GRADUATION RATES

| Years:            | % Persistence at: |     | % Graduation at: |      |      |     |
|-------------------|-------------------|-----|------------------|------|------|-----|
|                   | One               | Two | Three            | Four | Five | Six |
| Freshmen          | 91%               | 82% | 3%               | 64%  | 77%  | 81% |
| Junior Transfers* | 88%               | 78% | 81%              | 83%  | 86%  | 86% |

\*Two-year persistence rate for Transfer students includes students graduating in two years.

Persistence is the percentage of originally enrolled students still enrolled at UCSB after one and two years. Graduation rates indicate the percentage of students graduating after three, four, five and six years at UCSB. Rates reflect a Fall-to-Summer academic year.

## UCSB SALARY AND EMPLOYMENT INFORMATION (approximately one year after graduation)

| Undergrad. Discipline              | Median Income |                                 |        |
|------------------------------------|---------------|---------------------------------|--------|
| Computer Science                   | \$ 65,000     | Interdisciplinary Studies       | 36,500 |
| Engineering                        | \$56,000      | Law and Legal Studies           | 36,200 |
| Business                           | 53,400        | Communication                   | 35,800 |
| Mathematics                        | 46,700        | Psychology                      | 35,500 |
| Philosophy/Religion                | 40,000        | Foreign Language and Literature | 35,000 |
| Physical Science                   | 40,000        | Visual and Performing Arts      | 34,700 |
| Environmental Science              | 37,000        | Biological / Life Science       | 30,700 |
| Area, Ethnic, and Cultural Studies | 37,000        | English                         | 29,800 |
| Social Science / History           | 36,700        | All full-time workers           | 39,200 |

**Source:** "Undergraduate Alumni Survey – Spring/Summer 2006 Graduates" conducted by the UCSB Office of Budget & Planning. The above table presents median full-time salary by undergraduate discipline. Seventy percent (70%) of alumni responding to the survey were employed full-time. It should be noted that variation in starting salaries exists within each discipline, based on job location, field of employment, type of employer, and personal qualifications of the individual.

- the state the minimum time necessary (366 days) to become a resident.
- 8. UC Tuition Exemption for California High School Students.** Students enrolled or in the process of enrolling at a University of California campus after January 1, 2002, who attended a high school in California for three or more years, and who graduated from a California high school (or attained the equivalent), may qualify for an exemption from the nonresident tuition. Undergraduate, graduate, and professional students are eligible to apply for this exemption. For additional information and qualifications, contact the Residence Deputy at (805) 893-3033.
  - 9. Surviving Dependents of California Residents killed in the September 11, 2001, terrorist attacks** (effective January, 2003).
  - 10. Recipients of Congressional Medal of Honor and their children under age 27** (effective January, 2003).

## Inquiries and Appeals

Inquiries regarding residence requirements, determination, and/or recognized exemptions should be directed to:

Residence Deputy, Office of the Registrar  
Student Affairs and Administrative Services  
Building (SAASB) 1105  
University of California, Santa Barbara  
Santa Barbara, CA 93106-2015  
Telephone: (805) 893-3033

### OR

Office of the General Counsel  
Paralegal-Residence Matters  
1111 Franklin Street, 8th Floor  
Oakland, CA 94607-5200

No other University personnel are authorized to provide information relative to residence requirements for tuition purposes. Any student who believes that an incorrect residence classification

has been made by the Residence Deputy may appeal in writing to the Principal Legal Analyst-Residence Matters within 30 days of notification of the Residence Deputy's final decision.

## Incorrect Classification

If you were incorrectly classified as a resident, you are subject to reclassification and to payment of all unpaid nonresident fees. If you concealed information, or furnished false information and were classified incorrectly as a result, you are also subject to University discipline.

## Change of Classification

If you are a continuing student, and wish to change your residence classification from nonresident to resident, you must file a *Petition for Resident Classification* at the Office of the Registrar. All changes of classification must be initiated on or before the published deadline as indicated in the *Schedule of Classes*.

## Student Grievance Procedure

UCSB is in compliance with all legislation which seeks to eliminate discrimination toward students. Titles VI and VII of the Civil Rights Act of 1964 prohibit discrimination on the basis of race, color, national origin, and religion. Title IX of the Educational Amendments of 1972 prohibits discrimination on the basis of sex. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibit discrimination on the basis of disability. Policy action by the Regents of the University of California prohibits discrimination on the basis of age and sexual orientation.

