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ON THE COVER
Cover: Detail of peeling bark on one of the many towering Eucalyptus trees on campus.
Photographer: Larry Dale Gordon

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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.

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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, disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. 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: Raymond Huerta, Acting Director, Office of Equal Opportunity, Telephone: (805) 893-3089.

1 Pregnancy includes pregnancy, childbirth, and medical conditions related to pregnancy or childbirth.
### Contents

<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Calendar, 2007-2008</td>
</tr>
<tr>
<td>5</td>
<td>Correspondence Directory</td>
</tr>
<tr>
<td>7</td>
<td>A Word From the Chancellor</td>
</tr>
<tr>
<td>8</td>
<td>UCSB Introduction</td>
</tr>
<tr>
<td>16</td>
<td>Academic Units</td>
</tr>
<tr>
<td>19</td>
<td>Additional Academic Programs</td>
</tr>
<tr>
<td>22</td>
<td>Research at UCSB</td>
</tr>
<tr>
<td>27</td>
<td>Academic Policies and Procedures</td>
</tr>
<tr>
<td>35</td>
<td>Undergraduate Education at UCSB</td>
</tr>
<tr>
<td>42</td>
<td>Graduate Education at UCSB</td>
</tr>
<tr>
<td>48</td>
<td>Student Services and Activities</td>
</tr>
<tr>
<td>55</td>
<td>Fees, Expenses, and Financial Aid</td>
</tr>
<tr>
<td>57</td>
<td>About the Catalog</td>
</tr>
<tr>
<td>58</td>
<td>College of Creative Studies</td>
</tr>
<tr>
<td>63</td>
<td>College of Engineering</td>
</tr>
<tr>
<td>67</td>
<td>Chemical Engineering</td>
</tr>
<tr>
<td>72</td>
<td>Computer Engineering</td>
</tr>
<tr>
<td>74</td>
<td>Computer Science (Engineering)</td>
</tr>
<tr>
<td>82</td>
<td>Electrical and Computer Engineering</td>
</tr>
<tr>
<td>93</td>
<td>Engineering Sciences</td>
</tr>
<tr>
<td>94</td>
<td>Materials</td>
</tr>
<tr>
<td>100</td>
<td>Mechanical Engineering</td>
</tr>
<tr>
<td>109</td>
<td>College of Letters and Science</td>
</tr>
<tr>
<td>120</td>
<td>Anthropology</td>
</tr>
<tr>
<td>130</td>
<td>Art</td>
</tr>
<tr>
<td>134</td>
<td>Asian American Studies</td>
</tr>
<tr>
<td>138</td>
<td>Biomolecular Science and Engineering</td>
</tr>
<tr>
<td>141</td>
<td>Black Studies</td>
</tr>
<tr>
<td>144</td>
<td>Chemistry and Biochemistry</td>
</tr>
<tr>
<td>151</td>
<td>Chicana and Chicano Studies</td>
</tr>
<tr>
<td>158</td>
<td>Classics</td>
</tr>
<tr>
<td>165</td>
<td>Communication</td>
</tr>
<tr>
<td>170</td>
<td>Comparative Literature</td>
</tr>
<tr>
<td>174</td>
<td>Computer Science (L&amp;S)</td>
</tr>
<tr>
<td>175</td>
<td>Earth Science</td>
</tr>
<tr>
<td>185</td>
<td>East Asian Languages and Cultural Studies</td>
</tr>
<tr>
<td>195</td>
<td>Ecology, Evolution, and Marine Biology</td>
</tr>
<tr>
<td>206</td>
<td>Economics</td>
</tr>
<tr>
<td>213</td>
<td>English</td>
</tr>
<tr>
<td>221</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>221</td>
<td>Environmental Studies</td>
</tr>
<tr>
<td>228</td>
<td>Exercise &amp; Sport Studies</td>
</tr>
<tr>
<td>232</td>
<td>Film and Media Studies</td>
</tr>
<tr>
<td>239</td>
<td>French and Italian</td>
</tr>
<tr>
<td>247</td>
<td>Freshmen Seminars</td>
</tr>
<tr>
<td>247</td>
<td>Geography</td>
</tr>
<tr>
<td>257</td>
<td>Germanic, Slavic, and Semitic Studies</td>
</tr>
<tr>
<td>263</td>
<td>Global and International Studies</td>
</tr>
<tr>
<td>264</td>
<td>Global Peace and Security</td>
</tr>
<tr>
<td>265</td>
<td>Global Studies</td>
</tr>
<tr>
<td>268</td>
<td>History</td>
</tr>
<tr>
<td>284</td>
<td>History of Art and Architecture</td>
</tr>
<tr>
<td>293</td>
<td>Interdisciplinary Studies</td>
</tr>
<tr>
<td>295</td>
<td>Latin American and Iberian Studies</td>
</tr>
<tr>
<td>298</td>
<td>Law and Society</td>
</tr>
<tr>
<td>301</td>
<td>Linguistics</td>
</tr>
<tr>
<td>308</td>
<td>Marine Science</td>
</tr>
<tr>
<td>311</td>
<td>Mathematics</td>
</tr>
<tr>
<td>318</td>
<td>Media Arts and Technology</td>
</tr>
<tr>
<td>321</td>
<td>Medieval Studies</td>
</tr>
<tr>
<td>322</td>
<td>Middle East Studies</td>
</tr>
<tr>
<td>323</td>
<td>Military Science (ROTC)</td>
</tr>
<tr>
<td>325</td>
<td>Molecular, Cellular, and Developmental Biology</td>
</tr>
<tr>
<td>334</td>
<td>Music</td>
</tr>
<tr>
<td>350</td>
<td>Natural Science Sequence</td>
</tr>
<tr>
<td>350</td>
<td>Philosophy</td>
</tr>
<tr>
<td>356</td>
<td>Physics</td>
</tr>
<tr>
<td>361</td>
<td>Political Science</td>
</tr>
<tr>
<td>368</td>
<td>Psychology</td>
</tr>
<tr>
<td>376</td>
<td>Religious Studies</td>
</tr>
<tr>
<td>388</td>
<td>Renaissance Studies</td>
</tr>
<tr>
<td>389</td>
<td>Sociology</td>
</tr>
<tr>
<td>398</td>
<td>Spanish and Portuguese</td>
</tr>
<tr>
<td>408</td>
<td>Speech and Hearing Sciences</td>
</tr>
<tr>
<td>409</td>
<td>Statistics and Applied Probability</td>
</tr>
<tr>
<td>414</td>
<td>Theater and Dance</td>
</tr>
<tr>
<td>424</td>
<td>Women, Culture, and Development</td>
</tr>
<tr>
<td>424</td>
<td>Women's Studies</td>
</tr>
<tr>
<td>429</td>
<td>Writing Program</td>
</tr>
<tr>
<td>433</td>
<td>Donald Bren School of Environmental Science and Management</td>
</tr>
<tr>
<td>438</td>
<td>Gevirtz Graduate School of Education</td>
</tr>
<tr>
<td>456</td>
<td>Appendix</td>
</tr>
<tr>
<td>456</td>
<td>University Officers</td>
</tr>
<tr>
<td>459</td>
<td>Endowed Chairs</td>
</tr>
<tr>
<td>461</td>
<td>University Policies and Regulations</td>
</tr>
<tr>
<td>461</td>
<td>California Residency and the Nonresident Fee</td>
</tr>
<tr>
<td>462</td>
<td>Graduation Rates, Salary and Employment Information</td>
</tr>
<tr>
<td>463</td>
<td>Student Grievance Procedure</td>
</tr>
<tr>
<td>463</td>
<td>Equity in Athletics Disclosure Act</td>
</tr>
<tr>
<td>463</td>
<td>Taxpayer Relief Act of 1997</td>
</tr>
<tr>
<td>464</td>
<td>Jeanne Clery Act - Crime Statistics</td>
</tr>
<tr>
<td>464</td>
<td>Privacy of Student Records</td>
</tr>
<tr>
<td>464</td>
<td>Campus Regulations</td>
</tr>
<tr>
<td>464</td>
<td>Contested Grades</td>
</tr>
<tr>
<td>465</td>
<td>UCSB Policy and Procedure on Substance Abuse</td>
</tr>
<tr>
<td>466</td>
<td>Register to Vote</td>
</tr>
<tr>
<td>467</td>
<td>Index</td>
</tr>
<tr>
<td>480</td>
<td>Campus Map</td>
</tr>
</tbody>
</table>
Calendar, 2007-2008

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

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

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 or who withdrew during their last quarter of attendance at UCSB. Applications may be accepted after this deadline on a space available basis only.

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. For further information on the application process, visit www.graddiv.ucsb.edu.

Registration begins
May 17, 2007 (Thursday)
September 22-23, 2007 (Saturday-Sunday)
September 24, 2007 (Monday)
September 24-26, 2007 (Monday-Wednesday)
September 27, 2007 (Thursday)
December 7, 2007 (Friday)
December 10-15, 2007 (Monday-Saturday)
December 15, 2007 (Saturday)

Quarter begins
October 27, 2007 (Saturday)
January 7, 2008 (Monday)
January 7, 2008 (Monday)
January 7, 2008 (Monday)
January 7, 2008 (Monday)
March 14, 2008 (Friday)
March 17-22, 2008 (Monday-Saturday)
March 22, 2008 (Saturday)

Convocation
September 24, 2007 (Monday)

Pre–instructional activities:
Required testing, advising, meetings, and new student orientation
September 24-26, 2007 (Monday-Wednesday)

First day of instruction
September 27, 2007 (Thursday)
December 7, 2007 (Friday)
December 10-15, 2007 (Monday-Saturday)
December 15, 2007 (Saturday)

Last day of instruction
March 14, 2008 (Friday)
March 17-22, 2008 (Monday-Saturday)
March 22, 2008 (Saturday)

Final examinations
March 14, 2008 (Friday)
March 17-22, 2008 (Monday-Saturday)
March 22, 2008 (Saturday)

Quarter ends
March 31, 2008 (Monday)
March 31, 2008 (Monday)

Commencement
February 6, 2008 (Wednesday)
March 31, 2008 (Monday)

Summer Sessions 2008
Registration begins: April 7, 2008
Residential Pre-college Programs begin: June 22, 2008
First day of instruction: June 23, 2008

Holidays
Labor Day: Monday, September 3, 2007
Veterans’ Day: Monday, November 12, 2007
Thanksgiving: Thursday and Friday, November 22 and 23, 2007
Christmas: Monday and Tuesday, December 24 and 25, 2007
New Year: Monday and Tuesday, December 31, 2007 and January 1, 2008
Martin Luther King, Jr.’s Birthday: Monday, January 21, 2008
Presidents’ Holiday: Monday, February 18, 2008
Cesar Chavez Holiday: Friday, March 28, 2008
Memorial Day: Monday, May 26, 2008
Independence Day: Friday, July 4, 2008
<table>
<thead>
<tr>
<th>Office</th>
<th>Location</th>
<th>Telephone</th>
<th>Web site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Preparation and</td>
<td>Cheadle Hall 2121</td>
<td>893-2701</td>
<td><a href="http://www.aa.ucsb.edu">www.aa.ucsb.edu</a></td>
</tr>
<tr>
<td>Equal Opportunity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admissions</td>
<td>Cheadle Hall 1210</td>
<td>893-2881 V/TDD</td>
<td><a href="http://www.admit.ucsb.edu">www.admit.ucsb.edu</a></td>
</tr>
<tr>
<td>Alumni Association</td>
<td>Mosher Alumni House</td>
<td>893-2288</td>
<td><a href="http://www.ucsbalum.com">www.ucsbalum.com</a></td>
</tr>
<tr>
<td>Associated Students</td>
<td>University Center 1500</td>
<td>893-2566</td>
<td><a href="http://www.as.ucsb.edu">www.as.ucsb.edu</a></td>
</tr>
<tr>
<td>Billing, Accounts Receivable,</td>
<td>SAASB 1212*</td>
<td>893-2155</td>
<td><a href="http://www.barc.ucsb.edu">www.barc.ucsb.edu</a></td>
</tr>
<tr>
<td>Collections</td>
<td>Hollister Research Center</td>
<td>893-4204</td>
<td></td>
</tr>
<tr>
<td>Bookstore</td>
<td>University Center</td>
<td>893-3271</td>
<td><a href="http://www.bookstore.ucsb.edu">www.bookstore.ucsb.edu</a></td>
</tr>
<tr>
<td>Career Services</td>
<td>Building 599</td>
<td>893-4411 V/TDD</td>
<td><a href="http://www.career.ucsb.edu">www.career.ucsb.edu</a></td>
</tr>
<tr>
<td>College of Creative Studies</td>
<td>Building 494</td>
<td>893-2364</td>
<td><a href="http://www.ccs.ucsb.edu">www.ccs.ucsb.edu</a></td>
</tr>
<tr>
<td>College of Engineering</td>
<td>Harold Frank Hall, Room 1006</td>
<td>893-2809</td>
<td><a href="http://www.engineering.ucsb.edu">www.engineering.ucsb.edu</a></td>
</tr>
<tr>
<td>College of Letters and Science</td>
<td>Cheadle Hall 1117</td>
<td>893-2038 V/TDD</td>
<td><a href="http://www.lets.ucsb.edu">www.lets.ucsb.edu</a></td>
</tr>
<tr>
<td>Counseling Services</td>
<td>Building 599</td>
<td>893-4411 V/TDD</td>
<td><a href="http://www.counseling.ucsb.edu">www.counseling.ucsb.edu</a></td>
</tr>
<tr>
<td>Community Housing (Off-campus)</td>
<td>University Center 3151</td>
<td>893-4371 V/TDD</td>
<td><a href="http://www.housing.ucsb.edu">www.housing.ucsb.edu</a></td>
</tr>
<tr>
<td>Disabled Students Program</td>
<td>SRB6, 2nd floor</td>
<td>893-2668 V/TDD</td>
<td><a href="http://www.sa.ucsb.edu/dsp">www.sa.ucsb.edu/dsp</a></td>
</tr>
<tr>
<td>Donald Bren School of Environmental</td>
<td>Physical Sciences North 4670</td>
<td>893-7611</td>
<td><a href="http://www.bren.ucsb.edu">www.bren.ucsb.edu</a></td>
</tr>
<tr>
<td>Science and Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education Abroad Program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus office</td>
<td>South Hall 2431</td>
<td>893-3763</td>
<td><a href="http://www.uoeap.ucsb.edu">www.uoeap.ucsb.edu</a></td>
</tr>
<tr>
<td>University-wide administration</td>
<td>6550 Hollister Avenue</td>
<td>893-4762</td>
<td><a href="http://www.sa.ucsb.edu/eop">www.sa.ucsb.edu/eop</a></td>
</tr>
<tr>
<td>Educational Opportunity Program</td>
<td>SAASB 2103*</td>
<td>893-2432 V/TDD</td>
<td><a href="http://www.finaid.ucsb.edu">www.finaid.ucsb.edu</a></td>
</tr>
<tr>
<td>Financial Aid</td>
<td></td>
<td></td>
<td><a href="http://www.education.ucsb.edu">www.education.ucsb.edu</a></td>
</tr>
<tr>
<td>Gevirtz Graduate School of Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced degrees</td>
<td>Phelps Hall 1175A</td>
<td>893-2137</td>
<td><a href="http://www.graddiv.ucsb.edu">www.graddiv.ucsb.edu</a></td>
</tr>
<tr>
<td>Credentials</td>
<td>Phelps Hall 2517</td>
<td>893-2084</td>
<td></td>
</tr>
<tr>
<td>Graduate Division</td>
<td>Cheadle Hall 3117</td>
<td>893-2277</td>
<td></td>
</tr>
<tr>
<td>Graduate Students Association</td>
<td>University Center 2502</td>
<td>893-3803 V/TDD</td>
<td><a href="http://www.gsa.ucsb.edu">www.gsa.ucsb.edu</a></td>
</tr>
<tr>
<td>Housing and Residential Services</td>
<td></td>
<td>893-3824</td>
<td><a href="http://www.housing.ucsb.edu">www.housing.ucsb.edu</a></td>
</tr>
<tr>
<td>On-campus</td>
<td>Residential Services 1501</td>
<td>893-2760</td>
<td></td>
</tr>
<tr>
<td>Family Student Apartments</td>
<td>Santa Ynez Apartments</td>
<td>893-4021</td>
<td></td>
</tr>
<tr>
<td>Single Student Apartments</td>
<td>Santa Ynez Apartments</td>
<td>893-3640</td>
<td></td>
</tr>
<tr>
<td>Instructional Development</td>
<td>Kerr Hall 2130</td>
<td>893-4335</td>
<td><a href="http://www.id.ucsb.edu">www.id.ucsb.edu</a></td>
</tr>
<tr>
<td>International Students and Scholars</td>
<td>Building 434, Room 109A</td>
<td>893-2929</td>
<td><a href="http://www.oiss.ucsb.edu">www.oiss.ucsb.edu</a></td>
</tr>
<tr>
<td>Library</td>
<td>Davidson Library</td>
<td>893-2477 V/TDD</td>
<td><a href="http://www.library.ucsb.edu">www.library.ucsb.edu</a></td>
</tr>
<tr>
<td>News and Communications</td>
<td>Cheadle Hall 1124</td>
<td>893-2191</td>
<td><a href="http://www.instadv.ucsb.edu/news">www.instadv.ucsb.edu/news</a></td>
</tr>
<tr>
<td>Police/Fire/Paramedic</td>
<td>Public Safety Building</td>
<td>893-3446</td>
<td><a href="http://www.police.ucsb.edu">www.police.ucsb.edu</a></td>
</tr>
<tr>
<td>EMERGENCY ONLY</td>
<td></td>
<td>9-911 or 893-2221 V/TDD</td>
<td></td>
</tr>
<tr>
<td>From Pay Phones</td>
<td></td>
<td>Dial 911</td>
<td></td>
</tr>
<tr>
<td>Registrar</td>
<td>SAASB 1105*</td>
<td>893-3592</td>
<td><a href="http://www.registrar.ucsb.edu">www.registrar.ucsb.edu</a></td>
</tr>
<tr>
<td>Student Health Service</td>
<td>Building 588</td>
<td>893-3371 V/TDD</td>
<td><a href="http://www.sa.ucsb.edu/studenthealth">www.sa.ucsb.edu/studenthealth</a></td>
</tr>
<tr>
<td>Student Life</td>
<td>SRB6, 2nd floor</td>
<td>893-4569</td>
<td><a href="http://www.sa.ucsb.edu/osl">www.sa.ucsb.edu/osl</a></td>
</tr>
<tr>
<td>Summer Sessions</td>
<td>SAASB 2214*</td>
<td>893-2047</td>
<td><a href="http://www.summer.ucsb.edu">www.summer.ucsb.edu</a></td>
</tr>
<tr>
<td>University Extension</td>
<td>320 Storke Road</td>
<td>893-4200</td>
<td><a href="http://www.unex.ucsb.edu">www.unex.ucsb.edu</a></td>
</tr>
<tr>
<td>Women’s Center</td>
<td>SRB6, 1st floor</td>
<td>893-3778</td>
<td><a href="http://www.sa.ucsb.edu/womenscenter">www.sa.ucsb.edu/womenscenter</a></td>
</tr>
</tbody>
</table>

* SAASB: Student Affairs and Administrative Services Building
◊ SRB: Student Resources Building
V/TDD: Voice or TDD (Telecommunications Device for the Deaf) may be used on these telephones.
A Word from the Chancellor

Welcome to UC Santa Barbara for the 2007-08 academic year. This catalog will serve as your guidebook for the year ahead. I encourage you to refer to it often, and to invest the time to become familiar with all the exciting and diverse courses, programs, and extracurricular activities available to you here.

UC Santa Barbara 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 recipients of numerous accolades, including five Nobel Prizes since 1998. Our faculty, staff, and students are collaborators in advancing UC Santa Barbara’s quality and reputation as one of the top research institutions in the world.

Of course, learning at UCSB is not confined to our classrooms, laboratories, and libraries. We also learn a great deal from each other. The diversity of our community is a treasured resource for all of us: students, faculty, and staff. There are many wonderful ways for you to get involved and make connections with other students, such as through research and creative projects, student government, campus organizations, intercollegiate athletics and intramural sports, volunteer work in our community, and much more.

We are glad to have you as part of our UCSB community. As you continue on your journey of discovery, please remember that we are here to support and encourage you every step of the way.

Again, welcome!

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

A Campus Like No Other

Palm-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 989-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 educa-
The renowned faculty includes five winners of Nobel Prizes 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 20,000 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 nearly 80 majors. The College of Creative Studies offers an alternative approach for students pursuing advanced, independent work in the arts, mathematics, or the sciences. The College of Engineering offers degree programs in five disciplines.
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 12 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 between UCSB and 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.
More than a quarter of all undergraduates are involved in original research, working on teams with graduate students and professors.

Seven miles of bikeways link this close-knit academic community, giving 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

UC Santa Barbara is conducting its first comprehensive fund-raising campaign to capitalize on the vibrant intellectual assets and extraordinary potential that distinguish this campus as an international leader in education and innovation. The campus seeks to generate at least $500-million in private support for programs, projects, and facilities to ensure UCSB’s excellence for future generations.
UCSB Libraries

The UCSB Libraries consist of the Donald C. Davidson Library and the Arts Library, which house approximately 2.8 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

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 IBM 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. They include the Media Center and Language Lab, the Life Sciences Computing Facility, and the

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

Phelps Hall Computer Laboratory. For more information please call (805) 893-5252, or visit 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 ar-

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
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 2006-07, approximately 350 students were enrolled in the college.

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 and processes applications for students to all graduate programs, promotes diversity at the graduate level, secures and awards graduate financial support, and administers graduate students’ academic records.

Donald Bren School of Environmental Science & Management
The Donald Bren School of Environmental Science and Management is a professional school which trains graduate students in rigorous, interdisciplinary approaches to environmental problem solving. The School fosters an integrated view of the environment that focuses not just on the identification of problems, but on their solutions in legal, political, and business contexts. The School offers two graduate degrees. The Master’s of Environmental Science and Management is a professional degree intended for students who will enter or re-enter the workforce when they finish. The Ph.D. is a research-oriented degree whose cornerstone 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 Donald Bren School of Environmental Science and Management and a remarkable example of sustainable construction. It has been designated one of the “greenest” buildings in America by the U.S. Green Building Council.
Undergraduate Degrees and Majors

College of Creative Studies
Art..................................................B.A.
with concentrations in:
Painting...........................................
Sculpture...........................................
Book Arts.........................................
Biology ...........................................B.A.
Chemistry/Biochemistry................B.A., B.S.
Computer Science.........................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.
with emphases in:
Cultural Anthropology
Physical Anthropology
Aquatic Biology ...............................B.S.‡
Art................................................B.A.
Art History ....................................B.A.
with optional emphases in:
Architecture and Environment
Non-Western Art
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.‡
with optional emphasis in:
Accounting
Cell and Developmental Biology .........B.S.‡
Chemistry .......................................B.A., B.S.
Chicana and Chicano Studies .............B.A.
Chinese .........................................B.A.
with concentrations in:
Classical Chinese
Mandarin Chinese
Classics .........................................B.A.
with emphases in:
Archaeology
Civilization
Language and Literature
Communication ...............................B.A.‡
Comparative Literature ....................B.A.
with emphases in:
Foreign Language
Interdisciplinary
Computer Science .........................B.A.‡
with emphases in:
Computational Biology
Computational Economics
Computational Geography
Dance .............................................B.A., B.F.A.
Dramatic Art .................................B.A.
with concentrations in:
Directing
Dramatic Literature, Theory, and Theatre History
Playwriting
Theatre Design and Technology
Ecology and Evolution .....................B.S.‡
Economics ....................................B.A.‡

Economics–Mathematics ..................B.A.‡
English .........................................B.A.
Environmental Studies ....................B.A., B.S.
Film and Media Studies ...................B.A.
Financial Mathematics and Statistics ...B.S.‡
French ..........................................B.A.
with optional emphasis in:
Geographic Information Science
Geological Sciences .......................B.A.
with optional emphasis in:
Science Education
Geological Sciences .......................B.S.
with optional concentration in:
Engineering Geology/Hydrogeology
with optional emphases in:
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.
with emphases in:
Biology and Ecology
Physical & Chemical Policy
Individual ......................................B.A.
Interdisciplinary Studies ..................B.A.
Italian Studies ...............................B.A.
Japanese History ............................B.A.
Latin American and Iberian Studies ....B.A.
Law and Society .............................B.A.‡

Linguistics .................................B.A.
with optional emphasis in:
Chinese
English
French
German
Japanese
Slavic
Sociocultural Linguistics
Spanish
Mathematical Sciences ...................B.S.‡
Mathematics .................................B.S.‡
Medieval Studies ...........................B.A.
Microbiology .................................B.S.‡
Middle East Studies.......................B.A.
Music ..........................................B.A.
with optional emphasis in:
Ethnomusicology
Music ...........................................B.M.
with emphases in:
Accompanying, Bassoon, Cello, Clarinet,
Composition, Double Bass, Flute, French Horn,
Guitar, Oboe, Percussion, Piano,
Trumpet, Trombone, Tuba, Viola, Violin,
Voice
Pharmacology ...............................B.S.‡
Philosophy ....................................B.A.
with concentrations in:
Core Philosophy
Ethics and Public Policy
Physical Geography .......................B.S.
Physics ........................................B.A., B.S.
Physiology ....................................B.S.‡
Political Science .........................B.A.‡
with optional emphases in:
International Relations
Public Service
Portuguese ....................................B.A.
Psychology .................................B.A.‡
Religious Studies ..........................B.A.
Renaissance Studies ......................B.A.

Academic Units • 17

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
with tracks in:
Athletic Coaching
Exercise and Health Science
Fitness Instruction
Sport Management
French
Geological Sciences
German Literature
German Studies
Global Peace and Security
History
Italian Studies
Japanese
Jewish 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
Women, Culture, and Development
Women’s Studies

Gevirtz Graduate School of Education
Education and Applied Psychology
with tracks in:
Applied Psychology
Educational Studies
Teacher Preparation

Slavic Languages and Literatures ........B.A.
Sociology ....................................B.A.‡
Spanish .......................................B.A.
Speech and Hearing Sciences ............B.A.
(closed to new admissions)
Statistical Science ..........................B.A.
Statistical Science ..........................B.S.
with concentrations in:
Actuarial Statistics
Applied Statistics
Probability and Statistics
Theater ........................................B.A.
with emphases in:
Acting
Design, Directing, Playwriting, Theater Studies
Women’s Studies ............................B.A.
Zoology .......................................B.S.‡

‡ 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 and Majors

College of Engineering

Chemical Engineering ...................................... M.S., Ph.D.
with optional emphasis in:
Computational Science and Engineering

Computer Science .......................................... M.S., Ph.D.
with optional emphasis in:
Computational Science and Engineering
Technology and Society

Electrical & Computer Engineering ... M.S., Ph.D.
with emphases in:
Communications, Control, and Signal Processing
Computer Engineering
Electronics and Photonics
with optional emphasis in:
Computational Science and Engineering

Materials .................................................. M.S., Ph.D.

Mechanical Engineering ... M.S., Ph.D.
with optional emphasis in:
Computational Science and Engineering

Media Arts and Technology................. M.S., Ph.D.
with emphasis in:
Multimedia Engineering

College of Letters and Science

Anthropology ............................................ M.A., Ph.D.
with optional Ph.D. emphases in:
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.
with optional Ph.D. emphases in:
European Medieval Studies
Women's Studies

Art Studio ........................................ M.F.A.
Asian Studies ..................................... M.A.
with optional emphasis in:
East Asian Languages and Cultural Studies

Biochemistry-Molecular Biology ...... M.S.*, Ph.D.
with emphases in:
Biocatalysis & Molecular Biology
Biophysics & Bioengineering

Chemistry ........................................... M.A., M.S.

Chemistry of Life ..................................... Ph.D.

Chicano Studies .................................. M.A.*, Ph.D.

Classics ............................................. M.A., Ph.D.
with emphases in:
Ancient History
Literature and Theory

Communication .................................. M.A.*, Ph.D.
with optional Ph.D. emphases in:
Human Development
Quantitative Methods in the Social Sciences
Technology and Society

Comparative Literature ................. M.A.*, Ph.D.
with optional Ph.D. emphases in:
East Asian Literatures
Women's Studies

Counseling Psychology

see Gevirtz Graduate School of Education

Dramatic Art & Dance ....... M.A., Ph.D.
with optional Ph.D. emphases in:
European Medieval Studies
Women's Studies

Ecology, Evolution, and Marine Biology ...... M.A., Ph.D.
with optional M.A. emphasis in:
Business Economics

Education

see Gevirtz Graduate School of Education

Engineering

see College of Engineering

English ....................................... M.A.*, Ph.D.
with optional Ph.D. emphases in:

European Medieval Studies

Global Studies

Technology and Society

Women's Studies

Film and Media Studies ............ M.A.*, Ph.D.

French ........................................ M.A., Ph.D.
with optional Ph.D. emphases in:

Applied Linguistics

European Medieval Studies

Women's Studies

Geography ......................................... M.A., Ph.D.
with optional Ph.D. emphases in:

Cognitive Science

Quantitative Methods in the Social Sciences

Geological Sciences ......................... M.S., Ph.D.
with optional emphasis in:

Computational Science and Engineering

Geophysics ........................................ M.S.

Germanic Languages & Literatures . M.A., Ph.D.
with optional Ph.D. emphases in:

Applied Linguistics

Women's Studies

Global & International Studies........ M.A.

Hispanic Languages & Literatures . Ph.D.
with optional Ph.D. emphases in:

Applied Linguistics

Women's Studies

History .......................................... M.A.*, Ph.D.
with optional Ph.D. emphases in:

European Medieval Studies

Global Studies

Public History

Technology and Society

Women's Studies

Latin American & Iberian Studies ...... M.A.

Linguistics ........................................ M.A.*, Ph.D.
with optional Ph.D. emphases in:

Applied Linguistics

Cognitive Science

Human Development

Language, Interaction & Social Organizations

Marine Science ................................ M.S., Ph.D.

Mathematics ........................................ M.A., Ph.D.
with optional emphasis in:

Computational Science and Engineering

Media Arts and Technology ........ M.A., Ph.D.
with emphasis in:
Electronic Music and Sound Design
Multimedia Engineering

Visual and Spatial Arts

Molecular, Cellular, and Developmental Biology .... M.A., Ph.D.

Music ........................................ M.A., Ph.D.
with emphasis in:

Composition

Ethnomusicology

Musicology

Theory

Music ........................................ M.M., D.M.A.

with emphasis in:

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.
with optional Ph.D. emphases in:

Global Studies

Quantitative Methods in the Social Sciences

Technology and Society

Portuguese ................................. M.A.

see also Hispanic Languages and Literatures

Psychology ..................................... M.A.*, Ph.D.
with optional Ph.D. emphases in:

Cognitive Science

Human Development

Quantitative Methods in the Social Sciences

Religious Studies ......................... M.A., Ph.D.
with optional Ph.D. emphases in:

European Medieval Studies

Global Studies

Women's Studies

Sociology ................................. M.A.*, Ph.D.
with optional Ph.D. emphases in:

Global Studies

Human Development

Language, Interaction, & Social Organizations

Quantitative Methods in the Social Sciences

Technology and Society

Women's Studies

Spanish ............................................. M.A.

see also Hispanic Languages and Literatures

Spanish and Portuguese ............. M.A.

see also Hispanic Languages & Literatures

Speech and Hearing Sciences .... M.A., Ph.D.
(closed to new admissions)

Statistics ........................................... M.A.

Statistics and Applied Probability .... Ph.D
with optional emphases in:

Mathematical and Empirical Finance

Quantitative Methods in the Social Sciences

Donald Bren School of Environmental Science & 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 .......................... M.A.*, Ph.D.
with emphasis in:

Clinical Psychology

Counseling Psychology

School Psychology (must be combined with Pupil Personnel Services Credential)

School Psychology ....... M.A., Ph.D.

(must be combined with Pupil Personnel Services Credential)

Education ......................... M.A., Ph.D.
with emphasis in:

Child and Adolescent Development

Cultural Perspectives and Comparative Education

Educational Leadership and Organizations

Research Methodology

Special Education, Disabilities and Risk Studies

Teaching and Learning

with optional Ph.D. emphases in:

Applied Linguistics

Cognitive Science

Human Development

Language, Interaction & Social Organizations

Quantitative Methods in the Social Sciences

Education .................. M.Ed.

without emphasis in Teaching (must be combined with Multiple Subject, Single Subject, or Education Specialist Credential)

Educational Leadership .... Joint Ed.D.

Teaching Credentials

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

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. The 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 may earn up to eight units of internship credit (INT 192DC) and four units of independent study credit (INT 199DC). Students receive credit toward graduation with INT 192SA and INT 199SA. The program is offered during winter and spring quarters and summer session. For more information visit the program’s Web site: uccs.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, Santa Maria and San Fernando Valley 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.

Three 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.

Education Abroad Program

The University of California offers international study programs in cooperation with over 150 host universities and colleges in 35 countries throughout the world. About 4,000 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. Some 1,100 international students will attend the University of California under the auspices of the Education Abroad Program (EAP).

Selection of UC undergraduate 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 UCSB EAP Selection Committee; and completion of language and other specific requirements. Language prerequisites and GPA requirements vary by program.

The Environmental Mock Summit Program prepares gifted high school students, as our next generation of leaders, to deal with the issue of global warming by integrating science-based course work with discussions about the potential adverse consequences of global warming. Students in the Environmental Mock Summit Program will enroll in two summer UCSB courses.

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.

Transitions, and 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 Catalog, published each spring, contains a full list of courses and information regarding Summer Sessions fees, rules, and regulations. The catalog and 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 Web site: www.summer.ucsb.edu

The 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 UCSB 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 up to 8 units of internship credit (INT 192SA) and 4 units of independent study credit (INT 199SA). The program is offered during winter and spring quarters and summer session. For more information visit the program’s Web site: ucsb.uc.edu. Application materials may be obtained from staff in the Undergraduate Research and Creative Activities (URCA) Office, North Hall 2105.

Students in the UCSB Washington Center Program.
### Summary of EAP Opportunities and Countries, 2007-2008

<table>
<thead>
<tr>
<th>EAP Host Country</th>
<th>Program Options</th>
<th>Eligibility</th>
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<tbody>
<tr>
<td></td>
<td>Year</td>
<td>Fall</td>
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<tr>
<td>AUSTRALIA(^{1})</td>
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<td>CHINA</td>
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<tr>
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<td>GHANA</td>
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<td>HONG KONG (S.A.R.)</td>
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<td>HUNGARY</td>
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<td>IRELAND, Republic of</td>
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<tr>
<td>ISRAEL</td>
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<tr>
<td>(program on hold for 2007-2008)</td>
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<td>NETHERLANDS</td>
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<td>NEW ZEALAND(^{1})</td>
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<td>PHILIPPINES</td>
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<td>(program on hold for 2007-2008)</td>
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<td>RUSSIA</td>
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<td>SOUTH AFRICA(^{1})</td>
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<td>VIETNAM</td>
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</table>

\(^{1}\) The regular academic year begins in January or February rather than during the fall.

\(^{2}\) 3rd qtr. freshmen permitted in spring First Year German program.

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.

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 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 www.eap.ucop.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. In addition to the certificate programs listed on this page, Extension offers individual courses in art, writing, management, professional education for teachers, test preparation, and many other topics. 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), Global Business Management, Graphic Design & Visual Communication, Human Resource Management, Marketing, Negotiation & Mediation, Paralegal, Professional Accounting, Professional Financial Planning, Project Management, Teaching English to Speakers of Other Languages (TESOL).

 Concurrent Enrollment in UCSB Courses Through Extension

The Concurrent 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. Concurrent enrollment is not open to UCSB students who have been academically disqualified from UCSB or who are on reinstatement probation or subject to disqualification. Concurrent 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 concurrent enrollment does not constitute admission to UCSB. Course credits are recorded at Extension. If accepted toward a degree, UCSB coursework completed through concurrent 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 Concurrent Enrollment, is available at the main office at 6950 Hollister Avenue, Suite 102, Goleta, CA 93117, telephone: (805) 893-4200 or on the Web site at www.extension.ucsb.edu.

Programs for International Students

University Immersion Program, Professional Academic Programs, and English Language Programs offer a wide range of educational courses for international students and professional interested in studying and increasing their proficiency in English language, academic skills, and professional competencies.

Academic advising, immigration advising, and housing placement are also part of the services offered to international students at UCSB Extension. For more information, please contact: UCSB Extension, 6950 Hollister Ave, Ste. 102, Goleta, CA 93117; Phone (805) 893-4200; Fax (805) 893-8427.

Web site: 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 or Santa Maria. Majors offered at Ventura include anthropology, English, history, interdisciplinary studies, law and society, political science, psychology, and sociology. Students attend courses on a part- or full-time basis at the UCSB Centers 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, 6950 Hollister Avenue, Goleta, CA 93117; (805) 893-4056; or at the UCSB Ventura Center, 3585 Maple Street, Ventura, CA 93003; (805) 644-7261. Web site: 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 in Ventura. Telephone (805) 644-7261. Web site: www.ocs.ucsb.edu/ventura/

Air Force Reserve

Officers Training Corps (ROTC) Program

Director: Captain Victoria Citrowske

Phone: (310) 825-1742
Fax: (310) 825-3055
Web site: www.sscnet.ucla.edu/afrotc

Air Force Reserve Officer Training Corps (ROTC) educates and trains highly qualified undergraduate and graduate students for commissions 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 facilities 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.
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, engineering, humanities, natural and social sciences. The primary criteria for selecting research directions are the potential for UC researchers to make truly significant advances and the alignment of the research with the educational program.

As the administrative research arm of UCSB, the Office of Research in fiscal year 2006 facilitated 1,147 contract and grant awards totaling $159 million.

The office is headed by the vice chancellor for research, who is the principal campus officer in matters of research policy and administration, and is an advocate for research and its value in educational matters. Under the leadership of the vice chancellor for research, the Office of Research's responsibilities are as follows:

- Leads in setting research policy and developing and implementing a strategic plan for research.
- Fosters active relationships between the University, government, industry, and the private sector.
- Promotes and provides guidance and leadership for interdisciplinary research initiatives.
- Solicits, facilitates, and accepts grants and contracts for the support of research, training, and public service.
- Ensures that award administration is in compliance with University and sponsor policies.
- Directs the management of the Sponsored Projects Office and the Conflict of Interest Coordinator.
- Directs the management of the Office of Technology & Industry Alliances (TIA), which administers campus intellectual property (including patents and copyrights).
- Administers and enables a wide array of campus multidisciplinary research units, including the campus’ seven Organized Research Units.
- Supervises the seven UC Natural Reserve System sites associated with UCSB.
- Provides matching funds for research and other assistance to individuals and units.
- Coordinates and supports six mandated regulatory committees, including the Human Subjects Committee, the Conflict of Interest Committee, the Animal Care and Use Committee, the Embryonic Stem Cell Research Oversight Committee, and the Advisory Committee on the Repatriation of Human Remains and Cultural Items.
- Interacts with the Office of the President and other UC campuses regarding research policies, funding, administration, and intercampus research opportunities.
- Disseminates information to campus researchers on extramural funding opportunities.
- Consults with faculty on locating and soliciting extramural research support.
- Compiles and reports statistical information about extramural funding and publicizes faculty research awards.
- Enhances ways in which the educational and research missions of the University mutually reinforce each other.

For more information about the Office of Research, please visit our Web site at: 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 for Treatment, Understanding and Monitoring of Cancer

Director: Patrick Daugherty. Email address: psd@engineering.ucsb.edu

Center for Nanotechnology in Society (CNS)

The 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 CNS carries out innovative and interdisciplinary research in three key areas:

- the historical context of nanotechnologies;
- the institutional and industrial processes of technological innovation of nanotechnologies along with their global diffusion and comparative impacts;
- risk perception and social response to emerging nanotechnologies.

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

Center for the Chemical Design of Materials (CDM)

The Center for the Chemical Design of Materials (CDM) is a National Science Foundation-funded interdisciplinary forum for integrated research, education, and public engagement in the chemistry of multifunctional materials. The goals of the Center are:

- to use principles of chemical bonding to obtain a scientific understanding of smart phenomena in solids
- to design and prepare materials that combine multiple contraindicated functionalities
- to enhance the public’s appreciation of chemistry as the fundamental science driving modern innovation.

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 greater than 100 graduate students and postdoctoral 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 pro-
cessing techniques and network control systems.

More information about ICB researchers and projects can be found at www.icb.ucsb.edu.

International Center for Materials Research (ICMR)
The National Science Foundation-sponsored International Center for Materials Research provides an international forum that convenes scientists and engineers with common interests in the future of materials science. The ICMR has been created to promote global excellence in materials science and engineering through a series of research and educational programs. The Center’s partners at UCSB include the Materials Research Laboratory (MRL), the California NanoSystems Institute (CNSI) and the Materials Department. Telephone: (805) 893-5850.
Web site: www.icmr.ucsb.edu

Kavli Institute for Theoretical Physics (KIP)
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.kip.ucsb.edu

Materials Research Laboratory (MRL)
The Materials Research Laboratory at the University of California, Santa Barbara, was established in September 1992 and has recently been 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 are of such a scope that they cannot be accomplished by a single investigator and requires 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 new 21,000 square foot MRL building, which was opened in March 1997 and extended in 2005. The scientific and engineering activities of the UCSB-MRL focus on the following four major interdisciplinary research groups (IRGs), as outlined below, together with seed projects, central facilities, educational outreach programs, and a technology outreach program. Web site: www.mrl.ucsb.edu

Specific, Reversible and Programmable Bonding in Supra- and Macromolecular Materials (IRG1)
Group Co-Leaders: Luc Jaeger and Matthew Tirrell. Specific, reversible, noncovalent interactions among molecular building blocks are the basis for the development of functional biological structures in nature. In recent years, the introduction of noncovalent interactions into synthetic materials science, through both non-specific interactions such as those leading to hydrophobic self-assembly and specific, reversible bonding has led to a fundamental reevaluation of material design. For macromolecular materials, specific, reversible, noncovalent interactions are (i) a means of creating chain connectivity and topology that differs from covalent bonding, and (ii) a strategy for developing energetically favorable, attractive interactions among segments that differ from the generally energetically unfavorable, non-specific van der Waals interactions that govern polymer phase behavior. ‘Specific’ is a key word here, which is used to differentiate interactions from non-specific interactions such as hydrophobic interactions or c parameters based on van der Waals forces. As a result, specific implies more than simply attractive and reversible; it implies molecular recognition, directionality, tunability of interaction strength, addressability and programmability of the self-assembly character built into molecules via these interactions. These are powerful characteristics and represent unlimited potential for the development of new materials with tailored properties. Designing strategies to harness and control these features represents a significant, multidisciplinary challenge for this IRG.

Oxides as Semiconductors (IRG2)
Group Co-Leaders: James S. Speck and Chris G. Van de Walle. Semiconductors are a critically important area of future materials research with great societal benefits. The IRG will focus on the exploration and development of semiconducting binary oxides (ZnO, Ga2O3, In2O3, SnO2, TiO2, ...) as new wide-band-gap electronic materials. Even with their current high level of importance and low microstructures, these oxides already have significant industrial importance. The IRG will mount a concerted and multidisciplinary effort to bring the solid-state physics and materials science of oxides to a new level. Although the technical goal is to enable improved control of physical properties, the scientific goal is to both uncover new physics and realize dramatic improvements in materials properties; thereby spawning novel and innovative applications based on these new insights. Most oxides have neither been grown by the highest purity routes nor received sufficient experimental and theoretical scrutiny to be developed as electronic materials. The aim is to grow high purity epitaxial films with controlled doping leading to a new class of semiconductors with unlimited potential.

Soft Cellular Materials (IRG3)
Group Co-Leaders: L. Gary Leal and Glenn Fredrickson. The materials that are the focus of this IRG include closed-cell polymer foams and high internal phase emulsions, which are familiar in a wide variety of applications including barrier coatings, insulators, structural materials, personal care products, processed foods, and advanced tissue scaffolds. The recent availability of new types of polymeric surfactants (e.g. block and graft copolymers) and functional nanoparticles creates exciting opportunities for novel structures, properties, and functions within this class of materials. IRG-3 seeks to understand the interactions of surface-modified nanoparticles and new interface-actively copolymers with polymeric interfaces and thin films, both in and out of equilibrium, and to apply this understanding to the development of innovative polymer-based, cellular materials.

Nanostructured Composites (IRG4)
Group Co-Leaders: Arthur Gossard and Elliott Brown. The focus of IRG4 is the development of nanostructured metal/semiconductor composite systems. The composites are a unique materials class consisting of fully epitaxial metallic nanoparticles embedded in semiconductors. They have significant potential for fundamentally new electronic phenomena and represent new enabling tools for advanced devices in which the crystal structure of the embedded nanomaterial is distinct from the structure of the host crystal. A critical feature of the IRG is a concentrated effort to understand both experimentally and theoretically the underlying chemistry and physical properties of the nanocomposites. The project seeks to understand (i) mechanisms of particle nucleation and size control; (ii) the pathways of the transition from atomic impurity to atomic cluster to metallic properties; (iii) the electronic structure of the composite material; and (iv) applications to wide band gap semiconductors, ultrafast sources and detectors, plasmonics, thermoelectric and photovoltaic power generation, and semiconductor device isolation and contacting.

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, and has developed programs for K-12 education activities. Information about the Center is available online at 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, opto-electronics, biology, and mechanics. Nanotech, with the resources of a 12000 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

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 will provide 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 UCSC, the University of Southern California, Caltech, MIT, UCLA, Stanford, Harvard, and the US Geological Survey. USC is the coordinating institution, Professor Tom Jordan of USC is the Center Director, and Professor Ralph Archuleta of UCSB is the deputy director. 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

Institute for Computational Earth System Science (ICESS)

The Institute for Computational Earth System Science (ICESS) provides an environment in which Earth system scientists can closely collaborate and perform computations not possible in many other research facilities. The focus is on research and research education in Earth system science using computational techniques, Earth remote sensing, in situ observation, numerical modeling and simulation and information management.

The ICESS field of research spans the globe and provides unique research opportunities to both undergraduate and graduate students interested in increasing the understanding of Earth as an integrated system. Advances in computer and satellite technologies, as well as the ability to model complex systems, have placed ICESS on the leading edge of Earth system science research and information management. ICESS is uniquely positioned to utilize extensive satellite capabilities for research and education. ICESS houses the Center for SPOT Imagery, which provides UCSC students and researchers with free (or at-cost) access to high-resolution satellite imagery (spatial resolutions as fine as 2.5 m) for research and educational uses (see www.spot.ucsb.edu). Other resources include our state-of-the-art scientific computing facility, an optical calibration laboratory, an electronics laboratory, a SeaSpace TeraScan satellite data receiver and image processing system used for the real-time acquisition of satellite data, 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.icecss.ucsb.edu

Institute for Quantum and Complex Dynamics (iQCD)

On July 1, 2005, the Institute for Quantum Engineering, Science and Technology (iQUEST) changed its name to the Institute for Quantum and Complex Dynamics (iQCD), to reflect the broader area of research that it now supports. iQCD hosts the Center for Nonlinear Sciences and the Center for Terahertz Science and Technology, home of the world-famous UCSB Free-Electron Lasers.

iQCD fosters and provides administrative support for interdisciplinary research. The mission of the Institute is threefold:

1) to perform pure and applied research on the dynamics of systems ranging in size from molecules to proteins to semiconductor devices to quantum optical systems to pattern forming fluids to landscapes, on time scales ranging from femtoseconds to millennia;

2) to train, educate and inspire new generations of scientists, engineers and the public at large; and
3) to support research with outstanding service in a warm, welcoming and fun workplace.

iQCD currently involves investigators from the Departments of Chemistry and Biochemistry; Physics; Electrical and Computer Engineering; Materials; Mathematics; Chemical Engineering; Molecular, Cellular and Developmental Biology; and Ecology, Evolution and Marine Biology.

To learn more about iQCD, please visit the website at www.iqcd.ucsb.edu.

Institute for Social, Behavioral, and Economic Research (ISBER)
The Institute for Social, Behavioral, and Economic Research (ISBER) conducts interdisciplinary basic and policy research, and offers research development support on a wide spectrum of research questions. 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, the linguistics of almost extinct modern languages, 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 Global Studies, Center for Information Technology and Society, Center for Middle East Studies, Center for Nanotechnology in Society, 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. Website: 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.

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 breakthroughs. 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 formulation 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 federally-funded Center for Nanoscience Innovation for Defense (CNID) and the recently-formed Western Institute for Nanotechnology (WIN) supported by industrial and State funds.

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

Multicampus Research

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

Director: Sara Poot-Herrera. Email address: spooth@spanport.ucsb.edu

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

Transliteracies Project

Established in 2005 as a UC Multi-Campus Research Group, the Transliteracies 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; 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 Institute for Research in the Arts (UCIRA)

The University of California’s Institute for Research in the Arts (UCIRA) supports UC artists dedicated to innovative approaches to form and content in the performing, media, and visual arts. Our goal is to support imaginative projects that transcend boundaries, or that fall outside the present confines of arts practice. We have a special interest in projects that are collaborative in nature and that benefit two or more UC campuses. A program of the UC Office of the President, UCIRA is committed to diversity in all its forms.

UCIRA provides grants to arts faculty and students for projects with the potential for significant artistic and cultural impact. We support projects that are innovative, experimental, and risk-taking in their approach to form and/or content. These may include exhibitions, performances, symposia, outreach efforts, and projects that are multidisciplinary in approach. As artistic endeavors of the highest professional caliber, UCIRA projects frequently reach audiences outside the university and involve artists and scholars from around the world. As the only center in the UC system, UCIRA also provides information and advocacy for university-based arts education and research.

UC 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. Web site: www.lmri.ucsd.edu.

Affiliated Units

Center for Black Studies Research

The Center for Black Studies Research conducts research on the social, historical, political, economic, and cultural experiences that have affected peoples of African heritage throughout the world. The center sponsors a visiting scholars program; supports and disseminates faculty research; published three academic journals; organizes and presents seminars, lectures, and symposia; and serves as a liaison between the campus and the Santa Barbara community. 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 December of 1987 to implement the Humanities Initiative begun by the President of the University of California. Out of the conviction that research and teaching in the Humanities are becoming perilously specialized, the IHC regards its principal mission as encouraging interdisciplinary scholarship and instruction. It does this by supporting research projects, team-taught courses, lectures, seminars, and conferences. By hosting a wide array of interdisciplinary programs and activities—an increasing number of which take place in Santa Barbara—the IHC also serves as a vital link between the campus and the community. In addition, the IHC seeks to broaden the traditional definition of humanistic endeavors by sponsoring activities in the performing and visual arts. The Center is housed on the sixth floor of HSSB. Telephone: (805) 893-3907. Web site: 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-five 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 campus office at 805-893-4127, or email 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, Sedge Creek 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 in the campus-wide undergraduate research Web site: http://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.
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 Gaecho 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.