Members of the UCSB campus staff are available to answer students' questions about nondiscrimination policies and procedures. Information and copies of the grievance procedure are available from these offices:

**Office of Vice Chancellor—Student Affairs**

Michael D. Young, Vice Chancellor  
Allyn Fleming, Director, Student Affairs Planning  
and Administration  
Cheadle Hall 5203, (805) 893-8784

**Sexual Harassment Complaint Resolution Officer/Title IX Coordinator**

Paula Rudolph  
Phelps Hall 3213, (805) 893-2546

**Office of Student Life**

Yonie Harris, Dean of Students  
Student Resource Building (SRB) 2<sup>nd</sup> floor,  
(805) 893-4569

**Administrative Services**

Farfalla Borah, Americans with Disabilities  
Act Compliance Officer  
North Hall 1135, (805) 893-2184

**Women's Center**

Alka Arora, Acting Director  
Student Resource Building (SRB) 1<sup>st</sup> floor,  
(805) 893-3778

**Disabled Students Program**

Gary White, Director  
2120 Student Resource Building (SRB)  
(805) 893-2668

**Office of the Ombuds**

Priscilla Mori, Girvetz Hall 1205-K  
(805) 893-3285

**Office of Equal Opportunity**

Ricardo A. Alcaino, Director  
Phelps Hall 3217A, (805) 893-4504

**Associated Students**

Main Office  
UCen, Room 1523, (805) 893-2566

**Graduate Division**

Christian Villasenor, Assistant Dean  
Cheadle Hall 3117, (805) 893-7109

**Student Life & Academic Support Services**

Carolyn Buford, Ph.D., Executive Director  
Student Resource Building (SRB) 2<sup>nd</sup> floor,  
(805) 893-8749

Any student who wishes to file a grievance arising from alleged discrimination (other than a contested grade) must do so at the Office of the Vice Chancellor—Student Affairs, (805) 893-3651, Cheadle Hall 5203. The chart below summarizes the steps in the university's formal grievance procedure for discrimination.

**Sexual Harassment**

One form of sex discrimination is sexual harassment. UCSB has a policy prohibiting sexual harassment and providing a grievance procedure specifically for this form of discrimination. Copies of the grievance procedure for sexual harassment may be obtained from each of the above mentioned offices as well as the Web site at [www.shot9.ucsb.edu](http://www.shot9.ucsb.edu). In addition, the Chancellor has appointed a Sexual Harassment Complaint Resolution Officer. The task of the Complaint Resolution Officer is to assist individuals with their complaints of sexual harassment through the informal and formal procedures described in the sexual harassment policy. Individuals who file a complaint should know that civil law remedies, including but not limited to injunctions, restraining orders, or other orders, may also be available to them. Further information and/or assistance can be obtained from the Sexual Harassment Complaint Resolution Officer, Paula Rudolph, Phelps Hall 3213. Telephone (805) 893-2546.

In addition, UCSB provides sexual harassment prevention training to the university community. In September of 2004, Governor

Arnold Schwarzenegger signed Assembly Bill 1825, which requires all employers to train supervisors about sexual harassment prevention every two years. Therefore, effective January of 2005, all UCSB supervisors and faculty must fulfill a two-hour interactive sexual harassment training requirement. To fulfill this requirement, supervisors and faculty can choose to participate in either in-person or on-line training. For more information about this mandatory training, visit <http://shpe.sa.ucsb.edu>. UCSB students and non-supervisory staff members are also encouraged to learn about sexual harassment prevention. Those interested in training options should check the Sexual Harassment Prevention Education Web site (<http://shpe.sa.ucsb.edu>) for available trainings. In-person trainings also are available for departments and student organizations at any time. To schedule a training contact Carol Saucedo, Director of Sexual Harassment Prevention and Diversity Education, at (805) 893-3442.

**Equity in Athletics Disclosure Act**

In compliance with the Equity in Athletics Disclosure Act, an annual report containing data concerning gender equity in our Intercollegiate Athletics Program is available upon request. Please call (805) 893-2701 to obtain a free copy.

**Taxpayer Relief Act of 1997**

The Taxpayer Relief Act of 1997 includes a number of educational tax benefits that may have an impact on students and their families. The act includes the following sections that involve the University reporting information on students to the Internal Revenue Service.

**Hope Scholarship Tax Credit:** a nonrefundable credit equal to a maximum of \$1500 in out-of-pocket qualified tuition and fee expenses paid by or on behalf of a student for two tax years during which the student is enrolled at least half time in the first or second year of postsecondary education leading to a recognized degree or certificate.

**Lifetime Learning Credit:** a nonrefundable credit equal to 20% of the \$5000 of qualified out-of-pocket tuition and fee expenses paid by or on behalf of a student enrolled in postsecondary course work at the undergraduate or graduate level leading to a recognized degree or certificate or to improved job skills.

**Student Loan Interest Deduction:** a deduction from income of up to \$1000 in qualified education loan interest due and paid during the first 60 months of repayment.

To find out if you qualify for benefits under these or other provisions of the Taxpayer Relief Act, please contact a tax consultant or call the Internal Revenue Service. The University of California is not authorized to respond to tax questions.

For more information about the Taxpayer Relief Act, refer to this Web site maintained for students at the University of California campuses: [www.1098-T.com](http://www.1098-T.com).

**STUDENT GRIEVANCE PROCEDURE**

| Who                             | What   | Where  | When*   |
|---------------------------------|--|--|---|
| Student                         | Files formal complaint   | Office of the Vice Chancellor-Student Affairs  | Within 90 days of grievable action  |
| Vice Chancellor-Student Affairs | Forwards complaint   | 1. To designated investigator(s)<br>2. To head of department where alleged violation occurred<br>3. Affirmative Action Coordinator<br>4. Title IX Compliance Officer, if sex related | Within 5 days of receipt of complaint   |
| Department Head                 | Files written answer to charges                                | With designated investigator(s)  | Within 10 days  |
| Investigator(s)                 | Examines circumstances of charge and reports findings          | 1. To Vice Chancellor-Student Affairs<br>2. Department<br>3. Student<br>4. Copies to Affirmative Action Coordinator and/or Title IX Officer  | Within 10 days of department head reply or 20 days after receipt of complaint |
| Student                         | Presents written request for formal hearing                    | To Vice Chancellor-Student Affairs   | Within 10 days of receipt of investigator(s) report                           |
| Vice Chancellor-Student Affairs | Arranges for impartial hearing; student chooses hearing entity | Campus location  | Within 30 days  |
| Vice Chancellor-Student Affairs | Notifies grievant and department head of hearing time and date | Personally or by registered mail   | 15 days before hearing date   |
| Each party                      | Exchanges evidence   | To be agreed upon  | Within 7 days before hearing  |
| Hearing entity                  | Reports findings; makes recommendations                        | To Vice Chancellor-Student Affairs   | Within 30 days after hearing  |
| Vice Chancellor-Student Affairs | Makes decision based on report and recommendations             | To both parties and their representatives;<br>To Affirmative Action Coordinator and/or Title IX Officer  | Within 15 days from receipt of report   |
| Student                         | Files appeal   | To Chancellor  | Within 30 days from date of report  |
| Campus                          | Keeps all hearing records                                      | As designated by the chancellor and subject to privacy and disclosure legislation  | For 3 years   |

\*All time referred to shall be working days.

## Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

The University of California, Santa Barbara, is committed to assisting all members of the UCSB community—students, faculty, staff and visitors—in providing for their own safety and security. The complete UCSB campus safety report, *Dedicated to the Safety of Our Community: The Clery Act Campus Security Report*, including campus crime statistics, campus policies, and substance abuse, sexual harassment, and sexual assault complaint procedures, is available online at: [www.sa.ucsb.edu/policies/cleryact/cleryactcampussecurityreport.asp](http://www.sa.ucsb.edu/policies/cleryact/cleryactcampussecurityreport.asp), or you can request a copy by calling the Office of Student Life at (805) 893-7884.

This information is made available in accordance with the “Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act,” formerly the “Student Right to Know and Campus Security Act.” The Web site contains information regarding campus security and personal safety, including topics such as crime prevention, university police law enforcement authority, crime reporting policies, disciplinary procedures, and other matters of importance related to security on campus. The Web site contains information about crime statistics for the three previous calendar years concerning reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by UCSB; and on public property within, or immediately adjacent to and accessible from the campus.