When students are admitted to UCSB, their admission is provisional and contingent upon involved in enrollment by the specified deadlines will constitute presumptive evidence that the student has withdrawn from the university. A student who wishes to resume study will be required to file an application for readmission and pay the associated nonrefundable fee.

Undergraduate students who are subject to academic disqualification may not officially enroll until and unless they are reinstated on academic good standing by the dean or provost 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. For undergraduates, the average academic study load is 15 units a quarter; the minimum full-time study load is 12 units. Undergraduate 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 the fee refund.

Students receiving a Cal Grant subsistence or Pell Grant will have their grant reduced/billed back if they are enrolled in less than 12 units for any quarter in which they are scheduled to receive these grants. Also, students receiving and ACG Grant or SMART Grant will have these grants eliminated/billed back if they are enrolled in less than 12 units for any quarter in which they are scheduled to receive these grants.

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 many campus and extramural benefits and services—e.g., to be appointed as graduate student researchers or as teaching assistants, to receive many forms of 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 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 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 proves the petition, a grade of Incomplete will be assigned.

Students who enroll and subsequently discontinue work during a quarter without an approved petition will receive a W, NP (not passed), or U (unsatisfactory) grade, as appropriate, for each course in which they are enrolled for that quarter. Such students may be 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. Students who have received Title IV federal aid should note that they will be required to return a portion of that aid.

**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 provost or 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 lapse 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 may be 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.

**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 provost or dean of their college. The provost or 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 provost or 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). Students who have had their status lapsed are required to pay a prorated portion of all assessed fees up to the date of such lapse in accordance with the fee refund schedule in the Schedule of Classes. Students who have received Title IV federal aid should note that they will be required to return a portion of that aid.

**Leaves of absence.** Continuous registration is required of all graduate students. Under extraordinary circumstances graduate students may request a leave of absence from the Graduate Division. For further information concerning leaves of absence for graduate students, consult the chapter “Graduate Education at UCSB” or the Graduate Division Web site at www.graddiv.ucsb.edu.

**Undergraduates:** 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. Applications are available on the Registrar’s website at 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 the second Monday in August for fall quarter, the second Monday in November for winter quarter, and the second Monday in February for spring quarter. These deadlines may be closed without notice, pending enrollment restrictions. The application fee is $50.

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 any course work undertaken elsewhere must be submitted to the Office of the Registrar to complete the readmission process.

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

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/residency.htm. The deadline for submission of an SLR is two weeks from admission or readmission.

Graduate reinstatement: Graduate students who wish to register after a break in enrollment must petition for reinstatement through 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 reinstatement 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 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 concurrent 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 UCs, 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 UC’s PATHWAYS Web site at www.universityofcalifornia.edu/apply. To ensure admission consideration,
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. For more information about the ICE Program, call the Program Coordinator at (805) 893-8905, or email: 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.

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 by 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;
• 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 provost or dean of the student’s college. With the exception of UCSB concurrent enrollment courses, Extension courses are not included in determining grade-point averages. If accepted toward a bachelor’s degree or graduate degree, UCSC courses completed by concurrent enrollment through Extension in fall 2000 or later will be used to calculate a student’s UCSC grade-point average. Courses completed through Extension do not apply toward academic residence requirements.

Undergraduates are not eligible to complete courses by concurrent 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 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 concurrent 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 programs 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 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.

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:

<table>
<thead>
<tr>
<th>Units Required</th>
<th>Lower Division:</th>
<th>Upper Division:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freshman</td>
<td>Junior</td>
</tr>
<tr>
<td></td>
<td>0.0 - 39.9</td>
<td>84.0 - 134.9</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Undergrad. Courses</th>
<th>Graduate Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (excellent)</td>
<td>A (excellent)</td>
</tr>
<tr>
<td>B (good)</td>
<td>B (good)</td>
</tr>
<tr>
<td>C (adequate)</td>
<td>C (adequate)</td>
</tr>
<tr>
<td>D (barely passing)</td>
<td>D (barely passing)</td>
</tr>
<tr>
<td>F (not passing)</td>
<td>F (not passing)</td>
</tr>
<tr>
<td>P (passed)</td>
<td>S (satisfactory)</td>
</tr>
<tr>
<td>NP (not passed)</td>
<td>U (unsatisfactory)</td>
</tr>
<tr>
<td>I (incomplete)</td>
<td>I (incomplete)</td>
</tr>
<tr>
<td>IP (in progress)</td>
<td>IP (in progress)</td>
</tr>
<tr>
<td>W (withdrawal, undergraduate students only)</td>
<td></td>
</tr>
</tbody>
</table>

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, 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 Incomplete. Petitioning process.

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 designsations 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. NP 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 num-
bered 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 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 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.

If you wish to expedite the delivery of your transcript, 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.

Current students or those with an active BARC account may also order Official Transcripts by accessing the GOLD system at: www.registrar.sa.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. All written requests must be accompanied by the appropriate payment and the student’s signature authorizing the request. Additional information is available on the Office of the Registrar’s Web site at: www.registrar.ucsb.edu/ts.htm, or by calling (805) 893-3135.

Official Transcript Orders Paid by Credit Card
Official transcripts can be ordered and paid for through our third party credit card vendor using any credit card. Our credit card vendor can be reached from our Web site at www.registrar.sa.ucsb.edu/tsorder.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.

Current students or those with an active BARC account may also order verifications by accessing GOLD. The fee will be billed to the student’s BARC account when ordered through GOLD.

Celebrating commencement.

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, we can verify 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.

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 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, 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 chart “Graduate Education at UCSB” or the Graduate Division Web site at 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. A New Student Profile listing degree requirements and any transfer credit earned is available online to students soon after they are admitted to UCSB. 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.

Students in the College of Engineering with questions concerning academic requirements should contact their college office or major department. Students who have completed 135 units should request a Senior Progress Evaluation from the College’s Office of Undergraduate Studies. This statement will indicate the student’s progress in fulfilling university and college requirements, as well as major requirements.

Students in the College of Letters and Science who have completed between 84 and 134.9 units may request a Progress Evaluation from the college office. Students who have completed at least 135 units and who have not declared candidacy for graduation may request a Progress Evaluation from the Office of the Registrar. Only one such request will be honored for each student. These statements indicate the student’s progress in fulfilling university and college requirements. 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. Undergraduate students may obtain information on progress and/or degree checks from their college office.

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 Division Commencement Ceremony at www.graddiv.ucsb.edu/commencement. 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 concurrent 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 university 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.

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### 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

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### 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.
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 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 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. The Application for Undergraduate Admission is available online at UC’s PATHWAYS Web site at www.universityofcalifornia.edu/apply. Students may apply online, or download a copy of the application to mail.

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

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Filing Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008</td>
<td>November 1-30, 2007</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>October 1-31, 2007</td>
</tr>
</tbody>
</table>

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 may not be 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 undergraduate education at UCSB.

The library’s top-ranked Map and Imagery Lab features sophisticated technology, such as this Z240 stereoscope, which aids in aerial photo interpretation.
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: www.ucop.edu/doorways/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 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/theatre, 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.

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 2008 term must take the tests no later than the December 2007 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 eight general campuses, beginning with students entering UC in fall 2001.

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 eight 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), 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.

- 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).

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, 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 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
An art student in the College of Creative Studies.

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 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) 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 a 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. 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 at least one additional yearlong sequence from within the following:

- Calculus
- General physics with laboratory
- General biology with laboratory
- Organic chemistry with laboratory

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 directly from the College, 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 which 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 of 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. 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 (formerly Subject A)**

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 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
   - Chicano Studies 1A-B-C, 144, 168A-B, 174, 188C
   - Dramatic Art 155A-B
   - Economics 113A-B, 119
   - English 133AA-ZZ, 134AA-ZZ, 137A-B, 138C, 191
   - Environmental Studies 173
   - German 147
   - 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
   - Women’s Studies 155A, 159B-C

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 college provost or deans and/or department chairs. UCSB is home to the California NanoSystems Institute, one of the original California Institutes for Science and Innovation.
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 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 and in the College of Letters and Science. 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.

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.
Graduate Education at UCSB

UCSB offers unique and interdisciplinary graduate programs that are among the finest in the world. In an intellectual process extending from development of a question and problem definition through research to dissemination of findings in scholarly journals and professional conferences, UCSB graduate students are trained to assume leadership positions in academia, private industry and public service. Consistently ranked among the top public research universities in the nation, UCSB is a member of the prestigious Association of American Universities. The faculty includes five recent 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, yet graduate programs are small enough for faculty members to know and mentor students individually.

Recognizing that the century ahead will call for people 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 collaboration. 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. Supplementary UCSB’s graduate programs and coursework are organized research centers, organized research units and affiliated academic units headquartered at the UCSB campus that provide additional opportunities for research, study or research abroad, or experiential learning. Complementing the departmental training are graduate certificate programs in Management Practice and College and University Teaching (see “Graduate Programs of Interest” in this section) or special degree emphases that highlight the focus of one’s academic interest.

The Graduate Division

The Graduate Division facilitates graduate education and coordinates student services for all graduate academic and professional programs at the University of California, Santa Barbara. 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 challenging environment and a socially supportive climate for all graduate students.

The Graduate Division has many roles. Graduate Academic Preparation and Admissions staff facilitates the recruitment, admission, and enrollment of highly qualified and diverse student applicants. Academic Services staff responds to student problems, monitors and encourages the progress of students toward degree completion, enforces academic standards, processes student petitions, assists students and departments, and provides development services. Financial Support staff administers fellowship programs, maintains an extramural funding database, and certifies student eligibility for academic appointments. All are committed to the recruitment, admission, retention, and graduation of a diverse and highly qualified graduate student population.

In collaboration with other campus organizations, the Graduate Division sponsors special programs for graduate students, such as dissertation support groups, research colloquia, and workshops on such topics as grant proposal development and professional career planning.

Application and Admission

UCSB offers admission to those 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 teaching, research, or professional practice. In recognition of the value of a diverse range of ideas and experiences in the learning process as well as in the professional world, the University remains committed to the recruitment, admission, and retention of a diverse graduate student population. UCSB encourages applications from students who have overcome economic or social disadvantage in pursuing their academic objectives and those who bring perspectives, research topics, or career interests that advance the University’s goals of excellence and diversity. Among UCSB’s goals is achieving a student population of men and women reflective of the population at large, inclusive of those traditionally underrepresented in various academic fields and all socioeconomic levels, physical abilities, ages, religions, national origins, sexual orientations, and other attributes.

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/eapp.

A completed application includes:
• An online application.
• Two copies of the applicant’s statement of purpose.
• A $60 nonrefundable fee. An application fee paid to another University of California campus is not valid for application to UCSB.
• Three letters of recommendation from professors or others familiar with the applicant’s academic work.
• Official Graduate Record Exam (GRE) scores (submitted directly from ETS to the Gradu-
ate 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.

- TOEFL or IELTS Exam scores, taken within the past two years (if applicable).
- Two official transcripts from each institution attended since high school or secondary school.
- Any other supplemental materials required by the department or the Graduate Division.

All domestic applicants must file the Free Application for Federal Student Aid (FAFSA) as part of the application process by March 2. Web site: 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/committee review for follow-up, following which recommendations of admission or denial are communicated to the Graduate Division. 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 the application and departmental sources for variations. For further details, please consult the prospective department or the Graduate Division Web site at 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 falling on a weekend or national holiday will be extended to the next working day.

Deadlines and specific admission requirements, which may vary by department, are summarized in the application packet 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/programs.

Admission of International Students and Permanent Residents

International and permanent resident students are governed by the same general admission regulations as those applying to United States citizens. For information and special assistance, students are encouraged to contact the Office of International Students and Scholars at (805) 893-2929.

English language requirements for non-native speakers. 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 550 when taking the paper based test, 213 when taking the computer-based test, or 80 when taking the internet-based test; some departments require a higher score. Applicants must make arrangements to take the TOEFL directly with the Educational Testing Service at P.O. Box 6151, Princeton, N.J. 08541-6151. 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. UCSC also considers a minimal score of 7 on the IELTS as an alternative to the TOEFL. UCSC 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 on 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 UCSC under the Education Abroad Program (EAP) and nondegree reciprocity status students 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 are required to take the ELPE at that time. If EAP or nondegree 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 the 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 Graduate Record Examination. 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 UCSC 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 basic research project, as are many master’s degree candidates.

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

- 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 intradepartmental and/or interdepartmental emphases within degree objectives. 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. A specialization is a departmentally approved component of a degree program, often indicating a department’s strength in a particular area. It does not appear on transcripts or 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. When students have been unregistered for some time, 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 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 by the students’ 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 1 grade was reported. If not completed by the deadline the No Grade, No Record, and/or 1 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 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 or verification from placement agency); 3) leave to deal with emergencies in the immediate family (explanation of circumstances required); 4) military leave for

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

<table>
<thead>
<tr>
<th>Years</th>
<th>Doctoral Program</th>
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<tbody>
<tr>
<td>5</td>
<td>5 Statistics</td>
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<td>6</td>
<td>6-7** Biology</td>
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<td>7</td>
<td>7 History</td>
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<td>8-7** Education</td>
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<tr>
<td>9</td>
<td>9 Mathematics</td>
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</tbody>
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* dependent on additional language requirements
** depend on whether the student entered with or without a master’s degree

| 1     | 1 Anthropology  |
| 2     | 2 Art History   |
| 3     | 3 Biochemistry & Molecular Biology |
| 4     | 4 Chemical Engineering |
| 5     | 5 Chemistry     |
| 6     | 6 Chicano Studies |
| 7     | 7 Classics      |
| 8     | 8 Communication |
| 9     | 9 Comparative Literature |
| 10    | 10 Computer Science |
| 11    | 11 Counseling, Clinical, School Psychology |
| 12    | 12 Dramatic Art  |
| 13    | 13 Ecology, Evolution, and Marine Biology |
| 14    | 14 Economics    |
| 15    | 15 Education    |
| 16    | 16 Electrical & Computer Engineering |
| 17    | 17 English      |
| 18    | 18 Environmental Science and Management |
| 19    | 19 Film and Media Studies |
| 20    | 20 French       |
| 21    | 21 Geography    |
| 22    | 22 Geological Sciences |
| 23    | 23 Germanic Languages & Literatures |
| 24    | 24 Hispanic Languages & Literatures |
| 25    | 25 History      |
| 26    | 26 Linguistics  |
| 27    | 27 Marine Science |
| 28    | 28 Materials    |
| 29    | 29 Mathematics  |
| 30    | 30 Mechanical Engineering |
| 31    | 31 Media Arts & Technology |
| 32    | 32 Molecular, Cellular, and Developmental Biology |
| 33    | 33 Music        |
| 34    | 34 Philosophy   |
| 35    | 35 Physics      |
| 36    | 36 Political Science |
| 37    | 37 Psychology   |
| 38    | 38 Religious Studies |
| 39    | 39 Sociology    |
| 40    | 40 Speech & Hearing Sciences |
| 41    | 41 Statistics   |

Year  Doctoral Program
---  ---------------------
 1   Anthropology
 2   Art History
 3   Biochemistry & Molecular Biology
 4   Chemical Engineering
 5   Chemistry
 6   Chicano Studies
 7   Classics
 8   Communication
 9   Comparative Literature
 10  Computer Science
 11  Counseling, Clinical, School Psychology
 12  Dramatic Art
 13  Ecology, Evolution, and Marine Biology
 14  Economics
 15  Education
 16  Electrical & Computer Engineering
 17  English
 18  Environmental Science and Management
 19  Film and Media Studies
 20  French
 21  Geography
 22  Geological Sciences
 23  Germanic Languages & Literatures
 24  Hispanic Languages & Literatures
 25  History
 26  Linguistics
 27  Marine Science
 28  Materials
 29  Mathematics
 30  Mechanical Engineering
 31  Media Arts & Technology
 32  Molecular, Cellular, and Developmental Biology
 33  Music
 34  Philosophy
 35  Physics
 36  Political Science
 37  Psychology
 38  Religious Studies
 39  Sociology
 40  Speech & Hearing Sciences
 41  Statistics

* dependent on additional language requirements
** dependent on whether the student entered with or without a master’s degree
Master's Degree Requirements

In many departments, the master's degree is looked upon as a stage on the path to 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. 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 UCSC Graduate Council requirements. The study plan of every master 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. Graduate Council will consider written requests for exceptions to this 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, UCSC Guide to Filing Theses and Dissertations, available through the Graduate Division website at www.graddiv.ucsb.edu/pubs/filingguide.shtml. 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 the 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 the subject approved by the 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 the student’s 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 dissertation.

The doctoral committee is nominated by the department, with 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. 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 of $65 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 officially advance for the doctorate. Students must petition the Graduate Division for 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 which 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 may be dismissed 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 UCSB Graduate Council. Students may be recommended for dismissal by their respective departments if they do not meet 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 publication **UCSB Guide to Filing Theses and Dissertations**, available through www.graddiv.ucsb.edu/pubs/filing-guide.shtml. 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/exitssurvey), and a Survey of Earned Doctorates (SED) questionnaire available at the Graduate Division. The Graduate Council requires that dissertations be published through ProQuest (formerly Bell & Howell/UMI) 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 recipient’s fields, their career plans and other pertinent data. (See section VIII of 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/career/mgmt.shtml.

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 of a teaching portfolio. Information is available at 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;
- Obtained approval of their home department.

**Education Abroad Program**

The Education Abroad Program (EAP) offers opportunities for study and research at over 150 institutions in over 30 countries throughout the world. Graduate students are encouraged to explore opportunities to meet language requirements of their degree program, achieve the cultural or contextual understanding needed for study of a particular topic, or pursue a research interest at top-ranked 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 www.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/ip 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 graduate students at UCSB are required to file the Free Application for Federal Student Aid (FAFSA) by March 2 deadline to be considered for most of the student support funds. Web site: www.fafsa.ed.gov. The FAFSA is used to compile a “need analysis” that is used in the determination of all financial support packages. UCSB’s 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 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 travel or research costs, payment of in-state fees, and support for support 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. A complete list of 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 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, letter 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. Students are encouraged to apply for all fellowships for which they are eligible.

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. Apprentice personnel 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. 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 necessary.

Many part-time University staff positions are also available on campus. Jobs are listed at the University’s Career Services Office and at the Human Resources Office. The Financial Aid Office has information regarding work-study positions.

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) each year and provide the Financial Aid Office with supplemental information as requested. Questions about need-based aid should be addressed directly to the Financial Aid Office, UCSB, Santa Barbara, CA 93106-3180. Telephone: (805) 893-2432. Web site: 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. 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/financial/awards.htm. Throughout the academic year, the Graduate Division sponsors presentations that assist graduate students in conducting searches and writing applications for extramural funding.

The Graduate Division publishes funding opportunities through three electronic mailing lists (subscribe at 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 reference section on the first floor of 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/gradlife/funding or contact Academic Services staff in the Graduate Division at academics@graddiv.ucsb.edu. For information on any other aspect of graduate student support, contact the Graduate Financial Support Section at financial@graddiv.ucsb.edu.
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 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.

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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.

Pre-professional advising is available in the College of Letters and Science for students considering careers in business administration and law. General information is also available to students interested in other professional areas such as architecture, journalism, and social work.

A health professions advisor (www.ltsce.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) 893-2084 or stop by the Credential Services Office in Phelps 2517; Counseling, Clinical or School Psychology (805) 893-3375 or stop by Phelps 1110; Education (805) 893-3936 or stop by Phelps 2206. Both Credential Services and the Department of Counseling, Clinical, and School Psychology hold monthly information meetings. For detailed information on credential and degree requirements, please visit the Web site: 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/Bike Shop and Parking Services as well as select off-campus businesses. The ACCESS Card has a one-time processing fee of $15 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)

Campus Learning Assistance Services (CLAS) helps students increase their mastery of course material through tutoring and academic skills development. CLAS provides small group tutoring in a wide range of lower-division math, economics and science courses, and limited service in social science, humanities, and first-year foreign language courses. Workshops are offered throughout the year on notetaking, time management, reading, exam prep, memory and concentration, and other study skills. Students can also receive one-to-one writing assistance with writing assignments or projects. The CLAS drop-in labs for math, economics, science, composition, social sciences, foreign language, and English as a Second Language are open daily with many of the services extending into the evening hours. CLAS is located in the Student Resources Building, Room 3210. Telephone: (805) 893-3269. Web site: www.clas.ucsb.edu

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 from the UCSB homepage at https://gnet.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 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 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 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 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 and at the U-Mail Help Desk.

Career Services
Career Services helps students identify and pursue their career goals. Confidential services, provided by professionals (or peers when appropriate), are free to all registered students.

Career Planning Services offers career advising, career testing, career groups and workshops.

Explore information about careers and graduate and professional schools through Career Resources in both print and internet formats.

Career Employment Services educates students about work opportunities, resume writing, interview techniques, and job search strategies as well as coordinating on-campus interviews with employer representatives and providing a reference letter service for graduate students and undergraduates applying to graduate or professional school. Local, state, national, and international internship information, advice, and placements are arranged through the Internship Program; part-time and seasonal job listings are accessed at www.career.ucsb.edu.

Come in to register.

Offerings of workshops, courses, and resources are designed to help students gain the skills and information needed for career success.

Services are available in Building 599 as well as online. Telephone: (805) 893-4412.
Web site: 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. Particularly if these issues are interfering with your academic life or causing academic difficulty, our psychologists can help you clarify your values, goals, and identify options. Counseling can help you in your relationships with others, and build self-confidence. Meetings are confidential, and no information is released about your counseling without your written consent. Counseling Services provides group therapy on a number of topics.

Counseling Services has peer advisors trained in stress management techniques who can help you learn to cope with the stresses of college life. Come visit the egg and massage chairs for relaxation and stress management. You can participate in a Relaxation and Massage workshop through your residence hall or club.

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 telephone (805) 893-4411. You can look us up on our Web site at: 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.

A gourmet coffeehouse, deli-caf, pizza and pasta restaurant, soup and salad bar, and convenience store are located on the main floor of the University Center (UCen). On the lower level are Wendy’s, Panda Express, and Chilis, which serves Mexican food. All UCen dining facilities are open weekdays, some late into the night, and several are open weekends. In addition to those located in the UCen, there are several dining facilities on campus, including two convenience stores, three gourmet coffee and bakery carts, a grill cart, and a cafe. The Arbor, a convenience store located near the library, is open seven days a week and most evenings. ACCESS cards are accepted at all locations.
Telephone: (805) 893-3773.

Disabled Students Program
The Disabled Students Program (DSP), Student Resource Building (SRB), 2nd floor, assists eligible students with disabilities who have special needs related to academic accommodation and the completion of a university degree program.


Educational Opportunity Program (EOP)
EOP counselors assist all students, 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.

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, or the GSA office, UCen 2502. Telephone: (805) 893-3824. Email: 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 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.

Incoming UCSB freshmen admitted for fall quarter will be sent resident hall information in mid-May as long as their Statement of Intent to Register (SIR) is submitted by the campus deadline.

The Community Housing Office, located in the University Center, room 3151, serves as a one-stop resource for rental housing information and referrals. It is recommended that transfer and graduate students start their housing search here. Telephone: (805) 893-4371 or go to www.housing.ucsb.edu and select “Rental Listings” or “Where Can I Live?” You will find information specific to your needs and links to the Community Housing pages. The Survival Guide can be found at www.housing.ucsb.edu/hchoices/cho-survival-guide.htm.
fall quarter and provides information about an orientation program at the beginning of the office; students should bring passports and non-immigrant student is required to report to provides academic and personal counseling Scholars, Student Resource Building (SRB), and Scholars Office of International Students

50 • STUDENT SERVICES AND ACTIVITIES

The Office of Apartment Living, located in the Santa Ynez Apartment complex on El Colle-gio Road, provides university-owned single and family student apartment information. University-owned apartment rentals are primarily for continuing upper-division (juniors and seniors) and graduate students. Students with families are eligible for Family Student Housing. Families with children have priority. Apartment Assignment Services can be reached at (805) 893-4021.

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 assists students who live in the university-owned residence halls. Students may seek assistance and support from the professional staff regarding housing, academic, personal, and social development matters. The residential education program provides a quality living experience as well as opportunities to interact with faculty and staff. The program sponsors educational programming, interest halls, Residence Review Board, and the Residence Hall Association. Telephone: (805) 893-3281. The office is located in a trailer west of Santa Rosa Residence Hall.

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 interna-
at least two miles from UCSB with up to six complimentary days of parking per quarter as an incentive for doing their share to clear the air. Graduate students employed at UCSB 45% or more, 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 available to all students, staff, and faculty who qualify for and do not currently own a UCSB parking permit. (Carpoolers may share one parking permit.)

TAP can help you optimize your commute in other ways like:

• Information on use of Flexcar CarShare vehicles stationed on campus for hourly rental
• Free Santa Barbara County Bike Maps
• Bicycle locker rentals to protect your bicycle from theft and the elements
• Free showers for bicycle commuters
• Free Bus Schedules
• Free student bus rides on any MTD bus with current UCSB student identification card with a current registration sticker
• Free carpool matchlists for those interested in forming or expanding a carpool, please visit our Web site at: www.carpoolworld.com/ucsb.html
• Free rideboard for occasional trips at www.as.ucsb.edu/ride
• Half-priced carpool parking permits for faculty/staff carpools (two faculty or staff members sharing one parking permit)
• Vanpools serving Santa Maria, Lompoc, Santa Ynez, Solvang, Buellton, Carpenteria, Ventura, Camarillo, and Thousand Oaks. Call (805) 893-2917 for information on

becoming a vanpool subscriber (TAP also sells standby rider vanpool vouchers for $4, each direction)
• Long-distance commuter bus information on the Coastal Express Buses (from Ventura and Carpinteria), and the Clean Air Express buses from Santa Maria and Lompoc
• Free information on the MTD Valley Express bus serving UCSB from Solvang and Buellton
• Free information on Amtrak commuter trains to the Goleta depot from the north and south
• Free shuttle between UCSB and the Goleta Amtrak station for those enrolled or employed at UCSB who live at least 20 miles from UCSB. UCSB does not guarantee shuttle service
• Free emergency Ride Home Program strives to get faculty/staff TAP members home in case of a personal emergency or unscheduled UCSB supervisor-approved overtime

To learn more, please visit our Web site at http://tap.tps.ucsb.edu or call (805) 893-2917 for a free commuter consultation on your money-saving options. TAP program benefits subject to change. Please refer to the TAP Web site for updated information or visit our office adjacent to Parking Services in Building 388.

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, Checkle 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, 2121 Cheadle 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 Nurse Advisor 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, 8 a.m.-4:30 p.m. on Wednesdays, and 8 a.m.-4:30 p.m. on Thursdays. We are located across from the Events 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, acute care, 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.

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

UCSB offers special residence halls for students who share common interests.
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 individual free confidential information and/or counseling, addressing alcohol, tobacco and other drug use, eating disorders, nutrition, relationships, sexual health and stress management. Classes are organized by topic and/or interest group, including Greeks, athletes, RAs and the queer community. 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/

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.

Payment Plan for Students who waive out of SHIP (Undergraduate Students Only)
PATH (Prepaid Access to Health Care) is an alternative method to pay for health services if you are not enrolled in SHIP. Rather than paying for each visit, students can pre-pay their fees. You can see a practitioner and utilize the lab and x-ray as many times as needed without paying the visit and processing fees. By prepaying for services, you can maximize preventive care and access treatment by minimizing financial barriers. For students on financial aid, monies are allocated for health care and can be applied to PATH. For more information, call (805) 893-8141.

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/

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.

Orfalea Family Children’s Center
The Orfalea Family Children’s Center, located on West Campus, serves the child-care needs of students, faculty, and staff. At the West Campus site and the Infant/Toddler site next to the Student Resources Building (SRB), the center provides a high-quality child-care program for children three months to five years of age in full- and half-day placements. 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. to 5:30 p.m. For information and to place a child’s name on the waiting list, please call the Children’s Center. Telephone: (805) 893-3665.

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 math-

Of the 20,000 students enrolled at UCSB, about 17,300 are undergraduates.
Department of Veterans Affairs (CDVA).

This program is administered by the California Department of Veterans Affairs (CDVA).

For more information regarding any of these programs, contact the UCSC VA Benefit Program at Reg-Veterans-Benefit-Programs@sa.ucsb.edu.

Women's Center
The Women's Center works towards retaining students, staff and faculty and empowering them to be successful within the academy and beyond. We strive for an inclusive and equitable campus community through advocacy, education and support services. The Center promotes an understanding of the role and impact of gender in our lives and our society. The Center challenges sexism, racism, heterosexism, ageism, ableism, classism and other barriers that inhibit full inclusion and equal power in society. This is to help people of diverse backgrounds achieve their intellectual, professional and personal goals and realize their full potential. Through our programs we work to support lesbian, gay, bisexual, transgender, questioning and ally students, staff and faculty and promote a supportive and accepting climate regardless of sexual orientation or gender identity.

The Center provides lectures, workshops, and films for all students, faculty, staff and members of the community. We also have a library; an art gallery; rape and sexual harassment prevention education programs; counseling and consultation services; services for re-entry and transfer students; and opportunities to meet with scholars, activists, artists, and writers in a comfortable, inviting place. The Center is located in the new Student Resource Building (SRB) on the first floor. Hours: 9:00 a.m. to 9:00 p.m. Telephone (805) 893-3778. Web site: www.sa.ucsb.edu/women'scenter

For more information on lesbian, gay, bisexual, transgender, or coming out issues please visit the Resource Center for Sexual and Gender Diversity, Student Resource Building (SRB) on the third floor. Hours: 10:00 am - 5:00 p.m. Telephone: (805) 893-5846. Web site: www.sa.ucsb.edu/sgd

Student Activities
UCSB students have the opportunity to participate in 500 student organizations. A complete list of all organizations is available on the Office of Student Life Web site at www.sa.ucsb.edu/campusorgs. Some of the opportunities available to students are described below.

Alumni Affairs
The UCSB Alumni Association provides services to current students as well as to alumni. The Association’s Family Vacation Center hires UCSB students as summer staff. An emergency loan program assists students in financial need. Alumni Association programs such as chapters, awards, an annual all-Gaucho reunion, travel, the Family Vacation Center, the quarterly magazine Coastsides, and career services seek to keep alumni involved with UCSB. Telephone (805) 893-2288, or visit the Alumni Association homepage at www.ucsbalum.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 Re-
source 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/cab

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/Service Learning Center houses over 400 volunteer opportunities for students to explore career options, create social action, and gain valuable experience.

In addition to local agencies students have participated in the community through student coordinated projects through the Family Literacy Program, Americana Reads/Counts 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

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, 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 the student newspaper (Daily Nexus), yearbook (La Cumbre), literary magazine (Spectrum), journal of undergraduate research (Discover), journal of graduate research (Thresholds), and arts magazines (Campus Point and 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 a year-round program of academic classes and sports-related activities, which meet the needs of students at all ability levels, including the physically challenged. Academic programs include Exercise & Sport Studies minors in Athletic Coaching, Exercise and Health Science, Fitness Instruction, and Sport Management and a curriculum of basic physical education instruction. Recreation offers an Adventure Program, Rec Sports (twenty-one Sport Clubs, Intramural Sports), and a variety of open recreational 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 gymnasia, 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 24 tennis courts.

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.esr.ucsb.edu.

Fraternities and Sororities

UCSB hosts more than 30 Greek-letter organizations composed of national and local/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 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), 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, eight dining facilities, a coffee house, a convenience store, a U.S. Post Office, the UCen Cashier, a copy shop, a travel agency, meeting rooms, the Corwin Pavilion Conference Center, a video game room, pool tables, and multiple TV monitors. The UCen also houses Associated Students, Graduate Students Association and Lounge, the Multi-Cultural Center and Theater, the Community Housing Office, and student organization offices. Web site: www.ucen.ucsb.edu.

UCSB women’s basketball: a fan favorite
**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 (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)**

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 fee (SHIP)**

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 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. 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.

**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 Intent 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.

Intercampus Transfer fee
Undergraduate students who wish to transfer from one UC campus to another must pay $40 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

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.

The 2007-2008 Free Application for Federal Student Aid (FAFSA) is the form that must be completed and submitted to the application processor to begin the process of applying for financial aid. The FAFSA is available at all high schools, colleges, and universities. The preferred way to file the FAFSA is electronically over the internet at www.fafsa.ed.gov. In order to file the FAFSA, you must be either a U.S. citizen or an eligible non-citizen (as defined in the FAFSA instructions).

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 should have filed the FAFSA between January 1, 2007 and March 2, 2007. If filing the paper version of the FAFSA, it is important to obtain a certificate of mailing from the U.S. Postal Service as proof that the FAFSA was filed by March 2, 2007. Students may still file the FAFSA after the March 2, 2007 priority filing deadline, but they will only be considered for the federal Pell Grant ACG, SMART Grant (undergraduates only) and federal Direct Loan programs.

Cal Grants
All undergraduate financial aid applicants without a bachelor’s degree who are California residents were expected to apply for a Cal Grant by the March 2, 2007 priority filing deadline. In addition to filing the FAFSA, new students must have sent a Grade Point Average (GPA) Verification Form to the California Student Aid Commission (CSAC). This form is also available at all California high schools and, from the UCSB Financial Aid Office, and the Cal Grant Web site at www.csac.ca.gov.

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/Fees/fees.html. 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. 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.
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 300 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.

The college publishes the College of Creative Studies Announcement, containing detailed information and an application. It may be obtained, along with additional information, from the college office.

Majors and Degrees
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).

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 slide 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 prerequisite 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 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.

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. Einstein, 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 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)
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 on the CCS homepage at ccs.ucsb.edu.

Creative Studies Courses

Art

CS 15. Art Colloquium
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
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
Prerequisite: consent of instructor.
May be repeated each quarter for credit.
Drawing and painting in sequences, and according to themes.

CS 104. Prints
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

CS 105. Book Arts
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
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
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

CS 110. Graphic Study of the History of Graphic Ideas: Drawing
Prerequisite: consent of instructor.
May be repeated each quarter for credit.
The surviving works of art from the paleolithic period until now constitute an existing order that may be considered the proper material for study by aspiring draughtsmen and painters. Art CS 10 emphasizes drawing.

CS 111 Graphic Study of the History of Graphic Ideas: Painting
Prerequisite: consent of instructor.
May be repeated each quarter for credit.
The surviving works of art from the Paleolithic period until now constitute an existing order that may be considered the proper material for study by aspiring draughtsmen and painters. Art CS 11 emphasizes painting.

CS 112. Special Topics
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
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
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

CS 150. Elements of Filmmaking/Video
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

CS 199. Independent Studies
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

Biology

CS 10. Biology Colloquium
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

CS 101. Models and Experiments
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

CS 102. Laboratory Project
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

CS 103. Reading Project
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

CS 109. Advanced Independent Research
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
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

May be repeated each quarter for credit.
Chemistry/Biochemistry

CS 101. Major Unsolved Problems
(1-4) STAFF
Prerequisite: consent of instructor.
May be repeated every 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
(1-4) STAFF
Prerequisite: consent of instructor.
May be repeated every quarter for credit.
Investigation of a specific problem in chemistry/biochemistry, set up in consultation with the instructor, and culminating with the student's report of progress.

CS 103. Seminar
(1-4) STAFF
Prerequisite: consent of instructor.
May be repeated every quarter for credit.
Presentation and critical discussion of topics in chemistry/biochemistry.

CS 104. General Chemistry Seminar
(1-4) STAFF
Prerequisite: consent of instructor.
May be repeated every quarter for credit.
Advanced course in general chemistry.

CS 106. Organic Chemistry Seminar
(1-4) STAFF
Prerequisite: consent of instructor.
May be repeated every quarter for credit.
Accelerated course in elementary organic chemistry.

CS 107. Organic Chemistry Laboratory
(1-4) STAFF
Prerequisite: consent of instructor.
May be repeated every quarter for credit.
Laboratory and discussion section on organic chemistry and spectroscopy, taken in conjunction with Chemistry 78B-C.

CS 199. Independent Studies
(1-4) STAFF
Prerequisite: consent of instructor.
May be repeated every quarter for credit.
Creative Studies 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.

CS 2. Foundations of Computer Science
(1-4) 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
(1-4) 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
(1-4) 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
(1-4) 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 140. Projects in Computer Science
(1-4) STAFF
Prerequisite: consent of instructor.
May be repeated for credit.
Projects in computer science for advanced undergraduates. Students work with a faculty member on a research or creative project with the consent of academic advisor.

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
(1-4) 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.

Computer Science

CS 1A. Computer Programming and Organization I
(1-4) 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
(1-4) 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 10. Group Interdisciplinary Studies
(1-4) STAFF
Prerequisite: consent of instructor.
May be repeated every 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 focused 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 essays and criticism.

CS 103. Writing: Expository Prose
(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 literary studied. Extensive reading and exposition.
Mathematics

CS 10. Mathematics Colloquium
(1-4) STAFF
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

CS 101. Problem Solving
(1-6) STAFF
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

CS 103. Topics in Modern Algebra
(1-4) STAFF
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

CS 109. Advanced Independent Research
(1-4) STAFF
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

CS 199. Independent Studies
(1-6) STAFF
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

CS 10. Mathematics Colloquium
(1-6) STAFF
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

CS 101. Composition
(1-6) STAFF
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

CS 102. Project
(1-6) STAFF
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

CS 105. Special Topics
(1-6) STAFF
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

CS 199. Independent Studies
(1-6) STAFF
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

Physics

CS 10. Physics Colloquium
(1-6) STAFF
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

CS 105. Special Topics
(1-6) STAFF
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

CS 199. Independent Studies
(1-6) STAFF
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

CS 20. Mathematics Colloquium
(1-6) STAFF
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

CS 201. Composition
(1-6) STAFF
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

CS 202. Project
(1-6) STAFF
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

CS 205. Special Topics
(1-6) STAFF
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

CS 299. Independent Studies
(1-6) STAFF
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

Music

CS 101. Composition
(1-6) STAFF
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

CS 102. Analysis: Materials
(1-6) STAFF
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

CS 103. Analysis: Forms
(1-6) STAFF
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

CS 104. Aural Disciplines
(1-6) STAFF
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

CS 105. Special Topics
(1-6) STAFF
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

CS 109. Advanced Independent Research
(1-6) STAFF
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

CS 199. Independent Studies
(1-6) STAFF
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

CS 201. Composition
(1-6) STAFF
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

CS 202. Project
(1-6) STAFF
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

CS 205. Special Topics
(1-6) STAFF
Prerequisite: consent of instructor.
May be repeated each quarter for credit.

CS 299. Independent Studies
(1-6) STAFF
Prerequisite: consent of instructor.
May be repeated each quarter for credit.
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 1,400 undergraduate students and 700 graduate students with a full-time, permanent faculty of 134. This results in an unusually good 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 the Accreditation Board for Engineering and Technology (ABET). The computer science undergraduate programs are accredited by the Computing Accreditation 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

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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-calculus/calculus</td>
<td>1 year</td>
</tr>
<tr>
<td>Physics or Chemistry</td>
<td>1 year</td>
</tr>
<tr>
<td>(preferably both)</td>
<td></td>
</tr>
</tbody>
</table>

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 years

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; Circuits and Devices; 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 course 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 requirement, 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:

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 requirements. 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 5A. A score of 4 or 5 may be substituted for Computer Science 5B at the student’s request by petition; however, students with high scores may take Computer Science 10 for full credit. Students substituting AP credit for Computer Science 10 must successfully complete Computer Science 11A before enrolling in Computer Science 20.

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 Mathematics 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 112.

**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 and expected cumulative progress. 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 a single 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 dean 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 Students Affairs from the Department of Economics. Interested students should inform the Undergraduate Studies Office of their interest 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 137 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 318 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. Students 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 GPAs 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.

Engineering honors students with upper-division standing may, with faculty approval, enroll in their departmental Independent Study course to research topics that will complement their major studies. College of Engineering Honors students may also enroll in special honors sections of general education courses offered by the College of Letters and Science.

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**

Students planning to enter an engineering major or to change from one engineering major to another will be expected to complete at least 30 units at UCSB before petitioning for a change of major. Students normally must satisfy the prerequisites of the prospective major.

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 200 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.
the requirements in Option 2 have been met.

they may petition to enter the full major when to enter the Computer Engineering pre-major Computer Engineering.

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ments are met:

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both
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on any of
in the GPA calculation.

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

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 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 Multiscale Materials Studies-LANL
Director: David Clarke
Engineering Science Building, Room 3221
Telephone: (805) 893-8275

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
Director: Shuji Nakamura
Engineering Science Building, Room 3231
Telephone: (805) 893-8462

UCSB Nanofabrication Research Center
Director: Mark Rodwell
Engineering Science Building, Room 2205
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National Research Centers
International Center for Materials Research
Director: Anthony K. Cheetham
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 Nanofabrication 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
Director: J. Fraser Stoddart (UCLA)
Scientific Director: Evelyn Hu
Physical Sciences North, Room 4670
Telephone: (805) 893-6145

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.chemeng.ucsb.edu
Chair: L. Gary Leal
Vice-Chair: Dale Seborg

Faculty

Sanjoy Banerjee, Ph.D., University of Waterloo, Professor (transport processes, multiphase systems, process safety) *2
Bradley Chmelka, Ph.D., UC Berkeley, Professor (self-assembled materials, polymers, porous and composite solids, heterogeneous catalysts, magnetic resonance)
Patrick S. Daugherty, Ph.D., University of Texas at Austin, Assistant Professor (protein engineering and design, combinatorial 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)
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) *1

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 Medical School, Professor (catalysis, combinatorial material science, sensors, charge and energy transfer)
Samar Mitragotri, Ph.D., Massachusetts Institute of Technology, Associate Professor (drug delivery and diagnostics, bio-membrane transport, membrane biophysics, biomedical ultrasound)
Susannah Scott, Ph.D., Iowa State University, Professor (heterogeneous catalysis, surface organometallic chemistry; analysis of electronic structure and stoichiometric reactivity to determine catalytic function) *2
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, microtechnology, complex fluids)
Theofanis G. Theofanous, Ph.D., University of Minnesota, Professor, Center for Risk Studies and Safety Department (transport phenomena in multiphase systems, risk analysis) *2
Matthew V. Tirrell, Ph.D., University of Massachusetts, Auhll 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

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

George M. Homsy, Ph.D. (Mechanical Engineering)
Frederick F. Lange, Ph.D. (Materials Engineering)
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 some 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 the Accreditation Board for Engineering and Technology. 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 objec-
tives. 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 on “Additional Academic Programs” or the EAP Web site: 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. A pH neutralization process serves as a challenging demonstration unit for advanced process control and monitoring strategies. A batch polymerization reactor is available for novel modeling and control research. Stirred-tank heating systems and an interacting four tank liquid storage system illustrate key concepts in process control courses. All of 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. This system uses a laser sheet 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 microscopes, as well as dynamic secondary ion mass spectrometry 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 rheoptical 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 (LLS) spectrometer. In addition, 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 and microreactor 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 liquid interfaces. 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 ultramicrotome, 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. NMR Characterization facilities. State-of-the-art facilities in nuclear magnetic resonance (NMR) spectroscopy are available to support a wide range of materials and engineering investigations at a molecular level. UC Santa Barbara 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), 300 MHz (7.0 T), and two at 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 a opposing microtipette 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.

**Preparation for the major**

Students in the major are required to meet a set of minimum unit and grade-point requirements, and a set of General Education requirements. A total of 80 units are required as preparation for the major: Engineering 3, Chemical Engineering 1A and 10, Chemistry 1A-B-C, 1AL-BL-CL, 6A-B, 109A-B-C, and Mathematics 3A-B-C and 3A-B-C, and Physics 1, 2, 3, 4, and 3L, 4L.

**Upper-division major**

A total of 78 units is required, of which 66 upper-division units 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. Lists of approved electives are available in the department office. 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 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 33 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, 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. For additional information, see the CSE Web site: www.cse.ucsb.edu.
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.bmsc.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) SCOTT
Prerequisites: Chemistry 1A-8-C; Mathematics 3A-8-C; and, Engineering 3.
Elementary principles of chemical engineering. The major topics discussed include material and energy balances, stoichiometry, and thermodynamics.

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/199DA 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. Biointerfaces
(3) ISRAELACHVILI
Not open for credit to students who have completed Chemical Engineering 121.
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.

110A. Chemical Engineering Thermodynamics
(3) STAFF
Prerequisites: 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
Prerequisites: Mathematics 5A. Engineering majors only.
Extension of Chem 110A to cover mixtures and multistep 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) THEOFANOUS, ZASADZINSKI, MITAGOTRI, TIRRELL
Prerequisites: Mathematics 5A-B-C, and Physics 4.
Introductory course in conceptual understanding and mathematical analysis of problems in fluid dynam- ics 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) THEOFANOUS, ZASADZINSKI, MITAGOTRI, TIRRELL
Prerequisites: 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
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, DNA, RNA, DNA-protein interactions, hydrophobic and hydrophobic interactions, bio-specific and non-equilibrium interactions.

124. Advanced Topics in Transport Phenomena/Safety
(3) BARRELL, THEOFANOUS
Prerequisites: Chemical Engineering 120A-B-C or Mechanical Engineering 151A-B; and Mechanical Engineering 152A.
Same course as ME 124.

125. Principles of Bioengineering
(3) MITAGOTRI
Not open for credit to students who have completed Chemical Engineering 125A-B.
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 matrix methods.

132B. Computational Methods in Chemical Engineering
(3) SANDALL
Prerequisites: Mathematics 5A-B-C.
Numerical methods for solution of linear and nonlinear algebraic equation sets, interpolation and numerical integration, optimization, initial-value problems in ordinary differential equations and boundary-value problems. Emphasis on development of 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.

140A. Chemical Reaction Engineering
(3) MCFARLAND
Prerequisites: Chemical Engineering 110A and 120A-B.
Fundamentals of chemical reaction engineering with emphasis on kinetics of homogeneous 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) MCFARLAND
Prerequisites: Chemical Engineering 110A, 120A-B and 140A.
Thermodynamics, kinetics, mass and energy transport considerations associated with complex homogeneous and heterogeneous reacting systems. Catalysts and catalytic reaction rates and mechanisms. Adsorption and reaction at solid surfaces, including effects of diffusion in porous materials. Chemical reactors using heterogeneous catalysts.

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
Prerequisites: Chemical Engineering 152A.
The theory, design, and experimental application of advanced process control strategies including feedback 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 171 and Mathematics 5A-B-C.
Applications of engineering tools and methods to...
160. Introduction to Polymer Science
(3) KRAMER
Prerequisites: Chemistry 107A-B or 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.

171. Introduction to Biochemical Engineering
(3) DAUGHERTY
Prerequisites: Chemical Engineering 140A and Chemistry 109C.

Introduction to biochemical engineering covering enzyme and microbial growth and chemical kinetics with emphasis on the application of chemical engineering principles to the design and operation of industrial microbial processes.

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
(3-3) STAFF
Prerequisites: Chemical Engineering 110A and 120A-B (for 180A-B); Chemical Engineering 128 and 140A (for 180B).

Experiments in thermodynamics, fluid mechanics, heat transfer, mass transfer, reactor kinetics, and chemical processing. Experimental design, 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.


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.

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 twelve units. Students are limited to five units per quarter and 30 units total in all 98/99/198/199/199DC/199DC 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 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, ZASADZINSKI

Prerequisite: consent of instructor.

Fundamental concepts in classical thermodynamics and statistical mechanics for engineering students. Establishes the framework for all subsequent problems can be solved using methodology that starts with molecular level understanding.

210B. Advanced Topics in Equilibrium Statistical Mechanics
(3) FREDRICKSON

Same course as Materials 214. Not open for credit to students who have completed Chemical Engineering 210.

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) FREDRICKSON

Prerequisite: consent of instructor.

Not open for credit to students who have completed Chemical Engineering 215. An 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.

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.

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. Error estimates. 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) THEOFANOS

Prerequisite: 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.


220A. Advanced Transport Processes—Laminar Flow and Convective Transport Processes
(4) LEAL

Prerequisite: consent of instructor.


220B. Advanced Transport Processes—Laminar Flow and Convective Transport Processes
(3) LEAL

Prerequisite: consent of instructor.

Combination of CE 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 trans-
port 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, multi-component 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 techniques, shock wave, friction coefficient, etc. Application of principles to practical problems is stressed.

222A. Colloids and Interfaces I
(3) ISAELCHIV
Prerequisite: consent of instructor.
Same course as Materials 222A and BMSE 222A.
Introduction to the 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.

226. Level Set Methods
(4) GIBOU
Prerequisite: Computer Science 211C, or Chemical Engineering 211C, or ECE 210C, or ME 210C.
Same course as CMPCS 216, ECE 226 and ME 226.
Mathematical description of the level set method and design of the numerical methods used in its implementations (ENO-WENO, Godunov, Lav-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) CHIMELKA, FREDICKSON, LEAL
Prerequisite: consent of instructor.
Same course as ME 244A.

230B. Advanced Theoretical Methods in Engineering
(3) FREDICKSON, SQUIRES
Prerequisites: Chemical Engineering 230A and consent of instructor.
Same course as ME 244B.

230C. Nonlinear Analysis of Dynamical Systems
(3) DOHERTY
Prerequisites: Chemical Engineering 230A and consent of instructor.

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 CH 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, SCOTT
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 catalytic and chemical reactors. Mathematical studies of stability and optimization are emphasized in relationship to mass, energy, and momentum transport.

246. Advanced Catalysis
(3) MCFARLAND, SCOTT
Prerequisite: consent of instructor.
Theories of reaction rates. Heterogeneous and homogeneous catalysis, including physical structure and characterization of catalysts. Catalyst poisoning.

252. Monitoring Process and Control System Performance
(3) SEBORG
Prerequisite: consent of instructor.
Introduction to methods that can be used to monitor performance and to detect faults. Both model-based and data-driven approaches are considered. Emphasis is placed on statistical techniques for the analysis of multivariate time series data.