This information is required by law, provided by the Office of Student Life and the campus Police Department, and upholds the campus belief that a well-informed community is better served and safer. UC Santa Barbara makes continual efforts to reduce crime on campus and supports a reporting philosophy that encourages victims or witnesses to report all incidents immediately to either the UCSB Police or anonymously to a Campus Security Authority. However, in cases of sexual assault, the University recognizes that reporting to law enforcement is a personal decision and respects the right of the survivor to make that decision.

## Average Persistence and Graduation Rates

At 61%, UCSB takes great pride in having one of the highest four-year graduation rates among public universities. At six years, over 79% of UCSB's entering freshman class has graduated.

## Privacy of Student Records

The Federal Family Educational Rights and Privacy Act (FERPA) and the University of California Policies Applying to the Disclosure of Information from Student Records afford students certain rights with respect to their educational records. They have the right:

1. To inspect and review records pertaining to themselves in their capacity as students;
2. To seek correction of their student records through a request to amend the records or a request for a hearing;
3. To file complaints with the Department of Education regarding alleged violations of the rights accorded them by the Federal Act; and
4. To request that personally identifiable information from their student records be withheld from disclosure except to the extent that FERPA authorizes disclosure without consent.

The following information is designated as “directory information” and normally will be released by the campus without the consent of the student: name, current local and permanent address and telephone number, electronic mail address, date (MM/DD) of birth, major, number of units currently enrolled in, class level, dates of attendance, degree/honors awarded, most recent school attended, athletic information including height and weight, and participation in officially recognized organizations. Students have the right to restrict the disclosure of this information. A form to restrict disclosure of any or all of this information may be submitted at the Office of the Registrar. A student requesting such restrictions should be aware, however, of the implications of such a request.

One exception, which permits disclosure without consent, is disclosure to campus officials with legitimate educational interests. A campus official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); or a student serving on an official committee, such as disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, UCSB may disclose education records without consent to officials of another school in which a student intends to enroll.

Copies of the university's policies and campus implementation procedures can be obtained from and questions regarding various privacy regulations can be addressed to the Office of the Registrar.

Each fall, a free UCSB Associated Students *Student & Faculty Directory* is made available to all students. The directory lists the name, local address and telephone number, and permanent address of any enrolled student who has (a) answered affirmatively that he or she consents to be listed in the directory; and (b) not requested that directory information be withheld by submission of the appropriate form to the Office of the Registrar. A negative response to the Student Directory Option will result only in the withholding of the student's name and address information from the Student Directory. Any student who wishes to have directory information withheld for purposes other than the Student Directory must complete a Not for Release form at the Office of the Registrar as described above.

Students are given an opportunity to examine and update their personal information at any time upon request at the Office of the Registrar or through the GOLD System accessible through [my.ucsb.edu](http://my.ucsb.edu).

## Campus Regulations Applying to Campus Activities, Organizations, and Students

*Campus Regulations Applying to Campus Activities, Organizations, and Students* is available online at [www.sa.ucsb.edu/Regulations](http://www.sa.ucsb.edu/Regulations). This document includes regulations relating to student activities as well as to academic misconduct. It also specifies conditions for the application of sanctions for unsatisfactory conduct.

## Contested Grades Regulation 25

In the Santa Barbara division the term grade assigned to an individual student, or in the College of Creative Studies the number of units assigned, may be challenged by that student on the grounds that the grade (or the number of units) was based on an evaluation of the student's work by criteria that were not clearly and directly related to the student's performance in the course for which the grade was assigned.

The procedures are set forth in Appendix V of the Academic Senate manual, as follows:

### Student Grade Appeal Procedures (Appendix V)

(A) If after speaking to the faculty member in charge of the course and department chair, a student wishes to contest a grade on such grounds, he/she must present a written appeal to an official designated by the Executive Committee, usually the Dean of Undergraduate Studies (or equivalent) of the appropriate school(s) or college(s) offering the undergraduate course or the graduate dean in the case of a graduate course (hereinafter, “the dean(s)”). This appeal must be submitted before the end of the term following the term in which the grade was assigned. Upon receipt of this appeal, the dean(s) shall promptly seek to resolve the issue by consulting the parties involved and the chair of the instructor's department. If the chair was the instructor involved he/she shall not participate in these deliberations in any way except as one of the parties. In such cases, the dean shall proceed to attempt to resolve the dispute independently. If the dean was the instructor involved, he/she shall not participate in these deliberations except as one of the parties. In such cases, the immediate supervisor of the dean(s) shall recommend to the Executive Committee an appropriate alternate for the dean. If the complaint is resolved, the dean(s) shall provide a letter describing the resolution to the student(s), instructor(s), and chair(s) involved.

(B) If these efforts are unavailing within 30 days following receipt of the student's initial written complaint by the dean(s), the student may within the next 15 days present a final written appeal to the Executive Committee(s) of the

respective college(s) or the Graduate Council, a copy of which shall also be given to the dean(s). If a member of the Executive Committee or the Graduate Council was the instructor involved, that person shall not participate in the case in any way except as one of the parties. As soon as feasible, the dean(s) shall prepare a report for the Executive Committee or the Graduate Council providing the details of (i) the prior investigations, including information as to the allegations and the evidence produced by the student to establish the case; (ii) the instructor's response to the student's allegations; (iii) all other information the dean may have gathered in the course of the investigation that bears on the credibility of the student's complaint. Copies of the dean's report shall be sent to the instructor and the student, both of whom submit written comments to the Executive Committee/Graduate Council within 30 days of receipt of the dean's report. Having granted both parties a reasonable opportunity, the committee shall make a final determination within 60 days after receipt of the complaint. Should the dean's investigation tend to demonstrate a pattern of faculty misconduct extending beyond the particular case, the dean shall inform the Executive Committee/Graduate Council which is then responsible for assuring that appropriate corrective actions are taken including but not limited to grade changes as specified in (C) below and referral of the case to other appropriate committees and agencies.

(C) If the Executive Committee/Graduate Council decides that the grade (or units) assigned is (are) not reflective of the student's course performance, it shall authorize one of the actions stated below.

The committee/council may act only as follows:

1. authorize retroactive withdrawal from the course;
2. authorize a change of contested grade;
3. for courses offered in the College of Creative Studies, the Executive Committee shall determine the number of units to be assigned.

The committee shall report its decision to the Registrar for recording.

## Regulation 10

(A) (SR 542) No student may enter upon any organized instructional activity until he or she has registered and his or her enrollment has been approved by the appropriate study-list authority. No student may begin or continue a course if the officer of instruction in charge considers him or her unqualified by lack of preparation. Late registration may not be used to justify inadequate performance in a course.

(B) In the Santa Barbara division an instructor's refusal to permit a student to begin or continue a course may be challenged by the student on grounds that such refusal arises from discrimination on political grounds, or for reasons of race, religion, sex, ethnic origin, or for other arbitrary or personal reasons. The procedure for the initiation of such a challenge is set forth in Appendix V. However, the only final recommendations and decisions to be made by the officers and the committees therein specified shall be to deny or authorize the student's entry into or continuation in the course concerned.

## Extension of Jurisdiction

In certain circumstances campus regulations may apply to the off-campus residence halls (Tropicana Gardens and Fontainebleu). Some regulations (e.g., physical and sexual assault, arson-related offenses, sexual harassment, stalking, and hazing) may apply to UCSB students anywhere they commit these offenses.

## UCSB Substance Abuse Policy

- Employees and students are prohibited from the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance and/or alcohol in the workplace, on University premises, at University activities, or while conducting University business.
- Employees and students shall not use illegal substances and shall not abuse legal substances in a manner that impairs job performance, scholarly activities, or student life.
- Employees directly or indirectly involved in work on or for a federal grant or contract are required, as a condition of employment on the grant or contract, to notify the University within five (5) calendar days if they are convicted of any criminal drug statute violation for activity occurring at the workplace, at the location of any grant/contract activity, or while on University business.

## Substances Definition

The term "substances" includes both illegal and legal substances:

1. Illegal substances are those controlled substances (narcotics, barbiturates, amphetamines, cocaine, cannabis, hallucinogens, and synthetic drugs) listed in the Federal Controlled Substances Act.
2. Legal substances are:
  - a. Alcoholic beverages,
  - b. Tobacco products,
  - c. Controlled substances as listed in the Federal Controlled Substances Act that are prescribed or administered by a licensed physician or health-care professional or are purchased and used for approved scientific research,
  - d. Over-the-counter drugs and products.