255. Methods in Systems Biology
(3) DOYLE
Prerequisite: 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). Empirical studies of stability and optimization are emphasized in relationship to mass, energy, and momentum transport.

290. Seminar
(1-5) 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.

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.
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 impart to each student:

1) Broad knowledge in the fundamental theories, techniques, and tools relating to computer engineering.
2) The ability to apply computer engineering principles in solving problems, creating products, and improving performance in hardware and software applications.
3) A continuing commitment to the advancement of science, lifelong education, professionalism, and interest in education and mentoring for the coming generations of students.
4) An understanding of the social, business, technical, and human context 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-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 200 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 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 undergraduate office. Interested students should contact the undergraduate office early 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
Chair: Linda Petzold
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)
Fred Carlin, Ph.D., University of California, Santa Barbara, Lecturer
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)
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)

Frederic Gibou, Ph.D., University of California, Los Angeles, Assistant 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)*2

John 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)

Teofiló 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, Assistant 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)

Eliot Jacobson, Ph.D., University of Arizona, Tucson, Lecturer

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, Assistant Professor (dynamic and adaptive compilation systems, high-performance internet (mobile) computing, runtime and compiler optimizations for Java/CIL, efficient mobile program transfer formats)

Linda R. Petzold, Ph.D., University of Illinois at Urbana–Champaign, Professor (computational science and engineering, multiscale numerical simulation, systems biology)*2

Tim Sherwood, Ph.D., University of California, San Diego, Assistant 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)*1

Terence R. Smith, Ph.D., Johns Hopkins University, Professor (spatial databases, techniques in artificial machine intelligence)*3

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)*5

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, Associate Professor (distributed systems, computational grid computing, on-line performance forecasting)

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 (overlay and peer-to-peer networks, large-scale distributed systems, mobile and wireless networks, system security)

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)*4

*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 Geophysics.

*4 Joint appointment with the Department of Bioengineering and Computer Systems (BMSE).

*5 Joint appointment with the Department of Physics.

Affiliated Faculty

Edward Chang, Ph.D. (Electrical and Computer Engineering)

James Frew, Ph.D. (Bren School of Environmental Science and Management)

John Hershberger, Ph.D.

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)

Klaus Schuaser, Ph.D.

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 the Accrediting Board for Engineering and Technology.

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 access to machines at the NSF Supercomputing Centers via the Internet.

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 Undergraduate 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 programs seek 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 programs place high priority on establishing and maintaining innovative research programs that enhance educational opportunities and encourage a broad base of extramural support.

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 eminently 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, are fully prepared to further their education in graduate school.

The primary computer science departmental emphasis is on program design, analysis and implementation, with both a strong theoretical foundation and a strong practical component, covering most aspects of computing and computer communications.

Program Outcomes for Undergraduate Programs

The program enables students to achieve, by the time of graduation:

a. An ability to apply knowledge of computing and mathematics appropriate to computer science.
b. An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution.
c. An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
d. An ability to function effectively on teams to accomplish a common goal.
e. An understanding of professional, ethical, and social responsibilities.
f. An ability to communicate effectively.
g. An ability to analyze the impact of computing on individuals, organizations, and society, including ethical, legal, security, and global policy issue.
h. Recognition of the need for and an ability to engage in continuing professional development.
i. An ability to use current techniques, skills, and tools necessary for computing practice.
j. 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.
k. 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 10, 20, 30, 40, 50, and 60; and Probability and Statistics 120A.

Students with no previous programming background should take CMPSC 5J before taking CMPSC 10. CMPSC 5J 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 200 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

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. 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 must be completed.
- A major area must be chosen. Four CS graduate courses (200 level) should be taken from the major area and one CS 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.

**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; a question from each of these courses will be asked on the examination. Three questions must be answered correctly.

**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 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 required to complete 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 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 from the 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.

**Optional Graduate Degree Emphasis in Computational Science and Engineering**

The Departments of Chemical Engineering, Computer Science, Earth Science, 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:
CSE emphasis are as follows:

- 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 Math119A-B and Math124A-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:
    - four 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 at least 3 members who are Computer Science faculty members from other departments.

Students pursuing a Ph.D. must fulfill all of the requirements for the general Doctor of Philosophy degree in Computer Science in addition to:

- 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 other faculty member from another department.

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 seminars promote 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 interact 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 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 at least one student from the 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

Computer Science Courses

LOWER DIVISION

5AA-ZZ. Introduction to Computer Programming
(4) STAFF
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: Computer Science 5A 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) STAFF
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) GONZALEZ
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) SHERWOOD, ZHENG
Prerequisite: Engineering 3 or Computer Science 5AA-ZZ or 10; and Mathematics 3C.
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) CAPELLO
Prerequisite: Computer Science 10 and 20.
Program design (modularization, designing for
changeability, robustness, and testability), basic software engineering practices, principles of user interface design; Student is required to implement at least 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
Prerequisites: Computer Science 40 and 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) EGEÇIOĞLU
Prerequisites: 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 (Turing machines) and computational complexity.

140. Parallel Scientific Computing
(4) YANG
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 thread programming 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 30A with a minimum grade of C-.
Same course as ECE 153A.
Machine-level structures implementing the operating system abstraction; memory-mappers, multi-level interrupts, direct memory access techniques. Lowest-level software/hardware structures: micro-kernels, interpreters, emulators, threaded-code, real-time scheduling. Compilation and cross-compilation techniques; system initialization; validation and debugging; in-circuit testing.

154. Computer Architecture
(4) SHERWOOD, CHOI
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, CHOI
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-construct 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 modularity mechanisms; reusability through generality and inheritance; type systems; procedural, object-oriented, functional, and logic programming languages.

165A. Artificial Intelligence
(4) TURK
Prerequisite: Computer Science 130A; open to computer science, computer engineering, and electrical engineering majors only.
An 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 generalization; 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) ZHAO, WOLSKI
Prerequisites: Computer Science 130A or 125; and, Computer Science 154 or ECE 154; open to computer science, computer engineering, and EE 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) ZHU
Prerequisite: 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, program 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) ALMORETH, 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 networks.

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: networking protocols, socket programming, and implementing application-layer protocols.

176C. Advanced Topics in Internet Computing
(4) BELLING, ZHENG
Prerequisite: Computer Science 176B.
General overview of wireless and mobile networking, multimedia, security, and service-oriented computing. 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 and trusted behavior. Examination of current security protocols, certification.

178. Introduction to Cryptography
(4) EGECOGLU
Prerequisites: Computer Science 10 and PS 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.
Overview of intelligent system development and applications; 2D drawing and painting algorithms; 2D transformation and clipping; 3D transformation, viewing, and clipping; overview of PHIGS graphics standard; graphics hardware, interactive devices and techniques; half-tone and dithering techniques; hidden surface removal algorithms.

181B. Introduction to Computer Vision
(4) WANG, TURK
Same course as ECE 181B.
Overview of image processing, pattern recognition; image formation, binary images; edge detection, image segmentation, introduction to textured image analysis, optical flow, depth from stereo, shape from shading, shape from texture, shape representation, techniques, issues in object recognition, case study of some vision systems.

182. Multimedia Computing
(4) ALMEROTH
Prerequisite: Computer Science 176B.
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) HOLLER
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) IYABRA
Prerequisite: Computer Science 138; open to computer science majors only.
Not open for credit to students who have completed Mathematics 150A.

189A. Senior Computer Systems Project
(4) BULUT
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) WOLSKI
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 189A-B.
Student groups design a significant computer-based project. Groups work independently with interaction among groups via interface specifications and informal meetings.

209. Logic and Applications in Computer Science
(4) SU
Prerequisite: Computer Science 138 or 186.
Propositional logic, first order logic, completeness, compactness, incompleteness, undecidability; selected topics from finite model theory, theorem proving, logic programming, program verification, databases, software construction.

211A. Matrix Analysis and Computation
(4) STAFF
Prerequisite: consent of instructor.
Same course as ECE 210A, ME 210A, 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. Graduate-level matrix analysis and introduction to matrix computations. SVD’s, pseudoinverses, variation-al characterization of eigenvalues, perturbation theory, direct and iterative methods for matrix computations.

211B. Numerical Simulation
(4) PETZOLD
Prerequisite: consent of instructor.

211C. Numerical Solution of Partial Differential Equations—Finite Difference Methods
(4) STAFF
Prerequisite: consent of instructor.

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. Applica-
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) EGEICHLI
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 random 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: application-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) KRINZ
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) KEMMERN
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.

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. Transaction Management in Distributed Databases
(4) AGRAWAL
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) BELLING, 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. Network Security and Intrusion Detection
(4) VIGNA
Prerequisite: Computer Science 177.

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 graphlets; volume rendering; scientific visualization.

281B. Advanced Topics in Computer Vision
(4) WANG, TURK
Prerequisite: Computer Science 181B.
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, multi-sensory fusion, biological models, expert vision systems, and other topics selected from recent research papers.

284. Mobile Computing
(4) BELLING
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.
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

Chair: Kwang-Ting (Tim) Cheng
Vice Chair: Roy Smith

Faculty

Kastav 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)

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 (RF system modeling and design; solid state and biomedical ultrasonics; thermal management of solid state power devices)

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)

Edward Chang, Ph.D., Stanford University, Associate Professor (multimedia systems, database systems, and distributed systems)

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 Dogli, 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 (metallorganic vapor phase epitaxy, optoelectronic materials, compound semiconductor, 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, Associate 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, Scientific Co-Director of California NanoSystems Institute, Director of Institute for Quantum Engineering, Science and Technology (high-resolution fabrication techniques for semiconductor device structures, process-related materials damage, contact/interface studies, superconductivity) *1

Ronald Illis, Ph.D., UC San Diego, Professor (digital spread spectrum communications, spectral estimation and adaptive filtering)

Ryan Kastner, Ph.D., Assistant Professor (computer engineering, reconfigurable computing, design of integrated circuits, embedded architectures)

Petr 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)

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)

Stephen I. Long, Ph.D., Cornell University, Professor (semiconductor devices and integrated circuits for high speed digital and RF analog applications)

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., Techni- cal University of Warsaw, Poland, Professor (design automation, computer-aided design, integrated circuit layout, logic synthesis)
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 Gusso, 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; processing)

Steven M. Horvath, Ph.D., Harvard University, Professor Emeritus (biomedical engineering, environmental stress physiology).

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).

Sanjiv 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).

*1 Joint appointment with the Department of Materials.

*2 Joint appointment with the Department of Computer Science.
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 Electrical Engineering program 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 California 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
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, microfabrication 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, Writing 2E and 50E; Electrical and Computer Engineering 2A-B-C and 15A-B; Chemistry 1A-B and 1AL-BL; 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 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 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. Sample programs include those with emphasis in solid state, in high frequency electronics and communications, in communications, controls, and signal processing, and in computer engineering.

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 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 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 score for consideration is 550 when taking the paper-based test and 213 when taking the computer-based test.

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 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.
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.

2A. Circuits, Devices, and Systems

(4) YORK
Prerequisites: Mathematics 3A-4BC 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, 3 hours.
Introductory circuit analysis; op-amps and op-amps circuits; phasors and AC analysis; first and second order transient analysis. Introduction to the use of test instruments (oscilloscope, multi-meter, function generators, power supplies).

2B. Circuits, Devices, and Systems

(4) 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, 3 hours.
Introduction to diodes, transistors, logic gates, and transformers. Emphasis is on understanding phenomenal- logical I-V curves and switching operations. Coverage of nonlinear applications such as half-wave and full-wave rectifiers, (diode and op-amp), voltage multiplier, amplifiers, logic gates.

2C. Circuits, Devices, and Systems

(4) 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, 3 hours.
Continuation of introductory circuit analysis. Laplace transform and solution of steady state and transient circuit problems in the s-domain; Bode plots; resonators; op-amps and design of op-amps circuits; passive and active filters; Fourier series and Fourier transformers. Two-port circuit parameters and their use in small signal transistor circuit analysis.

4. Design Project for Freshmen

(4) STAFF
Prerequisites: Mathematics 3A-BC and Physics 1 with minimum grades of C; Engineering 3 with a minimum grade of C- in both. Lecture, 3 hours; laboratory, 3 hours.
This first course on design gives an intuitive intro- duction 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) MARX-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-Mc-Cluskey methods, multi-level circuits, combinational circuit design and simulation, multiplexers, decoders, programmable logic devices.

15B. Computer Organization

(3) KASTNER
Prerequisites: ECE 15A with a minimum grade of C-; open to electrical engineering, computer engineering, and pre-computer programming 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.

121A-B. The Practice of Science

(3-4) HU, AWSHALOM
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 compo- nents and interconnections; circuit characterization: delay, noise margins, and power dissipation; combi- natorial and sequential circuits; arithmetic operations and memories.

124B. Integrated Circuit Design and Fabrication

(4) BOWERS
Prerequisites: 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 lithogra- phy, 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 mini- mum 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, 4 hours; laboratory, 2 hours.
Practical issues in VLSI circuit design, padpin limita- tions, clocking and interfacing standards, electrical packaging for high-speed and high-performance de- sign. 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 manage- ment, 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) RHODES
Prerequisites: Mathematics 5A and ECE 2C with a minimum grade of C- in both. Open to EE and computer engineering majors only. Lecture, 3 hours; discussion, 2 hours.

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) PARKHAI
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 ef- forts and at the frontiers of research.

2A. Circuits, Devices, and Systems

(4) YORK
Prerequisites: Mathematics 3A-4BC 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, 3 hours.
Introductory circuit analysis; op-amps and op-amps circuits; phasors and AC analysis; first and second order transient analysis. Introduction to the use of test instruments (oscilloscope, multi-meter, function generators, power supplies).

2B. Circuits, Devices, and Systems

(4) 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, 3 hours.
Introduction to diodes, transistors, logic gates, and transformers. Emphasis is on understanding phenome- nological I-V curves and switching operations. Coverage of nonlinear applications such as half-wave and full-wave rectifiers, (diode and op-amp), voltage multiplier, amplifiers, logic gates.

2C. Circuits, Devices, and Systems

(4) 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, 3 hours.
Continuation of introductory circuit analysis. Laplace transform and solution of steady state and transient circuit problems in the s-domain; Bode plots; resonators; op-amps and design of op-amps circuits; passive and active filters; Fourier series and Fourier transformers. Two-port circuit parameters and their use in small signal transistor circuit analysis.

4. Design Project for Freshmen

(4) STAFF
Prerequisites: Mathematics 3A-BC and Physics 1 with minimum grades of C; Engineering 3 with a minimum grade of C- in both. Lecture, 3 hours; laboratory, 3 hours.
This first course on design gives an intuitive intro- duction 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) MARX-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-Mc- Cluskey methods, multi-level circuits, combinational circuit design and simulation, multiplexers, decoders, programmable logic devices.

15B. Computer Organization

(3) KASTNER
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, instruc- tion 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.
130B. Signal Analysis and Processing
(4) CHANDRASEKARAN
Prerequisites: ECE 137A 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 N); state occupation statistics, transport properties.

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-. Lecture, 3 hours; discussion, 2 hours.
Analysis of electromagnetic and wave phenomena in high frequency electron circuits and systems. Wave on transmission-lines, elements of electrostatics and magnetostatics and applications, plane waves, elementary 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 nonlinearity effects in fiber transmission, fiber and semiconductor optical amplifiers and lasers, optical modulators, photo detectors, optical receivers, waveguides, devices for optical control, 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 queuing systems.

141A. Introduction to MicroElectro Mechanical Systems (MEMS)
(3) MACDONALD, TURNER
Prerequisites: ME 104 and 163; or, ECE 130A and 137A; with a minimum grade of C- in both. 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) MACDONALD
Prerequisites: ME 141A or ECE 141A; and, Chemistry 1B-1L.
Same course as ME 141A. 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-actuators and accelerometers; includes a description of MEMS characterization tools.

141C. Introduction to Microfluidics and BioMEMS
(2) MEINHART
Prerequisites: ECE 141A or ECE 141A; open to ME and EE majors only.
Same course as ME 141C. Lecture, 3 hours.
Introduction to 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.
Amplifier and mixer circuits; noise and performance calculations.

145B. Communication Electronics
(5) LONG
Prerequisite: ECE 145A with a minimum grade of C-; EE majors only. Lecture, 3 hours; laboratory, 6 hours.
Basic techniques for the analysis of single stage and multistage transistor circuits including biasing, gain, impedances and maximum signal levels.

146A. Analog Communication Theory and Techniques
(3) IITIS
Prerequisites: ECE 130A-B and 140 with a minimum grade of C- in both; open to EE majors only. Lecture, 3 hours; laboratory, 6 hours.
Digital communication theory, AM, FM, PM, and analog pulse modulation and demodulation techniques. System noise and performance calculations.

147B. Digital Communication Theory and Techniques
(3) SHYRK
Prerequisites: ECE 130A-B, 140 and 146A with minimum grade of C- in both; open to EE majors only. Lecture, 3 hours; laboratory, 6 hours.

147A. Feedback Control Systems - Theory and Design
(3) 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.

147C. Control System Design Project
(5) SMITH
Prerequisite: ECE 147A with a minimum grade of C-; open to EE and computer engineering majors only. 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) IITIS
Prerequisites: upper-division standing, open to EE majors only. Lecture, 3 hours; discussion, 1 hour.
This course 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) MELLIAN-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) RODOPUL
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, MealyMoore 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) CHANG
Prerequisite: Computer Science 130A with a minimum grade of C-.

Same course as Computer Science 153A. Lecture, 3 hours; laboratory, 1 hour.

Machine-level structures implementing the operating system abstraction; memory-mappers, multi-level interrupts, direct memory access techniques. Lowest-level software/firmware structures: micro-kernels, interpreters, emulators, threaded-code, real-time scheduling. Compilation and cross-compilation techniques; system initialization, validation and debugging, in-circuit testing.

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 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) PARKAMI
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.


155A. Introduction to Computer Networks
(4) MOSER
Prerequisite: ECE 15 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, and internet programming in C/C++.

155B. Network Computing
(4) MOSER
Prerequisites: ECE 155A with a minimum grade of C- and, Computer Science 51A or 10 or 11A 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, program- ming networked applications in Java.

156A. Digital Design with VHDL and Synthesis
(4) CHENG
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) MARZADROSKA
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.

Recommended preparation: Mathematics 124A. Lecture, 3 hours; laboratory, 3 hours.

Discrete signals and systems, convolution, z-transforms, discrete Fourier transforms, digital filters.

160. Multimedia Systems
(4) CHANG
Prerequisite: upper-division standing.

Same course as Computer Science 181B. Lecture, 3 hours; discussion, 1 hour.

Overview of multimedia, pattern recognition, image formation, binary images; edge detection, image segmentation, introduction to textured image analysis, optical flow, depth from stereo, shape from shading, shape from motion, shape representation techniques, issues in object recognition, case study of some vision systems.

181C. Introduction to Robotics: Robot Control
(4) PADER
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 control technology from open-loop manipulators and sensing systems, to single-joint servos 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) TEL
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
Prerequisite: completion of 4 upper-division EE courses with a GPA of 3.0 or higher; open to EE and computer engineering, majors only; consent of instructor. Lecture, 3 hours; laboratory, 3 hours.

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.

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 (4-6) STAFF
Prerequisites: ECE 188A with a minimum grade of C- in electrical engineering and computer engineering majors only. Lecture, 3 hours; laboratory, 3 hours.
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 (4-6) 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 quarter offerings.

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 Networks
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 98/99/198/199/199D/199A courses combined.
Directed individual study, normally experimental.

GRADUATE COURSES

201A. Electromagnetic Theory I (4) STAFF
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. Lecture, 4 hours.
Same course as Computer Science 225. 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 (1-5) STAFF
Prerequisite: consent of instructor. Variable hours.
Group 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, variationally characterized eigenvalues, perturbation theory, direct and iterative methods for matrix computations.

210B. Numerical Simulation (4) STAFF
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.

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.

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.

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 for 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, condensation particles.

215A. Fundamentals of Electronic Solids I (4) BROWN
Prerequisite: ECE 162A or 162B.
Same course as Materials 206A. Lecture, 4 hours.

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) STAFF
Prerequisites: ECE 162A-B.
Same course as Materials 216. Lecture, 3 hours.
217. Molecular Beam Epitaxy and Band Gap Engineering
(3) GOSSELD
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, non-linear 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.

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, heterostructure.

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) GRIEWEN
Prerequisites: ECE 152A and 124A or equivalent.
Lecture, 4 hours.
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; clock generation; 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 Engineering 211C or ECE 210C or ME 210C.
Mathematical description of the level set method and design of the numerical methods used in its implementations (ENG-WENI, Godunov, Lax-Friedrich, etc.). Introduction to the Ghost Fluid Method. Application in CFD. Materials Sciences, Computer Vision and Computer Graphics.

227A. Semiconductor Lasers I
(4) COLDREN
Prerequisite: ECE 162A-B 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 line-width; carrier transport and feedback effects.

227C. Photonic Integrated Circuits
(4) COLDREN
Prerequisites: ECE 227A and 215A. Lecture, 4 hours.
Perturbation and coupled-mode analysis; DBR 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. Same course as Materials 215A. Lecture, 3 hours.

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) HESPERIANA
Prerequisite: graduate standing in mechanical engineering, chemical engineering, electrical and 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) KOKOTOVIC, BAMIEN
Prerequisites: ME 210A (for 230A); ECE 140; and, ECE 230A or ME 243A; and ME 210A (for 230B).

232. Introductory Robust Control with Applications
(4) SMITH, KHAMMAS
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, innovation function, least-squares estimation, control system design, pole-zero cancellation, and robust control.

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, innovation function, least-squares estimation, control system design, pole-zero cancellation, and robust control.

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) KOKOTOVIC, 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) KOKOTOVIC, 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 lin-

238. Advanced Control Design Laboratory (4) SMTH
Prerequisites: ECE 230A; and, ECE 232A or ECE 237 or ME 237 or EC 225 or ME 270A or Chemical Engineering 254. 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) SHYNYK
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) MADHOW
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, 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) SHYNYK
Prerequisite: ECE 146B, Lecture, 4 hours. Review of probability and random waveforms, optimum receiver principles, efficient signaling, bounds on error probabilities, convolutional coding, channel capacity, emphasis on geometric approach to signal description.

243B. Advanced Digital Communication Theory (4) SHYNYK
Prerequisite: ECE 243A. Lecture, 4 hours. Bandlimited channels and optimum receiver for ISI channels; linear, decision-feedback, blind, and adaptive equalization; multicarrier and multichannel systems; spread-spectrum signals; direct sequence and frequency hopped; fading multipath channels and diversity techniques; multiuser communications.

245. Adaptive Filter Theory (4) SHYNYK
Prerequisite: 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) KOKOTOVIC

Discrete-time equation-error identifiers. Output-error methods.

248. Kalman and Adaptive Filtering (4) STAFF

249. Adaptive Control Systems (4) KOKOTOVIC

250. Wireless Communication and Networking (4) ROODPLU
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 wireless communication, GSM, CDMA, wireless LAN, ad hoc networks, wireless geolocation systems.

252B. Computer Arithmetic (4) PARKHIFI

253. Embedded System Design (4) KASTER

254A. Advanced Computer Architecture: Supercomputers (4) MELLER-SMITH

254B. Advanced Computer Architecture: Parallel Processing (4) PARKHIFI

254C. Advanced Computer Architecture: Distributed Systems (4) MELLER-SMITH

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 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 PCB-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) BREWER
Prerequisites: ECE 224A or 256A or 256B or ECE 124A, and consent of instructor. Large Scale VLSI design with attention to performance constraints in real-world designs. Topics include: circuit modeling, communication parasites, 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) STAFF

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 imple-
mentations, 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 178 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.

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)

268. Internet Computing and Web Technologies (4) CHANG
Prerequisite: ECE 160. Lecture, 4 hours.
Some fundamental technologies that enable the Internet and the World Wide Web including media formats and data representation, server architecture, internet services and a substantial course project of building and deploying an Internet-scale service prototype.

271A. Principles of Optimization (4) CHANDRAKARAN
Prerequisite: ECE 210A (may be taken concurrently). Lecture, 4 hours.

271B. Numerical Optimization Methods (4) STAFF
Prerequisite: ECE 210A. Lecture, 4 hours.

271C. Dynamic Optimization (4) HESPAHNA
Prerequisite: ECE 210A or 271B. Lecture, 4 hours.

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.

279A. Digital Image Processing (4) MANJUNATH
Prerequisite: ECE 158 or ECE 178. Lecture, 3 hours; laboratory, 3 hours.

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.

279A. Computer System Performance Evaluation (4) MOSER
Prerequisites: ECE 140, 154, and Computer Science 170. Lecture, 4 hours.

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/protégé 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.

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.

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

595AAA-ZZ. Group Studies in Electrical and Computer Engineering (1-12) STAFF
May be repeated for credit if there is no duplication of course content. Seminar, 1 unit.

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.
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 methods in engineering. Particular course focus is determined by the instructor(s) each time the course is offered.

UPPER DIVISION
100. Engineering Economic Analysis
(3) DOODSON
Prerequisite: upper-division standing in engineering.
Engineering feasibility factors and engineering economic analysis. Analysis of alternatives and estimates of demands and costs in engineering. (F,W)

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-XX. Special Topics in Engineering, Business, and Society
(1) STAFF
Prerequisite: 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, imagining/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 MCB 182.
Course offered in conjunction with Sansum-Santa Barbara Clinic and Cottage Hospitals and involves a series of guestdiscussions 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
Prerequisites: Writing 2 or 2E; and, Writing 50 or 50E or 109AA-XX; and, senior standing.
Not open for credit to students who have completed Engineering 190A.
An introductory business course in strategic thinking, negotiations, marketing, finance and matching skills that prepare engineers, science and non-technical students for successful entry into business. Course uses case studies, lectures and computer simulation.

185B. New Venture Creation: Entrepreneurship
(4) HANSEN, BOWERS
Prerequisites: Writing 2 or 2E; and, Writing 50 or 50E or 109AA-XX; and, senior standing.
Not open for credit to students who have completed Engineering 190C.
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
Prerequisites: Engineering 185A; and, Engineering 185B or 185D; and, senior standing.
Not open for credit to students who have completed Engineering 190C.
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) HANSEN
Prerequisites: Engineering 185A; and, Engineering 185B or 185D; and, senior standing.
Not open for credit to students who have completed Engineering 190D.
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.

191AA-XX. 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) HANSEN
Prerequisites: 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.
A series of weekly lectures given by university staff and outside experts in all fields of new technology management.

203. Graduate Research Writing
(3) STAFF
Prerequisite: graduate standing in the College of Engineering.
Analysis and practice of the forms of postgraduate writing. Documents studied include dissertations, dissertation proposals and defense, professional papers, oral presentations, abstracts, and project research reports. Peer review process is analyzed. Written and oral assignments in discussion/workshop format.

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.

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 issues 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.

Materials

Department of Materials
Engineering II, Room 1355;
Telephone (805) 893-4362
Web site: 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
Anthony K. Cheetham, Ph.D., Oxford University, Professor, (catalysis, optical materials, X-ray, neutron diffraction) *5
David R. Clarke, Ph.D., University of Cambridge, Professor (electrical ceramics, thermal barrier coatings, piezoelectroscopy, 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, nonotechnology, 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. Re. 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 inorganic) *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 E. Milstein, Ph.D., UC Los Angeles, 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

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, supra-molecular 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)

Nicola A. Spaldin, Ph.D., UC Berkeley, Professor (computational electronic and magnetic materials)

James S. Speck, Sc.D., Massachusetts Institute of Technology, Professor (nitrile 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 catalysts) *5

Matthew V. Tirrell, Ph.D., University of Massachusetts, Auhll 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., Universite 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

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 Mechanical and Computer Engineering.
*4 Joint appointment with the Department of Chemistry.
*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 McGuckin, 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 microstructural properties and behavior. The department has close collaborations with, and a number of faculty have joint appointments in, the Departments of Mechanical Engineering, 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 aca
demics and high quality research. Admission is available for all quarters, with no departmental deadlines beyond those of the Graduate Divi
dion. Satisfactory performance in the Graduate Record Examination is required. Applicants whose native language is not English must receive a score of at least 250 on the computer-based Test of English as a Foreign Language (TOEFL) 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 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 (1) complete 42 units, of which 24 units would be approved 200-level courses, 6 units of seminars, and 12 units of thesis research, and (2) submit an acceptable thesis based on original research. The expected time for completion is two years.

Plan 2. Students in this plan must be participants in the five-year B.S./M.S. program and are required to (1) complete 42 units approved by the department, including no fewer than 24 units of coursework numbered 200-299, no fewer than 3 and no more than 9 units of inde
dependent studies (Materials 596), and (2) submit an acceptable engineering report based on their independent studies. Further details are available from the Department of Materials Graduate Af/fares Office or the Graduate Advisor.

Doctor of Philosophy—Materials

The Department of Materials offers a program leading to a Ph.D. degree with specializa
tions in the following major areas: electronic materials (semiconductors, superconduc
tors, quantum structures and optoelectronic materials); inorganic materials (ferroelectrics, photon and magnetic materials, and zeolite molecular sieves); macro/biomolecular materi
/als (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 multidisci
/plinary 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 sequence of courses (of
/fred 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 waive 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 re
/quirement 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 having more than a 0% 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

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 develop
/ent, 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, Math-
Electrical and magnetic 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.

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
(2) STAFF
Prerequisite: upper-division standing. Not open for credit to students who have completed Materials 100B.


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., biosensors, drug delivery systems, gene carrier systems).

160. Introduction to Polymer Science
(3) KRAMER
Prerequisites: Chemistry 107A–B or 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) HUI
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.


162B. Fundamentals of the Solid State
(4) COLDBEN
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, electrical 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, ODETTE
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.


200C. Structure Evolution
(4) LEVI
Lecture, 4 hours.


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

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.


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, density levels, and crystal binding.

207. Mechanics of Materials
(3) STAFF
Prerequisite: consent of instructor.

Not open for credit to students who have completed Materials 200B. Lecture, 4 hours.

Tensors and 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.

Same course as Mechanical Engineering 219.

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’s equations, kinematical theory, Fresnel diffraction, Fraunhofer diffraction, scattering of x-rays, scattering, kinematic theory by isolated atoms and assemblies of atoms, pair correlation and radial distribution functions. Basic symmetry operations, point groups, space groups.

209B. X-Ray Diffraction
(3) SPECK
Prerequisite: consent of instructor. Lecture, 3 hours.


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
(3) SPECK
Prerequisite: consent of instructor. Lecture, 3 hours.

Electron microscopy to study defect structures, elastic and inelastic scattering. Knowledge of imaging theory of image contrast, bright and dark field imaging, two-beam
209CL. Electron Microscopy I: Principles and Practice
(4) STEMMER
Recommended preparation: students should show a need for TEM. Part of the course involves analysis of student’s own samples. Student is encouraged to enroll in MATR 209C before or after MATR 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, HIT, and CTEM 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, and thermodynamics to treat classical fluid systems.

215A. Semiconductor Device Processing
(4) GOSWARD, HU
Prerequisites: ECE 132 or equivalent.
Same course as ECE 220A. Lecture, 3 hours; discussion, 1 hour.
Intensive 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.

225. Introduction to Electronic Materials
(3) SPALDI
Prerequisites: Materials 100A and 100C or equivalent.
Not open for credit to students who have completed Materials 162B or ECE 162B. Lecture, 3 hours.

226. Electrical and Functional Crystals and Ceramics
(3) CLARKE
Lecture, 3 hours.
Continuation 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 vectorial description of functional behavior, point defects, and applications.

227. Metal-Organic Chemical Vapor Deposition
(3) DENBAARS
Lecture, 3 hours.
Introduction to the various intermolecular interactions in metals, ceramics, polymers, and artificial materials. Includes the thermodynamics and kinetics of vapor phase epitaxy. Special emphasis on the process of molecular and physical 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
(3) BELTZ
Prerequisites: Materials 207 or ME 219; consent of instructor.
Same course as ME 230. Lecture, 3 hours.

232. Plasticity
(3) STAFF
Prerequisites: Materials 207.
Prerequisite: Materials 207. Same course as ME 232. Lecture, 3 hours.
Plastic, creep, and relaxation behavior of solids. Mechanics of inelastically strained bodies; plastic stress-strain laws; flow potentials. Torsion and bending of prismatic bars, expansion of thick shells, plane plastic flow, slip line theory. Variational formulations, approximate methods. (normally offered alternate years)

234. Fracture Mechanics
(3) STAFF
Prerequisites: Materials 207.
Prerequisite: Materials 207. Same course as ME 275. Lecture, 3 hours.

238A. Rheology of Polymer 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 Polymer Liquids
(3) STAFF
Same course as Chemical Engineering 238B.
Continuation of Materials 238A. Emphasis of the second term is on concentrated systems and polymeric
240. Finite Element Structural Analysis
(3) STAFF
Prerequisite: Materials 207 or equivalent.
Same course as ME 271. Lecture, 3 hours.

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 epitelial 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.

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.

262. Structural Ceramics
(3) STAFF
Prerequisite: consent of instructor.
Same course as Chemical Engineering 262. Lecture, 3 hours.

263. Thin Films and Multilayers
(3) EVANS
Lecture, 3 hours.

265. Nanophase and Nanoparticulate Materials
(3) SESHAIDI
Prerequisite: Materials 218 or equivalent. Lecture, 2.5 hours.
Course introduces graduate student to nanophase and nanoparticulate inorganic materials and their applications. Emphasis on how the properties of materials change when their size is diminished. The manner in which nanomaterials (particularly nanoparticulate 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.

271A. Synthesis and Properties of Macromolecules
(3) STAFF
Prerequisite: consent of instructor. Not open for credit to students who have completed Materials 210B. 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
Prerequisite: consent of instructor. Not open for credit to students who have completed Materials 280. Lecture, 3 hours.
Structural, 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
Prerequisite: consent of instructor. Not open for credit to students who have completed Materials 273C. Lecture, 3 hours.

273. Experiments in Macromolecular Materials
(3) STAFF
Lecture, 3 hours.
Prerequisite: consent of instructor. Not open for credit to students who have completed Materials 273C. Lecture, 3 hours; laboratory, 4 hours.

274. Solid State Inorganic Materials
(3) STAFF
Not open for credit to students who have completed Materials 273C. 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). (Normally offered alternate years)

276B. Biomolecular Materials II: Applications
(3) SAFINYA
Prerequisite: Physics 135 or Materials 276A. Lecture, 3 hours.

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.

284. Synthetic Chemistry of Macromolecules
(3) STAFF
Prerequisite: consent of instructor.
Same course as Chemistry 285. Lecture, 3 hours.
Mechanical Engineering

Department of Mechanical Engineering, Engineering II, Room 2355; Telephone (805) 893-2430; Web site: www.me.ucsb.edu

Chair: Eckart Meiburg
Vice Chairs: Francesco Bullo and Kimberly Turner

Faculty

Karl J. Aström, 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)

Sanjoy Banerjee, Ph.D., University of Waterloo, Professor (transport processes, multiphase systems, process safety) *1

Glenn E. Beltz, Ph.D., Harvard, Associate Professor (solid mechanics, materials, aeronautics, engineering education)

Ted D. Bennett, Ph.D., UC Berkeley, Associate Professor (thermal science, laser processing)

David Botham, B.S., UC San Diego, Lecturer

Francesco Bullo, Ph.D., California Institute of Technology, Associate Professor (motion planning and coordination, control systems, distributed and adaptive algorithms)

David R. Clarke, Ph.D., University of Cambridge, Professor (electroceramics, thermal barrier coatings, piezoelectroscopy, mechanics of microelectronics) *3

Vikram Deshpande, Ph.D., University of Cambridge, Associate Professor (mechanics of materials and structures)

Anthony G. Evans, Ph.D., Imperial College, London, Professor, Director of Center for Multifunctional Materials and Structures (thermoostructural materials, ultralight structures, multifunctional materials and devices, actuating structures) *3

Frederic Gibou, Ph.D., University of California, Los Angeles, Assistant 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)

Stephen Laguette, M.S., University of California, Los Angeles, Lecturer (biomedical engineering design)

Carlos Levi, Ph.D., University of Illinois at Urbana-Champaign, Professor (materials processing, advanced solidification technologies, fine structures, process modelling, and microstructural analysis) *3

Glenn E. Lucas, Ph.D., Massachusetts Institute of Technology, Professor (mechanical properties of structural materials, environmental effects, structural reliability) *1

Noel C. MacDonald, Ph.D., UC Berkeley, Kavli Professor in MEMS Technology (microelectromechanical systems, applied physics, materials, mechanics, nanofabrication) *3

Eric F. Matthis, 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)

Eckart Meiburg, Ph.D., University of Karlsruhe, Professor (computational fluid dynamics, fluid mechanics)

Carl D. Meinhart, Ph.D., University of Illinois at Urbana-Champaign, Associate 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 (materials science and metallurgy) *3

Jeffrey M. Moehlis, Ph.D., University of California, Berkeley, Assistant Professor (nonlinear dynamics, fluid mechanics, biological dynamics, applied mathematics)

G. Robert Odette, Ph.D., Massachusetts Institute of Technology, Professor (structural reliability) *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 (numerical differential equations, numerical optimization, mathematical software, parallel computing, scientific computing) *2

Hyounseok Tom Soh, Ph.D., Stanford University, Assistant Professor (micro-electromechanical systems, applications in molecular and cellular biology)

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, Associate Professor (microelectromechanical systems, namely sensors, actuators, dynamics, solid mechanics, measurement and characterization of microsystems motion and device parameters)

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. Luck, Ph.D., Rensselaer Polytechnic Institute, Professor (oceanography and limnology, applied mathematics)

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 (hydromechanics, 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 Ceniceros (Mathematics Department)

Patricia Holden (Bren School of Environmental Science and Management)

Arturo Keller (Bren School of Environmental Science and Management)

Gary Leal (Chemical Engineering Department)

Sally Macintyre (Ecology, Evolution & Marine Biology Department)

The undergraduate program in mechanical engineering is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology. 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 an 18-unit elective track program that allows students to gain depth in areas listed below, while maintaining appropriate breadth in the basic stem areas of the discipline. As part of their elective sequence, many students participate in a widely recognized design project program which emphasizes competitions like our national runner-up human powered submarine and third-place lunar rover teams for 2000. The project program is being expanded to emphasize entrepreneurial product-oriented projects, as well as those carried out in collaboration with industrial partners.

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 microelectro-mechanical 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 specialization in any of the following major areas: dynamical systems and controls; environmental and ocean engineering; solid mechanics and structures; thermo-fluid sciences and materials; micro/nanoscale science (including 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. A major in mechanical engineering may also serve as an appropriate part of the program of studies required for a California community college teaching credential. Students who wish to secure this credential should consult the designated 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. In addition, departmental advisors are assigned to all students in the freshman year. In the junior year an upper-division 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, directs 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 thermosence, fluid mechanics, solid mechanics, materials science and environmental 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 computer 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 and 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 atomic 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.

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 2000°C. 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 UCSC 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 porous matrix continuous-fiber ceramic composites; sputter 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 hydromechanics 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 Rayleigh 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 numerical simulations, which are integrated toward achieving a significant practical contribution. Multi-scale numerical modeling is undertaken from the lattice Boltzmann methods, to direct numerical simulations, to large-scale multifield models.

18. Fluid Mechanics and Stability Laboratory (Homysy). 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-performance PCs, 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.
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

The following 106 units of lower-division courses are required: Engineering 3; Mechanical Engineering 6, 10, 14, 15, 16, 17; Chemistry 1A-B, 1AL-BL; Mathematics 3A-B-C, 5A-B-C; Physics 1, 2, 3, 4, and 3L, 4L; Writing 2E, 50E; and the College of Engineering General Education requirements.

Students who are not Mechanical Engineering majors will generally 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 79 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 and 13 units of general education or free electives. 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 UCSC.”

Specific details about departmental degree requirements are found in the graduate guide which students receive upon admission. Departmental requirements stated in the guide are in addition to the minimum requirements stated below and in the chapter “Graduate Education at UCSC” 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 six stem areas presently offered by the department:

- Computational science and engineering
- Dynamic systems, controls, and robotics
- Environmental and ocean engineering
- 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; aerostuctures; composite technology; energy and transportation; 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. 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 completion of a 3 unit 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

The emphasis in the Ph.D. program is on the ability to correlate knowledge in the pursuit of original research.

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; aerostuctures; composite technology; energy and transportation; environmental sensing; 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 6 months of entering with a Master’s degree. Normally, a student without a Master’s degree will have taken 15 units of approved graduate coursework prior to the screening examination. In the oral screening examination, students will be tested in their major area, as well as questioned in broader areas of mechanical engineering.

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
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 ladder faculty members from another department; and 3 units of graduate seminar. Normally 27 units of credit is given to students who enter with an approved M.S. degree. 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, 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 all 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. Go to 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

6. Basic Electrical and Electronic Circuits

3) KHAMMASH, MARCANDAHL, SOH
Prerequisites: Physics 3–3L; Mathematics 3C; open to ME majors only.


3) LAGUETTE, HARE
Prerequisites: ME majors only.

125. Introduction to Machine Shop

1) BOTHMAN
Prerequisites: ME majors only.

14. Statics

4) BELZ, MILSTEIN, KEDWORTH, LAGUETTE
Prerequisites: Physics 1 and Mathematics 38; open to ME majors only.

15. Strength of Materials

4) BELZ, MILSTEIN, KEDWORTH, LAGUETTE
Prerequisites: ME 14, open to mechanical engineering majors only.


4) TURNER, MCLEAN, BAMI
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.


17. Mathematics of Engineering

3) MOHUR, MCLEAN, HOMS
Prerequisites: Engineering 3; Mathematics 5B (may be taken concurrently); open to ME majors only.

Engineering applications of mathematical methods. Topics include ordinary differential equations, linear algebra, calculus, Fourier analysis, and partial differential equations.

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

106. Professional Seminar

1-4 STAFF
Prerequisites: 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) BAMI, PADE
Prerequisites: ME 6; open to ME majors only.

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

3) BENNETT, MATTHYS, MCLEAN
Prerequisites: ME 151B, 152B, 163; and, Materials 100B or 101; open to ME majors only.

Introduction to fundamental 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.

106A. Advanced Mechanical Engineering Laboratory

3) KHAMMASH, BAMI
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
Prerequisites: ME 15; ME 15A; 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.

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) MARSCHALL, MATTHYS
Prerequisites: ME 151C and ME 152A; or, Chemical Engineering 110B and 120A.
Overview of energy usage and production from prehistoric to present times (technical, environmental, and societal issues). Technical analyses 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.

119. Introduction to Coastal Engineering
(3) MCLEAN
Prerequisite: ME 152A.

124. Advanced Topics in Transport
Phenomena/Safety
(3) BANERJE
Prerequisites: Chemical Engineering 120A-B-C, or ME 151A-B and ME 152A.

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 designation is different, but only 4 units may be applied toward the major.
Individual courses each concentrating on one area in the following subjects: applied mechanics, CAD/CAM, controls, design, environmental engineering, fluid mechanics, magneto 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
Prerequisites: ME 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, product documentation, and ethics.

134. Advanced Thermal Science
(3) MATTHYS, YUEN, HOMSY
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, HVAC, non-Newtonian fluids, etc.

136. Introduction to Multiphase Flows
(3) THEOFANOU
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) THEOFANOU
Prerequisites: ME 151B and 152A, or Chemical Engineering 120A-B-C.
Same course as Chemical Engineering 138.

140A. Numerical Analysis in Engineering
(3) HOMFY, MODLOU, MEIRUB
Prerequisites: ME 17 or Chemical Engineering 132A; open to ME and Chemical Engineering majors only.
Building upon calculus and computer programming, the course covers basic numerical methods, including linear and nonlinear algebraic equations, interpolation and approximation, ordinary differential equations, numerical integration and differentiation, finite element and perturbation. Weekly assignments involve both pencil-and-paper and computer work.

140B. Theoretical Analysis in Mechanical Engineering
(3) BRUC, MOELUS, BIBOU
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) MACDONALD, TURNER
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 capacitive transduction 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) MACDONALD, TURNER
Prerequisites: ME 141A or ECE 141A; and, Chemistry 1B-1B.
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 accelerometer, includes a description of MEMS characterization tools.

141C. Introduction to Microfluidics and BioMEMS
(3) MEINHART
Prerequisites: 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
(3) BENNETT, HOMSY, YUEN
Prerequisites: Physics 16B, ME 14; and, Mathematics 1C, open to ME majors only.
Basic concepts in thermodynamics, system analysis, energy, thermodynamic laws, and cycles.

151B. Thermosciences 2
(3) YUEN, BENNETT
Prerequisites: ME 151A and 152A; open to ME majors only.
Introduction to heat transfer process, steady and unsteady state conduction, multidimensional analysis. Introduction to convection and Transfer.

151C. Thermosciences 3
(3) HOMSY, 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
(3) HOMSY, MATTHYS, MEINHART
Prerequisites: Mathematics 5C and ME 16; open to ME majors only.
Introduction to the fundamental concepts in fluid mechanics and basic fluid properties. Basic equations of fluid flow: Dimensional analysis and similarity, Hydrodynamics.

152B. Fluid Mechanics
(3) MEINHART
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 15 and 16; open to ME majors only.

154. Design and Analysis of Structures
(3) MCMEEKING, KEDWARD
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) RAMIREZ, ASTROM
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, BULLO
Prerequisite: ME 155A.
Application of analytical methods to control system modeling and design. State space modeling, controllability and observability. System specification and limitations, loop gain, classical design and the optimal linear quadratic regulator. Sampled-data implementation.

156A. Mechanical Engineering Design I
(3) LUCAS, EVANS, BELTZ, TURNER
Prerequisites: ME 151C, 152B, 153 and 154; and, Materials 100B or 101; open to ME majors only.
The rational selection of engineering materials, and the utilization of Ashby-charts, stress, strain, strength and fatigue in consideration as applied to the design of machine elements. Lectures also support the development of system design concepts.
using assigned projects and involve the preparation of engineering reports and drawings.

156B. Mechanical Engineering Design II

Prerequisites: ME 156A, open to ME majors only.

Overview of robot kinematics and dynamics. Control 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 tactile sensing systems. Design emphasis on accurate tracking accomplished with minimal algorithm complexity.

173. Control Systems Synthesis

Prerequisites: 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

Prerequisites: 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

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

Presented in three-quarter in-progress sequence with grades for all courses issued upon completion of ME 189C. Students may not concurrently enroll in ME 197 and ME 189A-B-C with the same design project.

Three-quarter capstone design project guided by a faculty advisor to tackle an engineering design project. 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.

193. Internship in Industry

Prerequisites: 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

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

Prerequisites: consent of instructor; upper-division standing; completion of two upper-division courses in Mechanical Engineering.

A student 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

Prerequisites: 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

Prerequisites: graduate standing.

A ten-week research project on an advanced topic in Mechanical Engineering.

201. Advanced Dynamics

Prerequisites: consent of instructor.

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.

189A-B-C. Capstone Mechanical Engineering Design Project

Prerequisites: 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.

193. Internship in Industry

Prerequisites: 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

Prerequisites: 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

Prerequisites: consent of instructor; upper-division standing; completion of two upper-division courses in Mechanical Engineering.

A student 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 in every case.

203. Special Topics in Dynamical Systems

Prerequisites: ME 201.

Governs geometric, volume-preserving dynamical systems, molecular dynamics; infinite dimensional systems, iteration 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.

207. Faculty Research Seminar

Prerequisites: consent of instructor.

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

Prerequisites: 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, variation characterization of eigenvalues, perturbation theory, direct and iterative methods for matrix computations.

210B. Numerical Simulation

Prerequisites: 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.


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.


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 206C, Chemical Engineering 211D, and Geology 251D. Students should be proficient in basic numerical methods, linear algebra, mathematically rigorous proofs, and some programming language.


212. Risk Assessment and Management (3) THEOFANOUS
Prerequisite: 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 for 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, symplectic 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 implementation (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.

219. Mechanics of Materials (3) McMEKING
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) BENNETT, HOMSY, 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. Introduction to viscous/inviscid, incompressible/compressible flow examples.

221. Advanced Viscous Flow (3) HOMSY
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
Prerequisite: 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-2Z. 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: dynamics systems, control and robotics, fluid mechanics, materials science and engineering, ocean engineering, solid mechanics and structures, thermal sciences.

230. Elasticity (3) BELZ, McMEKING
Prerequisite: ME 219 or Materials 207; consent of instructor.

232. Plasticity (3) McMEKING, MILSTEIN
Prerequisite: ME 219.
Same course as Materials 232.

233A. Design of Composite Structures (3) KEDWARD
Prerequisite: ME 230 or 275A.
Emphasis is placed on the differences of design with composites vs non-composites. The design of conventional metallic structures. The content is directed at the class of polymer-matrix composites.

234A. Structural Dynamics (3) BRUCH

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.
Development of mathematical representation of conducted heat transfer and techniques available for analytical, analog, and numerical solutions.

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 non-ideal gases and of non-linearities. Adaptive nonlinear control.

239. Conduction Heat Transfer (3) STAFF
Prerequisite: undergraduate course in heat transfer.
Development of mathematical representation of conducted heat transfer and techniques available for analytical, analog, and numerical solutions.

243A-B. Linear Systems I, II (4-4) KOKOTOVIC, BAMEH
Prerequisites: ME 210A (for 243A); ECE 140; and, ECE 230A or ME 243A, and ME 210A.
Same courses as ECE 230A-B.

244A. Advanced Theoretical Methods in Engineering (4) FREDRICKSON, CIMELKA, 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 eigenvalue 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.

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

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

Prerequisites: ME 210C or Computer Science 211C or ECE 210C or Mathematics 206C or Chemical Engineering 211C.


252B. Computational Fluid Dynamics

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

Prerequisites: ME 210C or Computer Science 211C or ECE 210C or Mathematics 206C or Chemical Engineering 211C.


256. Introductory Robust Control with Applications

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

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

Prerequisite: consent of instructor.

Advanced thermodynamics with emphasis on phase equilibria, properties of solutions, and multicomponent systems.

264. Mechanical Behavior of Materials

Prerequisite: consent of instructor.


265. Composite Materials

Prerequisite: consent of instructor.

Same course as Materials 261.


271. Finite Element Structural Analysis

Prerequisite: ME 219.

Same course as Materials 240.


273. Dislocation Mechanics

Prerequisite: ME 230; concurrent enrollment in ME 275.

A rigorous review of classical dislocation theory with the intention of understanding its behavior in real materials (as it affects mechanical and electrical properties) as well as how it is used to construct solutions to elastic boundary value problems.