## Health Risks

Substance abuse may result in serious health problems, or even sudden death, which in the case of some drugs (e.g., cocaine) can occur after first-time use. The following is a partial list of other potential health risks:

### Acute problems

Heart attack  
Stroke

### Long-lasting effects

Disruption of normal heart rhythm  
High blood pressure  
Destruction of brain cells  
Permanent memory loss  
Infertility and impotency  
Immune system impairment  
Kidney failure  
Cirrhosis of the liver  
Pulmonary damage

Drug use during pregnancy may result in fetal damage and birth defects causing hyperactivity, neurological abnormalities, and developmental difficulties. For more information on health risks, students may contact the UCSB Alcohol and Other Drugs Program and employees may contact the Academic and Staff Assistance Program.

## Counseling Services

Employees and students are encouraged to voluntarily seek assistance for substance abuse and dependency problems. Supervisors may also refer individuals with substance abuse problems to campus counseling services. UCSB offers the following programs:

**Employees**—Academic and Staff Assistance Program (ASAP) counselors help identify community treatment programs.

**Students**—Counselors from Student Health Alcohol and Other Drugs Program and from Counseling Services offer short-term counseling and referral.

Information obtained during these counseling sessions is confidential and will not be released without the written consent of the employee or student except as authorized or required by federal or state law.

## Employees

Employees may use approved vacation or sick leave, or may request leaves of absence, to seek assistance for drug- and alcohol-related problems.

When an employee's job performance appears impaired from the use of an illegal substance or abuse of a legal substance, including alcohol, the supervisor must take appropriate action, which may include referral to ASAP, corrective action, or UCSB Police Department intervention. Supervisors are encouraged to seek assistance from their department head, Human Resources (Labor and Employee Relations or ASAP), or Academic Personnel.

Employees found to be in violation of the UCSB substance abuse policy may be subject to corrective action, up to and including dismissal, and/or referral for prosecution. An employee may also be required to participate in an approved counseling or treatment program.

## Employees Involved with a Federal Grant/Contract

If an employee is directly or indirectly involved in work on a federal grant or contract and is convicted of violating any criminal drug statute for activity occurring in the workplace or while on University business, the following provisions apply:

1. The employee must notify his or her supervisor within five (5) calendar days of the conviction. Failure to do so may result in corrective action, up to and including dismissal.
2. A supervisor who is aware that an employee has been convicted must immediately report the conviction to the UCSB Office of Research.
3. The Office of Research will in turn report the conviction to the federal agency administering the contract or grant within ten (10)

calendar days of receiving notice of a conviction.

4. The employing department is required by law to do one of the following within thirty (30) days of notification of the conviction:
  - a. Take appropriate personnel action, up to and including termination, or
  - b. Require the employee to participate satisfactorily in a substance abuse program.

## Students

All students are accountable to the University discipline provisions of the *Campus Regulations Applying to Campus Activities, Organizations, and Students*.

Students found guilty of violating the UCSB policy on substance abuse are subject to disciplinary sanctions, up to and including suspension or dismissal, and/or referral for prosecution. A student may also be required to participate in an approved counseling or treatment program.

## Legal Sanctions

The list below does not include all applicable laws; moreover, laws may change over time. Individuals are expected to be aware of current federal, state, and local laws. For more information on the state and federal laws governing controlled substances, see the UCSB Police Department Web site at [www.police.ucsb.edu](http://www.police.ucsb.edu), or call (805) 893-3446.

## Laws and Ordinances Governing Controlled Substances and Alcohol

### Controlled Substances (Federal)

- Manufacture, sale, or distribution is a felony.
- Possession can result in a \$10,000 fine per violation and jail sentence.
- Conviction can result in preclusion from all federal monetary benefits.
- Aliens are subject to deportation and exclusion from entry.
- Health-care providers can be barred from receiving federal insurance program payment.
- Personal property traceable to controlled substance transaction is subject to forfeiture.

### Marijuana (California)

- Cultivation, possession for sale, or sale is a felony and may result in a prison term.
- Possession of marijuana is a misdemeanor and may result in driving license suspension for one year if a vehicle is involved, and a fine of \$500 (one ounce or more) or \$100 (less than one ounce).

### Paraphernalia (Santa Barbara County)

- Possession of drug paraphernalia is a misdemeanor and may result in a fine of \$108 for the first conviction.