275. Fracture Mechanics

Prerequisite: ME 219.

Same course as Materials 234.


285. Geophysical Fluid Dynamics

Prerequisite: ME 152A.


291A. Physics of Transducers

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

Prerequisite: ME 291A and ECE 220A; graduate standing.

Design issues associated with microscale transduction. Electrodynamic, 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.

501. Teaching Assistant Practicum

Prerequisite: consent of instructor.

No unit credit allowed toward 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

Prerequisite: consent of instructor.

No unit credit allowed toward advanced degree.

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.
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 Student Academic Affairs, 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 interdisciplinary 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, dramatic art, 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 the 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 Women’s 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 Studies, but they should understand that approval is granted only in very limited circumstances. More detail about unit limits is given at http://www.advising.ltc.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 multi-disciplinary. It requires study in science and mathematics, human history and thought, social science, arts, and literatures. It also requires at least one course in each major field of the European tradition 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 these requirements is 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 114.

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 114.

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, Chicano/Latinos, Asian Americans, or a country. Studies 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 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, 50EL, 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, 50EL. 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.
<table>
<thead>
<tr>
<th>Advanced Placement Exam with score of 3, 4, or 5</th>
<th>Units awarded</th>
<th>General Education course credit</th>
<th>UCSB course equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Government and Politics</td>
<td>4</td>
<td>D: 1 course</td>
<td>Political Science 12</td>
</tr>
<tr>
<td>American History</td>
<td>8</td>
<td>D: 1 course</td>
<td>no equivalent</td>
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<td>Art History</td>
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<tr>
<td>Biology</td>
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<td>C: 1 course</td>
<td>EEMB 20, MCDB 20, Natural Science 1C</td>
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<tr>
<td>Chemistry</td>
<td>8</td>
<td>C: 1 course#</td>
<td>Natural Science 1B</td>
</tr>
<tr>
<td>Comparative Government and Politics</td>
<td>4</td>
<td>D: 1 course</td>
<td></td>
</tr>
<tr>
<td>+Computer Science A</td>
<td>2</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>+Computer Science AB</td>
<td>4</td>
<td>C: 1 course#</td>
<td>Computer Science 5PA</td>
</tr>
<tr>
<td>Economics – Macroeconomics</td>
<td>4</td>
<td>D: 1 course</td>
<td></td>
</tr>
<tr>
<td>Economics – Microeconomics</td>
<td>4</td>
<td>D: 1 course</td>
<td></td>
</tr>
<tr>
<td>*English – Composition and Literature or Language and Composition</td>
<td>8</td>
<td>Entry Level Writing Requirement Writing 2</td>
<td>Writing 1, 1E, 1LK</td>
</tr>
<tr>
<td>With score of 3</td>
<td>8</td>
<td>Entry Level Writing Requirement Writing 2</td>
<td>Writing 1, 1E, 1LK, 2E, 2LK</td>
</tr>
<tr>
<td>With score of 4</td>
<td>8</td>
<td>Writing 2, 50</td>
<td>Writing 1, 1E, 1LK, 2E, 2LK, 50, 50E, 50LK</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>4</td>
<td>C: 1 course</td>
<td>Environmental Studies 2</td>
</tr>
<tr>
<td>European History</td>
<td>8</td>
<td>E: 1 course</td>
<td>no equivalent</td>
</tr>
<tr>
<td>French Language</td>
<td>8</td>
<td>B: 1 course</td>
<td>French 1-3</td>
</tr>
<tr>
<td>French Literature</td>
<td>8</td>
<td>B: 1 course</td>
<td>French 1-4</td>
</tr>
<tr>
<td>French Literature</td>
<td>8</td>
<td>B: 1 course</td>
<td>French 1-5</td>
</tr>
<tr>
<td>German Language</td>
<td>8</td>
<td>B: 1 course</td>
<td>German 1-3</td>
</tr>
<tr>
<td>German Language</td>
<td>8</td>
<td>B: 1 course</td>
<td>German 1-4</td>
</tr>
<tr>
<td>Human Geography</td>
<td>4</td>
<td>none</td>
<td>no equivalent</td>
</tr>
<tr>
<td>Latin: Vergil</td>
<td>4</td>
<td>B: 1 course</td>
<td>Latin 1-3</td>
</tr>
<tr>
<td>Latin: Catullus – Horace</td>
<td>4</td>
<td>B: 1 course</td>
<td>Latin 1-3</td>
</tr>
<tr>
<td>**Mathematics – Calculus AB (or AB subscore of BC exam)</td>
<td>4</td>
<td>C: 1 course#</td>
<td>Mathematics 3A, 15, 34A, or equivalent</td>
</tr>
<tr>
<td>**Mathematics – Calculus BC</td>
<td>8</td>
<td>C: 2 courses</td>
<td>Mathematics 3A, 3B, 15, 34A, 34B, or equivalent</td>
</tr>
<tr>
<td>Music – Theory</td>
<td>8</td>
<td>F: 1 course</td>
<td>Music 11</td>
</tr>
<tr>
<td>*Physics – B</td>
<td>8</td>
<td>C: 1 course#</td>
<td>Physics 10, Natural Science 1A</td>
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<tr>
<td>*Physics – C (Mechanics)</td>
<td>4</td>
<td>C: 1 course#</td>
<td>Physics 6A</td>
</tr>
<tr>
<td>*Physics – C (Electricity and Magnetism)</td>
<td>4</td>
<td>C: 1 course#</td>
<td>Physics 6B</td>
</tr>
<tr>
<td>Psychology</td>
<td>4</td>
<td>D: 1 course</td>
<td>Psychology 1</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>8</td>
<td>B: 1 course</td>
<td>Spanish 1-3</td>
</tr>
<tr>
<td>Spanish Literature</td>
<td>8</td>
<td>B: 1 course</td>
<td>Spanish 1-4</td>
</tr>
<tr>
<td>Spanish Literature</td>
<td>8</td>
<td>B: 1 course</td>
<td>Spanish 1-5</td>
</tr>
<tr>
<td>Statistics</td>
<td>4</td>
<td>C: 1 course#</td>
<td>Communication 87, EEMB 30, Geography 17, PSTAT 5AA-ZZ, Psychology 5, Sociology 3</td>
</tr>
<tr>
<td>World History</td>
<td>8</td>
<td>none</td>
<td>no equivalent</td>
</tr>
</tbody>
</table>

* 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
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’ information only; courses may be selected from any one subsection or combination of subsections.

The Biological Sciences
EEMB 3, 20, 21, 22, 136

Geology 7, 30, 30H, 111

MCDB 1A, 20, 21, 23, 24

The Physical Sciences:

Astromony 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

Other Scientific Disciplines:

Anthropology 5
Communication 87

Computer Science 5JA
EEMB 30

Environmental Studies 2, 115

Geography 12

Linguistics 106, 110, 182, 185
Mathematics 3A-B, 34A-B

MCDB 26

Philosophy 183

PSTAT 5A, 5E

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, 35S, 109, 110, 122, 130A-B,
131, 134, 135, 136, 137, 141, 142, 147, 156

Asian American Studies 1, 2, 3, 6, 8, 100AA,
100BB, 107, 119, 110FE, 131, 136

Black Studies 1, 3, 6, 15, 20, 50, 60A-B, 102, 103,
107, 121, 122, 160, 169AR-RR-CH, 171

Chicana/o Studies 1A, 1B, 1C, 114, 130A, 137,
140, 144, 151, 168A-B, 172, 173, 174, 175, 176,
178A, 189B

Classics 170A

Communication 1

Comparative Literature 119

East Asian Cultural Studies 30, 189A

Economics 1, 2, 109

Environmental Studies 1, 130A-B, 132

Geography 2, 5, 20, 108, 150, 153A

Global Studies 1, 2

History 7, 11A, 17A-B-C, 17AH-BH-CH, 25, 82,
105A, 117A, 117C, 131F, 138B, 159B-C, 161A-
B, 167C, 167CB-CH, 168A-B, 169AR-RR-CH,
171B, 172A-B, 175A-B, 189A

Italian 161AX

Japanese 25, 162;

Korean 82

Law and Society 1

Linguistics 20A-B, 70, 130, 132, 170, 180

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, 61A-B, 115A,
131H, 136, 141A-B, 147, 151A-B, 152

Slavic 152A-B-C

Sociology 1, 131, 134, 144, 152A, 153

Spanish 178

Women’s Studies 20, 2OH, 30, 30H, 60, 60H,
117C, 159B-C

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, 136, 136I,
144D, 145MC

Black Studies 5, 7, 130A-B

Chinese 148, 158

Classics 50, 100A-B, 101, 108, 106, 115, 150, 171,
175

Comparative Literature 30A-B-C, 35, 113, 119,
122A, 171, 183, 186RR

East Asian Cultural Studies 3, 21, 80, 164B

Environmental Studies 3, 107C, 107E

French 50AX-BX-CX, 70AX, 106B-C, 169B,
169BX, 171X, 192X

German 43A, 43C, 116A, 164I

Global Studies 1

History 2A-B-C, 2AH-BH-CH, 4A-B-C, 4AH-
BH-CH, 8, 45, 46, 49A-B, 80, 84, 87, 106A-B-
C, 107A-B-C, 107E, 113B, 114B-C-D, 143, 144,
182A-B, 185A-B, 187A-B-C, 189E

Italian 20X, 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, 5, 12, 21, 43, 70, 80A-B-C,
116A, 123, 126, 130, 136, 162C, 164A-B, 183

Slavic 33, 118

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:

Asian American Studies 5

Black Studies 38A-B, 127, 130A-B

Chicana/o Studies 180, 181, 184A

Chinese 110A, 112A, 115A, 139, 142, 148

Classics 36, 37, 38, 39, 40, 102, 109, 110, 120, 130

Comparative Literature 30A-B-C, 31, 32, 33, 34,
100, 107, 113, 115, 117A-B, 122B, 128B,
128H, 138, 153, 154, 161, 171, 186EE, 191

English 15, 21, 25, 35, 50, 101, 102, 103A, 103B,
104A, 104B, 105A, 105B, 115, 116A-B, 119,
120, 121, 124, 126B-C, 131AA-ZZ, 133AA-ZZ,
137A-B, 138C, 140, 150, 152A, 156, 157, 162,
172, 179, 180, 181, 184, 185, 187AA-ZZ, 189,
190AA-ZZ, 191, 192, 193

Environmental Studies 122NE, 160

French 70Z, 101A, 101B, 106X, 120X, 122X,
130X, 132X, 136X, 137X, 138X, 139X, 142X,
160X, 169BX, 171X, 180X, 192X, 196X

German 43B, 116A, 138, 143, 151B, 164E, 164F,
164G, 164F, 179B-C, 182, 187

Global Studies 101

Italian 114X, 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, 120AA-ZZ

Slavic 117F-H, 123A-B-C-D, 151B, 164A-B-C

Spanish 102L, 115B, 120A-B, 135, 142B-B, 179

Greek 40, 40H
Literature courses taught in their original languages:
- Chinese 124A-B, 132A-B
- German 115A-B-C
- Greek 100, 101
- Hebrew 114A-B-C
- Latin 100, 101
- Portuguese 105A-B-C, 106A-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 111. Courses on the list below may also apply to their respective areas of the General Education Program.

### General Education Credit for Higher Level IB Exams

<table>
<thead>
<tr>
<th>IB Higher Level Exam</th>
<th>Units awarded</th>
<th>GE Credit</th>
<th>UCSB course equivalent</th>
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<td>Biology</td>
<td>8.0</td>
<td>C: 1 course</td>
<td>MCDB 20/EEMB 20</td>
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<tr>
<td>Business and Management</td>
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<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Chemistry</td>
<td>8.0</td>
<td>C: 1 course#</td>
<td>Natural Science 1B</td>
</tr>
<tr>
<td>Computer Science</td>
<td>8.0</td>
<td>C: 1 course#</td>
<td>Computer Science 5PA</td>
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<tr>
<td>Design Technology</td>
<td>8.0</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Economics</td>
<td>8.0</td>
<td>Pending</td>
<td>Pending</td>
</tr>
<tr>
<td>English (A1 level)</td>
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<td>8.0</td>
<td>Entry Level Writing Requirement</td>
<td>Writing 1, 1E, 1LK</td>
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<td>Score of 6</td>
<td>8.0</td>
<td>Writing 2</td>
<td>Writing 1, 1E, 1LK, 2E, 2LK</td>
</tr>
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<td>Score of 7</td>
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<td>Writing 2, 50</td>
<td>Writing 1, 1E, 1LK, 2E, 2LK, 50, 50E, 50LK</td>
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<td><strong>Foreign Languages</strong></td>
<td>8.0</td>
<td>B</td>
<td>Levels 1-6</td>
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<tr>
<td>Geography</td>
<td>8.0</td>
<td>D: 1 course</td>
<td>None</td>
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<tr>
<td>History of Africa</td>
<td>8.0</td>
<td>E: 1 course+</td>
<td>None</td>
</tr>
<tr>
<td>History of the Americas</td>
<td>8.0</td>
<td>E: 1 course</td>
<td>None</td>
</tr>
<tr>
<td>History of East/South Asia and Oceania</td>
<td>8.0</td>
<td>E: 1 course+</td>
<td>None</td>
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<tr>
<td>History of Europe</td>
<td>8.0</td>
<td>E: 1 course^</td>
<td>History 4C</td>
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<tr>
<td>History of South Asia and the Middle East</td>
<td>8.0</td>
<td>E: 1 course+</td>
<td>None</td>
</tr>
<tr>
<td>Islamic History</td>
<td>8.0</td>
<td>E: 1 course+</td>
<td>None</td>
</tr>
<tr>
<td>Math</td>
<td>8.0</td>
<td>C: 1 course#</td>
<td>None</td>
</tr>
<tr>
<td>Music</td>
<td>8.0</td>
<td>F: 1 course</td>
<td>None</td>
</tr>
<tr>
<td>Philosophy</td>
<td>8.0</td>
<td>E: 1 course</td>
<td>None</td>
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<tr>
<td>Physics</td>
<td>8.0</td>
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<tr>
<td>Psychology</td>
<td>8.0</td>
<td>D: 1 course</td>
<td>None</td>
</tr>
<tr>
<td>Social and Cultural Anthropology</td>
<td>8.0</td>
<td>D: 1 course</td>
<td>Anthropology 2</td>
</tr>
<tr>
<td>Theater</td>
<td>8.0</td>
<td>F: 1 course</td>
<td>None</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>8.0</td>
<td>F: 1 course</td>
<td>None</td>
</tr>
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</table>

# course also satisfies the Quantitative Relationships Requirement
^ course also satisfies the European Traditions Requirement
+ course also satisfies the World Cultures Requirement

Art History 6A-B-C-D, 6F-G-H, 6K, 101A, 130A-B, 144A, 144C, 186A-Z, 186RS, 186RW
Art Studio 1A-B
Asian American Studies 5, 8, 100AA, 100BB, 100FF, 121, 122, 128, 131, 134, 136, 137
Chemistry 1AC, 1BC, 2AC, 2BC, 2CC
Chicana/o Studies 1A-B-C, 131, 144, 154F, 172, 175, 180, 181, 184A
Chinese 40, 112A, 124A-B, 132A-B, 139, 150, 166A-B-C-E, 170
Classics 38, 39, 101, 102, 106, 109, 110, 120, 171, 175
Communication 1, 130, 137, 150, 153
Dance 36, 145A-B, 145M, 145W
Theater 106, 155A-B-C, 160A-C-D-E-F, 163, 166, 167
East Asian Cultural Studies 3, 21, 30, 80, 132B, 160B, 178
Education 165
Early Mediterranean Studies 1A, 1B, 1C, 1D, 1E, 1F, 1G, 1H, 1I
Environmental Studies 1, 2, 3, 107E, 110, 122NE, 143, 160, 161, 189
Film Studies 46, 101A-B-C, 120, 121, 123, 125A-B, 133, 136, 144, 146, 163, 165, 178Z, 191, 193
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 51A

EEMB 30

Environmental Studies 115

Geography 8

Geology 1, 2, 4, 4S, 4W, 7, 10, 20, 123, 130

Mathematics 3A-B, 3AS-BS, 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, 5E

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, 5SS, 110, 122, 127B, 130A-B, 131A, 134, 135, 136, 137, 138TS, 141, 142, 142B, 156, 156TS


Black Studies 3, 5, 7, 130A-B, 161, 162, 171

Chicana/o Studies 119


Comparative Literature 31, 32, 33, 115, 171, 173

Dance 35, 146

Theater 166

East Asian Cultural Studies 3, 21, 30, 80, 132B, 161B, 164B, 178, 189A

Environmental Studies 130A-B

Film Studies 120, 121, 161

French 192X

Geography 2

Global Studies 1


Islamic and Near Eastern Studies 45

Japanese 25, 63, 110A-B-C, 112, 115, 149, 159, 162, 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


Sociology 130

Spanish 177, 178

Women's Studies 30, 30H

Courses that Apply to the European Traditions Requirement
At least one of the following courses that focus 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, 100A-B, 101, 102, 106, 108, 109, 110, 120, 130, 150, 165, 170, 171

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

Latin 100, 101

Philosophy 20A-B-C

Religious Studies 80A-B-C

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 131

Art History 121D, 121F, 125A

Asian American Studies 1, 2, 4, 5, 6, 8, 100AA, 100BB, 100CC, 100DD, 100FF, 107, 118, 119, 120, 121, 122, 127, 131, 136, 146, 149

Black Studies 1, 6, 14, 15, 20, 38A-B, 50A-B, 102, 103, 107, 121, 122, 127, 140, 142, 160, 169AR-BR-CR, 170, 172


Comparative Literature 153

Theater 155F, 163

English 50, 191

Environmental Studies 189


Linguistics 180

Military Science 12

Political Science 174

Religious Studies 14, 61A-B, 114D-D, 123, 124, 193

Sociology 128, 137E, 139A, 144, 153, 154F, 153M, 155W

Spanish 109, 135, 179

Women's Studies 60, 60H, 80, 140, 142, 153

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, use of the honors study center, 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 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.

**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 election. 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 achievement.

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 Web site for further information (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 exams. 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 specified 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 112.

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 112.

Note: International Baccalaureate Examination credit earned prior to entering the university will not be counted toward maximum unit limitations 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 various 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. Competitions for these awards are held in October, February, and May. Students involved in research and creative projects have an opportunity to present their work at the spring Colloquium on Undergraduate Research.

During the academic year, students may earn course credit by actively working on projects under the Faculty Research Assistance Program (FRAP). Lists of participating faculty and descriptions of their projects may be found in the FRAP Directory.

Lists of related 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 Web site: www.ltsc.ucsb.edu/urca.

Scholarship Opportunities

The Undergraduate Research and Creative Activities (URCA) Office coordinates the campus application processes 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 Web site: 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. Lists of scholarships not requiring campus endorsement may be found in Scholarship Alert, an online publication also located on the URCA Web site.

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 firsthand. Admission to the Washington Center Program is open to upper-division undergraduates from all majors. Student 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 Web site: www.ucdc.ucsb.edu, or contact the campus office by e-mail at 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 UCSC while working in a structured internship with an agency or organization of their choice in Sacramento. The program is offered during winter, spring, and summer quarters. For more information visit the program’s Web site: 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 Web site: 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 3 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. (ES 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 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.

It is the policy of the College of Letters and Science to monitor the academic progress of students and to apply the following restrictions if progress is not maintained. Undergraduate students who do not pass at least 36 units during any three consecutive terms may be placed on probation and have strict study list controls placed on their quarterly programs until it is determined that satisfactory academic progress has been made. Further, students who do not pass at least 32 units during three consecutive terms may also be subject to strict study list controls and may, at the discretion of the dean of undergraduate studies, be in jeopardy of having their registration cancelled.

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 Web site at 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
appealing 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, Chedale 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-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 include the following:

- General Chemistry. Chemistry 1A-B-C and labs.
- 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 1-2-3L-4L.
- Mathematics. Mathematics 34A-B or Mathematics 3A-B and either Mathematics 3C or PSTAT 5A or another statistics course.
- English. Writing 2 or 2L, one course from 50 or 50L and 109A-2Z-2Z (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 129A), 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.

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.

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.

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 advisng 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 can help students with major selection, program planning, selection of law schools, and applying for admission. The UCSB Association of Prelaw 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 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

Department of Anthropology
Division of Social Sciences
Humanities and Social Sciences 2001
Telephone: (805) 893-2257
Web site: www.anth.ucsb.edu
Department Chair: Barbara Voorhies

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 A. Glassow, Ph.D., UC Los Angeles, Professor (archaeology, cultural ecology, western North America)

Michael D. Gurven, Ph.D., University of New Mexico, Assistant 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, Associate 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 Iberoamérica, Professor (archaeology, 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, hominin-behavioral evolution, behavioral ecology, evolutionary genetics)

Barbara Voorhies, Ph.D., Yale University, Professor (archaeology, cultural ecology, Mesoamerica)

Phillip L. Walker, Ph.D., University of Chicago, Professor (biological anthropology, bioarchaeology, paleopathology, forensic anthropology and human evolution)

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 (Old World archaeology, general prehistory, multimedia teaching)

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 (physical anthropology, primate social behavior, the evolution of human behavior)

Affiliated Faculty

David A. Cleveland, Ph.D. (Environmental Studies)

Leda Cosmides, Ph.D. (Psychology)
Sabine Frühsstück, Ph.D. (East Asian Languages and Cultural Studies)
Jonathan X. Inda, Ph.D. (Chicana and Chicano Studies)
Charles Li, Ph.D. (Linguistics)
Laury Oaks, Ph.D. (Women’s Studies)
Thomas Scheff, Ph.D. (Sociology)
Mayfair Yang, Ph.D., (Religious Studies and East Asian Languages and Cultural Studies)

Anthropology 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 threefold: (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 Graduate School of Education. The Department of Anthropology’s undergraduate staff 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. Anthropology 104 is recommended, but not required, as preparation for the program.

Students may enter the program any quarter. Each candidate for honors enroll 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 department 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
113FB. Science and Society
123MG. Anthropological Data Analysis
143. Introduction to Contemporary Social Theory
154. Special Topics in Social Anthropology
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
112. Theoretical Approaches in Contemporary Archaeology
132TS. Ceramic Analysis in Archaeology
165. History of Archaeology
174. Spatial Analysis in Archaeology
178. Internship in Archaeological Recording and Conservation (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
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
114. Social Organization
115. Law and Warfare in Non-Western Societies
116. Myth, Ritual, and Symbol
116B. Anthropological Approaches to Religion
120. The Family
121MS. Historical World Systems
125. Anthropology of Gender
127. Hunters and Gatherers
138A. Elements of Traditional Chinese Culture
138B. Socialist Chinese Society
148A. Comparative Ethnicity
148MH. Aesthetic Anthropology
157. Medicine in Chinese Culture
161. Anthropology of Mass Media
168. Ethnology in Rural California: Transformations in Agriculture, Farm Labor, and Rural Communities
170. Anthropological Approaches to Law

B. Archaeology

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
116A. Religion and Power in Modern Societies
118. Modernity and the State
122. Anthropology of World Systems
130A-B-C. Third World: Environments and Prospects
141. Agriculture and Society in Mexico: Past and Present
145. Anthropology of Demography
146. Development Anthropology
148. Ecological Anthropology
149. Agriculture, Environment and Society
158. Crop Genetic Resources: Evolution, Use, and Conservation
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
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, biosocial anthropology, and sociocultural anthropology. 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 from the department Web site at 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 biosocial archaeology 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 in spring quarter of the second year covers the general field of anthropology, biological an-
thology, 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 five 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 the third 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 Women's Studies

The Women's Studies Program, with over 30 core and affiliated faculty members in over eleven disciplines, serves as a mode of interdisciplinary work and scholarly collaboration at UCSB. Women's studies doctoral emphasis students are required to complete successfully four seminars that will enhance their understanding of feminist pedagogy, feminist theory, and topics relevant to the study of women, gender, and/or sexuality. Using an interdisciplinary set of conversations and intellectual questions, women's studies support a multifaceted undergraduate curriculum at UCSB. Graduate emphasis students are encouraged to apply to teach women's studies courses as teaching assistants and associates as part of their women's 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; Dramatic Art and Dance; English; French and Italian; Germanic, Slavic, and Semitic Studies; History; History of Art and Architecture; Religious Studies; Sociology; or Spanish and Portuguese. Candidates complete four graduate courses and select a member of the women's studies faculty or affiliated faculty to serve on their Ph.D. exam and dissertation committee.

Applications to the Women's Studies Doctoral Emphasis may be submitted at any stage of Ph.D. work; and applications deadlines are November 1, 2007 and May 1, 2008.

Students pursing the emphasis in women's studies will successfully complete four graduate courses. Only one may be taken in the student's home department.

1. Issues in Feminist Epistemology and Pedagogy (Women's Studies 270/Fall). A one-quarter seminar that considers women's 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.

2. Special Topics in Women's Studies (594 AA-ZZ). A one-quarter seminar offered by a women's studies faculty member on topics of central concern to the field of women's studies. Or Research Practicum (Women's Studies 280). A cross-disciplinary seminar in which fundamental questions in contemporary feminist research practice are considered in light of students' own graduate projects. Students may fulfill the Area 2 requirement by taking either a Special Topics Seminar or the Research Practicum.

3. Feminist Theories. A one-quarter graduate seminar in feminist theory offered by any department, including women's studies.

4. Topical Seminar. A one-quarter graduate seminar, outside the student's home department, that addresses topics relevant to the study of women, gender, and/or sexuality.
Anthropology Courses

LOWER DIVISION

Note: Freshman seminars are offered on an irregular basis.

1. 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.

2. Introduction to Archaeology
   (5) SMTH
   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.

355. Introduction to Archaeology
   (4) STAFF
   This course consists of an introduction to the basic principles and techniques of archaeological science followed by a thematic discussion of the major events of the history of humankind from our earliest origins to the appearance of civilization.

5. Introductory Physical Anthropology
   (4) GAULIN
   Human evolution: evolutionary theory, basic genetic concepts, primate evolution and behavior, fossil man, evolution of human behavior and mind.

7. Introductory Biosocial Anthropology
   (4) TOOBY
   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 355.
   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 355.
   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.
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 2.
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, paleoanthropology, 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 symbol systems, emotions, preferences, thinking, and pathologies in a cross-cultural perspective.

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 to 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.

112F. Science and Society
(4) STAFF
Prerequisite: upper-division standing.
Anthropological analysis of scientific institutions and the process by which scientific knowledge is produced (e.g., lab culture); cultural dimensions of scientific thought; science, rationalism, power and money; the consumption of science.

114. Social Organization
(4) STAFF
Prerequisite: upper-division standing.
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
Prerequisite: Anthropology 2; upper-division standing.
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
Prerequisite: Anthropology 2; upper-division standing; consent of instructor.
Exploration of anthropology’s distinctive approach to religion using theoretical works, historical and ethnographic case studies, film, and performance video. Topics include sociopolitical dimensions of religion, religious structure, and experience; cognitive, aesthetic, and semiotic approaches to religion.

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 35S or NEST 4S.
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.

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.
Chronology 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 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.

129MG. Behavioral Ecology of Hunter Gatherers
(4) GURVEN
Prerequisite: Anthropology 5 or 7.
A thorough introduction using a behavioral ecology approach to human evolutionary studies.
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/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.
Same course as Environmental Studies 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, agriculture, fisheries and aqua-cultural 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 3SS.
An overview of how ceramics are used in archaeology. 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.

133A. Introduction to Contemporary Social Theory (4) SCHREIBER
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.

133B. Ecological Anthropology (4) STAFF
Prerequisites: Anthropology 2 or 3SS.
An analysis of ethics in contemporary archaeology. Topics include burial and reparation, 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.

134. Modern Cultures of Latin America (4) HANCOCK
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 116.
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 Civilization (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.
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 or 3 or 3SS or 5 or 7.
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) STAFF
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.

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
Prerequisite: upper-division standing.
Recommended preparation: 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 adaptation to climatic 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 race, 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 Holohokam.

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. Required 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.
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 3SS.
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 3SS.
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, 191B. Prehistoric and Early Historic Artifacts: Technology of Their Manufacture and Use
(4) GLASSOW
Prerequisite: Anthropology 3.
Anthropology 191B may be taken concurrently.

191.8. Prehistoric and Early Historic Artifacts: Technology of Their Manufacture and Use
(4) JOCHIM
Prerequisite: Anthropology 3.
Consideration of how prehistoric and early 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.

191A. Analysis of Archaeological Materials
(2) GLASSOW
Prerequisite: Anthropology 3 or 3SS.
An advanced applied course on the analysis and interpretation of prehistoric artifacts from archaeological sites of 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 3SS; 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.

194FT. Pacific Islands Field Training Course
(5) ASWANI
Prerequisite: consent of instructor.
May be repeated for credit to a maximum of 15 units, but only 5 units may be applied toward the major.
Conducted in the Solomon Islands, this course trains students in human and marine ecology and in social and marine science field methods. Students learn a range of topics that cross-fertilize social and natural science in a unique and challenging environment.

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. May vary depending on the state 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 a 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 9899/198/199/199AA-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 9899/198/199/199AA-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 problem-oriented seminar focusing on major topics and critiques 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) 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 1980's to the present, emphasizing the diversity of new approaches and their implications for research.

204. World Agriculture, Food and Population
(4) JOELAND
Prerequisite: graduate standing. The evolution, current status, and alternative futures of human population and agriculture worldwide. Emphasized environmental, social, and economic sustainability; 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) SCHRIEBER
A problem-oriented approach to major issues in Andean archaeology. Focus is on the Middle Horizon of the Andean prehistory, especially the Wari and Tiwanaku cultures. Conducted on a seminar basis.

220. Anthropological Data Analysis
(4) GURVEn
Prerequisite: graduate standing. Recommended preparation: some mathematics or statistics background.
This hands-on course explores the scientific process as used in bio- and biocultural anthropological research. Emphasizes hypothesis testing, data collection and data analysis. Students examine and analyze anthropological data from ongoing socio-ecological research.

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 through 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.

228. Culture and Spatial Practice
(4) HANCOCK
Exposes incoming graduate students to the theoretical underpinnings of the field of anthropological theory. A working knowledge of quantitative methods that can be attacked quantitatively; and experience in research designs which yield data that can be effectively analyzed.

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.

231. Crop Genetic Resources
(4) CLEVELAND
Prerequisite: Environmental Studies 149 or Anthropology 149 or Anthropology 204.
Domestication and varietal diversification of crops, their current use in small-scale, traditionally-based and modern industrial agriculture, and their conservation in farmers’ fields and genebanks; including case studies of crops and farming systems, and projects on local crop genetic resources.

232. Graduate Proseminar
(1-4) STAFF
Explores 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) TOBY
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 1960s. 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
(1-4) 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
(1-4) STAFF
Prerequisite: 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.

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) GLASSBOR
Assessment of approaches archaeologists use to resolve subsistence systems and identify subsistence change among prehistoric hunter-gatherers and farmers.

255. Anthropology of Mass Media and Popular Culture
(4) STAFF
The study of mass media and popular culture, especially in non-western contexts, from anthropological perspective: role of media in constructing national, gender, and ethnic identity.

257. Human Behavioral Ecology and Method
(4) GURVEn
Prerequisite: background in evolutionary theory.
Focusses 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.

261. Proseminar: Survey of Biological Anthropology
(4) TOBY
A reading-intensive survey of the major issues in biological anthropology, emphasizing foundational evolutionary biology. Includes issues in paleoanthropology, primatology, behavioral ecology, genetics, and the study of physiological and psychological adaptations.

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.

297. Graduate Studies
(4) STAFF
Prerequisites: graduate standing, consent of instructor and department.
Maximum of 4 units may be applied towards M.A. degree with consent of the graduate advisor.
Graduate tutorial involving regular conferences with instructor and directed research toward seminar paper(s). Attendance at relevant upper-division lectures also required.

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,
Art History
For art history faculty, program information, and courses, see History of Art and Architecture.

Art
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Department Chair: Jane Callister

Faculty
Phil Argent, M.F.A., University of Nevada, Lecturer (painting and drawing)
Laurel Beckman, M.F.A., California Institute of the Arts, Assistant 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)
Lawrence Gipe, M.F.A., Otis Art Institute of Parsons School of Design, Lecturer (painting and drawing)
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 Mulflinger, 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)
James D. Smith, Ph.D., University of Oregon, Professor Emeritus (drawing, art education)

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 Spiker, 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 doing so, 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 meet the requirements of the UCSB state-approved waiver program or 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 potential 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 credits for 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-two units in lower-division courses including Art Studio 1A, 1B, 1C (10 units); Art Studio 7A, 7B, 7C, 7D (16 units); Art Studio 10, 12, 14, 16, 19, 21, 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 studio 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 Studio**  
*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 a 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), 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.

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. 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 approved 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 Web site: www.arts.ucsb.edu.

**Art Studio Courses**

**LOWER DIVISION**

The department recommends the Art Studio 1A-C and 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**  
*(4) STAFF*  
Open to non-majors. Letter grade required for major.

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.

**1B. Twentieth Century Art History**  
*(4) STAFF*  
Open to non-majors. Letter grade required for major.

Survey of the most important developments in European and American art history from Neoclassicism through the developing avant garde of the early twentieth century, to the post-war impact of the New York School, Pop Art, Minimalism, Conceptualism, and Postmodernism.

**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
(4) FULBECK
Open to non-majors. Letter grade required for majors. Not open for credit to students who have completed Art Studio 4D.

7B. Introduction to Contemporary Practice I: Image Studies
(4) BECKMAN
Open to non-majors. Letter grade required 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.

7C. Introduction to Contemporary Practice II: Spatial Studies
(4) STAFF
Open to non-majors. Letter grade required 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.

7D. Introduction to Contemporary Practice III: Art, Science and Technologies
(4) JEVBRATT, PELJHAN
Open to non-majors. Letter grade required for majors.
The study of the foundation 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 media.

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 preparation: 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.
Introduction 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.

21. Introduction to Integrated 2D Digital Media
(4) STAFF
Prerequisite: Art Studio 1A-B.
May be repeated for credit to a maximum of 8 units, but only 4 units may be applied to the major. Letter-grade required for majors.
Introduction to digital imaging for surfaces, input/output devices raster, vector and page-layout software (Photoshop, Freehand, QuarkXPress), technical and conceptual concerns relevant to all 2D digital media, including photography, printing, print/web publishing. Digital image making in contemporary art and culture.

22. Digital Media Arts Toolbox
(4) STAFF
Prerequisite: Art Studio 1A-B.
Open to non-majors. 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-B, 7A-B-C, 10, and 18; consent of instructor.
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
Prerequisites: Art Studio 1A-B and 22.
May be repeated for credit to a maximum of 16 units with instructor approval.
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. Topics to be determined by instructor.

105. Intermediate Spatial Practices
(4) STAFF
Prerequisites: Art Studio 1A-B, 7A-B-C, and 12; consent of instructor.
May be repeated for credit to a maximum of 16 units. 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/neru/o 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
Prerequisite: Art Studio 1A-B, 7A-B-C, 14, 16, and 19; consent of instructor.
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 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 21 or 22, and Art Studio 110; consent of instructor.
May be repeated for credit to a maximum of 16 units.
The development of independent, innovative projects that utilize digital-traditional hybrid means to make images on surfaces. Projects may employ any imaging strategies in context, production and distribution, including installation, projection, printing, and publishing.
117. Intermediate Drawing (4) STAFF
Prerequisite: Art Studio 1A-8, 7A-B-C, and 18; consent of instructor.
May be repeated for credit to a maximum of 16 units. Letter-grade required for majors.
Continued investigation into the challenges of two-dimensional representation. Course focus will 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. Letter-grade required for majors.
Special studies in drawing utilizing particular faculty interests and/or departmental facilities.

120. Intermediate Photography (4) STAFF
Prerequisite: Art Studio 1A-B, 7A-B-C, 14, 19, and 22; consent of instructor.
May be repeated for credit to a maximum of 16 units. 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 photojournalism, 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-B and 22.
May be repeated for credit to a maximum of 16 units. Letter-grade required for majors.
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) GARDNER
Prerequisite: Art Studio 1A-1B.
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 multiculturism.

130. Visual Arts As Culture (4) STAFF
Prerequisites: upper-division standing and consent of instructor.
May be repeated for credit to a maximum of 16 units.
Exploration of the visual arts in a wide range of socio-cultural and economic contexts. Topics include art’s changing institutional role in relation to the shifting parameters of ideology and the state apparatus, history, revolution, nationalism, Orientalism, multiculturalism, postmodernism, high and low culture and new technologies.

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) FULBECK
Prerequisites: upper-division standing; consent of instructor.
Letter grade required for majors. 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
Prerequisite: 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, 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. 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 of 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, postmodernism, and technological problems, 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
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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Department Chair: Xiaojian Zhao

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)

Ambar Lincoln, 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 Khue 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)

Shirley Lim, Ph.D. (English and Women's 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 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.
Undergraduate Program

Bachelor of Arts—Asian American Studies

Preparation for the major. Asian American Studies 1, 2, 3, or 6; 4 or 5; 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 B. Two Asian American Studies courses from: 120, 121, 122, 125, 127, 128, 129, 141, 142, 143, 144, 146, 147, 148, 149, 170AA-ZZ, 175.

Area C. Six additional Asian American Studies courses except 195H, 197, 199, 199RA. In Area C, up to two courses (8 units) may be taken from upper-division courses outside the department. Courses from the Department of Women's Studies, Black Studies, or Chicana and Chicano 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, or 8.

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 B. One Asian American Studies course from: 120, 121, 122, 125, 127, 128, 129, 141, 142, 143, 144, 146, 147, 148, 149, 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 ongoing 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) FUINO

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.

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) FUINO

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 formulas 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) FUINO

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 to the legal system in the United States. Reviews 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) FUINO

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

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 preproduction, culminates in the production of a documentary proposal.

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, andimore Hong Kingston.

122. Asian American Fiction

(4) LEE

Recommended preparation: Asian American Studies S.

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.
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 Velma 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) LEI
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 nation's 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 American women's resistance.

133. Asian American Men and Contemporary Men's Issues
(4) J. CHAN
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; inter racial 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.

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: a prior course in Asian American studies.
Not open for credit to students who have completed Asian American Studies 170QQ.
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.

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.

161. Asian American Religions
(4) BUSTO
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.

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. Courses focusing on various social science and history topics not offered in other Asian American studies courses.

175. Theory and Method in Asian American Studies
(4) LEI
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, 134A, 134R, 157; Political Science 109.

An analysis of the political, economic, geographic, biographical, methodological, and/or racial/ethnic comparative contexts in which Asian American grassroots politics and social movements arose and influenced one another in the United States and globally.

191AA. Research Seminar in Asian American History (4) ZHAO
Prerequisite: Asian American Studies 1 or 2, or one lower-division course in History; upper-division standing. A research seminar exploring historical approaches to studying Asian American experiences. Students have the opportunity to collect, analyze, and evaluate historical documents and manuscripts. Students will carry out a research project and produce a research paper.

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 192A.

Exploration of Asian American history from 1850 to the 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 134A 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)

197. Field Studies (1-4) STAFF
Prerequisites: upper-division standing; completion of two upper-division courses in Asian American Studies. Must have a 3.0 overall grade-point average for the preceding three quarters.

Students will conduct independent field work in Asian American communities. Specific projects include working with community agencies and organizations to evaluate programs, implement new or modified services, and develop community resources.

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

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)

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 focusing 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.
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 (computer science)

William Smith, Ph.D., UC Santa Cruz, Professor (developmental biology)

Hyongsok Tom Soh, Ph.D., Stanford University, Assistant Professor (bioengineering, integrated microsystems)

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. Auhill Professor and Dean, College of Engineering (bioengineering, polymer science and engineering)

Carol A. Vandenberg, Ph.D., UC San Diego, Professor (molecular neurobiology)

J. Herbert Waite, Ph.D., UC San Diego, Professor (marine biomicromaterials)

Leslie Wilson, Ph.D., Tufts University, Professor (biochemical pharmacology)

Emeriti Faculty

Thomas C. Bruce, 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. Geric, 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 and Biochemistry, Materials, Mechanical and Environmental Engineering, Molecular and Developmental Biology (MCD), 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 (biomembranes 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 Web site at 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 30 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 267 when taking the computer-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


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 one single academic department. All BMSE students are required to serve as teaching assistants for at least two quarters during the course of the entire term of study at UCSB, and are expected to regularly attend BMSE 260 (Faculty Research in Biochemistry and Molecular Biology), BMSE 262 (Research Progress in Biochemistry and Molecular Biology), and BMSE 263 (Research Seminars in Biochemistry and Molecular Biology).

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 present 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

(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-22 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) JAEGE
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 anesthetics.

202. Biomaterials and Biosurfaces
(3) GRAGALICH
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 biophysical systems reviewed for nonbiologists.

203. Protein Engineering and Design
(3) RIECH, SAGEMANN
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.
Structures/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 laboratory. 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 spectrometry, gas-phase sequencing, capillary electrophoresis, and covalent modification chemistry.

207. Enzyme Mechanisms
(2) REICH
Prerequisite: undergraduate biochemistry course (e.g., MCDB 108B).
Chemical mechanisms of enzyme catalysis. Enzyme models and non-classical enzymes. Theory, experimental design, and data analysis.

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) GERG
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 phase determination and refinement. X-ray and neutron solution scattering.

217. Electrostatics of Biopolymers
(2) PUNC
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, RNA).

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 and assembly 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.

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 macromolecules.

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 laboratory: 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.

244. Informational Macro- and Supra-Molecules
(2) JAEGGER
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. Biomantotechnology
(3) 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
Prerequisite: Mathematics 5A or equivalent; background in biochemistry.

An introduction to the design bioprocess for large-scale production of biopharmaceuticals. Empphasis is placed upon biopharmaceutical products, protein expression systems, host cell optimization, and reactor selection and design.

252. Principles of Bioengineering
(2) MITRAGOTRI
Prerequisite: graduate standing.

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 fluorimence. In addition, case studies of contemporary trending topics are discussed.

255. Methods in Systems Biology
(3) DOYLE

Prerequisite: prior course work in cellular biology and mathematics; consent of instructor.

Same course as Chemical Engineering 255.


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 current 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 different topics to a maximum of 18 units.

Selected topics from bioorganic, physical, or biological chemistry. The content of this course varies.

260. Research Progress in Biophysical 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 Biophysical Science and Engineering
(1) ROBINSON

Research presentations by postdoctoral fellows and advanced Ph.D. students of research progress in the department.

263. Research Seminars in Biophysical 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. Biominalerization: Stucky, G.D.
BP. Bacterial Pathogenesis: Mahan, M.I.
CE. elegans Development: Rothman, J.H.
DN. Developmental Neurobiology: Clegg, D.D.
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.

Survey of current careers in 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 Biophysical 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  
Prerequisites: 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.  
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 and rural 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)  
Roberto Strongman, Ph.D., UC San Diego, Assistant Professor (comparative Caribbean cultural studies, literature and religion of the Afro-Americas, gender and sexuality studies)  
Clayde 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  
James D. Smith, Ph.D., University of Oregon, Professor Emeritus (Art Studio)  
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. (Women’s 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)  
Darien Scott, Ph.D. (English)  
Mireille Miller-Young, Ph.D. (Women’s Studies)  
Sylvester Ogbechie, Ph.D (History of Art and Architecture)  
Melvin L. Oliver, Ph.D. (Sociology)  
Christopher Parker, Ph.D. (Political Science)  
F. Winddance Twine, Ph.D. (Sociology)  
Howard Winant, Ph.D. (Sociology)  

The Department of Black Studies is an interdisciplinary undergraduate program that seeks to increase 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, Afro-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: Black Studies 1, 3, 4, 7; two lower-division courses from among Black Studies 5, 6, 14, 15, 36, 38A, 38B, 45, 50, 55, 58, 60A, 60B, Comparative Literature 33, History 49A-B.  
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, 160AR-BR-CHR, 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.

Black Studies  
Department of Black Studies  
Division of Social Sciences  
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Undergraduate Advisor (805) 893-7624  
E-mail: bltadvisor@blackstudies.ucsb.edu  
Web site: www.blackstudies.ucsb.edu  
Department Chair: Claudine Michel  

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)  

College of Letters and Science: Black Studies • 141
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.

2. Introduction to African Studies
   (4) DANIELS
   Not open for credit to students who have completed Black Studies 1C.
   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.

3. Critical Introduction to Race and Racism
   (4) BANKS, JOHNSON, MICHEL
   Examines historical and contemporary manifestations of race and anti-racism, as well as theoretical approaches to understand the social, cultural, political, and economic aspects of race.

4. Blacks and Western Civilization
   (4) ROBINSON, MCAULEY
   An interdisciplinary analysis of the effects of Africa on Western Civilization, specifically the politics, economics, and cultures of Europe, the Caribbean, and North America.

5. The Civil Rights Movement
   (4) BANKS, JOHNSON, LIPSITZ, 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.

6. Introduction to Caribbean Studies
   (4) MCAULEY, STRONGMAN
   A survey of the culture and society of the Caribbean. After surveying American 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.

7. The History of Jazz
   (4) DANIELS, JOHNSON, LIPSITZ, WOODS
   Not open for credit to students who have completed Black Studies 114.
   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, AKUNINBI
   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-Americans and Caribbean cultures are examined as expressed in oral narratives and non-verbal modes of communications.

38A. Introduction to Afro-American Literature (Part I)
   (4) STRONGMAN, DURAN
   Afro-American literature from colonial times through the Harlem renaissance.

38B. Introduction to Afro-American Literature (Part II)
   (4) STRONGMAN, DURAN
   Afro-American literature from the 1930s to the present.

45. Black Arts Expressions
   (4) LIPSITZ, STEWART, WOODS
   Not open for credit to students who have completed Black Studies 145.
   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.

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
   (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, 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: Black Studies 3 or 4 or 5; upper-division standing.
   A theoretical explication and critique of the diverse Marxist 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 changes 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 form 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 constructivist approach to race, this course examines the multiple ways in which racial dis-
127. **Black Women Writers**

(4) **STRONGMAN**

Prerequisite: upper-division standing.

Examines the significance of race, class, gender, sexuality, and as placed 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, research, and public policy. Focuses on theoretical and historiographical debates: social organization, conditions, cultural and 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 Aimé Césaire, Léopold Sedar Senghor, and Jean and Paulette Nardal.

130B. **French African Literature**

(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, Aimé Césaire, Ferdinand Oyono, Miriam Warner-Viegya, 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.

132. **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 race, regionalism, 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.

133. **Race and Public Policy**

(4) **STRONGMAN, BANKS**

Prerequisite: upper-division standing.

Examines the intersection of gender, sexuality, race, and class in creating disadvantage and advantage. In examining how race, regionalism, 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. **Black Feminist Thought**

(4) **BANKS**

Prerequisite: upper-division standing.

Examines past and contemporary scholarship in black feminist thought. By examining the intervention of black feminism through 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.

135. **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**

(4) **STEWART, WOODS**

Prerequisite: upper-division standing.

Introduction to the music of Afro-Americans in the U.S.A. and the African Diaspora. Based on field work and recordings; includes 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) **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, LIPSTZ, 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) **ROBINSON, AKUDINOBI**

Prerequisite: Film Studies 46 or 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. **African-American History**

(4-4-4) **DANIELS, JOHNSON**

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 and experience of Africans/African Americans in United States history. AF. Origins and development of slavery and race in British Colonies. BR. Nineteenth-century expansion of slavery, Anti-slavery. CV. 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 filmmakers. Students will explore stereotypical as well as positive and romantic images of Africa. Films: semi-documents, 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 impact of contemporary Black film. The problems of production, distribution and exhibition will be examined.

174. **From Plantations to Prisons**

(4) **LIPSTZ, STERN, 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) **STAFF**

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. BB. The Political Uses of Race: McCauley. I. Black Philosophy and Social Theory: Durant. 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.


195A-B-C. **Honors 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
Chemistry & Biochemistry

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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)
Jeffrey W. Bode, Ph.D., California Institute of Technology, Assistant Professor (organic chemistry)
Michael T. Bowers, Ph.D., University of Illinois, Professor (physical chemistry)
Frank L. Brown, Ph.D., Massachusetts Institute of Technology, Assistant Professor (theoretical/biophysical chemistry)
Geoffrey Wilkes, 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, Associate Professor (physical chemistry)
Alison Butler, Ph.D., UC San Diego, Professor (bio-inorganic chemistry)
Anthony Cheetham, Ph.D., Oxford University, Professor (inorganic chemistry/materials)
Frederick W. Dahlquist, Ph.D., California Institute of Technology, Professor (biochemistry)
Mattanah S. de Vries, Ph.D., University of Amsterdam, Professor (inorganic chemistry)
Peter C. Ford, Ph.D., Yale University, Professor (inorganic chemistry)
Sang-I Han, Ph.D., Aachen University of Technology, Assistant Professor (physical chemistry)
Craig Hawker, Ph.D., University of Cambridge, Research Chemist (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), Assistant Professor (biomaterials)
Bernard Kirtman, Ph.D., Harvard University, Professor (theoretical physical chemistry)
Kalju Kahn, Ph.D., University of Missouri, Lecturer with Potential Security of Employment (biochemistry)
Walter Kohn, Ph.D., Harvard University, Adjunct Professor, Nobel Laureate (chemical physics, 1998)
Leroy Laverman, Ph.D., UC Santa Barbara, Lecturer with Security of Employment (inorganic/analytical chemistry)
Bruce H. Lipshutz, Ph.D., Yale University, Professor (organic chemistry)
R. Daniel Little, Ph.D., University of Wisconsin, Professor (theoretical chemical)
Horia I. Metiu, Ph.D., Massachusetts Institute of Technology, Professor (theoretical physical chemistry)
Martin Moskovits, Ph.D., University of Toronto, Professor (physical chemistry)
T.-Q. 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 (theoretical physical chemistry)
Thomas R. Pettus, Ph.D., University of Rochester, Associate Professor (organic and biological chemistry)
Kevin W. Plaxco, Ph.D., California Institute of Technology, Associate Professor (biological chemistry)
Norman R. Reis, Ph.D., UC San Francisco, Professor (theoretical biophysical chemistry)
Martin Sagerman, Ph.D., University of Heidelberg (Germany), Assistant Professor (biochemistry)
Susannah Scott, Ph.D., Iowa State University, Professor (inorganic chemistry, chemical engineering)
Joan-Emma Shea, Ph.D., Massachusetts Institute of Technology, Associate 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 with Security of Employment, (physical chemistry)
J. Herbert Waite, Ph.D., Duke University, Professor (biological, organic, and materials chemistry)
Richard J. Watts, Ph.D., University of Colorado, Professor (inorganic chemistry)
Alec M. Wodtke, Ph.D., UC Berkeley, Professor (physical chemistry)
Fred Wudl, Ph.D., UC Los Angeles, 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)
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)

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. McKay 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 McKay. 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-CL; MCB 1A-AL-B; EEMB 2, and either MCB 1BL or EEMB 2L.