### Alcohol (Santa Barbara County)

- Possession of an open container on public streets, sidewalks, highways, parking lots or alleys can result in a \$108 fine, plus \$125 to the Victim's Relief Fund for a first conviction.

### Alcohol (California)

- To sell or furnish alcohol to a person under 21 or to an obviously intoxicated person is a misdemeanor.
- Attempting to purchase alcohol using false ID can result in jail time and a minimum fine of \$200.
- Public intoxication is unlawful and can result in jail time.
- Possession of alcohol by anyone under 21 on a street, highway, or place open to public view can result in a citation, mandatory court appearance, driver's license suspension, fines up to \$650, and proof of completion of a Youth Offender Program.
- Selling alcohol without a license is a misdemeanor.
- Driving under the influence with a blood alcohol content (BAC) level of .08 or higher applies to alcohol, illegal drugs, or a combination of alcohol and drugs.
- Drivers under 21 with a BAC of .01 or higher can have their vehicles towed and driver's license suspended, and be sentenced to not less than 96 hours in jail nor more than 6 months, a fine not less than \$390 nor more than \$1000, a driver's license suspension of 6 months, and completion of an alcohol program and three years' probation.
- Bicycling under the influence (BAC of .08 or higher) can result in overnight jail time and a \$250 fine. Riders under 21 may also lose their driver's licenses for one year.

## References

Information about the documents used as references for this policy are available at Academic and Staff Assistance Program (ASAP), Student Health Service—Alcohol/Drug Awareness Program, and Human Resources—Labor and Employee Relations.

## Parent Notification

UCSB conducts a Parent Notification Program as one way to address the negative consequences of high-risk drinking and substance abuse in the community of Isla Vista (located adjacent to campus). Using public records, UCSB informs parents of undergraduates by letter if their son or daughter is arrested or cited for an alcohol or drug offense in Isla Vista. However, in an effort not to discourage students from seeking needed medical attention, parents are not notified if students receive emergency medical treatment in conjunction with the citation or arrest. Through this notification program both students and parents are provided with resource and referral information, as well as suggestions for how to address and reduce high-risk behaviors. For additional information or questions about UCSB parent notification, please call the Office of Student Life at (805) 893-4569.

## Register to Vote

The 1998 reauthorization of the federal Higher Education Act includes a requirement that higher education institutions make a "good faith effort" to make mail voter registration forms available to all enrolled students. This federal legislation supports the campus's long-standing goals of engendering leadership and citizenship among the student body. UCSB provides students with several options for registering to vote. Voter registration forms are available at numerous campus locations, including the Office of Student Life (2260 Student Resource Building (SRB)), and the U.S. Post Office (UCen), or may be requested on-line at [www.sa.ucsb.edu/voterreg](http://www.sa.ucsb.edu/voterreg) or by calling (800) 345-VOTE. Students must re-register to vote if they have moved, changed names, or wish to change party affiliation. For further information on registration and voting, contact the Office of Student Life at (805) 893-7884.