Upper-division major. Forty-six upper-division units, including Chemistry 110L, 112-112L, 113A-B, 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 MCB: 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 1-2-3-4L.

Upper-division major. Forty-five upper-division units, including Chemistry 113A-B-C, 116AL-CL, 142A, 150, 173A-B, are required. Chemistry 101, 193, and 196 will not apply. Chemistry 199 may be applied only by petition. 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-CL. 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-CL, 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 departmental requirements, candidates for graduate degrees must meet university degree requirements found in the chapter “Graduate Education at UCSB.” 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). The M.A. in chemistry may be obtained under Plan 2 (examination). 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 based on 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**

<table>
<thead>
<tr>
<th>Staff</th>
<th>Course</th>
<th>Prerequisite</th>
<th>Grade of C-; and, Chemistry 109B (may be taken concurrently).</th>
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<tbody>
<tr>
<td>(3) STAFF</td>
<td>Chemistry 1A or 2A with a minimum grade of B; and, Chemistry 1BL or 2BC with a minimum grade of B; and, Chemistry 2C (may be taken concurrently).</td>
<td>Required preparation: concurrent enrollment in Chemistry 1AL; high-school algebra, chemistry and physics.</td>
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<tr>
<td>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.</td>
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<tr>
<td>(2) STAFF</td>
<td>1CL. General Chemistry Laboratory</td>
<td>Recommendations: Chemistry 1A or 2A with a minimum grade of B; and, Chemistry 1CL or 2CL with a minimum grade of C-. Recommended concurrent enrollment in Chemistry 1CL; high-school algebra, chemistry and physics.</td>
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<tr>
<td>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 stoichiometry, solution, structure and dynamics of elements and their compounds. Aspects of technology and environmental problems.</td>
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<td>(3) STAFF</td>
<td>2A. General Chemistry (Honors)</td>
<td>Required preparation: concurrent enrollment in Chemistry 2AC; high-school chemistry or physics, one quarter of calculus (may be taken concurrently).</td>
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<tr>
<td>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.</td>
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<tr>
<td>(2) STAFF</td>
<td>2AC. General Chemistry Laboratory (Honors)</td>
<td>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.</td>
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<td>Students work in small groups to develop a unique perspective on the experiment.</td>
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<td>(3) STAFF</td>
<td>2B. General Chemistry (Honors)</td>
<td>Required preparation: Chemistry 1A or 2A with a minimum grade of B; and, Chemistry 1BL or 2BC with a minimum grade of B; and, Chemistry 2C (may be taken concurrently).</td>
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<tr>
<td>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.</td>
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</table>
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 (2) STAFF
Prerequisites: Chemistry 6B 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 Chemical Computing (2) STAFF
Introduction of different computing techniques for computation in UNIX. Applications include: molecular modeling, molecular dynamics, mathematica, Monte Carlo, data analysis, and data mining.

99. Introduction to Research (1-3) STAFF
Prerequisite: consent of instructor. May be repeated to a maximum of 6 units.

Student's project on the environment; the chemistry of air, water, and soil pollution; sources and methods of control; chemical dynamics in the environment; chemical quality standards and their maintenance.

109A. Organic Chemistry (4) AUE, BODE, BRUCE, LIPHSHTZ, LITTLE, PETTUS
Prerequisite: Chemistry 1A-2B; or, Chemistry 2A-2B. Lecture, 2 hours; laboratory, 8 hours.

The chemical aspects of energy sources and their impact on the environment; the chemistry of air, water, and soil pollution; sources and methods of control; chemical dynamics in the environment; chemical quality standards and their maintenance.

109B. Organic Chemistry (4) AUE, BODE, BRUCE, LIPHSHTZ, LITTLE, PETTUS
Prerequisite: Chemistry 109A with a minimum grade of C-; or, Chemistry 109B 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)

109C. Organic Chemistry (4) AUE, BODE, BRUCE, LIPHSHTZ, 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).

Lecture 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,W,S)

111. Chemical Kinetics (3) STAFF
Prerequisite: consent of instructor. Lecture, 3 hours.


112. Biophysical Chemistry (4) BROWN, SAGERMANN
Prerequisites: Chemistry 113A-B.

Thermodynamics, kinetics, and quantum chemistry with special emphasis on biological systems. Some examples of special emphasis: diffusion across and within membranes, diffusion along DNA, phase equilibria, protein folding, spectroscopy (fluorescence, mass spectroscopy, FTIR, NMR, electron transfer and hydrogen bonding). (S)

112L. Biophysical and Bioanalytical Laboratory (3) STAFF
Prerequisite: Chemistry 110L, 113A, and Chemistry 142A-B-C (may be taken concurrently).

Lecture, 1 hour; 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)

116AL. Quantitative Analytical and Physical Methods Laboratory (3) LAVERMAN
Prerequisites: Chemistry 150 (may be taken concurrently); and Chemistry 113B (may be taken concurrently).

Lecture fee required. Lecture, 1 hour; 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).

Lecture 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).

Lecture 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
Prerequisites: Chemistry 113A-B-C. Lecture, 3 hours.

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 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 polymerization; block and graft polymers; copolymerization; physical chemistry of high polymers; polymer degradation; radiation chemistry of polymer systems.

123. Fundamentals of Environmental Chemistry
(3) DE VRIES, PERONA, WATTS
Prerequisites: Chemistry 1A or 1B; and Chemistry 1A or 1B.
Recommended preparation: Chemistry 1C.

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.
Introduction to computational chemistry and molecular modeling. Application of molecular mechanics to perform mutagenesis and cloning; restriction endonucleases; PCR; and molecular cloning. Protein purification and analysis methods: expression of proteins in bacterial systems. (W)

126. Computation Chemistry and Molecular Modeling
(4) STAFF
Prerequisites: Chemistry 110L, and Chemistry 142B (may be taken concurrently).
Lab fee required.
Recommended preparation: Chemistry 6A-B-C, and Chemistry 109A-B-C.
Application of molecular biological techniques to perform mutagenesis and cloning; restriction endonucleases; PCR; and molecular cloning. Protein purification and analysis methods: expression of proteins in bacterial systems. (W)

127. Structure and Reactivity in Organic Chemistry
(3) AUE, BODE, LIPSHUTZ, LITTLE, PETTUS
Prerequisites: Chemistry 107A-B-C or 109A-B-C.
Lecture, 3 hours.
Electronic structure, resonance, acid-based chemistry, thermodynamics, kinetics, transition state theory, and isotope effects.

128. Organic Reaction Mechanisms
(3) AUE, BODE, LIPSHUTZ, LITTLE, PETTUS
Prerequisites: Chemistry 107A-B-C or 109A-B-C.
Lecture, 3 hours.
Mechanisms of thermal, photochemical, or organometallically catalyzed asymmetric or other reactions in organic chemistry.

129. Synthetic Organic Reactions
(3) AUE, BODE, 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) BODE, 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) BODE
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.
The synthesis, manipulation, and modification of biological molecules including nucleotides, 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)

142A. Biochemistry
(3)KAHN, PARSONS, PLAXCO
Prerequisites: Chemistry 107A-B-C or 109A-B-C.
Lecture, 3 hours.
Introduction to the structures and roles of lipids, proteins, and nucleic acids. Methods of preparation, chemical synthesis, degradation, and characterization of biomolecules. (F)

142B. Biochemistry
(3) PARSONS, PERONA, PLAXCO
Prerequisites: 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
Prerequisites: 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 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
Prerequisites: Chemistry 142A. Lecture, 3 hours.
Discusses the origins and evolution of the solar system and the earth, and the origins and evolution of life on earth and the possibilities for life elsewhere in the cosmos from the perspective of contemporary, modern 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) STAFF
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, abalone, mussels, and fish as well as others.

153. Advanced Analytical Techniques
(3) NGUYEN, WATTS
Prerequisites: Chemistry 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.

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. Recommended preparation: taken or concurrently enrolled in one of the following: Chemistry 127, 128, 129, or 133. Lecture, 2 hours.
Covers the arrow pushing formulism and ad-
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 113A; and, Chemistry 113B-C, or Chemistry 112. 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
Prerequisite: 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 phenomena 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.

184. Chemical Literature
(2) HUBER
Prerequisites: prior enrollment in 2 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 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 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 98/99/199/199AA-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 material research and discovery using automated, high-speed synthesis and screening. Emphasis on the chemical, biochemical, physical, and mathematical fundamentals necessary for experimenental 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.

217C. Statistical Mechanics
(3) BROWN, METIU, SHEA
Prerequisite: consent of graduate advisor.
Not open for credit to students who have completed Chemistry 177C. 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) 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-postulatry approach; particle in box, on ring, harmonic oscillator; linear operator theory, matrix algebra; hydrogen atom; perturbation theory, variational methods, applications. (F)
B. Molecular orbital theory and valence bond theory (secular equ.); applications to conjugated systems, electronic spectra, and term symbols; introduction to infrarad 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 advisor.
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, BODE, 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, BODE, 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, BODE, 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) BODE
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, BODE, 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.

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 pharmaco-epigenetics.

242A-B-C. Chemical Aspects of Biological Systems
(3) PARSONS, PERONA, PLAXCO, REICH, JAEGGER
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 Supramolecular Complexes
(2) PETTUS
Prerequisite: consent of instructor.
Same course as BMSE 244.
Selected topics at the interface of chemistry and biology. Informational molecular coding, molecular machines, self-assemblying 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) 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. Stategy in Organic Synthesis and Methodology
(3) BODE, 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)

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 of enzyme catalysis; experimental design, and data analysis. Enzyme models and non-classical enzymes.

262A. Drug Design
(3) KAHN, REICH
Lecture, 3 hours.

262B. Drug Design
(3) KAHN, REICH
Lecture, 3 hours.
Medicinal chemistry for lead optimization, combinational synthesis, quantitative structure-activity relationship studies, 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.

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 metallobiochemistry 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 homogeneous catalysis mechanisms and other complex systems.
273. Structural Inorganic Chemistry
(3) CHEETHAM, STUCKY
Prerequisite: Chemistry 173A-B and 175. Lecture, 3 hours.
The use of x-ray and neutron scattering to charac-
terize 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
Prerequisite: Chemistry 173A-B.
Same course as Materials 274. Lecture, 3 hours.
An introductory course describing the synthe-
sis, 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 advis-
or. Lecture, 3 hours.
Bonding theory, thermodynamics, and structure of
inorganic compounds. Applications of physical tech-
niques to the study of inorganic (and organometallic)
reactions and their related properties.

276. Photochemical and Photophysical
Properties of Inorganic and
Organometallic Compounds and
Materials
(3) FORD
Prerequisite: Chemistry 173A-B. Lecture, 3 hours.
Discussion of the mechanisms of fundamental
physical and chemical events which follow absorp-
tion 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 develop-
ments 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: grading standing.
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, BODE, LIPSHUTZ, LITTLE, PETTUS
Critical review of research in selected fields. Regular
meetings are held in which the student presents for dis-
cussion information from the recent chemical literature.

596. Directed Reading and Research
(1-12) 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 fac-
ulty 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).
S/U 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.
S/U 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
S/U Grade. Variable hours.
Only for research underlying the dissertation, writ-
ing the dissertation. Instructor should be the chair
of the student's doctoral committee.

Related Courses in Other Departments
EEMB: 126MM, 226MM
MCDB: 108A-B-C, 109L, 123, 140L, 224

Chicana and Chicano Studies

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Faculty
Gerardo Aldana, Ph.D., Harvard University, Assistant Professor (Maya hieroglyphic history, Mesoamerican art, experimental archaeology, science studies, culture theory)

Ralph Armbuster-Sandoval, Ph.D., UC Riverside, Associate Professor (globalization, labor, social movements, race and ethnic relations, Latin American studies and communityurban studies)

Edwina Barvosa-Carter, Ph.D., Harvard University, Associate Professor (contemporary social and political theory, intellectual history, Chicano studies)

Mario T. Garcia, Ph.D., UC San Diego, Professor (Chicana history, race and ethnicity, southwestern history, autobiography, Latino religion)

Maria Herrera-Sobek, Ph.D., UC Los Angeles, Associate Vice Chancellor for Diversity, Equity and Academic Policy, Professor, Luis Leal En-
dowed Chair in Chicano Studies (literature, gender, cultural studies, oral traditions, folklore, feminist theory)

Jonathan Xavier Inda, Ph.D., UC Berkeley, Associate Professor (anthropology of globalization; governmentality and biopolitics; science, medicine, and the body; diasporic cultures)

D. Ines Casillas, Ph.D., University of Michigan, Assistant Professor (U.S. Spanish-language medi-
a, radio/sound practices, immigration policy, gender, popular culture)

Guise La Latorre, Ph.D., University of Illinois at Urbana-Champaign, Assistant Professor (Chica-
a/o and Latin American art history, Chicana creative expressions, and Latino public art)

Francisco A. Lomeli, Ph.D., University of New Mexico, Professor (Chicana literature, liter-
ary history, cultural studies, border studies, language)

Horacio N. Roque Ramirez, Ph.D., UC Berke-
ley, Assistant Professor (queer/LGBT community history and theory, Central American (-American)
courses, oral history theories and methods, popular cultures, creative writing and narrative)

Chela Sandoval, Ph.D., UC Santa Cruz, As-
sociate 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, Assistant Professor (sociology of education, critical race the-
ory, Latino/a 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
Professor Rudy Busto, (Religious Studies)
Professor Manuel Casas, (Education)
Professor Leo Cabranes-Grant, (Dramatic Art/ Spanish)
Professor Joseph Castro, (Education)
Professor Sarah Cline, (Dramatics)
Professor Richard Duran, (Education)
Professor Carl Gutierrez-Jones, (English)
Professor Ellie Hernandez, (Women's Studies)
Professor Ray Huerta, (Chicana/o Studies)
Professor Gaye T. Johnson, (Black Studies)
Professor Claudine Michel, (Black Studies)
Professor Carlos Morton, (Dramatic Art)
Professor Denise Segura, (Sociology)
Professor Gabriela Soto-Laveaga, (History)
Professor Zaragoza Vargas, (History)
Professor Cristina Venegas, (Film Studies)
Professor 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 and Chicano/Latina and 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, economic, 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 cultural positions; (5) to empower students to become subjects in their own social realities; and (6) to move beyond being objects of study toward becoming active participants in social 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 cultural positions; (5) to empower students to become subjects in their own social realities; and (6) to move beyond being objects of study toward becoming active participants in social change.
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 requirements.

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 scripture, religion, art, and science from historical and archaological 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 Chicano Spanish and helps them to improve oral and written skills, distinguish between standard speech and popular variants, and to learn the Chicano Spanish lexicon.

99. Independent Studies (1-4) STAFF
Students are limited to 5 units per quarter and 30 units total in all 99/199/199/199AA-22 courses combined.

UPPER DIVISION

110. Research Methods in Chicana/o Studies (4) STAFF
Prerequisite: Chicana/o Studies 1A or 1B or 1C or upper-division standing.
Using Chicana 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 archaological, 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, Teotihuacano, 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 historic and post-historic Mesoamerica that both corroborate and extend our understanding of this cultural phenomenon.

124. Introduction to U.S. Latina/o Public Art (4) LATORRE
Prerequisite: Chicana/o Studies 1A or 1B or 1C.
Examines the relationship between the Chicana/o community and public art. Explores examples of public and site-specific artwork created by Chicana/o artists challenging museum and gallery spaces. The history of displacement and marginalization traditionally suffered by Chicana/o communities has led these artists to create public art as a form of decolonization.

124L. Introduction to U.S. Latina/o Public Art Laboratory (1) LATORRE
Prerequisite: concurrent enrollment in Chicana/o Studies 124.
	
After visiting the Chicana/Latino museum and gallery spaces, the lab supports students in producing their own public stand 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) LATORRE
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 and the contemporary art of Mexico. A survey of major Chicana/o artists and developments in Chicana/o painting, sculpture, graphic, and conceptual art from the 1960’s to the present.

130. Imaging (Imagining) Chicanas/os: A Critical Media Literacy Seminar (4) YOSSO
Prerequisite: upper-division standing.
Introduces students to the Chicana/o media and popular culture through representations of Chicana/os through media images.

132. A History of Chicana/o Education (4) YOSSO
Prerequisite: upper-division standing.
Addresses academic literature in bilingual and multicultural education in the context of hands-on experience in Chicana/o educational settings. Fieldwork 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. Examines and compares Chicana/o communities responding to and resisting subordination based on intersections of race with gender, class, language, immigrant status, and sexuality.

134. Contemporary Chicana/o Experiences in Bilingual/Multicultural Education (5) YOSSO
Prerequisite: upper-division standing.
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 CRT might address and challenge the impacts of race, class, gender, language, immigrant status, accent, and sexual orientation on Chicana/o educational attainment and achievement.

136. Oral History: Theories and Methods (4) ROQUE RAMÍREZ
Prerequisite: upper-division standing.
Examines 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 cabala, choteo, joke-telling, or dichos.

138. Barrio Popular Culture
4 BROLYS-GONZALEZ
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.

139. Native American Heritage and Chicanas/os
4 BROLYS-GONZALEZ
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, the graphic arts.

140. The Mexican Cultural Heritage of the Chican/ana/o
4 STAFF
Prerequisite: Chicano Studies 1A or 1B or 1C or upper-division standing.
The anthropological and present-day Chicano traditions analyzed from a Mexican cultural heritage perspective in order to comprehend and appreciate the uniqueness and difference of present-day Chicano/a 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.

144. The Chican/a/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 Chican/a/o Artist
4 LATORRE
Prerequisite: Chicano/a Studies 1A or 1B or 1C.
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.

153. Queer Identities, Communities, and Theories
4 ROQUE RAMíREZ
Prerequisite: upper-division standing.
Examines the role of science and medicine in the construction and management of racialized bodies. Topics might include public health, reproductive politics, genomics, colonial medicine, and enhancement technologies.

150. Mesoamerican Technology and Ideology
4 ALDANA
Explores the role of science and medicine in the construction and management of racialized bodies. Topics might include public health, reproductive politics, genomics, colonial medicine, and enhancement technologies.

154F. The Chican/o/a Family
4 SEGURA
Prerequisite: 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
Prerequisite: Chicano Studies 1A or 1B or 1C; a prior upper-division course in Chicano Studies.
May be repeated for credit to a maximum of 8 units. Recommended preparation: a prior writing course. Spoken word performance activism (SWAPA) introduces students to a method for reading, writing, thinking, and performing before an audience of peers. This methods 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
Prerequisite: concurrent enrollment in Chicano Studies 158B.
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 Chican/ana/o Religions
4 TALAMANTEZ
A response to present-day indigenous spirituality movement by examining pre-Columbian religions, religion in Mexico, Chican/ana/o religion, and the impact of Spanish colonization on these traditions. Pilgrimage, altars, rituals, influence of Aztec philosophy, Mexican and Chicano spirituality are examined from a contemporary perspective.

162. Guerrilla Digital Video
4 SANDOVAL
Prerequisite: Chicano Studies 1A or 1B or 1C; two upper-division courses in Chicano Studies.
Low cost digital tools have created a revolution in video. This course explores creative approaches and 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 Studies 162.
Lab for producing guerrilla digital video.

166. Performing Politics
4 STAFF
Prerequisite: Chicano Studies 1A or 1B or 1C or upper-division standing.
Recent definitions of the term politics describe it as an artful yet scientific process of “performance.” This course examines the performances enacted by twenty-first century Chican/ana community activists. Students analyze these to produce their own video, spoken, audio, and written performance.

167. Chican/ana Feminisms
4 BARVOSA-CARTER, HERRERA-SOBEK, SANDOVAL
Prerequisite: upper-division standing.
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.

168A-B. History of the Chicana/o
4-4 GARCíA, VARGAS
Same course as History 17A or 17B or Chicano 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 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 farm-worker movement, the Plan de Aztlán, the Raza Unida Party, Chicana feminists, the anti-war movement, and Chicano Studies.

168F. Racism in American History
4 GARCíA, ARMBRUSTER-SANDOVAL
Prerequisite: History 17A or 17B 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.
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: Chicano Studies 1A or 1B or 1C or History 17A or 17B 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.
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. Latino Autobiography and History
4 GARCíA
Prerequisite: Chicano Studies 1A or 1B or 1C or upper-division standing.
Same course as History 168I.
Examines a diverse number of Latino autobiographical texts that reflect the changing nature of the Latino 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 Chicano Studies 168A or 168B.
Not open to students who have taken Chicano Studies 194 or History 168LA.
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 Chicana/o Workers from the Late 1930’s to the Present Era
(4) VARGAS
Prerequisite: History 168A or 168B or Chicano Studies 168A or 168B.
Not open to students who have taken History 168LB.
History of Chicano 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 Chicano workers is examined within the framework of U.S. labor history.

168P. Proseminar in Chicano/a History
(4) GARCIA
Prerequisite: History 168A or 168B or Chicano 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) GARCIA
Same course as History 168R and Religious Studies 124R.
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.

168S. Latino Leadership Traditions
(4) GARCIA
Prerequisites: Chicano 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.

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: Chicano 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.

174A. The Political Philosophy of Cesar Chavez
(4) BARVOSA-CARTER
Prerequisite: Chicano 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-CARTER, 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: Chicano 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 Migrants/Traveling Cultures
(4) INDA
Prerequisite: upper-division standing.
The migration of people and cultures across national boundaries in the current age of globalization. Focus on Mexican migration to the US and third world migration to Europe.

179. Democracy and Diversity
(4) BARVOSA-CARTER
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.

179A. Race and Environmental Justice
(4) SANDOVAL
Prerequisite: upper-division standing.
Provides an introduction to the topics of environmental inequality and environmental justice. Of particular interest is how race is implicated in the unequal exposure of populations to environmental pollution and in the social movements developed to address environmental inequality.

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, novels, essays, and short stories) 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 Chicanos/Chicanas
(4) LEAL
Prerequisite: upper-division standing.
An in-depth 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, HERRERA-SOBEK, 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) HERRERA-SOBEK
Examination of literary works by Chicana writers.

184B. Chicana Novel
(4) HERRERA-SOBEK
Examination of contemporary Chicana novel as it pertains to the Chicana/o experience.

185. De-Colonizing CyberCinema
(4) SANDOVAL
Prerequisite: concurrent enrollment in Chicano Studies 185SL.
An emphasis on social and economic history.

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, cyberpsychics, television, film, computers, cyborgs, and medical technologies.

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: Chicano Studies 1A or 1B or 1C or upper-division standing.
Capstone course for Chicana and Chicano Studies majors. To be offered intermittently.

193. Senior Seminar
(4) STAFF
Prerequisites: two prior courses in Chicano Studies; consent of instructor; and senior standing.
May be repeated for credit to 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.

198. 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 98/99/198/199/199A-ZZ courses combined. Students may apply a maximum of 8 units of Chicana/o Studies courses 198/199 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.

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 the arts.

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.

210. Research Seminar (4) STAFF Introduces students to the practice of original research in the interdisciplinary field of Chicana and Chicano 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.

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 (1-1-1) HA 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/o Novel (4) LOMELI Examines theoretical approaches to the Chicana/o 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/o 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, Gellison, and Pinker as applied to the archaeological record of ancient Mesoamerica.

253A. Techno Imaginaries (4) SANDOVAL Exploration of the history and philosophy of contemporary science and technology in relation to Chicana/o and the digital divide. Technoscience studies, cyberspace, and cybercultural studies. Explores film, computer, television, print and other media related to scientific and popular cultures.

255A. Oral Tradition (4) BROYLES-GONZALEZ 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) BROYLES-GONZALEZ An interdisciplinary course on popular cultural expression by raza peoples. Examines these cultural forms as part of the social fabric and social movements.

257. Performance and Gender (4) BROYLES-GONZALEZ An examination of selected performance theories and practices as they express gender and sexual relations.

258. Feminine Energy in Native America (4) BROYLES-GONZALEZ An interdisciplinary exploration of feminine energy in Native American philosophical, scientific, and ritual perspectives.

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 Prerequisite: graduate standing and consent of instructor.

262A. Chicana/o Education (4) YOSSO 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.

262A. Governmentality
(4) INDA
Prerequisites: graduate standing.

262B. Chicano/Latino Social Political Theory
(4) BARVOSA-CARTER
Surveys the major texts in contemporary Chicano/ Latino social and political theory, including works by Lugones, Rosaldo, Lauretis, Anzaldua, Moraga, and Alarcón. Areas and themes of inquiry: poststructuralism, postmodernist thought, postcolonial theory, psychoanalysis and various feminisms.

262C. Contemporary Problems in Chicano/ Latino Ethics and Politics
(4) BARVOSA-CARTER
Surveys Chicano/Latino-specific problems in contemporary ethics and politics. Topics include gender and sexual equality, distributive justice, transnational citizenship and political membership, competing Chicano/a 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 eugenics/genomic projects.

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 migrants 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 Chicano/a Studies

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.

275. Site and Intervention: Chicana/o Art
(4) LATORRE
Prerequisite: enrollment in Chicano/a Studies or Art History Ph.D./M.A. program or graduate student status with consent of instructor.

Focuses on public art in Chicano/a art history. Examines various media, from murals to street performance. Contextualizes the artwork within the history of the displacement suffered by Chicano/a 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 Chicano/a 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 Chicano/a 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 Chicano/a Studies or Art History Ph.D./M.A. program or graduate student status with consent of instructor.

Overview of the emerging trend among Chicano/a artists of using photographic and digital technologies as creative media. Students become familiar with theoretical writings on photography (Bennjamin, Barthes) and cultural studies on technology as an empowering vehicle (Stafford, Balsamo). Chicana/o artists of using photographic and digital technologies as creative media. Students become familiar with theoretical writings on photography (Bennjamin, 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 Chicano/a 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.

Using a critical race theory framework, the course examines education with an emphasis on the intersectionality of race/ethnicity with other forms of subordination and the power of experiential knowledge to challenge traditional theories, concepts, methods, and data.

281. The Chicano/Latino 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 Mexican 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 postcolonial queer studies include Anzaldua, Yarbro-Bejarano, and José Muñoz.

283. Queer/LGBTIQ Communities, Histories, and Theories
(4) ROQUE RAMíREZ
Prerequisite: consent of instructor.

Examines multiple sexualities in contemporary political, cultural, social, and economic life in the Americas. Considered topics include works by Queer/LGBTIQ communities, Histories, and Theories.

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. Considered topics include works by Queer/LGBTIQ communities, Histories, and Theories.

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. SIU 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. SIU 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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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, Associate Professor (Greek drama, Latin poetry)
Dorota Dutsch, Ph.D., McGill University, Assistant Professor (Roman comedy, theater and performance, Roman society)
Brice Erickson, Ph.D., University of Texas, Assistant Professor (Greek archaeology, Crete, ceramic studies)
Ralph Gallucci, Ph.D., UCLA, Lecturer (early Greece, Homer, Athenian democracy)
Jonas Greethlein, Ph.D., University of Freeberg, Assistant Professor (archaic and classical Greek literature, literary theory, cultural history)
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)
Robert Morstein-Marx, Ph.D., UC Berkeley, Professor (Roman history, Roman oratory)
Robert Renehan, Ph.D., Harvard University, Professor (Greek and Latin literature, textual criticism, Greek philosophy and medicine)
Jo-Ann Shelton, Ph.D., UC Berkeley, 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)
Harold Drake, 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 classicalists 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.

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. We expect Greece to join EAP. The legacy of the classical past in both Greece and Italy 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 be in residence at UCSB for one year (three quarters) as classics majors, 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 199RA, independent research, 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 offers 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 see 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 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 130, History 111A, 111B, 111C, 113A, or 113B.
(c) Classics 185AA-ZZ (or Classics 199RA for honors).

Bachelor of Arts—Classics—Greek and Roman Culture Emphasis

The newly designed 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 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 (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, 113A-B-C-P-Q. (3) Material Culture: Classics 160, 165, 170, 171, Art History 103A-B-C, 186B (3) Religious and Intellectual Life: Classics 101, 106, 108, Philosophy 151, 152, 153, 156, Religious Studies 116A-B-C, 128A, 139A-B
(c) Classics 180A-B, (d) Classics 185AA-ZZ (or Classics 199RA 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, 50; Art History 6A, History 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, 165, 170, or Art History 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 used above), 150, 171; History 111A-B-C-P, 113A-B-P; Art History 101A-B-C, 102, 103A-B-C, 104; (e) Classics 185AA-ZZ (or Classics 199RA 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 (12 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 departmental requirements, candidates for graduate degrees must meet university requirements detailed in the student enrollment handbook. Please see page 118 for special conditions governing minors in the College of Letters and Science.

In addition to the regular M.A. and Ph.D. requirements, the department also offers additional emphasis 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.

Admission

In addition to fulfilling the departmental admission requirements stated below, applicants must also meet the university requirements for admission described in the chapter “Graduate Education at UCSB.” 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 in addition to 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 completion of the 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) must follow the M.A./Ph.D. admission 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 degree 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 Argyroupulos 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 and must be completed with the grade of B (or S if choosing the S/U grading option for 211, 212, 213) or better in each course by 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 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 ancient history are available upon request.

Doctor of Philosophy—Classics

Degree Requirements

In addition to completing the core courses specified above for the M.A. (Classics 201, 211, 212, and 213), candidates for the Ph.D. must complete Greek 240A-B and Latin 210A-B (Greek and Latin Prose Composition) with the grade of B or better in each course.

In addition, students must take at least two courses in interdisciplinary subjects and at least three seminars. Students must have satisfied the UCSB Department of Classics M.A. history requirements or its equivalent. (Please see M.A. degree requirement number four, above.)

The following examinations are required before the student will be advanced to candidacy: Greek or Roman history, Latin literature, Greek literature, special topic or ancillary discipline, Greek sight examination, Latin sight examination, and 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, are required, including the following: (1) at least four graduate courses in Greek or Latin, of which at least two seminars in Greek or Latin authors must be taken, and (2) Classics 233 (Greek or Roman), History 211 A-B, or History 213 A-B (whichever was not taken for the M.A.)

The following examinations are required before the student may advance to candidacy: translation examinations in Greek and Latin, based on reading lists appropriate to the nature of the emphasis; Greek history; Roman history; ancient historiography or Greek or Latin literature or Greek or Roman archaeology; second foreign language (German, if student has not already passed a German examination). 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 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) two seminar papers written for classics seminars, one of which must demonstrate an application of theory; (2) two seminar papers from theory seminars on elective topics; (3) a sequence of prose composition in Greek or Latin. The following examinations are required before the student may advance to candidacy: translation examinations in Greek and Latin based on modified reading lists; special author examination in classics; special topic examination in classics; special topic examination in theory; a second modern foreign language examination (German, if student has not already passed a German examination); 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,WS,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,WS,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 100B.

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.

120. 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.

1615. Archaeology of Athens

(4) ERICKSON

Course examines the development of Athens as a major urban center from prehistory to the end of antiquity, emphasizing topographical, political, and religious aspects of the city at its height in the Classical period.

1625. Archaeology of Crete

(4) ERICKSON

An examination of the major sites, monuments, and artifacts of ancient Crete. The history of Cretan civilization is told from its origins to the rise of Bronze Age Palatial society and the historical Greek city-state.

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) CALLOCCI

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.

Designed for Classical Civilization majors.

Specialized study in classical civilization addressing central themes or genres in detail. Topics vary and may include advanced study of classical mythology, an advanced course on ancient theater, or the study of classical rhetoric.

180B. Interfaces in Classical Civilization

(4) STAFF

Prerequisite: consent of instructor.

Designed for Classical Civilization majors.

Specialized study in classical civilization addressing influence or reception on classical culture, or meeting and competition of cultures. Topics vary and may include Greeks in Roman Italy, the classics in cinema, and ancient and modern law.

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.)

198. Special Readings

(1-4) STAFF

Prerequisites: consent of instructor and department.

Upper-division standing; completion of two upper-divi-
sion 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 readings 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 to 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.

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 (1-4) 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 must be taken in sequence. Students may not enroll in an earlier course in the sequence after taking a later one.

1. Elementary Greek (4) STAFF
The beginning course in classical Greek, and first in a three-quarter sequence introducing fundamentals of grammar, syntax, and reading skills. Basic grammatical and vocabulary and the syntax of simple sentences 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. (W)

2. Elementary Greek (4) STAFF
Prerequisite: Greek 1 with a minimum grade of C.
A continuation of Greek 1 on mastering grammar and building vocabulary. (W)

3. Intermediate Greek (4) STAFF
Prerequisite: Greek 2 with a minimum grade of C.
A continuation of Greek 2. Emphasis on building a working vocabulary and the syntax of complex sentences. Readings in classical prose introduce students to ancient Greek literature and culture. (S)

11. Elementary Modern Greek (4) 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

162 • COLLEGE OF LETTERS AND SCIENCE: CLASSICS

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.

UPPER DIVISION
Greek 110 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 Homericgrammar 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.

111. The New Testament (4) STAFF
May be repeated for credit to a maximum of 8 units with consent of instructor.
Reading and study of selected passages from the Greek New Testament.

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.

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, GRETHLEIN
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) GRETHLEIN
Reading and study of the histories of Herodotus.

163. Thucydides
(4) GRETHLEIN
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 98/99/199/199A-22 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, Lyssias, 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” philosophy of the Greek world. Normally includes all the major pre-Socratic (Parmenides, Heraclitus, Pythagoras, Xenophanes, Anaxagoras, Democritus) and their contributions to European thought. Sometimes concentrates upon thinkers of the fifth-century Sophistic Movement.

240A-B. Greek Prose Composition
(2-2) RENEHAN
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 one 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, Phado, 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, GRETHLEIN
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, RENEHAN
Advanced reading, translation, and discussion of a complete comedy of Sophocles, 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) GRETHLEIN
Advanced reading and study in the histories of Herodotus.

263. Thucydides
(4) GRETHLEIN
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) MOESTEIN-MARK
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/philological study.

271. Lyric Poets and Homeric Hymns
(4) ATHANASSAKIS
Advanced reading and study of lyric poems and Homeric hymns.

272. Pindar
(4) GRETHLEIN
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
(4) STAFF
The beginning course in classical Latin, and first in a three-quarter sequence introducing fundamentals of grammar, syntax, and reading skills. Basic grammar and vocabulary and the syntax of simple sentences, 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 Catulus 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.

#### 110. Roman Epic

(4) SHELTON

Reading, translation, and discussion of authors such as Vergil and Lucan.

#### 111. 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 philosophical, stylistic, literary, and rhetorical points.

#### 117. Prose of the Empire

(4) STAFF

Advanced reading, translation, and discussion of authors such as Seneca, Pliny, and Tacitus.

#### 118. Roman Epistles

(4) SHELTON

Advanced study of several key literary works of Cicero. Translation, discussion of selected works of Cicero, normally one of the major speeches. Translation, discussion of philosophical, stylistic, literary, and historical points; introduction to current scholarship.

#### 119. 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 9899/1998/1999/199AA-22 courses combined.

Independent investigations in Latin language and literature.

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### GRADUATE COURSES

Latin courses 211-239 address the same subjects as the undergraduate courses bearing the corresponding numerator. However, treatment of the subjects is at the graduate level. Graduate standing is prerequisite to all graduate courses.

#### 210A-B. Latin Prose Composition

(2-2) HAHN

Prerequisite: Latin 210A (for 210B)

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.

#### 212. 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.

#### 213. 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.

#### 214. Caesar

(4) MORSTEIN-MARX

Study of Caesar as historian and Latin prose stylist. Extensive reading.

#### 215. 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.

#### 216. Ovid

(4) SHELTON

Reading, translation, and discussion of Vergil's epic poem De Rerum Natura.

#### 217. Vergil

(4) LINDHEIM, SHELTON

Reading, translation, and discussion of Vergil's epic poem Aeneid, as well as his Georgics and Eclogues.

#### 218. Roman Epistles

(4) SHELTON

Advanced reading, translation, and discussion of authors such as Seneca, Pliny, and Tacitus.

#### 219. 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 9899/1998/1999/199AA-22 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 numerator. However, treatment of the subjects is at the graduate level. Graduate standing is prerequisite to all graduate courses.

#### 210A-B. Latin Prose Composition

(2-2) HAHN

Prerequisite: Latin 210A (for 210B)

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 satric 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 Jugurthimum. 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

Advanced study and discussion of Lucretius’ epic poem De Rerum Natura.

#### 235. Vergil

(4) LINDHEIM, SHELTON

Advanced study 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)

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 assimilation, workgroups’ emotions, identity, leadership)
Robin Nabi, Ph.D., University of Pennsylvania, Associate Professor (persuasion, emotion, mass media effects, health communication)
W. James Potter, Ph.D., Florida State University, Professor (media processes, effects, and literacy; theory and methods)
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, worker participation programs)
Michael S. Stohl, Ph.D., Northwestern University, Professor (globalization, international organizations, political communication)
René Weber, Ph.D./Dr.reer.nat., University of Technology Berlin/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)
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

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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, Associate Professor (effects of organizational communication and information technologies, collective action in organizations)
Howard Giles, Ph.D., D.Sc., University of Bristol, Professor (language and intercultural communication, intergenerational communication)
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)
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, political communication)

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)
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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

Communication studies focus 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 different 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, interpersonal and nonverbal communication, health, group, organizational, and global communication, new communication technologies, intercultural communication, and policies 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 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, and after the completion of at least one of the four courses above (Communication 1, 87, 88, 89); 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 of communication units taken.

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; Geography 180; and Linguistics 124, 130, 132, 133, 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 interdisciplinary, intergroup communication, media communication, and organizational communication. Additional emphases are available in language and communication, health communication, new media communication, group communication, political communication, media literacy, human–computer interaction, information technology, communication law and policy, and global and international communication. In addition to departmental requirements, candidates for graduate degrees must meet university degree requirements found in the chapter “Graduate Education at UCSB.” 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.” For admission to the five-year M.A./Ph.D. program, applicants will be evaluated on their undergraduate record (usually majoring in communication); statement of purpose; the verbal, quantitative, and analytical portions of the Graduate Record Examination; and three letters of recommendation. Normally, those admitted to the Ph.D. program will have pursued master’s level research by means of an empirical 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 webpage: www.graddiv.ucsb.edu. Students accepted for graduate study typically receive either fellowship support or teaching/research assistantships, although competition for these is intense. To qualify for support, applications must be received by December 15.

Degree Requirements
The department offers a plan leading to the degree of Ph.D. in communication, the 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 coursework, undertakes written and oral qualifying examinations, and completes a dissertation, normally by the end of three 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 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 dissertation research of some students. The program features a structured set of courses that 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 prosemear, 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 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 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.
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 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 SAA-22 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
   (4) 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
   (4) 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; communication and interdisciplinary majors only.
   Designed for majors.
   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 areas 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.
   Designed for majors.
   Survey of theory and research in interpersonal communication, including social and intimate relationships and conversational interaction.

109. Language and Social Identity
   (4) REID
   Prerequisites: upper-division standing; open to communications and interdisciplinary majors only.
   Social psychological factors in verbal encoding, decoding, and language and impression formation.

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.
   Designed for majors.
   Review of theories and empirical research on structure and function of nonverbal messages in interaction, including body and facial gestures, para-linguistics, 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.
   Designed for majors.
   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.
   Designed for majors.
   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 or challenge these viewpoints.

115. Interactive Media Theory and Design
   (4) STAFF
   Prerequisites: upper-division standing; communication and interdisciplinary majors only.
   Designed for majors.
   Examines cognitive, emotional, social, behavioral processes, and impacts 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.
   Designed for majors.
   Explores theories of interpersonal, group, organizational and community communication to understand 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.
   Designed for majors.
   Analysis and synthesis of current persuasion theory to understand how messages influence attitudes and behaviors. Topics covered include: theories of altering attitudes and behaviors, the persuasion process, and the use of persuasion in applied contexts.

118. Communication Technology and Organization
   (4) FLANAGIN
   Prerequisites: upper-division standing; communication and interdisciplinary majors only.
   Designed for majors.
   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) GILES
   Prerequisites: upper-division standing; communication and interdisciplinary majors only.
   Designed for majors.
   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.
   Designed for majors.
   Analysis of the interview as a unique communicative 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.
   Designed for majors.
   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.
   Designed for majors.
   Application of communication theory and research to established organizations, with special emphasis on communication causes, correlates, and consequences.
123. Cultural Influences on Communication
(4) STAFF
Prerequisites: upper-division standing; communication and interdisciplinary majors only.
Designed for majors.
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).

124. Language and Intergroup Communication
(4) GILES
Prerequisites: upper-division standing; communication and interdisciplinary majors only.
Designed for majors.
Introduces 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.

125. Law Enforcement, Communication, and the Community
(4) GILES
Prerequisites: upper-division standing; communication and interdisciplinary majors only.
Designed for majors.
Focuses on the nature of collaboration within and across organizations, in view of contemporary trends. 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.

126. Gender and Communication
(4) STAFF
Prerequisites: upper-division standing; communication and interdisciplinary majors only.
Designed for majors.
Examines the nature, role, and influence of the global communication on international relations and the relationship between the media and policy making and advocacy.

127. Global Communication, International Relations and the Media
(4) M. STOHL
Prerequisites: upper-division standing; communication and interdisciplinary majors only.
Designed for majors.
Examines the impact of various types of messages (intrapersonal, interpersonal, and/or media) on people's health knowledge, attitudes, behaviors, and outcomes.

128. Political Communication
(4) STAFF
Prerequisites: upper-division standing; communication and interdisciplinary majors only.
Designed for majors.
Examines the nature, role, and influence of the global communication on international relations and the relationship between the media and policy making and advocacy.

129. Organization Communication: A Global Perspective
(4) STAFF
Prerequisites: upper-division standing; communication and interdisciplinary majors only.
Designed for majors.
Examines the nature, role, and influence of the global communication on international relations and the relationship between the media and policy making and advocacy.

130. Group Communication in Multiple Contexts
(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.
Integrates social and behavioral sciences with the latest communication research 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.

131. Organizational Communication: A Global Perspective
(4) STAFF
Prerequisites: upper-division standing; communication and interdisciplinary majors only.
Designed for majors.
Examines the nature, role, and influence of the global communication on international relations and the relationship between the media and policy making and advocacy.

132. Electronic Media Policy and Regulation
(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.
Integrates social and behavioral sciences with the latest communication research 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.
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
IP. Interpersonal Communication
SX. Sex, Censorship, and the Judiciary

180. Senior Honors Seminar
(4) FLANAGIN
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) FLANAGIN
Prerequisite: consent of instructor.
A three-quarter sequence course with grades given for each course after completion of 181C.
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
May be repeated for a maximum of 12 units.
Selected topics in accordance with instructor's area of specialization.

199. Independent Studies in Communication
(1-5) STAFF
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.

199RA. Independent Research Assistance in Communication
(1-5) STAFF
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.
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.
Research, theory, 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/perform-ance; 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 ex-aminations 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.
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Leo Cabranes-Grant, Ph.D. (Drama/Spanish and Portuguese)
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Harold Marcuse, Ph.D. (History)
David Marshall, Ph.D. (English)
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Sven Speiker, Ph.D. (Germanic, Slavic, and Semitic Studies)
Candace Waid, Ph.D. (English)
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 advisor in Comparative Literature.
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; 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.

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, Dramatic Art, East Asian Languages and Cultural Studies, English, French and Italian, Germanic, Slavic, and Semitic Studies, and Spanish and Portuguese. 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 Women's 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. 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; and (6) competence in a foreign language. 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 transcript providing a record of classes taken in a foreign language, (b) submission of an academic transcript providing a record of classes taken in a foreign language, (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 performance, writing performance, and programmatic fit. The application fee is $60 and can be paid by credit card.

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 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. 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.
Asian Languages and Cultural Studies must include a faculty member from the East comparative literature. The doctoral committee a national literature necessary for the Ph.D. in literatures, which may also be counted to satisfy work required for the emphasis in East Asian Pedagogy (Women's Studies 270/Fall).

There are a total of 16 units of course-work 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 Women’s Studies Program, with over 30 core and affiliated faculty members in over eleven disciplines, serves as a mode of interdisciplinary work and scholarly collaboration at UCSB. Women's studies doctoral emphasis students are required to complete successfully four seminars that will enhance their understanding of feminist pedagogy, feminist theory, and topics relevant to the study of women, gender, and/or sexuality. Using an interdepartmental set of conversations and intellectual questions, women's studies support a multifaceted undergraduate curriculum at UCSB. Graduate emphasis students are encouraged to apply to teach women's studies courses as teaching assistants and associates as part of their women's 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; Dramatic Art and Dance; English; French and Italian; Germanic, Slavic, and Semitic Studies; History; History of Art and Architecture; Religious Studies; Sociology; or Spanish and Portuguese. Candidates complete four graduate courses and select a member of the women's studies faculty or affiliated faculty to serve on their Ph.D. exam and dissertation committee. Applications to the Women's Studies Doctoral Emphasis may be submitted at any stage of Ph.D. work; and applications deadlines are November 1, 2007 and May 1, 2008.

Students pursuing the emphasis in women's studies will successfully complete four graduate courses. Only one may be taken in the student’s home department.

1. Issues in Feminist Epistemology and Pedagogy (Women's Studies 270/Fall). A one-quarter seminar that considers women's 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

2. Special Topics in Women's Studies (594 AA-ZZ) A one-quarter seminar offered by a women’s studies faculty member on topics of central concern to the field of Women's Studies. Or Research Practicum (Women's Studies 280). A cross-disciplinary seminar in which fundamental questions in contemporary feminist research practice are considered in light of students’ own graduate projects. Students may fulfill the Area 2 requirement by taking either a Special Topics Seminar or the Research Practicum.

3. Feminist Theories. A one-quarter graduate seminar in feminist theory offered by any department, including women’s studies.

4. Topical Seminar. A one-quarter graduate seminar, outside the student’s home department, that addresses topics relevant to the study of women, gender, and/or sexuality.

Comparative Literature Courses

LOWER DIVISION
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 Petrarich to Diderot
C. Romantic and modern literature from Rousseau to Solzhenitsyn.

31. Major Works of Asian Literatures
(4) ALIAN
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, AKUDINIBI
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) MCCRAVEN, 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 Caribean, and Latin America varies.

35. The Making of the Modern World
(4) LEVY
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.

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.

103. Going Postal: Epistolary Narratives
(4) COOK
Prerequisite: upper-division standing.
Investigates reappearance of the letter-novel at particular historical moments, and parades 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 146X.
A survey 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) MAUSETH
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 intra-psychic 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.
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 Petrarich to Diderot
C. Romantic and modern literature from Rousseau to Solzhenitsyn.

31. Major Works of Asian Literatures
(4) ALIAN
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, AKUDINIBI
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) MCCRAVEN, 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 Caribean, and Latin America varies.

35. The Making of the Modern World
(4) LEVY
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.
120. Adventures of Chivalry, Courtship and War: Arthurian Romance and the Chivalric Novel (4) SHERRAR
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) JULIEN
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, NEW
Same course as French 122X.
Through analysis of testimonies, memoirs, fiction, and film, this course focuses on France under the Nazi occupation. Topics include 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) CORBURN
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 abberations and the like. Authors may include Poe, Stevenson, Maupassant, Balzac, Melville, Borges, Kafka, Bloy-Casares, Nabokov, Cortazar, Barth, Calvino, Pynchon, Vonnegut, Queene, Perce.

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 Herodot 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 law courts, 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 historical and geographical contexts of these transformations in literature and on literature. Taught in English.

154. Science Fiction in Eastern Europe (4) MCCLAIN
Prerequisite: upper-division standing.
The generic forms and cultural issues characteristic of early modern European poetry, fiction, and drama. Examples to be chosen from Western European, Asian, Japanese, and Chinese literature with a view towards defining these two terms with comparative and historicized significance.

161. Literature of Central Europe (4) SALTZMAN-LI
Prerequisite: upper-division standing.
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, Mechtild von Magdeburg, Novalis, Rilke, etc. Taught in English.

163A-ZZ. Interdisciplinary Comparative Literature Studies (4) STAFF
Prerequisite: upper-division standing.
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).

186A-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.

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 Hofmannsthall (4) HSU
- Same course as Music 287.
- A course in the collaboration between composer and poet. A study in the opera, 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.

188. Narrative Studies (4) STAFF
- Prerequisite: upper-division standing.
- Study of various forms, e.g., novel, short 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 196X.
- 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 99/198/199/199A/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.

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 Paolo 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, politizing 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.

Computer Science

(Letters and Science)

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 5PA. A score of 4 or 5 may be substituted for Computer Science 10 at the student’s request by petition, provided the student successfully completes Computer Science 11A. However, students with high scores are permitted to take Computer Science 10 for full credit.

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. CS majors and pre-majors have priority when registering in all CS 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 10, 20, 40, 60; Statistics 120A. Students with no previous programming background should take CMPSC 5J before taking CMPSC 10. CMPSC 5J 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-BL-C-CL; and MCDB 1A-AL; MCDB 1B; EMB 2; and either MCDB 1BL or EMB 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.

**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 10, 20, 40, 60; PSTAT 120A. Students with no previous programming background are encouraged to take Computer Science 5J before taking Computer Science 10. Computer Science 5J will not apply to the major or pre-major.  

II. One science sequence from Chemistry 1A-AL-BL-C-CL or Physics 1-2-3-3L or Physics 6A-AL-B-L; 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 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.

**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 10, 20, 40, 60; PSTAT 120A. Students with no previous programming background should take CMPSC 5J before taking CMPSC 10. CMPSC 5J 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-BL-C-CL or Physics 1-2-3L or Physics 6A-AL-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.

**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 College of Engineering section on page 74.

**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@geology.ucsb.edu
Graduate e-mail: gs-graduate-assistant@geology.ucsb.edu
Web site: www.geology.ucsb.edu
Department Chair: James Mattinson

**Faculty**

Ralph J. Archuleta, Ph.D., UC San Diego Institute for Geophysics and Planetary Physics; Professor (seismic source studies, strong motion seismology)

Tanya M. Atwater, Ph.D., Scripps Institution of Oceanography, Professor (plate tectonics, ocean floor spreading)

Stanley M. Awramik, Ph.D., Harvard University, Professor (biogeology, paleobiology)

James R. Boles, Ph.D., University of Otago, Professor (sedimentary petrology)

Douglas Burbank, Ph.D., Dartmouth College, Professor (tectonic geomorphology, collisional orogens, sedimentation and tectonics, surface processes).

Cathy J. Busby, Ph.D., Princeton University, Professor (sedimentology)

Jordan F. Clark, Ph.D., Columbia University, Associate Professor (hydrogeology)

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)

Bruce P. Luyendyk, Ph.D., UC San Diego Scripps Institution of Oceanography, Professor (tectonics, geophysics, paleomagnetism)

Ken C. Macdonald, Ph.D., Massachusetts Institute of Technology, Professor (marine tectonics and magnetism)

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)

**Dance**

for Dance, see Theater and Dance.

**Dramatic Art**

for Dramatic Art, see Theater and Dance.
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)
Andre R. Wyss, Ph.D., Columbia University, Professor (vertebrate paleontology)
Emeriti Faculty
John C. Crowell, Ph.D., UC Los Angeles, Professor Emeritus (vertebrate paleontology)
Robert D. Ballard, Ph.D., Woods Hole Oceanographic Institution, Professor Emeritus (deep-sea microbiology)
Donald W. Weaver, Ph.D., UC Berkeley, Professor Emeritus (geochronology, paleobiology)
Thomas Dunne, Ph.D., Marine Biology, Professor Emeritus (marine biology)
Clifford A. Hopson, Ph.D., Johns Hopkins University, Professor Emeritus (geomagnetism)
Michael D. Fuller, Ph.D., Cambridge University, Professor Emeritus (geomagnetism)
James P. Kennett, Ph.D., Victoria University of Wellington, New Zealand, Professor Emeritus (paleo-oceanography, marine geology)
Robert M. Norris, Ph.D., UC San Diego Scripps Institution of Oceanography, Professor Emeritus (geomorphology, quaternary geology)
William A. Prothero, Ph.D., UC Los Angeles, Professor Emeritus (igneous petrology)
William J. Sibley, Ph.D., UC Los Angeles, Professor Emeritus (structural geology, petrofabrics, neotectonics)
George R. Tilton, Ph.D., University of Chicago, Professor Emeritus (geomorphology)
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)
Oliver Chadwick, Ph.D. (Geography and Environmental)
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)

Alone 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
Students with outstanding academic records in earth science are encouraged to apply for 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, completion of a Geology 196H senior honors thesis under the direction of the faculty supervisor, and the preparation and oral defense of a written thesis. Distinction in the Major will be awarded at graduation to those students whose projects are evaluated as acceptable. Applications are available in the department office and are due by November 1. Students whose projects require funding should apply to the President’s Undergraduate Research Fund before November 1, or the National Science Foundation 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
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: Geology 15, 18 (fall and spring field trips); Mathematics 5B, 5C, PSTAT 5A. A grade of C- or better is required in all courses in the preparation for the major.

Upper-division major. A minimum of 56 upper division units is required, selected in consultation with the undergraduate advisor. Students must complete core courses: Geology 104A, 114A, 114B, 134, 160 (total of 2 units) and Writing 109 ST. In addition, the following courses must be completed: Geology 103, 104B, 118 and 14 units from: Geology 102A, 102B, 102C, 109, 113, 117, 122, 123 124, 156, 157, 160, 164B, 173 .

Concentration in Engineering Geology: Students desiring this concentration must include Geology 100, 113, 117, 168, and 173 (or Geography 116) in their 20 upper-division units of electives. Also recommended for the concentration: Geography 176B, Geology 124AA-ZZ, 169, and Environmental 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-AL, 1C-CL; Physics 1, 2, 3, 4 or Physics 6A-AL, 6B-AL, 6C-CL. Recommended: 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. A minimum of 56 upper division units is required, selected in consultation with the undergraduate advisor. The core requirements are as follows: Geology 104A, 114A, 114B, 134, 160 (total of 2 units) and Writing 109 ST. The emphasis requirements are: 4 units from Geology 124AA-ZZ, 164A, 130, 164B, 8 units of Senior research experience (Geology 118, 181,182) and 10 units from: Geology 104B, 102A, 102B, 102C, 117, 123, 157, 160, 161, 168, 169, 171, 198, 199; Chemistry 113A; Geography 104, 110, 115A, 115B, 116 OR other UCSC course with permission from faculty advisor.

Bachelor of Science—Geological Sciences—Earth and Planetary Science Emphasis

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-AL, 1C-CL; and Physics 1, 2, 3, 4 or Physics 6A-AL, 6B-AL, 6C-CL; Astro 1. Upper-division major: A minimum of 56 upper division units is required, selected in consultation with the undergraduate advisor. The core requirements are: Geology 104A, 114A, 114B, 134, 160 (total of 2 units) and Writing 109 ST. The emphasis requirements are: Geography 110, Geology 123, Geology 135, Chemistry 113A and 18 units from the list: Geology 102A, 102B, 103, 124G, 157, 159A, 159B, 164B; Geography 157, 176A, 176B; Chemistry 113B, 113C.

Bachelor of Science—Geological Sciences—Geohydrology Emphasis

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-AL, 1C-CL; and Physics 1, 2, 3, 4 or Physics 6A-AL, 6B-AL, 6C-CL. Recommended: Geology 19

Upper-division major: A minimum of 56 upper division units is required, selected in consultation with the undergraduate advisor. The core requirements are: Geology 104A, 114A, 114B, 134, 160 (total of 2 units), and Writing 109ST. The emphasis requirements are: Geology 117, 168, 173 and 21 units from the list: Geology 100, 104B, 122, 130, 146B, 164C, 169, 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-AL, 1C-CL; Physics 1, 2, 3, 4 or Physics 6A-AL, 6B-AL, 6C-CL; MCDB 1A-AL, MCDB 1B; EEBM 2-2L, EEBM 3-3L, EEBM 30 or Psychology 5

Upper-division major. A minimum of 56 upper division units is required, selected in consultation with the undergraduate advisor. The core requirements are: Geology 104A, 114A, 114B, 134, 160 (total of 2 units) and Writing 109 ST. The emphasis requirements are: Geology 111-111E; EEBM 120, Geology 121; two courses from: Geology 141, 148, 159B, 159C; and 12 units from the list. Anthropology 105, 155ST, 180A, 180B; EEBM 102, 103A, 105, 106, 107, 108, 112, 114, 115, 116, 134, 140, 150, 161, 173, 174, 171, Geography 167, 170; Geology 122, 130, 157, 159A, 159B, 161, 165, 164B, 189, 190. Students are encouraged to consider a senior research project in paleobiology (Geology 199).

Bachelor of Arts—Geological Sciences

Preparation for the major. Students must take Mathematics 3A-B-C; Chemistry 1A-AL-B-BCL (or 2 series); Physics 1-2-3-4-5; Geology 110, 114A, 114B; Geology 100 or 134; Geology 2 and 3; Geology 114A. Highly 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.

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, by completing a technical writing course with a C or better. Writing 109ST is highly recommended.

Upper-division major. At least 44 upper-division units in geology, physics, and mathematics are required, chosen in consultation with an advisor. These units may include Geology 104A, 135, 136, 157; two courses from Geology 100, 103, 123, 134; 2 units of 160. In addition, one may substitute one course from the following: Geology 110, 122A- B, 122A-B, 144A-B; Physics 100A-105A, 110A-B; ECE 130A-B. Additional upper-division geology courses to bring the upper-division geology total to 35 units and the overall total in the major to 44 units.

Recommended electives: Statistics, advanced mathematics, Geology 18, 102A-B-C, 104B, 113, 124AA-ZZ, 173, and 199RA, and 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 program 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 examination; 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 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 earth science 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, 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:

• NUmercial 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.

3. Principles of Historical Geology
   (4) AWRAMIK
   Prerequisites: concurrent enrollment in Geology 2; honors standing. Discussion, 1 hour.
   An introduction 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.

4. Introduction to Oceanography
   (4) STAFF
   Not open for credit to students who have taken Geology 4S or 4W.
   Lecture, 3 hours; laboratory, 1 hour.
   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. (FWS)

5. Introduction to Oceanography (Honors)
   (1) STAFF
   Prerequisites: concurrent enrollment in Geology 4; honors standing. Discussion, 1 hour.
   A supplement to Geology 3 focusing on Earth system history approach. Focus is on processes and changes over time of the Earth's lithosphere, biosphere, atmosphere, and hydrosphere.

6. 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.

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.

8. 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.

9. 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 environment 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.

10. Optical Mineralogy
    (2) HAYMON, MATTINSON
    Lecture, 1 hour; laboratory, 3 hours.
    Optical properties of inorganic crystals; techniques of mineral identification using the polarizing microscope; strategies for studying rocks in thin section. (F)

11. Field Studies in Geological Science
    (1) ATWATER
    May be repeated for credit. Students are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199A-199ZZ courses combined. Variable hours.
    Field studies 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) ARCHULETA, LUYENDYK, TAMNITO, MACDONALD
    Recommended preparation: Geology 2 or 3; and, Mathematics 3C; and, Physics 1, 2, and 3 (may be taken concurrently), or, Physics 6A-6C (may be taken concurrently).
    Lecture, 3 hours; discussion, 1 hour.
    An 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.

102A. Petrology of Igneous Rocks
    (4) SPERA
    Prerequisites: Mathematics 3A, and Geology 14 or 114 or 114A-B. Lecture, 3 hours.
    An 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
    Prerequisites: Geology 14 or 114 or 114A-B, and Geology 15, and 102A (may be taken concurrently). Laboratory, 3 hours.
    An introduction to the classification and identification of igneous rocks, studied with the petrographic microscope and in-hand specimen.

102B. Sedimentary Petrology
    (4) ROLES
    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...
102BL. Sedimentary Petrology Laboratory
(1) BOLES
Prerequisites: Geology 14 or 114 or 114A-B; and Geology 15 and 102B (may be taken concurrently).
Recommended preparation: Geology 124T. Laboratory, 3 hours.
Practical experience in identification of sedimentary rocks, using the petrographic microscope, and x-ray diffraction.

102CL. Metamorphic Petrology Laboratory
(1) HACKER
Prerequisite: Geology 15.
Course materials fee required. Recommended preparation: concurrent enrollment in Geology 102C. Hours.
Study of metamorphic rocks to understand tectonic processes. Metamorphic minerals, metamorphic textures, physical processes responsible for metamorphism, phase equilibrium, thermodynamics, diffusion, thermobarometry, kinetics, geochronology, and high-temperature rock deformation.

103. Fundamentals of Structural Geology
(4) GANS
Prerequisites: Mathematics 3A-B-C; and, Physics 1 or 6A; and, Geology 104A or 122. Lecture, 3 hours; laboratory, 3 hours.
Deformation of rocks—folding, 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: concurrent enrollment in 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 on understanding earth processes in the field and reconstructing the physical history of the earth; the stratigraphic, petrologic, and structural relations of rocks; geologic report writing.

104AH. Field Studies Honors Tutorial
(1) STAFF
Prerequisites: concurrent enrollment in Geology 104A; honors standing; consent of instructor. Field, 1.5 hours.
Adjunct tutorial course with Geological Sciences 104A; emphasis on comprehensive report preparation, writing, illustration related to geologic mapping in the field. (F)

104B. Field Methods
(4) STAFF
Prerequisites: Geology 14 or 114 or 114A-B; and, Geology 103 with a grade of C- or better. Course materials fee required. Field, 6.5 hours; laboratory, 6.5 hours.
Geologic mapping on topographic maps and aerial photographs; use of geologic field instruments; field techniques; preparation of geologic maps and reports. Field work is completed during the break between winter and spring quarters. (S)

108. Clastic Depositional Environments
(4) BUSBY
Prerequisites: Geology 14 or 114 or 114A-B; and, Geology 102A and 102B (may be taken concurrently).
Course materials fee required. Lecture, 3 hours; field, averages 3 hours.
Emphasis on tectonically active settings, topics change yearly. Clastic depositional models for alluvial fan, delta, and turbidite fans. Volcaniclastic suc-
cessions, including subaerial- to deepwater-erupted pyroclastic rocks and lava flows, as well as volcanic mudflows and sandstones. Field work completed on weekends or over spring break.

109. Geology of California
(4) BUSBY
Course materials fee required. Recommended preparation: Geology 2. Lecture, 3 hours.
Introduction to the geology, geologic history, tectonic evolution, and landscape development of California. A brief survey of California’s petroleum, mineral, geothermal, and water resources.

109A. Geology of California Field Trips
(1) STAFF
Prerequisite: concurrent enrollment in Geology 109. Field, 3 hours.
Geologic field trips coordinated with Geology 109 to illustrate the Proterozoic, Paleozoic, Mesozoic, and Cenozoic tectonic evolution of California. Three one-day field trips, and one two-day weekend trip.

111. Principles of Paleontology
(4) TIFFNEY
Prerequisite: upper-division standing. Same course as EEMB 136. Letter grade required for majors.
Recommended preparation: an introductory biology course. Lecture, 3 hours.
The ecologic structure and evolution of the biosphere as illustrated by the fossil record.

111L. Principles of Paleontology Laboratory
(2) TIFFNEY
Prerequisite: Geology 111 (may be taken concurrently).
Same course as EEMB 136L. Not open for credit to students who have completed Biology 111L. Letter grade required for majors. Course materials fee required. Laboratory, 6 hours.
Exercises and projects in the identification and interpretation of fossil taxa and fossil communities.

113. Engineering Geology
(4) KELLER
Prerequisites: Mathematics 3A-B or 34A-B; and, Physics 1 or 6A or 21; upper-division standing.
Course materials fee required. Lecture, 3 hours; field, 2 hours.
Application of geologic principles to civil engineering problems. Includes: rock and soil mechanics; landslides; hydrology; earthquakes; and professional practice.

114A. Geomaterials I
(4) STAFF
Recommended preparation: Geology 1 or 2 or 4. Lecture, 3 hours, laboratory, 3 hours.
Examination of geomaterials at atomic level. Atomic structure, states of matter, bonding, elementary phase equilibria. Composition and structure of atmosphere, hydrosphere, crust, mantle and core. Structure and composition of important geochemical compounds emphasizing rock-forming minerals.

114B. Geomaterials II
(4) STAFF
Prerequisite: Geology 1 or 2 or Geology 4. Recommended preparation: Geology 1 or 2. Lecture, 3 hours; laboratory, 3 hours.
Relations between structure and properties of condensed geomaterials including amorphous state. The hydrologic and rock cycles. Mineralogical constitution of igneous, metamorphic and sedimentary rocks. Introduction to phase relations in condensed systems.

117. Earth Surface Processes and Landforms
(4) KELLER
Prerequisite: Geology 1 or 2 or Geography 3B. Additional fieldwork. Meets writing requirement. Lecture, 3 hours; field trips, laboratory, 3 hours.
Introduction to the theory of landscape evolution and the study of the processes that create and modify landforms.

118. Summer Field Geology
(12) STAFF
Prerequisites: Geology 104B; two courses from Geology 102A-B-C, and Geology 103. All prerequisites with a grade of C- or better. Course materials fee required. Field, 10 hours.
Intensive hands-on training in the collection, interpretation, and presentation of geologic field data. Preparation of geologic maps, sections, and a professional report as tools to understanding geologic processes. Area and focus of investigation will change each year. (SS)

119. Field Investigations in Geology
(5-9) STAFF
Prerequisites: Geology 103 and 104B with a grade of C- or better. Course materials fee required. Variable hours.
Selected field areas are investigated as research problems. Content varies from year to year. (SS)

120. Field Paleobiology
(4) AWARMIC, TIFFNEY
Prerequisites: Geology 111 and 111L or equivalent. May be repeated for credit to maximum of 12 units, but only 4 units may be applied toward the major. Seminar, 2 hours; laboratory, 2 hours.
Paleontologic field studies in selected areas. Studies include the collection, identification, and description of fossils, their systematics, paleoecology, and biostatigraphy.

121. Principles of Evolution
(4) SWEET
Prerequisites: MCB 1A; and, EEMB 2 and MCB 1B; or, Geology 2 and 3. 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 adapta-
tion and organic diversity.

122. Sedimentation and Stratigraphy: Processes and Products
(4) BUSBY
Prerequisites: Geology 2 and 3; and, Geology 14 or 114 or 114A-B.
Letter grade required for majors. Lecture 3 hours; field trips.

123. The Solar System
(4) SPERA
Recommended preparation: Geology 2 and Astronomy 1 or 2. Lecture, 3 hours; discussion, 1 hour.
The nature and evolution of the planets of the solar system. Elementary treatment of cosmochemistry, meteorites, and comparative planetology with special reference to current ideas on solar system evolution. (F)

124G. Geochronology
(2) MATTHEW
Prerequisites: Chemistry 1A; and, Geology 2 or 3 or 4 or 4S.
This is a five-week course. Recommended preparation: Geology 14 or 114 or 114A-B. Lecture, 1.5 hours; discussion, 5 hour.
Principles of radiogenic isotope geochronology, and applications of the major geochronological methods to terrestrial and extra-terrestrial problems ranging from global climate change to petrology to tectonics to solar system evolution.

124I. Isotope Tracer Geochemistry
(2) MATTHEW
Prerequisites: Chemistry 1A; and, Geology 2 or 3 or 4 or 4S.
Course materials fee required. A five-week course. Recommended preparation: Geology 14 or 114 or 114A-B. Lecture, 1.5 hours; discussion, 5 hour.
Principles of radiogenic isotope tracers. Applications to the origin and evolution of the Earth from the solar nebula to the present, with emphasis on the evolution of the mantle and crust, and the origin of igneous rocks.
124SI. Stable Isotope Biogeochernistry
(2) DERNRO
Prerequisites: Chemistry 1C; Mathematics 3C; and Geology 2.
A five-week course. Lecture, 1.5 hours; discussion, .5 hour.
Prerequisites for mass spectrometry. Expression of isotopic ratios and fractionations. Principles and applications of isotopes relating to waters, minerals, and both biogenic organic and inorganic matter.

124T. Introductory Thermodynamics
(2) BOLES; HACKER
Prerequisites: Chemistry 1C; Mathematics 3B; and Geology 2. Lecture, 3 hours; discussion, 1 hour.
Introduction to thermodynamics and kinetics of rock-water systems. Calculation of mineral equilibria as a function of pressure temperature and fluid compositions. Applied problems at surface and subsurface conditions.

130. Global Warming—Science and Society
(4) LEA
Recommended preparation: a beginning life or physical science course such as Geography 3A or Geology 4. Lecture, 3 hours.
Introduction to the scientific and societal issues surrounding global climate change. Includes introduction to physical climatology, greenhouse effects, climate history, anthropogenic changes, and future predictions. Students discuss and debate on the potential societal scenarios available to mitigate future climate change.

133. Summer Field Geophysics
(S-12) LUYENYD
Prerequisite: Geology 100 or 125 or 136. Course materials fee required. A field practicum in exploration geophysics employing magnetic, gravity, electric, and seismic methods. An exploration target will be investigated for six weeks in the western United States. Interpretive report required. (SS)

134. Introduction to Geological and Geophysical Data Analysis
(4) ARCHULETA
Prerequisites: Mathematics 3A-B-C. Lecture, 3 hours; 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; or Physics 1A-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
Prerequisites: Mathematics 3A-B-C; and, Physics 6A-B-C, or Physics 1 and 2.
Recommended preparation: Mathematics 5A (may be taken concurrently). Lecture. 3 hours; discussion, 1 hour; laboratory, 3 hours.
Wave propagation in an elastic medium; reflection and refraction, attenuation. Physics of the earthquake source, magnitude, seismic moment and focal mechanisms. (W)

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 110L. Recommended preparation: Geology 111 or EEMB 136. Lecture, 2 hours.
Examination of the history of land plants; the systemsatics, 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.

144. Vertebrate 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 and 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-1B or EEBM 2.
Same course as EEBM 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 2 or 3 or 7 or 30, or MCDB 1A-1B or EEBM 2. Lecture, 3 hours; discussion, 1 hour.
Study of the diversity of fossil and living mammals from phylogenetic, stratigraphic, and paleobiogeographic perspectives.

150. Petroleum Geology
(2) BOLES
Prerequisites: Geology 2 and, Geology 14 or 114 or 114A-B. Recommended preparation: Geology 102B and 124T. Lecture, 2 hours; discussion, 1 hour.
Study of petroleum systems origin, generation, migration, and trapping of hydrocarbons. Guest speakers from industry. Lab: interpretation of seismic and well log data. Field trip to active petroleum basin in California. Required written report.

155. Petroteconetics
(4) HACKER
Prerequisites: Geology 14 or 114 or 114A-B; and, Geology 15, 102C, and 102CCL; 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. Petroteconetics Lab
(1-2) HACKER
Prerequisites: Geology 14 or 114 or 114A-B; and, Geology 15, 102C, and 102CCL; concurrent enrollment in Geology 155L; 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 geology, thermochronology, and thermobarometry.

156. Tectonic Controls on Sedimentation
(4) BUSBY
Prerequisite: consent of instructor. Seminar, 3 hours; field, 2 hours.
Integrates sedimentology, volcanology, structural geology, paleontology, 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) ATWATER
Prerequisite: 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.

157X. Advanced Plate Tectonics Seminar
(4) ATWATER
Prerequisite: Geology 157 (may be taken concurrently). Seminar, 3 hours.
Current research in plate tectonics. Supplemental materials covered in Geology 157.

158. Advanced Structural Geology
(5) GANS
Prerequisite: Geology 103. Lecture, 3 hours; discussion, 1 hour.

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 geologists, 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 magmatic ocean.

159C. The Early Evolution of Life and its Environmental Context
(4) PORTER
Prerequisites: Geology 3 or 30 or 111. 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, chronology, sedimentation, and sea-level changes. Examples include the stratigraphy of deep-water and shallow-water environments, and the history of the ocean floor.

162. Marine Micropaleontology and Paleoecology
(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, paleoenvironmental relations and sediment accumulation.
164A. Earth College Geology
(4) HAYMON, MACDONALD
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-Airflow
(4) LEA
Recommended preparation: Chemistry 1C.
Course materials fee required. 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 changes on climate. (F)

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. (F)

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. (F)

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. (F)

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; emphasis on systems at oceanic spreading centers; includes global hydrothermal effects on the compositions of seawater and ocean crust; focuses on recent developments and unsolved problems. (F)

173. Groundwater Hydrology
(5) Lootcha
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 water characteristics, computer analysis of pumping-test data. (W)

181. Field Studies in Marine Geophysics
(2-12) MACDONALD, HAYMON, LUYENDYK
Prerequisite: consent of instructor.
May be repeated for credit to a maximum of 12 units. Course materials fee required. Lecture, 3 hours; field, up to 10 weeks.
Field studies in marine geophysical work with the opportunity of going to sea. Lectures cover seismic, sonar, magnetic high resolution techniques for geologic study. (F)

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 seawater mapping using bottom photography, marine geochemical sampling, and methods of data reduction and sample analysis. Labs include analysis of data/samples collected. (F)

183. Advanced Field Mapping and Geologic Investigations
(4) GANS
Prerequisite: Geologic Sciences 118 or equivalent.
Course materials fee required. Discussion, 3 hours. Research oriented mapping projects to solve outstanding problems(s) in a geologically significant area. Two weeks in the field, followed by compilation and complimentary laboratory studies. Weekly meetings to discuss results. (F)

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-geologic environments. Lecture emphasizes theoretical aspects of volcanic processes, lab examines major classes of volcanic rocks, field trips emphasize mapping in volcanic terrains. (F)

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, transient motions, magmatism, metamorphism) from a cordilleran perspective. (F)

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. Variable hours.
Fieldwork in selected areas under the direction of a faculty member. Final report required. (F,W,S)

188. Field Studies in Neotectonics
(1-5) STAFF
Prerequisite: consent of instructor.
Recommended preparation: Geology 2 or 4 or equivalent. Lecture, 1 hour; discussion, 2 hours.
Fieldwork in selected areas under the direction of a faculty member. Final report required. (F,W,S)

189. Independent Studies in Geology
(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)

190. Independent Study in Engineering Geology
(1-4) KELLER
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. Field, 1-4 hours.
Individualized, practical approaches to problems in engineering geology by working under faculty supervision as interns with local or state agencies or private organizations. Students spend most of their effort in carrying out fieldwork, but prepare written reports. (F)

192. Field Internship in Engineering Geology
(1-4) KELLER
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. Field, 1-4 hours.
Individualized, practical approaches to problems in engineering geology by working under faculty supervision as interns with local or state agencies or private organizations. Students spend most of their effort in carrying out fieldwork, but prepare written reports. (F)

193. Group Studies for Advanced Students
(1-5) STAFF
Prerequisites: upper-division standing; consent of 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. (F)

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. (F,W,S)

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. Laboratory, 2 hours; field, 2 hours. Three quarter individual research project under the direction of a faculty member. Oral defense of written thesis required. (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
Prerequisites: upper-division standing in the major; consent of department and instructor.
Students must have a minimum 3.0 grade-point average. Petition required. Students are limited to 5 units per quarter; 15 units per year; and up to 30 units total in all 98/99/198/199/199AA-ZZ courses combined. Course consists of academic research supervised by a faculty member. Course is not intended for internship honors, or Senior Thesis credit. (F,W,S)

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)
200. Introduction to Geophysics
(5) ARCHULETA, LUYENDYK, MACDONALD, TANIMOTO
Prerequisites: graduate standing; consent of depart-
ment. Lecture, 3 hours; discussion, 1 hour.
Survey of major topics in geophysics at an elemen-
tary 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. (5)

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) LUYENDYK, BOLES, 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 experi-
ment; how to obtain funding and how to write and
evaluate a research proposal, including a budget. (F)

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. (F)

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 geo-
chemistry; emphasis on seafloor hydrothermal systems
and mineral formation in marine environments;
includes discussion of methods used to observe
seafloor processes, and to analyze minerals. (F)

213. Geochemistry II
(1-4) MATTINSON
Prerequisites: Chemistry 1C, Geology 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 de-
termination. Presentation of a seminar or term paper
selected in consultation with instructor is required. (F)

214. Marine Geophysics and Tectonics
(4) MACDONALD
Prerequisite: consent of instructor. Lecture, 3 hours;
discussion, 1 hour.
Current discoveries and unsolved problems in
Appropriate for majors in geology and geophysics. (F)

216. Advanced Topics in Stable Isotopy
(4) DENIRO
Prerequisites: Geology 1245 or 2245 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. (F)

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 geo-
chronology, geodesy, structural geology, and landform
analysis. Field trips and projects in Southern California.

218. Ethics in Scientific Research
(4) DENIRO
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 communi-
cation of results; error, negligence, and misconduct;
procedures for dealing with misconduct; responsibilities
to society. (F)

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 pa-
leogeographic/stratigraphic 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. (F)

2245. Stable Isotope Biogeochemistry
(2) DENIRO
Prerequisites: Chemistry 1C and Mathematics 3C.
Principles of mass spectrometry. Expression of
isotope ratios and fractionations. Principles and ap-
plications of isotopes relating to waters, minerals, and
both biogenic organic and inorganic matter. (F)

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. (F)

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. (F)

236. Geophysics Seismology
(5) 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 earth-
quake source, magnitude, seismic moment and focal
mechanisms. (F)

239A. Origin of the Earth
(4) STAFF
Prerequisite: consent of instructor. 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. (F)

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 appli-
cation of thermodynamic data bases. Characterization
of physical conditions for metamorphic and igneous
rocks. (F)

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 paleo-
biogeographic 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
genological interactions through time, and the
incompleteness of the fossil record. (F)

247. Seminar in Quaternary Geology
(4) KELLER
Prerequisite: Geology 117.
May be repeated for credit. Seminar, 3 hours.
Selected topics in quaternary geology. Subject mat-
ter will change from year to year. (F)

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. (F)

249. Seminar in Structure and Tectonics
(4) STAFF
Prerequisite: Geology 201. Seminar, 3 hours.
Topical structural geology and tectonics. (F)

250. Petroleum Geology
(2) BOLES
Prerequisites: Geology 14 or 114 or 114A-B; and
Geology 102B.
Course materials fee required. Lecture, 2 hours;
discussion, 1 hour.
Study of petroleum systems including origin, gen-
eration, migration, and accumulation. Guest speakers
from industry. Field trip to active petroleum basin in
California. Required written report. (F)

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, matrix, math, 3 or 4 units.

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.
Graduate level-matrix theory with introduction to
matrix computations. SVD’s, pseudoinverses, variation-
al characterization of eigenvalues, perturbation theory,
direct and iterative methods for matrix computations.

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. (F)

251D. Numerical Solution of Partial
Differential Equations - Finite Element
Methods
(4) STAFF
Prerequisites: consent of instructor.
Same course as Computer Science 211D, ME 210D,
264L. Petrotectonics Laboratory
(1-2) HACKER
Prerequisite: Geology 102C.
Recommended preparation: Geology 124T. Labora-
ty, 3-6 hours.
Analysis of organogenic belts using petrography, struc-
tural geology, thermochronology, and thermo-
barometry.

266. Chemical Oceanography
(4) LEA
Prerequisites: Chemistry 1C; graduate standing. Lec-
ture, 3 hours; discussion, 1 hour.
An introduction to the chemistry of the oceans. Topics
include composition and chemical equilibria of sea-
water, biogeochemical cycling, sediment chemistry,
atmospheric exchange, circulation and rates of mixing
based on geochemical 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 Geol-
ogy 260.

269. Tracer Hydrology
(4) CLARK
Prerequisite: graduate standing.
Study and discussion of a current problem in
hydrology. Emphasis on understanding of the
hydrological system and core applications.

270. Seminar in Geologic Problems
(1-3) STAFF
Prerequisite: graduate standing.
Study and discussion of a current problem in
geology. Conference, 1-3 hours.

271. Submarine Hydrothermal Systems
(4) HAYMON
Prerequisite: graduate standing.
Lecture, 3 hours; discussion, 1 hour.
Field trips of one day or more, organized as op-
tional field trips. (F)

276. Geological Oceanography
(4) STAFF
Prerequisite: graduate standing.
Lecture, 3 hours.
Study of the oceans through geologic time. Emphasis
on oceanic tectonics, crystal structure, and tec-
tonite fabrics. Finite strain measurement and inter-
pretation of kinematic indicators. Regional structural
styles.

277. Submarine Sedimentary Systems
(1-4) LUYENDYK
Prerequisite: graduate standing.
Lecture, 3 hours; discussion, 1 hour.
Field trips of one day or more, organized as op-
tional field trips. (F)

278. Geological Oceanography
(4) LEA
Prerequisite: graduate standing.
Lecture, 3 hours; discussion, 1 hour.
Field trips of one day or more, organized as op-
tional field trips. (F)

280. Seminar in Field Geology
(1-4) STAFF
Prerequisite: graduate standing.
Lecture, 3 hours; discussion, 1 hour.
Field trips of one day or more, organized as op-
tional field trips. (F)

281. Marine Stratigraphy
(3) STAFF
Prerequisite: graduate 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, paleoecological relations, and
sediment accumulation.

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 out-
standing problems 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
Prerequisite: Geology 14 or 114 or 114A-B; and Geol-
ogy 102A and 104A.
Course materials fee required. Recommended prepara-
tion: 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 environ-
ments. Lecture emphasizes theoretical aspects of
volcanic processes, lab examines major classification
of rocks. Graduate students must complete an inde-
pendent research project.

501. Practicum in Instruction
(1-4) STAFF
Prerequisite: concurrent teaching assistant ap-
pointment.
Lecture, 1 hour.
Practical experience in teaching geological sci-
ences. Student will have responsibility for one or more
lab sections and discussion sections. Evaluations will
be made by both staff and class.

502. Teaching Assistant Training
(2) STAFF
Prerequisite: graduate standing.
Lecture, 1-2 hours; workshop, 2-3 days.
Orientation and workshop in professional conduct
and responsibilities. Course will involve obser-
vation 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 ap-
pointment.
Lecture, 1 hour.
Practical experience in research in the geological
sciences, under supervision of faculty member.

596. Directed Reading and Research
(2-12) STAFF
Prerequisite: consent of instructor and graduate
advisor.
Lecture, 1-6 hours.
Practical experience in research in the geological
sciences, under supervision of faculty member.

597. Individual Study for Master’s and
Ph.D. Examinations
(1-12) STAFF
Prerequisite: consent of instructor and graduate
advisor.
Lecture, 1-12 hours.
Practical experience in research in the geological
sciences, under supervision of faculty member.

598. Individual Study for Master’s and
Ph.D. Examinations
(1-12) STAFF
Prerequisite: consent of instructor and graduate
advisor.
Lecture, 1-12 hours.
Practical experience in research in the geological
sciences, under supervision of faculty member.

599. Individual Study for Master’s and
Ph.D. Examinations
(1-12) STAFF
Prerequisite: consent of instructor and graduate
advisor.
Lecture, 1-12 hours.
Practical experience in research in the geological
sciences, under supervision of faculty member.

600. Directed Reading and Research
(2-12) STAFF
Prerequisite: consent of instructor and graduate
advisor.
Lecture, 1-6 hours.
Practical experience in research in the geological
sciences, under supervision of faculty member.

601. Practicum in Instruction
(1-4) STAFF
Prerequisite: concurrent teaching assistant ap-
pointment.
Lecture, 1 hour.
Practical experience in teaching geological sci-
ences. Student will have responsibility for one or more
lab sections and discussion sections. Evaluations will
be made by both staff and class.

602. Teaching Assistant Training
(2) STAFF
Prerequisite: graduate standing.
Lecture, 1-2 hours; workshop, 2-3 days.
Orientation and workshop in professional conduct
and responsibilities. Course will involve obser-
vation of student in teaching situation (faculty visits
or videotaping) and follow-up conferences, evaluations,
and follow-up. (F)
East Asian Languages and Cultural Studies

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E-mail: eastasian@eastasian.ucsb.edu
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Faculty

Michael Berry, Ph.D., Columbia University, Assistant Professor (modern Chinese literature and film, popular Chinese culture)
Ronald Egan, Ph.D., Harvard University, Professor (Chinese literature, aesthetics)
Sabine Frühstück, Ph.D. University of Vienna, Associate Professor (modern Japanese cultural studies)
Daoxing 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, Japanese language)
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 poetic works, modern 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)
Chi-yun Chen, Ph.D., Harvard University, Professor Emeritus (Chinese history)
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 interdisciplinary 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 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, political science, 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), and Korean. 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, concentrating on the humanistic fields of literature, history, and religious studies. 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 the factors that underlie that language, namely 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 fields, including business, journalism, diplomacy, and museum work. 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, Hindi, Japanese, Korean, Sanskrit, Tibetan) 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 3, 5, 21, 30, 80; Japanese 22, 25, 63; Korean 52, 75, 82, 85; 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
135A-ZZ. Special Topics in Asian Art
166R. Seminar in Asian Art
166RS. Seminar in Chinese Art
186RW. Seminar in Japanese Art

Chinese
101A-B. Introduction to Classical Chinese
102A-B. Advanced Chinese Conversation
104. The Buddhist Influence on Chinese Language and Culture
105. Workshop in Chinese Translation
106A-B. Seminar in Chinese Literary Translation
112A. Major Movements in Modern Chinese Literature
115A. Imagism, Haiku, and Chinese Poetry
121. Seminar on Taiwan Literature
122A-B-C. Advanced Modern Chinese
123. Advanced Reading and Writing in 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
134. Advanced Readings in Classical Poetry
136. Advanced Readings in Vernacular Literature
139. Boundaries of the Self in Late Imperial Chinese History
140. Spaces in the Chinese City
141. China in Transition Through Films
148. Historic Lives
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 Text
166H. Religious Literature in Chinese: Taoist Text
184A. History of China, Ancient-589 C.E.
184B. History of China
184B. History of China, Sixth to Seventeenth Centuries
170. New Taiwan Cinema
171. Modern China Through Film
172. Fiction and Film in Contemporary China
173. Contemporary Chinese Culture and Society
180A-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
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
181A-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
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
164. Modernity and the Masses of Taisho Japan
165. Popular Culture in Japan
167A-B. Religion in Japanese Culture
167D. Shinto
169. Seminar in Traditional Japanese Drama
180A-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. Korean Culture and Society
121A-B-C. Advanced Korean
127A-B. Business Korean
139. Contemporary Korean Cinema
142. Introduction to Popular Korean Melodrama
197. Senior Honors Project
198. Readings in Japanese
199. Independent Studies in Japanese

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
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 concentration 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 16164, 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, 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, 186B, 186BS; Chinese 104, 166C, 184A-B, 1941; EACS 161B, 164B, 175, 178; History 184A-B-P, 185A-B-P, 186D; Comparative Literature 183; Political Science 136. Chinese 105, 106A-B, 112A, 115A, 116, 121, 123, 126A-B, 132B, 137, 139, 145, 148, 149, 158, 166A-B-E-F-H, 170, 171, 172, 173, EACS 185; 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 two upper-division courses in Japanese. Applications for the program and brochures describing the requirements 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; Chinese 101A; Comparative Literature 173; EACS 161B, 175, 180P, 187A-B-C-P-Q-S; Japanese 110A-B-C-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, 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 minor, which consists of the following: Preparation for the minor. East Asian Cultural Studies 4A-B for 8 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.

Graduate Program

The graduate program is composed of two parts: a M.A./Ph.D. program designed for students concentrating in Chinese, Japanese, or transnational studies within East Asia, 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 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, 507, 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 45-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 emphasis). 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 a 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 admitted to the department’s M.A./Ph.D. program are provisionally admitted to the Ph.D. program as well, once they complete the M.A. continuation into the Ph.D. is by invitation only as determined by the Graduate Program Committee. The invitation is contingent upon meeting the standards of excellence needed for the Ph.D. as shown in graduate course work and the M.A. thesis, as well as upon positive recommendations by the student’s M.A. committee.

Degree Requirements

a) 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.

b) Be invited by the Graduate Program Committee for continuation into the Ph.D. program, based on the criteria specified above.

c) 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.)

d) 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 9 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. Most students will begin this course work in their first two years of study. Note that the core graduate seminars do not count toward any of the specializations.

e) 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 pre-modern 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. Such a European language requirement is widespread in American Ph.D. programs in the East Asia field, owing to the long and rich traditions of the study of China and Japan in Europe, which stretches back into the nineteenth century, if not further, and is still thriving today.

f) 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.

g) Before the end of spring quarter in the fourth year, pass field examinations in 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.

h) By the end of the seventh year, submit the completed Ph.D. dissertation for acceptance by the student’s dissertation committee.

i) 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 and Pedagogy and Linguistics
- Literatures
- Early Modern Japanese Cultural Studies

A specialization, defined by 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


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


3NH. Second 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


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

SNH. Second Year Chinese Heritage
(4) STAFF
Not open for credit to students who have completed Chinese SN.
Recommended preparation: Chinese 4NH.
Continuation of Chinese 4NH.

6. Intermediate Modern Chinese
(5) STAFF
Recommended preparation: Chinese 5.
Continuation of Chinese 5.

25A-B. Business Chinese for Intermediate Students
(4-4) GUAN
Recommended preparation: Chinese 1-4.
Designed to develop Chinese language competence in business related contexts. Classes teach students vocabulary and sentence patterns to be utilized in a Chinese business situation.

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 proves 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.

102A-B-C. Advanced Chinese Conversation
(2-2-2) STAFF
Recommended preparation: Chinese 8A-B.
A course designed to provide an opportunity for upper-division students to continue a concentration on conversational Chinese.

103. Reading and Writing in Chinese
(4) STAFF
Designed to enhance reading and writing skills in Chinese for students who have completed 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-B. 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.

112A. Major Movements in Modern Chinese Literature
(4) STAFF
Prerequisite: upper-division standing.
May Fourth movement. Focus on Lu Hsun, Lao She, Pa Chin. Studies in major intellectual and political movements in twentieth century China. Genres include fiction, poetry, drama, and memoirs by major writers. Lectures and readings in English.

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.

116. Survey on World Literatures in Chinese
(4) STAFF
Prerequisite: consent of instructor.
Recommended preparation: reading ability at or above third year Chinese.
Focus on analyzing literary works in Chinese from China, Taiwan, Hong Kong, Southeast Asia, America, and Europe as a comprehensive survey of the world-wide modern literature of Chinese diaspora.

121. Seminar on Taiwan Literature
(4) STAFF
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 Literature
(4-4-4) STAFF
Advanced practice in grammar and composition.

123. Advanced Reading and Writing in Chinese
(4) STAFF
Prerequisites: upper-division standing.
Designed to enhance reading and writing skills in Chinese. Class conducted in Chinese.

124A-B. Readings in Modern Chinese Literature
(4-4) STAFF
Prerequisite: upper-division standing.
Introduction to major forms of traditional Chinese drama examining their distinctive features as literature and performance. Attention to issues of gender and belief in ghosts and the supernatural. Frequent use of film and audio materials.

134. Advanced Readings in Classical Poetry
(4) STAFF
Prerequisites: upper-division standing.
Readings in novels of the Ming and Ch’ing periods.

137. Readings in Vernacular Drama
(4) STAFF
Prerequisites: upper-division standing.
Study of the conventions of travel writing and essays to illuminate major cultural themes, such as the shift toward representation of daily life and new valuation of the individual and desire in the late imperial period. Readings in English.

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.

142. Tang Poetry
(4) EGAN
Introduces students to the major and minor writers, themes, and genres of the greatest period of Chinese poetry, the Tang Dynasty. Attention also to traditional, modern, and post-modern interpretive approaches to the poetry.

145. Mythology and the Supernatural in Chinese Literature
(4) EGAN
Prerequisite: upper-division standing.
A study of the theme of the strange (kua) in Chinese prose and poetry. Readings from early myths, ghost stories, demonic poetry, and a humorous folk epic about monsters. Attention to Chinese notions of the afterlife and aberration. Taught in English.

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 recluses Tao Yuanming, the usurper Empress Wu, the Buddhist Sixth Patriarch, the "post-historian" Du Fu, and the female song-lyricist Li Qingzhao.

149. Literati Culture (4) EGAN
Prerequisite: upper-division standing.
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 translation) from Su Dongpo, Li Qingzhao, Sima Guang, and Zhu Xi.

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) HSIAO-JUNG 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) HSIAO-JUNG YU
Prerequisite: Chinese 101C or equivalent. Recommended preparation: Linguistics 10B 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. 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 human and spiritual discipines which came to be called "Confucian." Emphasis on the interpretation of primary texts like the Analects, the Mencius, the Huai 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-Mencius, the Analects, the Hsun Tzu, etc.

166F. Religious Literature in Chinese: Taoist Texts (4) POWELL
Same course as Religious Studies 166F. Recommended preparation: one year of formal study of classical Chinese. Reading in the Tao 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) 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 Chinese society, revolution and iconoclasm, transnational culture, nationalistic, rural-to-urban migration, and consumerism.

172. Fiction and Film in Contemporary China (4) BERRY
Prerequisite: upper-division standing.
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 Communists' 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) STAFF
Same course as History 184A-B. Not open for credit to students who have completed Chinese 186A-B.

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.

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 (1-4) 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. Individual investigations in literary fields.

GRADUATE COURSES

201. Readings in Selected Texts (4-4) 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.

240. 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 representation of these spaces in various genres. Readings include literary and historical writings, paintings, and maps.

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.

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 Sudonggo, Li Qingzhao, Sima Guang, and Zhu Xi.
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 Bud- dhism through the examination of basic texts, institu- tions, 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 Bud- dhism in Japan.

30. Tourism in East Asia
   (4) PAI
   Surveys the historical, cultural, and economic signif- icance 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.

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 Korea, Korea, and Vietnam.

UPPER DIVISION

161B. Buddhist Meditation Traditions
   (4) STAFF
   Same as Religious Studies 161B.
   A consideration of major forms of Buddhist medita- tion from both the South Asian and the East Asian traditions, with special attention given to determin- ing 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. In a series of essays philosophical or 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
   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 discplinary 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.

189A. Vietnamese History
   (4) STAFF
   Same course as History 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.

GRADUATE COURSES

212. Canon Formation, Periodization, and Disciplinarity in East Asian Studies
   (4) STAFF
   An analysis of classical, medieval, and modern sets of “canonics” including the historiography, literature and the arts, with a view to questioning the way they were mutually distinguished (disciplinarily) 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 stud- ies and practice in translation from principally, Chinese and Japanese. Students are encouraged to explore the extent to which translation theory can be usefully (art- fully?) 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 Bud- dhism 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.

281A-B. Sino-Japanese Cultural and Political Relations, 1850-1945
   (4-4) STAFF
   Prerequisite: knowledge of Chinese and/or Japanese.
   Same course as History 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 East Asian Cultural Studies 281B.
   Reading and research seminar on the interrelation- ship between Chinese and Japanese history from the first modern contacts until the end of World War II. Emphasis on cultural and political interactions.

Japanese Courses

LOWER DIVISION

Students who have studied Japanese previously must take the placement examination admin- istered 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 fun- damentals 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.

8A-B-C. Basic Conversational Japanese
(3-3-2) FURUKAWA
Prerequisite: Japanese 3 (for 8A and 8B): Japanese 8B (for BC).
Designed for those who have completed first year Japanese to continue developing basic communicative skills focusing on oral-aural proficiency.

25. Violence and the Japanese State
(4) FRUHSTUCK
Prerequisite: Anthropology 25 and History 25.
Examines historiographically and sociologically the Japanese State's various engagement in violent acts during war and peace times.

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) SALZTMAN-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) SALZTMAN-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.

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
Prerequisite: 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.
Continuation of Japanese 120A.

120B. Third-Year Japanese II
(4) STAFF
Prerequisite: Japanese 120A.
Continuation of Japanese 120B.

121. History and Structure of Kanji
(4) STAFF
Prerequisite: Japanese 2 or equivalent.
Examines the history of Kanji, the Chinese characters adopted into the Japanese language, which previously had no writing system. Students also acquire skills to learn the meaning and sound of each Kanji systematically by recognizing elements in structure.

125. Intermediate Japanese Reading
(4) SALZTMAN-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.

130A-B-C. Reading and Composition in Practical Japanese
(4-4-4) STAFF
Prerequisite: Japanese 120C.
Course aims to enhance reading and composition in contemporary practical Japanese. Class conducted in Japanese.

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.

149. Traditional Japanese Drama
(4) SALZTMAN-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) SALZTMAN-LI
Prerequisite: consent of instructor.
Recommended preparation: completion of 8 units from Japanese 110A-B-C and 115.
Surveys 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.

160. Topics in Japanese Culture
(4) SALZTMAN-LI
Prerequisite: upper-division standing.
Exploration and definition through reading in English of interesting themes that have persisted in Japanese culture to the present.

162. Representations of Sexuality in Modern Japan
(4) FRUHSTUCK
Prerequisite: upper-division standing.
Same course as Anthropology 176 and History 1885.
The main ideologies guiding the establishment of various representations of sexuality from prewar scientific writings to contemporary popular culture.

164. Modernity and the Masses of Taisho Japan
(4) FRUHSTUCK
Same course as History 1885.
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.

165. Popular Culture in Japan
(4) FRUHSTUCK
Examines popular culture in present-day Japan: advertising, music, fashion, television, animation, comics, and sports. Integrates visual and acoustic material.

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) GRAFARD
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) SALZLMAN-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.
An 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 Pre-War 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 depend on needs of students and wishes of instructor. Research methods to be taught as appropriate.

205. Readings in Premodern and Meiji Texts
(4) IWASAKI
Prerequisite: graduate standing.
Introduces students to pre-war prose and poetry which contain classical and Kanbun-style Japanese.

211. Bibliography and Research Methodology
(4) SALZLMAN-LI
Prerequisite: graduate standing.
Introduction to bibliographies, reference works, and methodologies of research in Japanese studies.

226. Japan Modern
(4) FRUMSTUCK
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) SALZLMAN-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 Pre-War 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
Prerequisite: Korean 1.
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.

5. Second Year Korean
(5) STAFF
Prerequisite: Korean 4.
Continuation of Korean 4.

4NH. Second Year Korean Heritage
(4) STAFF
Prerequisite: Korean 4NH.
Continuation of Korean 4NH.

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.

52. Korean Folklore and Mythology
(4) JUNG
Introduces traditional folktales, legends, myths, and proverbs that have provided the sources for the flights of imaginative speculation and literary experimentation in Modern Korean fiction and drama.
75. 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.

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).

85. Introduction to Contemporary Korean Poetry and Fiction  
(4) JUNG  
Introduces recently published contemporary poetry and short fiction in translation. A selected number of the most popular TV dramas and screen adaptations based on Korean fictions are also screened in class.

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 Politics of Korean Culture  
(4) PAI  
Prerequisite: Anthropology 2.  
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, museums, 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.

139. Contemporary Korean Cinema  
(4) STAFF  
Prerequisite: Film Studies 46 or upper-division standing.  
Same course as Film Studies 139.  
Explores a range of contemporary South Korean films. Different genres and major directors are studied against the backdrop of the nation’s dramatic socio-political changes, with particular emphasis on such issues as youth culture, violence, gender, subjection and nationhood.

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.

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.  
Two upper-division courses in Korean.

Ecology, Evolution, and Marine Biology

Department of Ecology, Evolution, and Marine Biology  
Division of Mathematics, Life, and Physical Sciences  
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Department Chair: Alice Allredge

Faculty

Alice L. Allredge, Ph.D., UC Davis, Professor (marine biology)  
Mark A. Brazinski, Ph.D., Oregon State University, Professor (biological oceanography)  
Bradley J. Cardinale, Ph.D., University of Maryland, Assistant Professor (community and ecosystems ecology, freshwater biology/evolution and ecosystem functioning)  
Craig Carlson, Ph.D., University of Maryland, Associate Professor (marine microbial ecology)  
David J. Chapman, Ph.D., UC San Diego, Professor (phyiology, 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 PSEO (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)
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)
John R. Haller, Ph.D., UC Los Angeles, Professor Emeritus (zoology)
Sally MacIntyre, Ph.D., Duke University, Professor Emeritus (systematic botany)
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 (EEEMB) offers the baccalaureate degree in four departmental majors—biological sciences, marine biology, ecology and evolution, physiology, and zoology. In addition, it provides a pre-major major for students interested in pursuing a major in any one of these areas. In order to declare as a major in any one of these areas, students must complete the required coursework and meet the necessary grade requirements. All majors are designed to emphasize a different area of study within the biological sciences.

The pre-major program requirements suggest, each major in the department is designed to emphasize a different area in biology.