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# UCSB UNIVERSITY OF CALIFORNIA, SANTA BARBARA MAP & DIRECTORY

## Transportation and Parking Services

### Parking Regulations

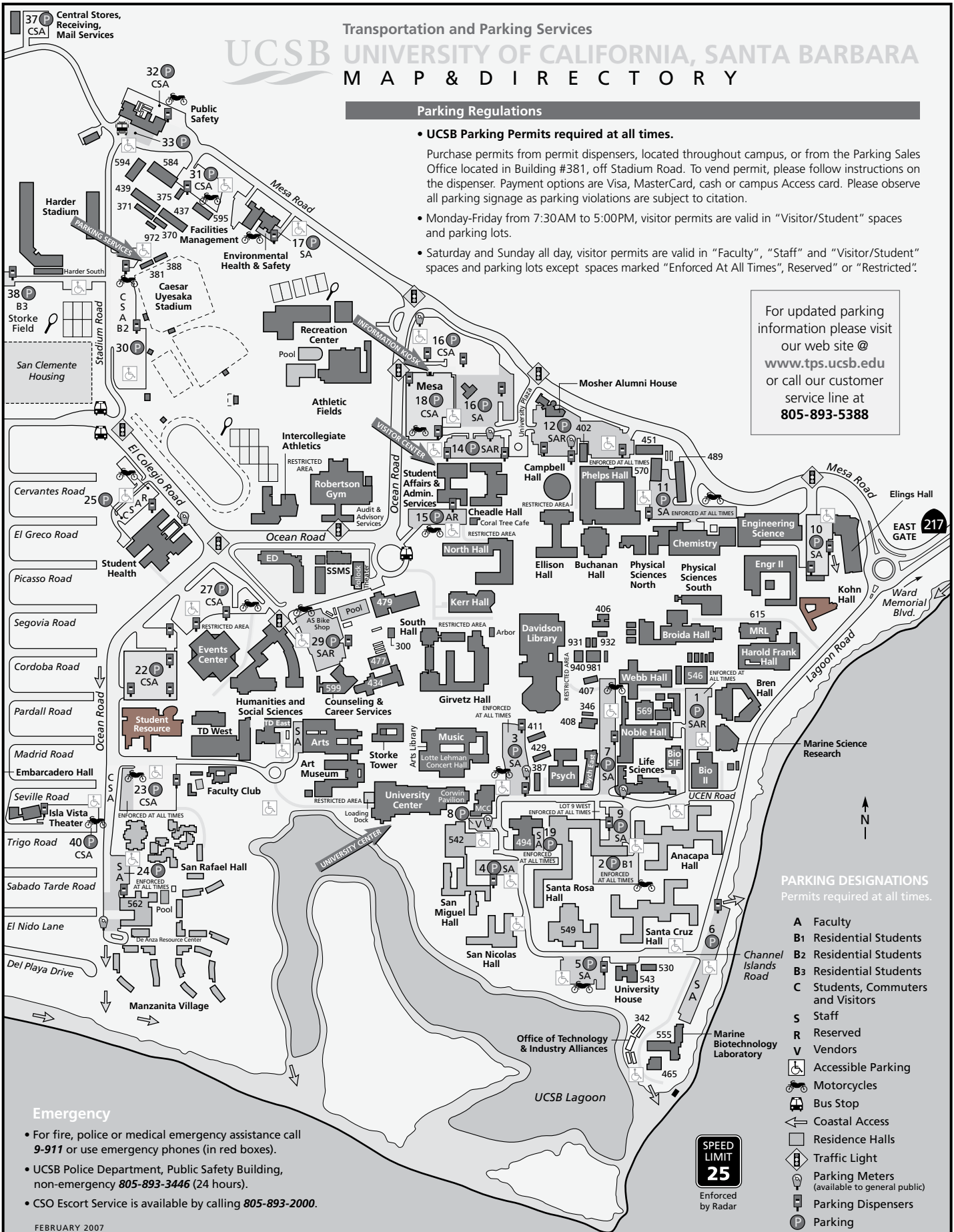
• **UCSB Parking Permits required at all times.**

Purchase permits from permit dispensers, located throughout campus, or from the Parking Sales Office located in Building #381, off Stadium Road. To vend permit, please follow instructions on the dispenser. Payment options are Visa, MasterCard, cash or campus Access card. Please observe all parking signage as parking violations are subject to citation.

• Monday-Friday from 7:30AM to 5:00PM, visitor permits are valid in "Visitor/Student" spaces and parking lots.

• Saturday and Sunday all day, visitor permits are valid in "Faculty", "Staff" and "Visitor/Student" spaces and parking lots except spaces marked "Enforced At All Times", "Reserved" or "Restricted".

For updated parking information please visit our web site @ [www.tps.ucsb.edu](http://www.tps.ucsb.edu) or call our customer service line at **805-893-5388**



### PARKING DESIGNATIONS

Permits required at all times.

- A Faculty
- B1 Residential Students
- B2 Residential Students
- B3 Residential Students
- C Students, Commuters and Visitors
- S Staff
- R Reserved
- V Vendors
- Accessible Parking
- Motorcycles
- Bus Stop
- Coastal Access
- Residence Halls
- Traffic Light
- Parking Meters (available to general public)
- Parking Dispensers
- Parking

**SPEED LIMIT 25**  
Enforced by Radar

### Emergency

- For fire, police or medical emergency assistance call **9-911** or use emergency phones (in red boxes).
- UCSB Police Department, Public Safety Building, non-emergency **805-893-3446** (24 hours).
- CSO Escort Service is available by calling **805-893-2000**.

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