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 the preparation for the major in general chemistry and mathematics during their freshman year. Students with weak preparation should make up this deficiency by completing intermediate algebra and trigonometry through correspondence courses or University Extension, preferably during the summer preceding enrollment 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.
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-BC-D (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 pre-requisite 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. 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-BL-CL or 2A-AC-AL-BL-CL-CC-CL; Chemistry 6AL, BL, (or BH), and 109A-109B; Mathematics 3A-B or 34A-B, and one of the following: PSTAT 5A or EEMB 30, Mathematics 3C; Physics 6A-AL-BL-CL.

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 182, 183, 184; 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; EEMB 141, 143, 151, 154, 156, 175
C. Development and Cell Biology or Biochemistry and Molecular Biology: One course or course sequence from MCDB 103, 108A, 110, 112, (if not used in area B), 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), 135, 136-136L, 137 (or Geology 141), 138, 139, 140, 142A, 166, 171 (or Environmental Studies 171), 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, 134; 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-BL-CL or 2A-AC-AL-BL-CL-CC-CL; Chemistry 6AL, BL, (or BH), and 109A-109B; Mathematics 3A-B or 34A-B, and one of the following: PSTAT 5A or EEMB 30, Mathematics 3C; Physics 6A-AL-BL-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; MCDB 121, 182, 183, 184. In addition, no more than 8 units of the following courses combined will apply: EEMB 184-199, MCDB 185-199. Finally, a maximum of 16 units may be completed in courses outside of the EEMB department.
A. EEMB 142A-B-C
B. One course or course sequence from each of the following:

1. Genetics: EEMB 129 or MCDB 101A
2. Ecology: EEMB 120 or 179
3. Physiology: EEMB 143-143L*, 154, 156, 157; MCDB 111, 151
4. Evolution: EEMB 102, 108, 109 (or Geology 148), 113-113L, 131 (or Geology 121), 135, 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, 142A, 142BL, 142CL, 143A, 143L*, 144, 144L, 147, 148, 148L, 149 (or MCDB 149), 151, 152, (or Environmental Studies 152), 153, 159, 163, 165, 170, Geography 162.
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. 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 (*).
one section (noted with an asterisk) can be applied to only one section.

1. Physiology: MCDB 111, 126A, 132, 151; EEB 141, 143, 151*, 154, 156, 175
4. Ecology: EEBM 120, 138, 139*, 140, 142A, 166, 171 (or Environmental Studies 171), 173
5. Evolution: EEBM 102, 108, 109 (or Geology 148), 113-113L*, 131 (or Geology 121), 135-136L (or Geology 111-111L), 137 (or Geology 141), 139*
7. Laboratory: Either one of the underlined courses from sections 1-6 above or one of the following: MCDB 101L, 103L, 109L, 112L, 119, 126AL (or EEBM 126AL), 126BL, 131L, 132L, 133L, 140L; EEBM 107L, 120AL, 140L, 143L, 148L, 164L, 164S, 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 Environment. 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, EEBM 2, either MCDB 1BL or EEBM 2L, and EEBM 3-3L; Chemistry 1A-AL-B-BL-C-CL or 2A-AC-AL-B-BC-BL-C-CC-CL; Mathematics 3A-3B or 3A-3B and one of the following: PSTAT 5A or EEBM 30 (Mathematics 3C acceptable but not recommended); Physics 6A-AL-B-BC-C-CL.

Upper-division major. Forty-eight upper-division units are required, distributed as follows, with at least 32 in EEBM:

Note: The following courses do not count toward upper-division major credit: EEBM 182, 183, 184, MCDB 121, 182, 183, 184. In addition, no more than 8 units of the following courses apply: EEBM 185-199, MCDB 185-199. Finally, a maximum of 16 units may be completed through courses outside of the EEBM 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 EEBM 129-130* or MCDB 101A-B
4. Ecology: EEBM 120
5. Evolution: EEBM 102, 130*, 132-132L, 135, or 139
7. Laboratory: Either one of the underlined courses from sections 1-6 above or one of the following: MCDB 101L, 103L, 109L, 112L, 119, 126AL (or EEBM 126AL), 126BL, 131L, 132L, 133L, 140L; EEBM 107L, 120AL, 140L, 143L, 148L, 164L, 164S, 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 Environment. 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, EEBM 2, either MCDB 1BL or EEBM 2L, and EEBM 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 3A-B and one of the following: PSTAT 5A or EEBM 30 (Mathematics 3C acceptable but not recommended); Physics 6A-AL-B-BC-C-CL.

Upper-division major. Forty-eight upper-division units are required, distributed as follows, with at least 32 in EEBM:

Note: The following courses do not count toward upper-division major credit: EEBM 182, 183, 184, MCDB 121, 182, 183, 184. In addition, no more than 8 units of the following courses apply: EEBM 185-199, MCDB 185-199. Finally, a maximum of 16 units may be completed through courses outside of the EEBM 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: EEBM 143-143L, 154, 156, 157, 165, 175.
B. Genetics: EEBM 129
C. Cell Biology: MCDB 103
D. Biochemistry: MCDB 108A-B or Chemistry 142A-B
F. Two laboratory courses from among those underlined in Areas A, E, and G.
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: EEBM 134, 141, 151, 164-164L; MCDB 114.

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, EEBM 2, either MCDB 1BL or EEBM 2L, and EEBM 3-3L; Chemistry 1A-AL-B-BL-C-CL or 2A-AC-AL-B-BC-BL-C-CC-CL; Mathematics 3A-B or 3A-B and one of the following: PSTAT 5A or EEBM 30 (Mathematics 3C acceptable but not recommended); Physics 6A-AL-B-BC-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 182, 183, MCDB 121, 182, 183, 184. In addition, no more than 8 units of the following courses apply: EEMB 184-199, MCDB 185-199. Finally, a maximum of 16 units may be completed through courses offered outside of 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. One course from Physiology: EEMB 143, 154, 156, 157, 165, 175; MCDB 111, 114, 151

B. One course from Ecology, Evolution, or Development: EEMB 102, 109 (or Geology 148), 120, 130*, 131 (or Geology 121), 135*, 138, 152 (or Environmental Studies 152), 166, 171 (or Environmental 171), 173 or MCDB 112

C. Two courses from Ecology, Evolution, or Development: EEMB 102, 109 (or Geology 148), 120, 130*, 131 (or Geology 121), 135*, 138, 152 (or Environmental Studies 152), 166, 171 (or Environmental 171), 173 or MCDB 112


E. Ecology and Evolution Enrichment. One course from the following list or one additional course from area C. EEMB 117, 119*, 124, 128*, 136-136L (or Geology 111-111L), 139, 142A, 142B, 142C, 146, 148, 149 (or MCDB 149), 153, 159.


G. Laboratory: an underlined course completed in areas A-F or one of the following: EEMB 140L, 142AL, 142BL, 142CL, 143L, 148L, 164L, 164S, 175L; 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; 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 (ISLTS) 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), 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.

Candidates 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 should 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 area of study. A student may substitute courses from other areas or appropriate disciplines within 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 Engrg discipline (CSE). The CSE emphasis offers a broad multidisciplinary educational experience with strong foundations in both the technologies of computer science
Ecology, Evolution, and Marine Biology Courses

LOWER DIVISION

2. Introductory Biology II—Ecology and Evolution

(2) RICE, MURDOCH

Prerequisites: MCDB 1A.

Not open for credit to students who have completed Biology 4B or EEBM 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 EEBM 2 and MCDB 18.

Same course as MCDB 18L. Not open for credit to students who have completed Biology 4B or EEBM 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)

22. Selected Topics from EEBM 2

(1) STAFF

Prerequisite: consent of department.

Not open for credit to students who have completed Biology 4B or EEBM 4B or 5B or MCDB 4B or 5B. Lecture, 1-4 hours.

Designed for transfer students who have completed part of EEBM 2 through transfer work. Topics will be selected by the department, as appropriate, to fulfill the introductory biology requirement at UCSC. (W)

3. Introductory Biology III

(2) ALDERDGE, CARLSON, STAFF

Prerequisites: MCDB 1A-B and EEBM 2.

Not open for credit to students who have completed Biology 4C or EEBM 4C or 5C. Lecture, 3 hours.

Introduction to the major groups of microbes, plants, and animals. (S)

3L. Introductory Biology Laboratory III

(1) STAFF

Prerequisites: MCDAB 1A; EEBM 2 and MCDAB 18; and concurrent enrollment in EEBM 3.

Not open for credit to students who have completed Biology 4C or EEBM 4C or 5L. Laboratory, 3 hours.

The diversity of microbes, plants, and animals is examined using living and preserved materials. (S)

3Z. Selected Topics from EEBM 3

(1-2) STAFF

Prerequisite: consent of department.

Not open for credit to students who have completed Biology 4C2 or EEBM 4C2 or 5C2. Lecture, 1-4 hours.

Designed for transfer students who have completed part of EEBM 3 through transfer work. Topics will be selected by the department, as appropriate, to fulfill the introductory biology requirement at UCSC. (S)

21. General Botany

(2) SCHNEIDER

Not open for credit toward graduation to students who have completed Botany 20, or Biology 4A-B-C; or MCDAB 1A-AL, or EEBM 2B-2L, or MCDAB 1B-1L, or EEBM 3-3L. Lecture, 3 hours; discussion/laboratory, 2 hours.

Unifying principles of biology utilizing plants as exemplars material; correlation of structure and function; genetics, selection, and evolution; energy transformation; growth of populations and the relation of plants to man; conservation. (W)

22. Concepts and Controversies in the Biological Sciences

(4) EVEN

Not open for credit toward graduation to students who have completed Botany 20, or Biology 4A-B-C; or MCDAB 1A-1AL, or EEBM 2B-2L, or MCDAB 1B-1L, or EEBM 3-3L. Lecture, 3 hours, discussion, 1 hour.

Introduction to the principles of evolution as a foundation for understanding topics such as adaptation, physiology and ecology. Focuses on areas of biology that encompass important political, economic, social, and philosophical issues. Examines perspectives on currently relevant, and biologically based topics such as evolution / scientific creationism, sociobiology, biotechnology, right to life issues, animal rights, AIDS and other epidemics, and overpopulation. (S)

23. Human Development and Reproductive Physiology

(4) COLLINS

Not open for credit toward graduation to students who have completed Botany 23, or Biology 4A-B-C; or MCDAB 1A-AL, or EEBM 2B-2L, or MCDAB 1B-1L, or EEBM 3-3L. Lecture, 3 hours, discussion, 1 hour.

Human development with emphasis on events occurring prior to parturition. Hormonal devices involved in human reproduction. Comments on senescence and carcinogenesis. (S)

30. Concepts in Statistics

(4) STEWART-OATEN

Prerequisites: Mathematics 38 or 34B.

Laboratory investigations illustrate basic principles of animal and plant physiology, ecology, and evolution. (W)

3Z. Selected Topics from EEBM 3

(1) STAFF

Prerequisite: consent of instructor.

Not open for credit toward graduation to students who have completed Botany 30. Lecture, 3 hours; laboratory, 3 hours.

Human development with emphasis on events occurring prior to parturition. Hormonal devices involved in human reproduction. Comments on senescence and carcinogenesis. (S)

94. Issues in Marine Conservation

(2) HAPERN

Not open for credit to students who have completed Zoology 161. Lecture, 3 hours; laboratory, 4 hours.
107. Biology of Amphibians and Reptiles
(2) SWEET
Prerequisites: EEMB 113 and 113L.
Not open for credit to students who have completed Zoology 130 or 130A. Lecture, 2 hours; discussion, 1 hour.
An introduction to the diversity, systematics, functional morphology, and ecology of modern lineages of amphibians and reptiles. (S)

107L. Herpetology Lab
(2) SWEET
Prerequisite: concurrent enrollment in EEMB 107.
Not open for credit to students who have completed Zoology 130 or 130L. Lab, 3 hours, discussion, 1 hour.
An intensive introduction to the diversity and systematics of amphibians and reptiles worldwide with an additional focus on the western North American herpetofauna. (S)

108. Vertebrate Evolutionary Morphology
(5) SWEET
Prerequisites: MCDB 1A; and, MCD B 18 and EEMB 2; and EEMB 3.
Not open for credit to students who have completed Zoology 108. Lecture, 3 hours; laboratory, 6 hours.
Lectures concern evolutionary and functional aspects of the development of structural complexity in vertebrates, emphasizing the role of size in determining mechanical and physiological optima and limits, and the constraints imposed by the evolutionary process. Labs involve dissections and demonstrations. (F, offered even-numbered years)

109. Vertebrate Paleontology
(4) WYSS
Prerequisites: Geology 2 or 3 or 7 or 30, or MCDB 1A-AL or EEMB 2.
Same course as Geology 148. Letter grade required for majors. Lecture, 2 hours; laboratory, 3 hours.
Introduction to the history of vertebrate life, with emphasis on the phylogenetic relationships of the major vertebrate groups. (S)

111. Parasitology
(5) KURIS
Prerequisites: EEMB 2 and MCD B 18; and EEMB 3.
Not open for credit to students who have completed Zoology 111. Lecture, 3 hours; laboratory, 6 hours.
An ecological approach to parasitism. Survey of parasites of humans and other animals. Discussion of evolutionary, genetic, immunological, sociological, political, and economic aspects. Laboratory stresses anatomy and life cycles of living material. (W)

112. Invertebrate Zoology
(5) KURIS, HOFMANN
Prerequisites: EEMB 2 and MCD B 18; 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) ROTHEISEN
Prerequisites: MCD B 1A; and MCD B 18 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; comparison and other species interactions; diversity and systematics with special emphasis on speciation theory. (F)

113L. Laboratory and Fieldwork in Vertebrate Biology
(2) ROTHEISEN
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: MCD B 1A; and, MCD B 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 habitats of annelids and arthropods, with emphasis on the aquatic fauna of the Santa Barbara area. (S)

117. Fresh and Aquatic Ecosystems
(3) MACINTYRE
Prerequisites: EEMB 142A-B-C; and, Mathematics 3A or 3A-B.
Recommended preparation: Physics 6A-B-C. Lecture, 2 hours; laboratory, 3 hours.
Introduction to the interaction of hydrodynamic processes 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: MCD B 1A; and, MCD B 1B and EEMB 2; and EEMB 3.
Letter grade required for majors. Lecture, 3 hours; discussion, 1 hour.
Major concepts in population and evolutionary ecology. Theoretical, experimental, and field studies pertaining to population growth and regulation, community 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 120AL-4BL. 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 120AL-4BL. 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
Prerequisites: MCD B 1A; and, EEMB 2 and MCD B 18; 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 3A4. Lecture, 3 hours; laboratory, 3 hours.
Examines theory in ecology and applications to real systems.

126MM. Computation Chemistry and Molecular Modeling
(3) AUE, JACOBS
Prerequisites: 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. Introduction to Botany
(4) MAZER
Prerequisite: EEMB 3.
Not open for credit to students who have completed Biology 127. Lecture, 3 hours; discussion, 1 hour.
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. (W)

127L. Laboratory for Introduction to Botany
(2) MAZER
Prerequisites: EEMB 3 and 127 (may be taken concurrently).
Not open for credit to students who have completed Biology 127L. Laboratory, 6 hours.
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. Ecological Constraints to Ecosystem Restoration
(4) D’ANTONIO
Prerequisites: Environmental Studies 100 or EEMB 120. Same course as Environmental Studies 128. Lecture, 3 hours; laboratory, 2 hours.
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. (F)

129. Introductory Genetics
(4) HODGES, BUSH
Prerequisites: MCD B 1A; and, MCD B 18 and EEMB 2; and EEMB 3 with a grade of C or better.
Not open for credit to students who have completed Biology 130A-8 or MCD B 101A-8. 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: MCD B 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: MCD B 1A; and, EEMB 2 and MCD B 18, or Geology 2 and 3.
132. 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 of the biology of macroalgae and phytoplankton, with emphasis on living and adapting in the various environments. Topics include form-function, ecosympathy, unique aspects of biochemistry, anthet-bioe 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. (W)

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 111 L. 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 systems, morphology, and phylogeny of major groups. Major evolution and biogeographic patterns. (W)

137L. Plant Paleobiology Laboratory
(1) TIFFNEY
Prerequisite: EEMB 137 or Geology 141 (may be taken concurrently).
Same course as Geology 114L. Letter grade required for majors. Not open for credit to students who have completed Botany 110L. Laboratory, 3 hours.
Recommended preparation: Geology 111 or EEMB 136. Lecture, 3 hours.
Practical aspects of identifying and interpreting fossil plant material. (W)

138. Ethology and Behavioral Ecology
(5) ROTHSTEIN, WARNER
Prerequisites: EEMB 2 and MCDB 18.
Not open for credit to students who have completed Zoology 139. 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 34A-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, use of visual backgrounds, perception of pattern, animal communication, predator-prey relationships, detection of prey/territorial neighbors, polymorphism, detecting, measuring, and predicting natural selection, response to changing environments. (W)

140. General Plant Ecology
(4) MAHALL
Prerequisites: MCDB 1A, and, MCDB 18 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 18 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 177 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. Laboratory or field, 6 hours.
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) MAGNITNY, STAFF
Prerequisites: MCDB 1A, and, MCDB 18 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) MAGNITNY
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
(3) 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, benthi-c 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 18 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.
A second 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 18 and EEMB 2; and EEMB 3.
Not open for credit to students who have completed Biology 142.
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, cellular surface interactions, starvation survival). (W)

144L. Marine Microbiology Lab
(2) STAFF
Prerequisites: MCDB 1A; and, MCDB 18 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-DAVEN
Prerequisites: Mathematics 3A-B or 34A-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 18 and EEMB 2; and EEMB 3.
149. Marine Culture for the 21st Century: Research Frontiers
(4) CHAPMAN, COLLINS
Prerequisite: upper-division standing.
Same course as MCD 149. Not open for credit to students who have completed Biology 149. Lecture, 3 hours; discussion, 1 hour.
Review of the literature on the physics, chemistry, and biology of running water ecosystems. (W)

150. Phytotankon Photoecology
(3) PREZELIN
Prerequisites: MCD 1A; and, MCD 1B and EEB 2; and EEB 3; and, MCD 142B. Lecture, 3 hours.
How sunlight controls all aspects of phytotankon biology, thus affecting many large scale ocean processes where phytotankon play a central role; primary production, biogeochemical cycling, impacts of climate change on oceans due to global warming and ozone depletion. Topics include photosynthesis, photoadaptation, photoinhibition, and photoregulation of metabolicism, 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, pico-phytoplankton and microalgal symbionts of corals and other marine animals. (S)

151. Applied Marine Ecology
(5) SCHMITT, STAFF
Prerequisites: Environmental Studies 100, or EEB 2 and MCD 1B; and EEB 3; and, Mathematics 3A or 34A.
Same course as Environmental Studies 152. Recommended preparation: EEBM 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. (W)

153. Ecology of Lakes and Wetlands
(3) MELACK
Prerequisites: EEBM 142B; and, EEBM 142A or 120. Lecture, 3 hours.
An examination of ecological aspects of lakes, wetlands, and their catchments integrating biogeochemical processes, biological-physical coupling, and population and community ecology. Applications of remote sensing and ecosystem models, human-caused impacts and their management. (S)

154. Integrative Physiology
(4) SUAREZ
Prerequisites: MCD 1A; and, MCD 1B and EEB 2; and EEB 3; and, Chemistry 109A-B. Not open for credit to students who have completed Zoology 153A. Lecture, 3 hours; discussion, 1 hour.
Recommended preparation: EEBM 157. A rigorous introduction to how animals function, integrating information and concepts appropriate to the understanding of physiological processes from the level of molecules to whole organisms. (F)

155. Biology of Reproduction
(4) COLLINS
Prerequisites: MCD 1A; and, MCD 1B and EEB 2; and EEBM 3. Not open for credit to students who have completed Zoology 156. Lecture, 3 hours; discussion, 1 hour.
Examination of hormonal mechanisms regulating initiation/maintenance of reproductive function in vertebrates. Review of regulation of fertilization/pregnancy/parasite. Endocrine aspects do not duplicate topics covered in EEBM 155, and provide background in physiology for MCD 126B. (S)

156. Tropical Ecology
(4) EVEN
Prerequisite: MCDB 1A-B; and, EEBM 2 and 3. Lecture, 3 hours; discussion, 1 hour.
Examination of ecological processes in terrestrial and aquatic tropical environments. (W)

163. Deep-Sea Biology
(3) CHORELLOS
Prerequisites: MCD 1A; and, MCD 18 and EEBM 2; and EEBM 3.
Not open for credit to students who have completed Biology 153 or EEBM 153. Lecture, 3 hours. Consideration of the biology of midwater and benthic organisms living beneath the euphotic zone. Emphasis on dynamic aspects of biological processes in this unique environment. Surveys of major deep-sea taxa and the history of deep-sea biology are included. (W)

164. Marine Pharmacology
(4) JACOBS
Prerequisites: MCD 1A; and, EEBM 2 and MCD 1B; and, EEBM 3.
Recommended preparation: EEBM 129 or MCD 101A and Chemistry 107A or 130A. Lecture, 3 hours; discussion, 1 hour.
A comprehensive examination of unique natural product probes and toxins that define physiological pathways and serve as a basis for modern pharmacology. (F)

164L. Marine Pharmacology Laboratory
(3) JACOBS, COLLINS
Prerequisites: concurrent enrollment in EEBM 164. Laboratory, 8 hours; discussion, 1 hour.
Characterizing physiological pathways in isolated tissues, organs, and intact animal preparations using natural probes. (W)

165. Field Studies in Marine Ecological Physiology
(4) HOFMANN
Prerequisites: MCD 1A-1B and EEBM 2 and 3. Lecture, 1 hour; laboratory, 3 hours.
An integration of field and laboratory approaches to questions in marine ecologic 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. (W)

166. Field Approaches to Terrestrial Plant and Ecosystem Ecology
(5) LEVINE
Prerequisites: EEBM 2 and 3. Recommended preparation: EEBM 120, 135, 140, 141, or 171. Lecture, 2 hours; laboratory, 8 hours.
An intensive, week-long course in local habitats examining biological invasions, resource cycling, vegetation succession, fire ecology, and seed banks. Lectures introduce ecological principles, and field labs demonstrate methodology. An additional weekend lab or outside project is required. (W)

166TF. Terrestrial Plant and Ecosystem Ecology—Weekend Mini Course
(1) LEVINE
Prerequisite: concurrent enrollment in EEBM 166. One weekend field trip, 20 hours. A Friday to Sunday field trip to desert, alpine, and sagebrush ecosystems in California. Field projects examine questions posed in EEBM 166. (S)

170. Biology of the Marine-Land Interface
(4) PAGE
Prerequisites: MCD 1A; and, EEBM 2 and MCD 18; and EEBM 3.
Letter grade required for majors. Not open for credit to students who have completed Biology 141. Influence of physical factors on adaptations of shoreline organisms with emphasis on the arthropods. (S)

171. Ecosystem Processes
(4) SCHIMEL
Prerequisites: Environmental Studies 100 or EEBM 2 or MCD 1B.
Same course as Environmental Studies 171. Not open for credit to students who have completed Biology 171. Recommended preparation: EEBM 120. Lecture, 3 hours; discussion, 1 hour.
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)

174. Biomechanics
(4) GAYLORD
Prerequisites: Mathematics 3A-B or 34A-B; and Physics 6A. 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. (W)

175. Biochemical Adaptation to the Environment
(4) SUAREZ
Prerequisite: EEBM 154 or MCD 108A. 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)

175L. Biochemical Adaptation to the Environment Laboratory
(1) SUAREZ
Prerequisite: EEBM 154 or MCD 108A. Laboratory, 3 hours.
Basic 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. (S)

176. Advanced Biostatistics
(5) RICE
Prerequisites: concurrent enrollment in EEBM 176L; consent of instructor. Lecture, 4 hours; discussion, 1 hour.
Accelerated overview of parametric and non-parametric 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. (S)

176L. Advanced Biostatistics Laboratory
(2) RICE
Prerequisite: concurrent enrollment in EEBM 176. Laboratory, 3 hours; discussion 1 hour.
Students use computerized sampling to evaluate the robustness and power of a wide diversity of parametric vs. intensive testing methods. Students also learn to use computerized software to carry out all the tests described in the lecture class. (S)

179. Modeling Environmental and Ecological Change
(4) NISBET
Prerequisites: Mathematics 3A-B or 34A-B. Not open for credit to students who have completed Biology 179. Lecture, 3 hours; laboratory, 3 hours.
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)

182. Communicating Ocean Science
(3) ALLDREDGE
Prerequisites: sophomore standing or higher; consent of instructor.
Students should have at least one quarter of biol- ogy, chemistry, geology, or physics and an interest in marine science. Lecture, 2 hours; field, 1 hour.
Students interested in improving their ability to communicate their scientific knowledge by teaching in K-12, college, and public education settings. Course combines instruction in inquiry-based teaching methods and learning pedagogy with 10 weeks of supervised field experience. Students practice communicat- ing scientific knowledge and receive mentoring on how to improve their presentations.
183. Introduction to Teaching in Biology
(1-5) STAFF
Prerequisites: upper-division standing and consent of instructor.
May be repeated for credit to a maximum of 5 units in combination with MCDB 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 and consent of department.
Students must have a 2.5 cumulative grade-point-average. Course may be repeated for credit to a maximum of 15 units. Maximum units for credit defined on major sheets.
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.

185. Field Work in Oceanography
(1-8) PREZELIN
Prerequisites: EEMB 142B or 142C, 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.
Participation as a member of a scientific party on Scripps Institution (UCSD), NMFS, and UCSB oceanographic cruises. Cruise duration is variable (7 to 60 days), and course units will vary with cruise duration. Supervision by scientific party leader. Report required. (F,W,S,S)

186. Restoration Ecology
(2-4) THORSCH
Prerequisites: upper-division standing; consent of instructor.
Units require greenhouse, nursery, and field work at various times and places; weekly seminar participation, and a paper. Lecture, 1 hour; field, 5-15 hours.
Planning, design, implementation, and monitoring of ecological projects (habitat restoration and creation, enhancement of ecosystem functions, recovery of endangered species) at campus-associated habitats and biotic communities including estuarine wetlands, vernal pools, freshwater marshes, coastal scrub, grasslands, oak woodlands.

187. Pharmacology Colloquia
(1) JACOBS, WILSON
Prerequisites: MCDB 1A and, EEMB 2 and MCDB 18; and EEMB 2.
Same course as MCDB 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.
(5)

188E. Restoration Ecology Seminar
(1) THORSCH
May be repeated for credit to a maximum of 6 units, but only 4 units count toward the major. 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.

192. Special Topics in Biological Sciences
(1-4) STAFF
Prerequisites: upper-division standing in EEMB OR MCDB and consent of instructor.
May be repeated for credit in combination with Biology 192 and MCDB 192. Maximum units for credit in major: 8 for BS, 4 for BA. Lecture, 1 to 4 hours.
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 Biology 194AA-ZZ and MCDB 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 defined on major sheets. Seminar, 2 hours.
Oral reports by students.
AA. Evolutionary Ecology: Warner.
AL. Energetics of Animal Locomotion: Suarez.
B. Manipulating Reproduction: Collins.
BN. Behavioral Neurobiology: Case.
BT. Gross Human Anatomy: Staff.
C. Systematics: Sweet.
CE. Community Ecology: Gaines, Cooper.
D. Plant Ecology: Mahall; Schimel.
DD. Endocrinology: Collins.
DL. Contemporary Approaches to Marine Biology.
EE. Symbiosis.
EG. Evolutionary Genetics: Rice.
EN. Environmental Endocrinology: Collins.
ET. Ecological Toxicology: Holbrook; Nisbet; Schmitt.
EV. Evolutionary Biology: Mazur; Endler; Rothstein; Warner; Hodges; Sweet.
FF. Photosynthesis: Prezelin.
GG. Evolutionary Neurobiology: Sweet.
J. Evolutionary and Behavioral Ecology of Vertebrates: Rothstein.
M. Reproductive Ecology and Evolution: Mazur; Warner; Hodges.
MR. Metabolic Regulation: Suarez.
O. Ecological Genetics: Endler.
Q. Aquatic Biology: Cooper; Melack.
S. Plant Systematics and Evolution: Schneider; Wilken.
T. Parasitology: Kuris.
TE. Theoretical Ecology and Evolution: Nisbet.
Z. Ecological Physiology: Childress.

197. Directed Studies
(1-5) STAFF
Prerequisites: a major within EEMB; consent of department; upper-division standing; completion of two upper-division courses in MCDB or EEMB.
Students must have a minimum grade-point-average of 2.5 in upper-division major courses and are limited to a maximum of 12 units in EEMB 197 and MCDB 197 combined. Maximum units for credit defined on major sheets. See also credit limits with other courses in description of major requirements.
Hours and credit by arrangement with any faculty member. (F,W,S)

198. Directed Readings
(1-5) STAFF
Prerequisites: a major within EEMB; consent of department; upper-division standing; completion of two upper-division courses in MCDB or EEMB.
Lectures 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: a major within EEMB; consent of department; upper-division standing; completion of two upper-division courses in MCDB or EEMB.
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 98/99/198/199/199AA-ZZ courses combined.
Maximum units for credit in major: 8 for BS; 4 for BA. See also credit limits with other course 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)

Graduate Courses

205. Phylogenetics for Evolutionists, Ecologists, and Molecular Biologists
(3) OAKLEY
Prerequisite: consent of instructor. Lecture, 2 hours; laboratory, 3 hours.
A practical yet thorough introduction to the theory and practice of phylogenetics. Emphasis on use as a tool to address questions in evolution, ecology, and molecular biology. (F)

211. Parasitology
(5) KURIS
Prerequisites: EEMB 22L or MCDB 18B; and EEMB 3-5 or equivalents.
Not open for credit to students who have completed Zoology 211. Lecture, 3 hours; laboratory, 6 hours.
An ecological approach to parasitism. Survey of parasites of humans and other animals. Discussion of evolutionary, genetic, immunological, sociological, political, and economic aspects. Laboratory stresses anatomy and life cycles of living material. (W)

214. Global Change Ecology
(3) GAINES
Lecture, 1 hour; discussion, 2 hours.
Through lecture and discussion the course explores how current patterns of global change are affecting fundamental ecological patterns, such as species richness, range fragmentation and distribution, the displacement and virulence of disease, food web structure, and ecosystem services. (S)

217. Flow and Aquatic Ecosystems
(3) MACINTYRE
Prerequisites: EEMB 142A-B-C or equivalent; and, mathematics 2A-8 or 3A-8 or equivalent.
Lecture, 2 hours; discussion, 1 hour.
An 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)

222. Experimental Design Workshop
(2) GAINES, RICE
Prerequisite: introductory course in statistics.
Seminar, 2 hours.
A workshop for graduate students focusing on statistical issues in the design and analysis of ecological experiments. Includes extensive analyses of real data sets supplied by the students. Specific topics vary each year. (W)

225. Dynamics of Ecological Systems
(4) MURDOCH
Prerequisites: EEMB 120; and, Mathematics 3A or 3A.
Not open for credit to students who have completed Biology 225. Lecture, 3 hours; laboratory, 3 hours.
Covers recent advances in analyzing the dynamics of ecological populations and communities based on the properties of individual organisms. Relates evolution, physiology, and behavior to dynamics.

228. Ecological Constraints to Ecosystem Restoration
(4) D’ANTONIO
Prerequisite: consent of instructor.
Recommended preparation: EEMB 120 or Environmental Studies 100. Lecture, 3 hours; laboratory, 2 hours.
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.

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 18-BL or EEMB 2-2L; and, EEMB 3-3L, or equivalents.

Not open for credit to students who have completed Biology 234.

A course 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, anther-bisnive 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) BREZINSKI, ALLORDREGE
Prerequisite: consent of instructor.

Not open for credit to students who have completed Biology 243.

Current concepts in biological oceanography focusing on the coupling of biotic processes to ocean physics, chemistry and sedimentation. Emphasis on areas of active research including evaluation of current and semila, natural history. (F)

244. Marine Microbiology

(4) CARLSON
Prerequisites: MCDB 1A-AL; and, MCDB 18-BL or EEMB 2-2L; and, EEMB 3-3L, and, EEMB 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 ecol, trophic interactions/biogeochemistry, physiological adaptations, and biocatalysis 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 18-BL or EEMB 2-2L; and, EEMB 3-3L, and, EEMB 140 (may be taken concurrently) or EEMB 145A; consent of instructor.

Not open for credit to students who have completed Biology 244. 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.

A in-depth look at selected aspects of population and community dynamics of organisms. Extensive reading of original papers. (F)

246. Biometry

(4) STEWART-OATEN
Prerequisites: Mathematics 3A-B or 3A-A or equivalent; and, MCDB 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 269. 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, photophysiology, photosynthesis, photoinhibition, and photoregula-
tion of metabolism, behavior and survival strategies. The evolutionary similarities and differences between taxonomic grouping of photoplankton 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 sens-
ing 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.

An examination of the 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 phytochemicals and biotechnology. (F)

264L. Marine Pharmacology Laboratory

(4) JACOBS, COLLINS
Prerequisites: consent of instructor. Laboratory, 8 hours; discussion, 1 hour.

Prerequisite: consent of instructor. Laboratory, 8 hours; discussion, 1 hour.

Characterizing physiological pathways in isolated tissues, organs, and intact animal preparations using natural products. (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 18-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/prev-
ancy/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.

Not open for credit to students who have completed Biology 269. 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 litera-
ture in topics on pharmacology. (F;W;S)

271. Ecosystem Processes

(4) SCHIMEL
Prerequisite: Environmental Studies 13 or MCDB 18-BL or EEMB 2-2L.

Not open for credit to students who have completed Biology 271.

Referred reading: 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 com-
munity composition on element cycles. (W)

274. Biomechanics

(3) STAFF
Prerequisite: Mathematics 3A-B or 3A-A; 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 respiratory 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 non-
parametric 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 3A-A 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 phenomen-
ena. (F)

288RE. Restoration Ecology Seminar
(1) THORSCH
Seminar, 1 hour.
Seminar explores current topics in restoration eco-
ology including model projects, techniques, structured
research, performance criteria, political and philosophi-
cal 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
only to undergraduates by consent of instructor. Seminar;
2 hours.
Presentation and discussion of current EEMB faculty
research. Formal 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 avail-
ability and nutrients control plant and soil microbial
communities. These in turn affect the soil by enhanc-
ing 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 employ-
ment.
No unit credit allowed toward advanced degree.
May be repeated for credit in combination with Biol-
ogy 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 employ-
ment. 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, writ-
ing and grading exams, student-teacher interactions,
classroom dynamics, and teaching philosophy. (F,W)

503. Research Practicum in Biology
(1-2) STAFF
Prerequisite: consent of instructor. 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 as-
sistant. Includes weekly meetings and consultations,
and formal evaluations. (F,W,S)

510. Professional Development for
Graduate Students
(2) HOPFENBERG
Prerequisite: graduate standing. Lecture, 1 hour; other,
1 hour.
Survey of topics significant to graduate student
professional development, including CV prepara-
tion, 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.

590. EEMB Colloquium
(2) STAFF
Prerequisite: consent of instructor. 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 these seminars will be
selected from the following list:
A. Ecology and Evolution: Levine, Rice
AA. Evolutionary Ecology: Warner
A. Ecology and Evolution: Levine, Rice
AL. Energetics of Animal Locomotion: Suarez
B. Manipulating Reproduction: Collins
BN. Behavioral Neurobiology: Case
C. Systematics: Sweet
CE. Community Ecology: Gaines; Schmitt; Cooper;
Holbrook
D. Plant Ecology: Mahall, Schimel
DL. Contemporary Approaches to Marine Biology: Staff
EE. Symbiosis
EG. Evolutionary Genetics: Staff
EM. Ecosystem Management: Gaines
EN. Environmental Endocrinology: Collins
ET. Ecological Toxicology: Holbrook; Nisbet; Schmitt
EV. Evolutionary Biology: Mazer; Endler; Rothstein;
Warner; Sweet
FF. Photosynthesis: Prezelin
GG. Global Change and Ecology, Gaines
GH. Evolutionary Morphology: Sweet
H. Marine Molecular Ecology and Physiology: Hofmann
J. Evolutionary and Behavioral Ecology of Verte-
brates: Rothstein
K. Biometry: Stewart-Daten
L. Philosophy of Science: Allredge
M. Reproductive Ecology and Evolution: Mazer
MM. Marine Microbial Ecology: Carlson
MR. Metabolic Regulation: Suarez
MS. Marine Science: Prezelin, Allredge, Brzezinski
O. Ecological Genetics: Endler
P. Advanced Population Ecology: Staff
Q. Aquatic Biology: Cooper, Melack
RR. Research Reviews in Aquatic Ecology: Staff
S. Plant Systematics and Evolution: Schneider;
Wilken
T. Parasitology: Kuris
TE. Theoretical Ecology and Evolution: Staff
TP. Terrestrial Plant and Ecosystem Ecology: Levine
Z. Ecological Physiology: Childress

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 combina-
tion 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 examina-
tions 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 combi-
nation 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 instruc-
tor. May be repeated for credit in combination with
Biology 599 to a maximum of 12 units.
For writing of the dissertation.

Economics

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Faculty

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Barbara, Lecturer
Phlip Babcock, Ph.D., UC San Diego, Assistant
Professor, (labor economics, human capital,
social dynamics, networks)
Kelly Bedard, Ph.D., Queen's University, Asso-
ciate Professor (labor economics, economics of
education, health economics)

Theodore C. Bergstrom, Ph.D., Stanford Uni-
versity, Professor and Aaron and Cherie Raznick
Chair (microeconomic theory, public economics, evolutionary economics)

Javier Arturo Birchennall, Ph.D., University of
Chicago, Assistant Professor (growth and develop-
ment, population economics, labor economics,
economics history)

Gary Charness, Ph.D., UC Berkeley, Associate
Professor (experimental and behavioral eco-
nomics, game theory, labor economics,)

William S. Comanor, Ph.D., Harvard Univer-
sity, Professor (industrial organization, applied
microeconomics)

Robert L. Crouch, Ph.D., University of Essex,
Professor (economic theory)
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, Assistant 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)

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 Weechart 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)

Clement G. Krouse, Ph.D., UC Los Angeles, Professor (industrial organization, capital theory)

Peter J. Kuhn, Ph.D., Harvard University, Professor (labor economics)

Finn Kydland, Ph.D., Carnegie Mellon University, Professor and Jeffrey Henley Chair, Nobel Laureate 2004 (macroeconomics, economic growth, monetary economics, international economics)

Stephen LeRoy, Ph.D., University of Pennsylvania, Professor (finance)

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)

John Marshall, Ph.D., Massachusetts Institute of Technology, Professor (economic theory, economics of uncertainty)

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)

W. Douglas Morgan, Ph.D., UC Berkeley, Professor (public finance, applied microeconomics, water-resource economics)

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)

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)

Jati K. Sengupta, Ph.D., Iowa State University, Professor (econometrics, operations research, economic development)

Perry Shapiro, Ph.D., UC Berkeley, Professor (microeconomic theory, public economics, econometrics)

Jon Sonsteil, 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

Alec P. Alexander, Ph.D., UC Berkeley, Professor Emeritus (microeconomics, organization theory)

Mortimer Andron, Ph.D., University of Illinois, Professor Emeritus (finance, investments)

Donald R. Loster, C.P.A., B.S., Woodbury College, Lecturer Emeritus (accounting)

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)

Liad 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)

John G. Trainer, 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)

T he undergraduate programs in economics, business 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 or administration, and the business economics major is a good basis for graduate work in administration and 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-B 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—Economics

Before admission to the economics or business economics major, students must complete all economics preparation for the major courses 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/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. 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. Writing 109AC or 109EC or 109SS must be completed with a grade of C or above. No grade lower than a C- in pre-major courses will be accepted.

Upper-division major. Forty-four upper-division units in economics, including Economics 100A, 100B, 101 or 105, 100C, 140A, and 140B
are required. Five upper-division economics elective courses from the following: Economics 106, 114, 115, 116A-B-C, 117A, 120, 122, 130, 133, 134A-B, 135, 143, 150A-B, 152, 155, 170, 171, 175A-B, 180, 181, 184; one course may be chosen from the following: Economics 111, 112A-B, 113A-B, 119, 128, 160, 183. 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 starting fall 2008 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 following courses with a UC grade-point average of 2.85 or better. 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—Business Economics

Preparation for the major. To qualify for admission into the business economics major, students must complete Economics 1, 2, 3A, 3B, and PSTAT 5E or PSTAT 120A and Math 34A-B or 3A-B with a grade-point average of 2.85 or above. In addition, students must complete Writing 109AC or 109EC or 109SS with a grade of C or above. (Note: Mathematics 3A-B are prerequisites to some upper-division economics courses.) No grade lower than C- in pre-major courses will be accepted.

Upper-division major Forty upper-division units in business economics, including Economics 100A or 104A, 100B or 104B, 101 or 105, and 134A are required. Two upper-division economics electives must be chosen from the following: Economics 100C, 106, 114, 115, 116A-B-C, 117A, 120, 122, 130, 133, 134B, 135, 140A-B-C, 143, 150A-B, 152, 155, 170, 171, 175A-B, 180, 181, 184. Four additional upper-division economics electives from either previous list or from the following: 111, 112A-B, 113A-B, 118, 119, 128, 132, 136A-B-C, 137A-B, 138A-B, 139, 160, 183, 185, 189, 194AA-ZZ. The same course(s) may not be used to fulfill requirements in both sections listed above. 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 starting fall 2008 who wish to declare the business 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 statistics course, and one calculus course. Once admitted to UCSB, students who have not yet completed all of the pre-major courses must complete the following four courses with a UC grade-point average of 2.85 or better. 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.

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. See the preparation for the major requirements for the business economics major.

Upper-division major. Fifty-three upper-division units in economics, including the following required courses: Economics 100A or 104A, 100B or 104B, 101 or 105 and 134A. Two upper-division economics electives must be chosen from the following: Economics 100C, 106, 114, 115, 116A-B-C, 117A, 120, 122, 130, 133, 134B, 135, 140A-B-C, 143, 150A-B, 152, 155, 170, 171, 175A-B, 180, 181, 184. In addition, Economics 132, 136A-C-B and 137A must be taken along with two classes from the following list: Economics 132, 137B, 138A-B, 139, 182, 185, 189. Note: Economics 185 and 189 do not count towards the CPA's required 36 quarter units of accounting-related courses.

Note for prospective transfer students: Transfer students starting fall 2008 who wish to declare the business 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 statistics course, and one calculus course. Once admitted to UCSB, students who have not yet completed all of the pre-major courses must complete the following four courses with a UC grade-point average of 2.85 or better. 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

Applications 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 and programmatic fit. A bachelor's degree in economics is not required for Admission to the M.A. program. However, 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. 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), 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.

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. Well-prepared students can obtain the M.A. in one 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, 210A-B-C-D, 241A-B-C. The Ph.D. preliminary examinations in microeconomic 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 M.A. in economics with an emphasis in business economics 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 year. There is no language requirement for the M.A.

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 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 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, as well as 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. 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 600 when taking the paper-based test (PBT), 250 when taking the computer-based test (CBT), and 100 when taking the internet-based test (IBT). Successful applicants typically score above 620 on the CBT, 260 on the PBT 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 must not be 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-D), macroeconomic theory (Economics 204A-B), and econometrics (Economics 241A-B-C). The microeconomic theory and econometrics courses must be completed with a grade of B or better in each course. The macroeconomics courses must be passed with a grade of B+ or better in each course. At the end of the first year, students must pass preliminary examinations in microeconomics 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 industrial organization, macroeconomic theory and policy, public finance, finance, mathematical economics, econometrics, labor economics, environmental economics and natural resources, and international economics. In the second year, students begin their thesis by writing a research proposal. When completed, the research proposal is defended in an oral examination administered by their doctoral committee, upon which the student advances to candidacy. The goal is to reach this important milestone by the end 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) STAFF


2. Principles of Economics—Macro

(4) STAFF


3A-B. Financial Accounting

(4-4) SANDER, HARMON, ANDERSON

Prerequisite: For 3B: Economics 3A.

Recommended preparation: Economics 1 and 2. A two-semester course 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.

UPPER DIVISION

Note: Upper-division courses are open to full majors only.

100A. 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 on topics 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) QIN

Prerequisites: Economics 100A. Credit not given for both 101 and 105. Contemporary analysis of income, employment, price level, and public policy using static general equilibrium frameworks with emphasis on applications of theory. Long term economic growth is also covered.

104A. Intermediate Microeconomic Theory

(4) STAFF

Prerequisite: Economics 100A. Credit not given for both 104A and 104B. Economic theory relating to demand, production, and competitive product markets, using techniques from the calculus.
104B. Intermediate Microeconomic Theory
(4) QUIN
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.

110E. 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) SEN Gupta
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.
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.
An 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 108B 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 108B or 104B.
The antitrust treatment of monopoly and monopsony, including both horizontal and vertical market arrangements and controls, and in-depth analyses of mergers.

117A. Law and Economics I
(4) FRECH
Prerequisite: Economics 108B 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, MAASS
Prerequisites: Economics 2 or 109; Economics 3B, and PSTAT SE.
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.

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 108B or 104B.
Applications of economic analysis to current urban and regional problems.

122. Natural Resource Economics
(4) DEACON
Prerequisite: Economics 108B or 104B.
An in-depth analysis of recognition, measurement, classification, and valuation issues in 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) DECANDO
Prerequisite: Economics 108B or 104B.
A comprehensive survey of microeconomic analysis applied to current economic problems.

130. Public Finance
(4) STUART
Prerequisites: Economics 108B or 104B; and, Economics 101 or 105.
Fiscal theory and policy. Incidence and effects of taxation, government expenditure programs, and government budget deficits.

132. Auditing
(4) LOSTER, HARMON, ANDERSON
Prerequisites: Economics 118 and 136A-B-C.
Developing an understanding of concepts and practices of 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.

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 108B or 104B.
Discounting of certain future cash flows. Principles of evaluation of investment projects. Demand and supply of the money market. 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
Prerequisites: 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. The framework of generally accepted accounting principles. Case studies and microcomputer analysis software will be integrated into the course.

137A-B. Managerial Accounting
(4-4) WATSON, MAASS
Prerequisites: Economics 1, 2, and 3A-B.
Not open for credit to 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.

138A-B. Income Taxation
(4-4) SCHNEIDER
Prerequisites: 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 relationship 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.

140A. Introduction to Econometrics
(4) STEIGERWALD
Prerequisite: Economics 108B or 104B; and, Economics 161 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.
104B. 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.
Analysis 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.
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.

155. Economics of Insurance
(4) MARSH
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, VOTLHAVY
Prerequisites: Economics 1 and 2; or Economics 109.
Examines social policy to minimize the losses to society brought about by crime and takes up a variety of crimes selected by the student with the guidance and approval of a faculty member. The research results are presented as an honor paper at the end of the course, designed to build on the principles taught in Economics 140B. Lectures concentrate on tools of applied analysis and may include limited-dependent variable models, duration analysis, and systems estimation.

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) CHARMES
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, minmax, 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.

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) KUHN
Prerequisite: Economics 1 and 2; or Economics 109.
Course provides a basis 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.

184. Decisions Under Uncertainty
(4) MARSH
Prerequisites: Economics 1 and 2; and, PSTAT 5E or 120A.
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.

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.

189. Business Law and Ethics
(4) SCHNEIDER
Prerequisites: Economics 1 and 2.
Course provides a basis 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
Prerequisite: open to economics majors only.
May be repeated for credit to a maximum of 8 units. Up to 8 units may be applied to the major providing letter designations are different.

193. Internship in Economics
(1) STAFF
Prerequisite: open to business economics, business economics with accounting, economics, and economics/mathematics majors only.
Cooperative internships selected by the student with the guidance and approval of a faculty member. Coursework shall consist of academic research directed by a faculty member.

196B. Senior Honors Seminar
(4-6) STAFF
Prerequisites: upper-division standing; and consent of instructor.
for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199A-99ZZ courses combined. Only 12 units of Economics 196 may apply toward the major. Coursework shall consist of academic research supervised by a faculty member. This course is not intended for internship credit.

199A. 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 98/99/198/199/199A-99ZZ courses combined. Coursework shall consist of faculty supervised research.

GRADUATE COURSES
204A. Macroeconomic Theory
(4) BOHN
Prerequisites: 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
(4-4) COMANDOR
Prerequisites: Economics 100A-B or 101; knowledge of differential calculus and economic theory.
Introduction to 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
Prerequisites: Economics 100A-B and 101.
Keynesian, New-Classical, New-Keynesian theory of income determination, and policy prescriptions thereof. Additional topics include rational expecta-
tions 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, noncooperative 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) 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. Final examination.

229. Macroeconomics Theory and Policy
(4) BOHN
Prerequisites: Economics 204A and 204B.
Covering 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, taxes, 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) LEROY, MARSHALL, 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) LEROY, MARSHALL, MEHRA
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 intertemporal equilibrium; 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 UCSC Economics M.A. candidates.
An introduction to concepts from accounting, finance, 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: Economics 240A.
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) BERGSTROM
Prerequisite: Economics 240A.
Extension to multiple regression analysis. Study of various problems, such as heteroskedasticity, serial correlation, and non-orthogonal errors, nested hypothesis testing. Emphasis on oral and written presentation of research projects.

240C. Econometrics with an Emphasis on Time Series and Forecasting
(4) BERGSTROM
Prerequisite: Economics 140A or 240B or 241C.
Time series econometrics with an emphasis on business forecasting. Study of various methods of econometric forecasting including statistical theory, Box-Jenkins, adaptive methods, single and simultaneous structural equation models.

241A. Econometrics
(4) STEIGERWALD
Prerequisite: Mathematics 3A-B-C.

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.
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 strategies. Nonequilibrium solution concepts (dominance and rationalizability). Applications to oligopoly, signaling, principal-agent problems, and organization or firms.

244. Mathematical Economics
(4) STAFF
Prerequisites: Economics 210A-B-C-D, and 249; and Mathematics 118A-B-C.
Not open for credit to students who have completed Economics 244A.
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.

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
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.

273A. Managerial Accounting
(4) NISBET, WATSON
A course concerned with financial statements that are made available to creditors, stockholders, and other interested parties. The goal is to impart a knowledge of the measurement methods used by accountants and the ability to evaluate these methods.
280A. Theory of International Trade
(4) STAFF
Prerequisite: Economics 204A.
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.

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
(1-4) 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

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Maurizia Boscagl, Ph.D., Brown University, Associate Professor (gender studies, modern literature)
Janice Caldwell, Ph.D., University of Washington, Seattle, Assistant Professor (Victorian literature)
Julie Carlson, Ph.D., University of Chicago, Associate Professor (English Romantic literature, feminist theory)
Elizabeth Heckendorn Cook, Ph.D., Stanford University, Associate Professor (18th-century literature)
Andrew Enda Duffy, Ph.D., Harvard University, Associate Professor (18th-century literature)
Robert A. Erickson, Ph.D., Yale University, Professor (17th- and 18th-century English literature)
Guy Mark Foster, Ph.D., Brown University, Assistant Professor (African-American literature, gay and lesbian writing, intercultural narratives)
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 (20th-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)
Richard Helgerson, Ph.D., Johns Hopkins University, Professor (literature and culture of the English Renaissance)
Ken Hiltner, Ph.D., Harvard University, Assistant Professor (Renaissance literature)
Yunte Huang, Ph.D., State University of New York, Buffalo, Associate 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 (19th-century American literature)
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 (18th-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, Assistant Professor (Digital Humanities, Global English)
Mark Rose, Ph.D., Harvard University, Professor (Shakespeare, early modern cultural studies, authorship and intellectual property)
Darieck Scott, Ph.D., Stanford University, Assistant Professor (African-American literature, fiction writing, lesbian/gay and queer studies)
Russell Samolsky, Ph.D., University of Colorado, Boulder, Assistant Professor (postcolonial literature)
Candace Waid, Ph.D., Yale University, Associate Professor (regional American literature)
William B. Warner, Ph.D., Johns Hopkins University, Professor (18th-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)
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)
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 history, 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 M. McCarty, Ph.D., University of California, San Diego, Professor Emeritus (19th-century American literature)

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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 M. McCarty, Ph.D., University of California, San Diego, Professor Emeritus (19th-century American literature)

Emeriti Faculty
J. Porter Abbott, Ph.D., University of Toronto, a Research Professor Emeritus (narrative, autobiography, 19th- and 20th-century literature)
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)
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 history, 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 M. McCarty, Ph.D., University of California, San Diego, Professor Emeritus (19th-century American literature)
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 requirements 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, 10A, 10M 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 department offers students the opportunity to specialize in one of three areas: 1. American Culture, 2. Early Modern Studies, 3. Literature and the Culture of Information. Students also have the opportunity to fashion their own specialization, working in concert with a faculty mentor. A sheet describing these areas of specialization is available in the English department and at www.english.ucsb.edu.

For the content of any particular English course, refer to the Web site at 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. To qualify for the program, students must maintain a grade-point average of 3.5 (overall and/or in the major) and have completed at least two quarters of the junior year at UCSB. After consulting with their department advisors, they may then apply to a professor of their choice with whom they will work for two quarters of their senior year on the writing of a thesis (or equivalent in creative composition), the successful completion of which will merit the award of Distinction in the Major at graduation.

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.

Further information about the honors program is available from the department's undergraduate staff advisor.

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.

In recent years the department has sponsored several other awards and contests, some that recognize excellence in creative writing, some that recognize research in creative writing, while earning academic credit, as research assistants to the English faculty.

Other awards include: 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 upper-division student in recognition of outstanding skills in creative writing. Entry dates are announced during the winter quarter.

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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 Web site at: www.english.ucsb.edu.

Minor—English

All courses to be applied to the minor must be completed on a letter-grade basis, including both courses offered in English and those offered by other departments and applied to the minor. Only one course substitution outside the department of English can be petitioned.

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 114A-AA-ZZ, 128A-AA-ZZ, 131A-AA-ZZ, 133A-AA-ZZ, 144A-AA-ZZ, 147A-AA-ZZ, 148A-AA-ZZ, 151A-AA-ZZ, 165A-AA-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.

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. program is normally a five-year program. The Ph.D. program for students who enter with an M.A. is designed as a five-year program. Fellowship support is available for particularly strong candidates in their first and/or last years of graduate study. Additional support comes from teaching assistantships. Most students become teaching assistants by their second year in the program, if not earlier. Teaching assistants serve as section leaders in undergraduate literature courses and as sole instructors in English 10, Introduction to Literary Study. 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, critical methodology, and how 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 Garrett 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 in 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 24 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 fourth 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 Web site at 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 Women’s Studies Program, with over 30 core and affiliated faculty members in over eleven disciplines, serves as a mode of interdisciplinary work and scholarly collaboration at UCSB. Women's studies doctoral emphasis students are required to complete successfully four seminars that will enhance their understanding of feminist pedagogy, feminist theory, and topics relevant to the study of women, gender, and/or sexuality. Using an interdepartmental set of conversations and intellectual questions, women’s studies support a multifaceted interdisciplinary coursework and research into the social scientific study of technology in relation to human behavior, organizations, and social structures.

Students pursuing the emphasis in women's studies will successfully complete four graduate courses. Only one may be taken in the student's home department.

1. Issues in Feminist Epistemology and Pedagogy (Women's Studies 270/Fall). A one-quarter seminar that considers women’s 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.

2. Special Topics in Women's Studies (594 AA-ZZ). A one-quarter seminar offered by a women’s studies faculty member on topics of central concern to the field of women’s studies. Or Research Practicum (Women’s Studies 280). A cross-disciplinary seminar in which fundamental questions in contemporary feminist research practice are considered in light of students’ own graduate projects. Students may fulfill the Area 2 requirement by taking either a Special Topics Seminar or the Research Practicum.

3. Feminist Theories. A one-quarter graduate seminar in feminist theory offered by any department, including women's studies.

4. Topical Seminar. A one-quarter graduate seminar, outside the student’s home department, that addresses topics relevant to the study of women, gender, and/or sexuality.

### 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 206, Spanish 222A, Spanish 222B, Portuguese 222, Religious Studies 148A, Religious Studies 148 B, Religious Studies 210); Paleography and/or Diplomatics (History 213S, 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 Web site at 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 relation 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

### English Courses

**Lower Division**

10. Introduction to Literary Study

(4) STAFF

**Prerequisite:** Writing 2.

Acquaints students with purposes and tools of literary interpretation. Introduces techniques and vocabulary of analytic discussion, introduces students to critical writing. Some emphasis is 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.

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.

[Note: The above text is a structured representation of the information in the image, preserving the original content and format. The natural text is designed to be reader-friendly and comprehensible.]
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.
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 Transcription 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.

155. 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.

21. Introduction to Narrative
(4) STAFF
An introduction to the study of narrative forms with a focus on the nature of narrative, the functions of narrative, and the transformations that occur when a narrative is moved from one medium or cultural context to another.

215. Seminar on Introduction to Narrative
(1) STAFF
Prerequisites: concurrent enrollment in English 21; consent of instructor.
A seminar course for a select number of students enrolled in English 21 designed to enrich the large lecture experience for the motivated student. Course includes either supplementary readings or more intensive study of English 21 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.

255. Seminar on Literature and the Culture of Information
(4) STAFF
Prerequisites: concurrent enrollment in English 25; consent of instructor.
Seminar course for a select number of students enrolled in English 25 designed to enrich the large lecture experience for the motivated student. Course includes either supplementary reading or more intensive study of the English 25 reading list, as well as supplemental writing.

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.

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 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.

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.
Course includes either supplementary readings or more intensive study of the reading lists as well as supplemental 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, varies 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, varies from quarter to quarter. Consult the department's Course Description Booklet to see what will be taught in any particular quarter.

102S. Seminar on 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.

103. 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.
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.
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
Prerequisites: 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 Roost and The Wanderer, as well as riddles and selections from the Chronicles.

110C. Topics in Old English Literature
(4) PASTERNACK
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.

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 supplemental writing.

(4) STAFF
Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.

Recommended preparation: English 116A.


(1) STAFF
Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing; 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 supplemental writing.

119. Studies in Medieval Literature
(4) STAFF
Prerequisites: Writing 2 or 50 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. Studies in Medieval Literature
(4) STAFF
Same course as French 137X.

A study of one or more major medieval works in translation.

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: 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 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).
126C. Survey of British Fiction (III)  
**STAFF**  
Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.  
The nineteenth century from 1850. Such writers as Dickens (later novels), Eliot, Trollope, and Hardy.

128AA-ZZ. Literary Genres  
**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  
**STAFF**  
Prerequisites: 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  
**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  
**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.  
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  
**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.  
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  
**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.  
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, Chicano, Asian-Americans.

137A. Poetry in America before 1900  
**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  
**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  
**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.

144. The European Renaissance  
**HELGERSON**  
Prerequisites: Writing 2 or 50 or equivalents.  
Same course as Comparative Literature 180.  
The generic forms of cultural issues characteristic of early modern European poetry, fiction, and drama.  
Such authors as Petrarch, Boccaccio, More, Rabelais, Montaigne, Ariosto, Montaigne, Camoes, Shake-speare, Lope de Vega, and Cervantes.

146AA-ZZ. Literature of Technology  
**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, cyberpunk 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)  
**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, globalization, 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  
**STAFF**  
Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.  
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.

151AA-ZZ. Studies in British Writers  
**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.  
Courses in individual British writers such as Spencer, Jonson, Dryden, Pope, Swift, Richardson, Fielding, Blake, Wordsworth, Dickens, Lawrence, and Yeats.

152A. Chaucer: Canterbury Tales  
**STAFF**  
Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.  
An intensive study of the Canterbury Tales.

152AS. Seminar on Chaucer: The Canterbury Tales  
**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  
**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  
**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. Restoration and Eighteenth Century Drama  
**STAFF**  
Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.  
Such dramatists as Dryden, Etherege, Wycherley, Congreve, and Sheridan.

172. Studies in the Enlightenment  
**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.

182AA-ZZ. Craft of Prose  
**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 major requirement in foreign language (Option 2). Such authors as Dos-toevsky, 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.

186. Modernism
(4) STAFF
Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.
Introduction to Modernism as an international complex of interconnected aesthetic ideas and practices across the media.

187AA-ZZ. Studies in Modern Literature
(4) STAFF
Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.
Specific authors and topics vary from class to class.

188. 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
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.

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, Eli-sion, 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.

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.

1935. 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.

194. 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.
Team based independent research under the supervision of a faculty member on issues related to contemporary or historical cultures of technology and 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.

1951. Internship in English
(1-4) STAFF
Prerequisites: Writing 2 or 50 or 109AA-ZZ or English 10 or upper-division standing.
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
Prerequisites: Writing 2 or 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.

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.

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 989/99/199/199AA-ZZ courses combined. Students may apply a maximum of 9 units of 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 989/99/199/199AA-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.
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.

205C. Old English
(4) STAFF
Prerequisites: 205A; graduate standing.
May be repeated for credit with consent of the chair of the department graduate committee.

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 psychoanalyti-cal concepts and current creative writing pedagogies. Experiments with classroom practices, with focus on the participants’ own creative work.

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
(2-4) STAFF
Prerequisite: graduate standing.
May be repeated for credit with the consent of the chair of the departmental graduate committee.

274A-B-C. American Cultures and Global Contexts
(1-12) 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 re- conceptualizations of American literary and cultural studies and explores issues for future research into potentially productive intersections. Includes readings...
English as a Second Language

English as a Second Language Program
Department of Linguistics
Division of Humanities and Fine Arts
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Faculty
Jan M. Frodesen, Ph.D., UC Los Angeles, Lecturer with Security of Employment
Robert L. Gilman, M.A., UC Santa Barbara, Lecturer
Jeff M. Hanson, M.A., UC Santa Barbara, Lecturer

ESL Advisory Committee
Dorothy M. Chun, Ph.D. (Germanic, Slavic, and Semitic Studies)
Jan M. Frodesen, Ph.D., (English as a Second Language)
Susan McLeod, Ph.D., (Writing Program)
Stephen I. Long, Ph.D. (Electrical and Computer Engineering)
Russell Rumberger, Ph.D. (Graduate School of Education)
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 written 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 Web site: 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
Fax: (805) 893-8686
E-mail: esinfo@es.ucsb.edu
Web site: www.es.ucsb.edu
Program Chair: Joshua P. Schimel

Faculty
Robert Almy, M.S., Western Washington University, Lecturer (environmental impact analysis)
Oliver A. Chadwick, Ph.D., University of Arizona, Professor (soil sciences, soil genesis and classification, advanced pedology, and soil/geomorphology). Joint appointment with the Department of Geography.
Jordan F. Clark, Ph.D., Columbia University, Associate Professor (geochemistry, hydrologic sciences, and environmental geology). Joint appointment with the Department of Earth Science.
David A. Cleveland, Ph.D., University of Arizona, Associate Professor (diversity and sustainability in agricultural systems, human population and the environment).
Carla M. D’Antonio, Ph.D., UC Santa Barbara, Schuyler Professor of Environmental Studies (plant biology, restoration ecology). Joint appointment with the Department of Ecology, Evolution, and Marine Biology.
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)
Anita Guerrini, Ph.D., Indiana University, Professor (history of science, environment, and disease). Joint appointment with the Department of History.
Edward A. Keller, Ph.D., Purdue University, Professor (environmental and engineering geology, geomorphology). Joint appointment with the Department of Earth Science.
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, Associate Professor (history of biological sciences). Joint appointment with the Department of History.
Joshua P. Schimel, Ph.D., UC Berkeley, Professor (terrestrial ecosystem ecology). Joint appointment with the Department of Ecology, Evolution, and Marine Biology.
Susan C. Stonich, Ph.D., University of Kentucky, Professor (ecological anthropology and Third World environmental problems). Joint appointment with the Department of Anthropology.
Paul Wack, M.P.A., University of Southern California, Lecturer (environmental planning)
The Environmental Studies Program at UCSB was established as an academic program more than 37 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 4,200 alumni.

Today, the Environmental Studies Program has approximately 300 students and employs 12 tenured faculty, 8 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 Honor 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: esinfo@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; Geophysics; 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 environmen...
tional 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 conduct academic research 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 Internship 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 globe.

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 activities 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 such as UC Santa Barbara Extended Learning Services Wildlands Studies Program. 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 Pittsburgh’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 UC Santa Barbara 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, which awards $5,000 a year to students who embody the ideals of civic responsibility and leadership; the Mathew Charles Decker Memorial Scholarship, which annually awards $1,000 a year to assist a student in participating in an environmental field studies program; the Coeta Barker Scholarship, which awards money to students who are in good standing and participate in an unpaid academic internship; and the J. Marc McGinnis 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; EEMB 20 or MCDB 20 or both MCDB 1A-AL and EEMB 2; Econometrics 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 5AA-ZZ, 133A or EEMB 30; either Chemistry 1A-AL and Environmental Studies 15 or Chemistry 1A-AL, 1B-Bl, 1C-CL. Also required, any two courses from: Anthropology 2; Geography 5; Global Studies 1, 2; History 7; Political Science 6, 7, 12; Religious Studies 1, 14; Sociology 1. Finally, one course from the following list: Philosophy 3, 4, or Political Science 1.

**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 one course from 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 graduate 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 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 1BL or EEMB 2 and 3-3L, and either MCDB 1BL or EEBM 2L; one course from PSTAT SAA-ZZ, 133A, or EEBM 30. Also required, one course from: Anthropology 2; Geography 5; Global Studies 1, 2; History 7; Political Science 6, 7, 12; Religious Studies 1, 14; Sociology 1. And one course from the following list: Philosophy 3 or 4 or Political Science 1.

**Upper-division requirements.**

**Area A.** All environmental studies majors pursuing the bachelor of science degree must complete 17-18 units in required courses: Geophysics 172 or PSTAT 120A or 133B or EEBM 146A or 179; Environmental Studies 100 or EEBM 120, 113, 190; one course from: Environmental Studies 106 or 188.

**Area B.** In addition, students pursuing the bachelor of science 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, 121, 128, 133, 140, 144, 147, 148, 149, 152, 158ES, 162A, 163, 166BT, 166FP, 167, 168, 169, 170, 171 and 197. The remaining 12 units (Section B2) may be satisfied by completing any environmental studies courses numbered 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 (systematics and techniques courses only); earth science; mathematics; physics; or probability and statistics. 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 concentration 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-L (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 EEBM 2L; one course from PSTAT SAA-ZZ, 133A, or EEBM 30. Also required, one course from: Anthropology 2; Geography 5; Global Studies 1, 2; History 7; Political Science 6, 7, 12; Religious Studies 1, 14; Sociology 1. And one course from the following list: Philosophy 3 or 4 or Political Science 1.

**Upper-division requirements.** All hydrologic sciences majors must complete 25 required units and complete 31 units from one of three emphases.

Required upper-division units are Geography 112, 116 Environmental Studies 144, EEBM 120 or Environmental Studies 100; Environmental Studies 176A; and Geology 168.

**Emphases.** Majors must complete all required courses of one of the following three emphases. The emphasis will appear on the student’s official transcript.


**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, biophysical 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

   Prerequisites: Chemistry 1A; and, Chemistry 1AL or 1A-L.

   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) SCHMEL

   Prerequisites: Environmental Studies 2; and, Environmental Studies 1 or 3; and, EEBM 20 or MCDB 20 or MCDB 1A-AL and EEMB 2.

   A study of principles of ecology and their implica-
104. People, Poverty, and Environment in Central America

(4) STONICH
Prerequisite: Environmental Studies 1 or 3 or Anthropology 2.
Same course as Anthropology 104B.
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) MALANIS
Prerequisite: upper-division standing.
Recommended preparation: Environmental Studies 1, 2, or 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.

106. Critical Thinking About Human-Environment Problems and Solutions

(4) FREUDENTBERG
Prerequisite: 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.

107T. History of Animal Use in Science

(4) GUERRINI
Prerequisite: Environmental Studies 1 and 3, or History 4A or 4B or 4C or 17A or 17B or 17C.
Same course as History 107T.
Examines history of scientific uses of animals from antiquity to the present. Topics include vivisection, field trials, and the use of 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 interaction 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 to Anthrax, 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-1B 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.

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 its 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) MALANIS
Prerequisite: 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 policy.

116. The Urban Environment

(4) STAFF
Recommended preparation: Environmental Studies 1 or 2 or 3 or Geography 5.

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) MALANIS
Prerequisite: upper-division standing.
Recommended preparation: Environmental Studies 1, 2, or 3.
Not open for credit to students who have completed Environmental Studies 193IE.
Industrial ecology is a philosophical and methodological 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. Toxins in the Environment

(4) STAFF
Prerequisites: Environmental Studies 2; EEMB 20 or MCDB 20, or MCDB 1A-AL and EEMB 2, and, Chemistry 1A 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.

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.

125B. Land Use and Planning Policy

(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. Ecological Constraints to Ecosystem Restoration
(4) D’ANTONIO
Prerequisites: 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. (S)

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 aquacultural 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 Diplomacy
(4) STAFF
Prerequisite: Environmental Studies 1 or 2 or 3.
An examination of the roles of international law and diplomacy in addressing environmental issues and problems. Historical, theoretical, and practical aspects explored through case studies.

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.

133. Biodiversity and Conservation Biology
(4) STAFF
Prerequisite: EEMB 3.
Same course as EEMB 133.
Field methods, literature, computer use, and understanding 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.

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 programs. 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 Geology 111.
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) SHELDON
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: photochemical smog, acid rain, 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 MCOB 18; 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
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) LOACIGA
Same course as Geography 162A.
Recommended preparation: Geography 38B, 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.
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 Earth Science 2.
Same course as Geography 167.
Basic processes governing geographic distribution patterns of biota, including migration, evolution, isola- tion, and endemism. Biogeographic regions and their histories and an introduction to island biogeography. Emphasis on plants and plant geography. One one-day field trip.

168. Aquene Transport of Pollutants
(4) CLARK
Prerequisites: Mathematics 3B and Chemistry 1A-B-C.
Same course as Geological Sciences 168.
Recommended preparation: Geology 112 or 113-113L or 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 112 or 113-113L or Geology 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 contaminant plume monitoring.

171. Ecosystem Processes
(4) SCHIMEL
Prerequisite: Environmental Studies 100 or EEMB 2 or MCDB 18.
Same course as EEBM 171.
Recommended preparation: EEMB 120.
An examination of the key processes that regulate ecosystem productivity and function in terrestrial ecosystems. Specific topics 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) DECANDO
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 108B 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.
5 credits in 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 108B 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-specific 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
(1-5) 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 12 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.
Exercise and Sport Studies

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Division of Social Sciences
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Faculty

Mircea Badulescu, M.A., Institute of Physical Education and Sport, Bucharest, Romania, Lecturer (intercollegiate gymnastics)
Robert Brontsena, 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, weight training, 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)
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 (aquatics, aquatics administration)

Richard C. Powell, M.S., California State University, San Diego, Lecturer (first aid/CPR, substance abuse, tennis, triathlon)
Kenneth A. Preston, M.S., California Polytechnic University, San Luis Obispo, Lecturer (golf, tennis, volleyball)
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)

Peter J. Schroeder, Ed.D, University of Missouri-Columbia, Lecturer (sport psychology, sport sociology, sport administration, introduction to exercise and sport)

Gregg Wilson, M.A., UC Berkeley, Lecturer (aquatics, swimming)

Emeriti Faculty

Arthur J. Aldrict, 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 Emerita

F. Patricia Stock, M.S., University of Oregon, Supervisor Emerita

The Department of Exercise and Sport Studies offers a program of basic instruction consisting of 1/2 unit courses and an exercise and sport studies minor with emphases in athletic coaching, fitness instruction, exercise and health science, and sport management.

Basic instruction (“1-” exercise and sport studies courses) is offered at the elementary, intermediate and advanced levels. Courses range in scope from a fitness related emphasis–aerobics, 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 and 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 and 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 and sport studies minor should consult the appropriate advisor by contacting the Exercise and Sport Studies Department Office.

Undergraduate Program

Minor—Exercise and 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 and 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 and 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 and 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 that may 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 and 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 and 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.

**Minor—Exercise and Sport Studies—Exercise and 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. This includes both courses offered in exercise and sport studies and those offered by other departments and applied to the minor.

**Preparation for the minor.** Advanced ESS 3 and 4A, ESS 40, ESS 47.

**Upper-division minor.** Twenty-units, distributed as follows: Advanced Exercise and 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.

**Minor—Exercise and 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. This includes both courses offered in exercise and sport studies and those offered by other departments and applied to the minor.

**Preparation for the minor.** *Communication 1,* 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 and Sport Studies 183.) * Must choose two of the three marked by an 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

**1-6B. 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, 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.

**$ 1-13A. 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 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
A. 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. Intercollégiate Softball
(1/2) STAFF
Prerequisite: consent of coach.
May be repeated to a maximum of 6 units.

1-33. Intercollégiate 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. Intercollégiate 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. Intercollégiate 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
A course designed to improve women’s muscular endurance and strength through proper utilization of weight training equipment and other forms of resistance training. Emphasis on anatomical considerations, physical capabilities and individual goals.

1-45. Intercollégiate Water Polo
(1/2) STAFF
Prerequisite: consent of coach.
May be repeated to a maximum of 6 units.

1-47. Intercollégiate Volleyball
(1/2) STAFF
Prerequisite: consent of coach.
May be repeated to a maximum of 6 units.

1-48. Intercollégiate 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 98/99/198/199/199A-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
An overview course designed to introduce students to physiological, psychological, and social ramifications of alcohol and drug abuse. Topics such as peer pressure, psychosocial stress, abuse patterns, intervention programs, drug testing, and utilization of local agencies will be discussed.

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, BEANY
A progressive series of classes designed to provide students with the opportunity to improve basic 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 care of injuries 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) 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 UCSC 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) SCHROEDER
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) SCHROEDER
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) SCHROEDER
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) SCHROEDER
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 98/99/185/193/198/199/199AA-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

101. Research and Inquiry in Exercise Science and Sport
(4) SCHROEDER
Prerequisite: consent of instructor.

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.

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, SCHROEDER
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 cryotherapeutic 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 an 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) STAFF
Prerequisites: ESS 47; and, 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) STAFF
Prerequisites: ESS 47, 101 and 149; and, 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) STAFF
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) STAFF
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) SCHROEDER
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) SCHROEDER
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 purse a particular area of interest under the guidance of a selected faculty member. Course culminates in a report summarizing the inquiry.

Film and Media Studies

Department of Film and Media Studies
Division of Humanities and Fine Arts
Ellison Hall 1720
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E-mail: admin@filmandmedia.ucsb.edu
Web site: www.filmandmedia.ucsb.edu
Department Chair: Anna Everett

Faculty
Allison Anders, B.A., UC Los Angeles, Professor, independent filmmaker
Peter Bloom, Ph.D, UC Los Angeles, Assistant Professor (pre-cinema, post-colonial, pre-cinema, francophone studies, and media archaeology)
Edward Branigan, Ph.D., J.D., University of Wisconsin, Madison, Professor (film theory, aesthetics, narrative, point-of-view, analysis)
Nathan Kwame Braun, M.F.A., New York University, Lecturer (digital production)
Anna Brusutti, Laurea, University of Padua, Italy, Lecturer (Italian cinema)
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, Lecturer (youth culture, film violence)
Richard Hebidge, 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 (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 Portuge, 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)
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, 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 Sesonske, Ph.D., UC Los Angeles, Professor Emeritus (silent comedy, Russian cinema, Jean Renoir)

Affiliated Faculty
Jacqueline Bobo, Ph.D. (Women’s Studies)
Kip Fulbeck, M.F.A. (Art)
Suzanne Jill Levine, Ph.D. (Spanish and Portuguese)
Laurence A. Rickels, Ph.D. (Germanic, Slavic, and Semitic Studies)
Colin Gardner, Ph.D. (Art)
Celine Shimizu, Ph.D. (Asian American Studies)
William 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 as Art, Communication, Environmental Studies, Sociology, Black Studies, Women’s 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 annually 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 $1,500. The Dorothy and Sherrill C. Corwin Screenwriting Award for Best Short Screenplay is given annually, with prizes up to $500. The Santa Barbara International Film Festival Award presents $500 in recognition of work in short films.

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 writing. 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 3.50 will be invited by the Department of Film and Media Studies to apply for admission to the honors program. The application includes: (1) a 1,000-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 internships opportunities. Based in the Department of Film and Media Studies, the journal is edited by Constance Penley (UCSB).

The department also houses Screenwriting 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. One history or culture course chosen from Asian American Studies 1, 2, 3, 4; Black Studies 1, 3, 5, 6, 7, 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-B, 7A; Art History 6C-F-G, 45MC; Black Studies 14, 45; Dance 35; 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.


B. National/Transnational Approaches: Black Studies 162, 171; Chinese 141, Film Studies 120, 121, 122AA-ZZ, 123, 124, 124V, 126, 127, 132, 133, 134, 136, 139; French 175X, 178AX, 190X; German 180Z; Italian 180Z; Japanese 159; Slavic 119, 167C; Spanish 126.

C. Social Issues: Black Studies 161, 170, 172; Chicana/o Studies 143, 147, 185; Film Studies 125A-B, 140, 161, 163, 165, 166AA-ZZ, 175, 183; French 191X; Sociology 151; Women’s Studies 141, 142, 143, 144, 186JS, 186SC; Religious Studies 113.

D. Other Electives: Art 126; Communications 101; Directors—Film Studies 155AA-ZZ; English 147AA-ZZ, 149; Genre—Film Studies 107, 113A-U, 128A-B, 130, 142, 143, 144, 147, 150A-ZZ, 169, 170, 175, 180; Film 113A-U, 188A-B-C-TV; French 138X, 178Z; German 183; Screenwriting—Film Studies 113A-U, 188A-B-C-TV. Other—Film Studies 113A-ZZ, 148AA-ZZ, 151A-AA-ZZ, 184, French 138X, 178CX; Theory-French 178BX.

Undergraduate Offerings in Film and Media Studies Grouped by Subject Matter:
I. Core Courses
46. Introduction to Cinema
70. Introduction to Media Studies
96. Advanced Analysis
101A-B-C-T. Film and Media History
192A-B. Film Theory
II. Production
102. Acting and Directing Workshop
103. Project Development for the Short Film
104F. Film Technology
104TV. Video Technology
104NM. New Media
106A-B. Crew Production
107. Introduction to Animation
107S. Contemporary Animation
108. Individual Production
109AA-ZZ. Special Topics in Film Production
114A. Creating and Performing for Stage and Screen
114B. Advanced Creating and Performing for Stage and Screen
115. Sound Production
116. Editing
118. Sponsored Campus Production
188A. Basic Screenwriting
188B. Advanced Screenwriting
188C. Writing Short Films
188D. Master Class in Writing: Telling the Story
188S. Story Structure
188TV. Writing for Television
II. History
62. Professional Artist’s Lab: Actors and Directors in Focus
101A. History of Cinema: The Silent Film
101B. History of Cinema: The Development of Sound Film
101C. History of Cinema: New Waves and Beyond
101T. History of Television
110. The Hollywood Studio
187PR. Pre-Cinema
IV. Television, Video, and Digital Media
70. Media/Culture/Society
101T. History of Television
124V. Modern Indian Visual Culture
166AA-ZZ. Media/Culture/Society
187CY. Cyborg Culture
187FT. Film and Television of the 60s
187GM. Global Media
187NM. New Media
187RC. Revolutionary Media Culture
187TN. Melodrama in Latin American Film and TV
190DT. Digital Technologies
190PC. Popular Culture
190VA. Video Art and Activism

V. National Cinemas
120. Japanese Cinema
121. Chinese Cinema
122AA-ZZ. Topics in National Cinemas
122IT. Italian Cinema
123. German Cinema
124. Indian Cinema
126. Cuban Cinema
127. Latin American Cinema
127M. Mexican Film and Television
132. French New Wave Cinema
133. Soviet Cinema, 1917 to 1945
136. British Cinemas
151AA-ZZ American Cinema

VI. Directors
154. European Directors in Hollywood
155AA-ZZ. Directors

VII. Documentary/Social Reality
125A-B. Documentary Film
140. The Western
142. The War Film
161. “Third World” Cinema
163. Women and Film: Feminist Perspectives
165. Film and Social Reality
183. Films of the Natural and Human Environment
187WM. War and Media

VIII. Genre
107. Animation
128. Silent Film Comedy
130. Sound Film Comedy
140. The Western
142. The War Film
143. Science Fiction Film
144. The Horror Film
147. The Thriller
150AA-ZZ. Topics in Film Genre
169. Film Noir
175. Experimental Film

IX. Analysis and Criticism
46. Introduction to Cinema
96. Advanced Cinema Analysis
101. Communications
148AA-ZZ. Topics in Film Aesthetics
184. Film Music
187AA-ZZ. Special Topics in Film and Television Analysis
187PR. Pre-Cinema
190AA-ZZ. Studies in Film and the Other Arts
191. Film Criticism
193. Film Narrative

X. Theory
178Z. Technology and Cinema
187DP. Cinema of Displacement
187NT. Theories of National Cinema
187PC. Post-Colonial Media Theory
189AA-ZZ. Topics in Contemporary Film Theory
192A. Classical Film Theory
192B. Contemporary Film and Media Theory

XI. Advanced and Individual Studies
99. Independent Studies
194. Advanced Readings
195I. Internship in Film/Television
196. Senior Honors Seminar
199. Independent Studies
199RA. Independent Research Assistance in Film Studies

Graduate Program
The graduate curriculum in film and media studies is composed of two parts: a set of seven 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 deadline for postmarked applications is December 1.

To be considered for admission to the film and media studies M.A./Ph.D. graduate program, 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 will be required to 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
Although the department does not admit students who seek only an M.A. degree, this degree must be successfully completed before moving on to the Ph.D. program. 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.

In the first two years, the student must complete seven graduate core curriculum courses and five graduate elective courses for a total of twelve courses (out of the eighteen required for the Ph.D.)

By the end of the second year, the student must pass an oral M.A. exam administered by the student’s M.A. committee based on two research papers written and revised by the student during the first two years of the program. Students who complete the M.A. graduate work and pass the oral exam with sufficient distinction will be invited to continue working toward the Ph.D.

Doctor of Philosophy—Film and Media Studies

Degree Requirements
Students entering from another institution or with an M.A. or M.F.A. in another discipline may be required to complete all or part of the M.A. requirements of the Department of Film and Media Studies M.A. requirements prior to the end of the first year of the Ph.D. program. The student must, sometime between the second and third years, investigate and possibly visit potential locations for off-campus research. 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 eighteen courses. (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.)

By the end of spring quarter of the third year, the student must form a dissertation committee, and select a dissertation topic and three areas of specialization relating to the dissertation topic developed in consultation with the committee. At this time the student should also have passed an examination or completed course work as approved by the department that establishes reading knowledge in at least one foreign language.

By the end of the fall quarter of the fourth year, the student must pass a written exam administered by the dissertation committee covering the three areas of specialization and pass an oral defense of 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.

Core Courses. The core courses will focus on fundamental areas of competence in history, theory, analysis, and cultural studies. A single course providing hands-on experience in film or video production also will be required (FS 210). The core courses are listed below.

In lieu of a single research and methods course, the core curriculum distributes meth-
odological 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. Instruction in media production (Film Studies 210) will be taught as an extension of the existing production courses offered by the department.

I. Core Courses
210. Media Production
220. Textual Analysis
230. The Philosophy of History
231. Media Historiographies
240. Film Theory
241. Television and New Media Theory
250. Cultural Theory

II. Production and Screenwriting
210. Media Production
213. Autobiographical Screenwriting

III. Critical and Analytical Practices
200. Theories of Popular Culture
201. Film and Ethnography: Critical Perspective
202. Film and Historiography
220. Textual Analysis
222AA-ZZ. Special Topics in Film Analysis
223. Black Film Criticism
224. Genre Analysis
225. Film and Media Authorship
226. National Cinemas

IV. History and Historiography
230. The Philosophy of History
231. Media Historiographies
232AA-ZZ. Special Topics in Film and Media History
233. Histories of Film Style
234. History, Memory and Media
235. (Auto)biographical Documentary
236. Historicizing New Media: From Plato's Cave and the Kinetograph to Wireless Communication

V. Theory
240. Film Theory
241. Television and New Media Theory
242AA-ZZ. Special Topics in Film and Media Theory
243AA-ZZ. Special Topics in Critical Thinkers
244. Rhetoric of Film Theories
245. Narrative Theory and Memory
246. Television Theory
247. Feminism and Media Theory
248. Digital Media Theory and Practices
249. Postcolonial Media Theory

VI. Cultural Studies
250. Cultural Theory
251. Theory and Practice of Popular Culture
252AA-ZZ. Special Topics in Cultural Studies
253. Psychoanalysis and Cultural Studies
254. The Inhuman and Posthuman in Digital Culture
255. Gaming Culture
256. Latin American Popular Culture and Media

VII. Globalization and Media
260. Film and Ethnography
262AA-ZZ. Special Topics in Film and/or Media Globalization
263. Cultural Translation
264. Media Geographies
265. Race and Gender in Cyberculture

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 Studies 46MS is highly recommended for film 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 Studies 46.
An introduction to the study of film. (F,W,S)

(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, actors, 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. Introduction to Media Studies
(4) STAFF
Provides students with the analytical tools required for a critical understanding of the interrelationship between media, culture, and society in America. Special attention is 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-waste?

95. Internships in Film/Television
(2) CHAIR
Prerequisite: film studies 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 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 to 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
100. Video Technique for Fieldwork and Research
(4) STAFF
Prerequisites: a proposal for a small-scale video research project and consent of instructor.
An introduction to documentary video technique for research in the social sciences. Students learn preproduction, camera work, sound, and editing, through workshops and exercises, while executing individual projects.

101A. History of Cinema: The Silent Film
(5) STAFF
Prerequisites: Film Studies 46 with a minimum grade of C. open to film 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 Studies 46 with a minimum grade of C. open to film 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 Studies 46 with a minimum grade of C. open to film 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 Studies 46 with a minimum grade of C. open to film 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 Studies 46; consent of instructor; open to upper-division film 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) DIRKEL
Prerequisites: Film Studies 46; and, Film 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
Prerequisites: Film Studies 46; open to film majors only.
Not open for credit to students who have com-
111A. The Business of Movies: The Independents
(4) STAFF
Prerequisite: Film 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 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 Studies 46 or upper-division standing.
Topics will vary. May be repeated for credit provided letter designations are different, but only 12 units may be applied toward the major.

114A. Creating and Performing for Stage and Screen
(4) KAWALEK
Prerequisites: Film Studies 46; open to film majors only; consent of instructor.
Focuses on learning to act, to direct actors, and to write compelling characters and truthful dialogue through rehearsal/performances 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 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 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 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 Studies 105; consent of instructor.
May be repeated for credit to a maximum of 12 units.

119. Film Festivals
(4) STAFF
Prerequisites: Film 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.

120. Japanese Cinema
(4) STAFF
Prerequisite: upper-division standing. Same course as Japanese 159.

121. Chinese Cinema
(4) STAFF
Prerequisite: Film 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 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 Studies 46 or upper-division standing.
Examines 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 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 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 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 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 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 discourse, popular culture, and mass media shape Mexican identity and culture and media policy in relation to a local/global dialectic.

128A. Silent Film Comedy
(4) STAFF
Prerequisite: Film 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 Studies 46 or upper-division standing.
An analysis of the comic tradition in American cinema since the coming of sound, emphasizing
134. French and Francophone Cinemas (4) STAFF
Prerequisite: Film Studies 46 or upper-division standing.
Same course as French 178DX.
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.

142. The War Film (4) STAFF
Prerequisite: Film 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 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.

148AA-ZZ. Special Topics in Film Aesthetics (4) STAFF
Prerequisite: Film Studies 46 or upper-division standing.
May be repeated for credit provided letter designations are different, but only 8 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 Studies 46 or upper-division standing.
Course may be repeated for credit provided letter designations are different, but only 12 units may be applied 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 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. Focuses on the 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 Studies 46.
May be repeated for credit provided letter designations are different, but only 8 units may be counted toward the film studies major. A study in depth of the films of one or two film-makers of international stature and significance.

161. "Third World" Cinema (4) STAFF
Prerequisite: Film Studies 46 or upper-division standing.
Same course as Black 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).

163. Women and Film: Feminist Perspectives (4) STAFF
Prerequisite: Film 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 Studies 46 or upper-division standing.
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.

166. Media/Culture/Society (4) STAFF
Prerequisite: Film Studies 46.
Provides students with the analytical tools required for a critical understanding of the interrelationship between media, culture, and society in America. Special attention is given to how social structures shape media and how media products in return affect our cultural practices and patterns.

169. Film Noir (4) STAFF
Prerequisite: Film 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.

178Z. Technology and Cinema (4) STAFF
Prerequisite: upper-division standing; consent of instructor.
Same course as French 178CZ. Cinema fulfills and breaks down the technological project of “framing” the whole of existence. Themes: humanity and technological threat, the decline of language and ethics, the culture industry, science fiction. Screenings include Tarkovsky, Kubrick, Star Wars, Marker, Godard, Melles, Lang. Lectures and readings in English.

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 Studies 46. Presents a series of popular films and professional documentaries in 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 Studies 46 or upper-division standing.
Examines the musical score as an integral structural element of cinema. Topics include the model of “sient” 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 Studies 46 or upper-division standing.
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. Seminar for advanced students examining in-depth with 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 Studies 188A.
May be repeated for credit to a maximum of 8 units. A course intended for students who have successfully completed Film Studies 188A and wish to 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.
Not open to students who have completed Film and Media Studies 113C.
An introduction to screenwriting, emphasizing the fundamentals of short film and TV: setup, climax and resolution, “character-driven” story and plot, the role of conflict, principles of action, exposition, and exposition. 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. An introduction to fundamentals of writing for television including: the situation comedy, the hour-long drama, the film, 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 Studies 96, and Film 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, Wollen, Wollen.

190AA-ZZ. Studies in Film and the Other Arts (4) STAFF
Prerequisite: Film Studies 46 or upper-division standing.
ing, 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.

**192A. Classical Film Theory (5) STAFF**

Prerequisites: Film Studies 46 and 96 with a minimum grade of C (in both); upper-division standing; consent of instructor and department.

An introduction to classical film theory through a close analysis of selected writings of such theorists as Baudry, Balsam, Bazin, Metz, and Heath.

**192B. Contemporary Film and Media Theory (5) STAFF**

Prerequisites: Film 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 a popular culture.

**194. Advanced Readings (4) STAFF**

Prerequisites: Film 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.

**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**

Studies 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 critics of racial representation in Hollywood and other cinemas, the black independent cinemas, and issues of black spectatorship.

**242. 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.

**255. 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.

**260. 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.

**280. 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.

**291. Media Historiographies (4) STAFF**

Close examination of a topic in film and/or media history.

**292A. Special Topics in Film and Media History (4) STAFF**

Close examination of a topic in film and/or media history.

**293. 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.

**294. History, Memory, and Media (4) STAFF**

Explores how visual and audio 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.

**234. (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 identity in history construction.

**236. Historicizing New Media: From Plato’s Cave and the Kinetographe 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 citizen/consumer 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) HERBIDGE
Analyzes film, television and digital media via a cultural studies paradigm. Students read key works by scholars from the Birmingham School, consider cultural studies as an approach to interdisciplinary research, and study models that have emerged in various national contexts.

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-2Z. 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 Latinx 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 Prelori, and Dennis O’Rourke.

262AA-2Z. 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.

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.

596AA-2Z. Directed Reading and Research
(1-4) STAFF
Prerequisite: graduate standing; consent of instructor. Individual tutorial.

French and Italian

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Susan Derwin, Ph.D. (Comparative Literature)
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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 cultural studies. There are also minors in French and Italian. The graduate program in French offers the M.A. in French literature or French linguistics, and the Ph.D. in French literature. In addition, the department collaborates with the Comparative Literature Program, the Department of Film Studies, the Medieval Studies Program, the Renaissance Studies Program, and the Women’s 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 a country 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, Lyon, and Toulouse, with a limited number going to the Paris Center for Critical Studies. Qualifying Italian studies majors are sent to the universities of Padua, Trento, and Bologna; a few art students may pursue special academic programs in Milan. Students may apply to Bocconi University in Milan (economics, international business). Short-term programs in Siena and Rome are also available. Education Abroad participants pay the same fees they would pay at UCSC, as well as room, board, books and personal travel and living expenses. Majors who go to France under the Education Abroad Program must complete at least 20 units of upper-division courses in the department on the UCSC campus. Full details regarding EAP courses and regulations are available at the EAP Office, 2431 South Hall (telephone: 893-2958), or at www.eap.ucop.edu.

Le Club Français and Club Italiano. These clubs meet twice a month for ethnic food, films, conversation, and general fun, under the leadership of visiting French students and native Italian speakers. All levels of fluency are welcome. For details, contact the department, or visit 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 students majoring in 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 Hermoine Chevalier Prize, a modest cash award that is given to the Pi Delta Phi reception.

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.


Undergraduate Program

Bachelor of Arts—French

The French major introduces students to France’s rich literary and cultural heritage, from medieval epics to twentieth-century writings on World War II and the Nazi Occupation, and its legacy in the French collective consciousness. In addition, courses in Old French and in linguistics heighten students’ awareness of how language changes over time, and how it is a living reflection of cultural influences. In addition to courses on French and Francophone literatures of various periods, the department also offers courses that deal with French/Francophone literature in relation to other literatures, disciplines, 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 publishing, research, teaching, the arts, or any field that draws upon a rich liberal arts education.

Preparation for the major. Required: French 1, 2, 3, 4, 5, 6, 26 or equivalent. Recommended: French 50AX-BX-CX, History 4A-B-C, Philosophy 20A-B-C. 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) 8 units from advanced language (104A-B-C) 182; (2) French 101A and 101B (prerequisites for upper-division literature courses); 12 units of upper-division literature and culture taught in French, divided among the following categories: (a) Middle Ages to the seventeenth century and (b) eighteenth to the twenty-first century; 4 units of a cultural course, from French 106A-B, 106A-B-C-D-E, 129, 134A, 134B, 136E, 141B, 150B, 160A, 163, 169B, 178A-C-B, 182, 184, 185B; (3) 12 units of upper-division upper-division courses in the department or in Comparative Literature, by petition, provided the course is taught by faculty from the French and Italian Department; or from the following list: Art History 117D, 117F; History 121C, 137A-B; Film Studies 134; Linguistics 101, 124, 127; 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 or Italian; (4) French 197 (or 110 if the student qualifies).

Bachelor of Arts—Italian Studies

The Italian studies major is interdisciplinary. Perspectives from a broad spectrum of disciplines such as history, literary theory, sociology, 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 in graduate programs should consult an advisor.

Students are strongly encouraged to participate in the Education Abroad Program in Italy. EAP offers a one-quarter program in Siena, a semester program in Trento, Rome, and Siena, and year-long programs in Bologna, Milan, Trento, 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.

Staff members are available in the department office during working hours to answer questions about the major and other academic matters. Students may also consult detailed descriptions of current course offerings in the department office. The director of undergraduate studies keeps posted office hours and is also available by appointment or via e-mail.

Preparation for the major. Italian 1, 2, 3, 4, 5, 6, 20X, 26 or equivalent. History 4A-B-C and Philosophy 20A-B-C are recommended.

Upper-division major. Forty-upper-division units are required, including Italian 101 or 102; 12 units of Italian literature taught in Italian from any period; 12 units from additional Italian courses excluding 109 (may be in English); 12 units of upper-division electives from the program; or in Comparative Literature, by petition, provided the course is taught by faculty from the French and Italian department; or from the following: Art History 105E-F-G-H, 105K-L, 105M, 109A-B-C-D-E-F-G, 110AA-ZZ, 113A-B-D-F, 114AA-ZZ, 184B-C, 186F-G-H; Film Studies 121IT, 121IC-Geography 159; History 113B, 116, 117A-C, 121A-B-Q, 123A-B-C, 129A-B-C-D-E-F; Music 112ABC-C, 179, 180, 181. No more than one course may be from the Italian Program/Comparative Literature. Double majors may use 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 (0-24 units), French 26 or equivalent.

Upper-division minor. Twenty units, distributed as follows:
A. One course (4 units) from French 104A-B-C, 182...
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 committee considers transcripts, letters of recommendation, GRE scores, the statement of purpose, the writing sample, and the tape recording of spoken French (or the TOEFL, where applicable) in making admissions decisions.

Degree Requirements

The student must take 48 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. 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 Web site: www.french-ital.ucsb.edu.

Doctor of Philosophy—French Admission

Although students admitted to the department's M.A. program in French are conditionally admitted to the Ph.D. program as well, continuation to the Ph.D. program is by invitation only and is based upon performance in M.A. coursework, on the M.A. exams, and as a teaching assistant. 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, the writing sample and the tape recording of spoken French (or the TOEFL, where applicable) in making admissions decisions.

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 24 units of seminar work. Students with the M.A. from another institution must pass 32 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. All students must pass a series of written and oral examinations. Following formal advancement to candidacy, the student must present a dissertation that gives evidence of ability to conduct independent research of high quality. Full details on the Ph.D. program are available on the departmental Web site: 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 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 206, Spanish 222 A, Spanish 222B, Portuguese 222, Religious Studies 148 A, Religious Studies 148 B, Religious Studies 210); Paleography and/or Diplomatics (History 215 S, History 215 T); 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 Web site at www.medievalstudies.ucsb.edu.

Optional Emphasis in Women's Studies

The Women's Studies Program, with over 30 core and affiliated faculty members in over eleven disciplines, serves as a mode of interdisciplinary work and scholarly collaboration at UCSB. Women's studies doctoral emphasis students are required to complete successfully four seminars that will enhance their understanding of feminist pedagogy, feminist theory, and topics relevant to the study of women, gender, and/or sexuality. Using an interdepartmental set of conversations and intellectual questions, women's studies support a multifaceted disciplinary work and scholarly collaboration at UCSB. Women's studies doctoral emphasis students are encouraged to apply to teach women's studies courses as teaching assistants and associates as part of their women's 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; Dramatic Art and Dance; English; French and Italian; Germanic, Slavic, and Semitic Studies; History; History of Art and Architecture; Religious Studies; Sociology; or Spanish and Portuguese. Candidates complete four graduate courses and select a member of the women's studies faculty or affiliated faculty to serve on their Ph.D. exam and dissertation committees. Applications to the Women's Studies Doctoral Emphasis may be submitted at any stage of Ph.D. work; and applications deadlines are November 1, 2005 and May 2, 2006.
Students pursuing the emphasis in women’s studies will successfully complete four graduate courses. Only one may be taken in the student’s home department.

1. Issues in Feminist Epistemology and Pedagogy (Women’s Studies 270/Fall). A one-quarter seminar that considers women’s 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.

2. Special Topics in Women’s Studies (594 AA-ZZ). A one-quarter seminar offered by a women’s studies faculty member on topics of central concern to the field of women’s studies. Or Research Practicum (Women’s Studies 280). A cross-disciplinary seminar in which fundamental questions in contemporary feminist research practice are considered in light of students’ own graduate projects. Students may fulfill the Area 2 requirement by taking either a Special Topics Seminar or the Research Practicum.

3. Feminist Theories. A one-quarter graduate seminar in feminist theory offered by any department, including women’s studies.

4. Topical Seminar. A one-quarter graduate seminar, outside the student’s home department, that addresses topics relevant to the study of women, gender, and/or sexuality.

**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 Department 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 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), 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. 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 UCSC,” 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 UCSC.”

**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, the Summer Institute M.A. will not completely fulfill requirements for entry into the Ph.D. program at UCSC.

For additional information and application forms, write to the Summer Sessions Office, Language Institutes, University of California, Santa Barbara, CA 93106-2010; tel: (805) 893-7053; Web site: www.summer.ucsb.edu.

**French Courses**

Courses whose numbers are followed by X, Y, Z are taught in English.

**LOWER DIVISION**

Please note: Students who have studied French at other institutions and wish to continue their study at UCSC 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** (4 STAFF)

   **Introductory course for students with no prior exposure to French. Grammar, vocabulary, speaking, and writing taught entirely in French through interactive presentations and activities. Exposure to French and Francophone culture in a hallmark of the program. Four days a week; in French.**

2. **Elementary French** (4 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** (4 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** (4 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** (4 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** (4 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.

7. **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.

8. **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.

9. **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 require-
ments. 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 not 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
(4) STAFF
Prerequisite: French 6.
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.

50AX-BX-CX. Tales of Love
(4-4-4) BROWN, MAUREUR, 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, MALEURR, 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
Prerequisite: 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 9899/198199/199AX-AXZ 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
An introductory, interdisciplinary approach to literary analysis through an examination of the cultural and aesthetic movements of the Middle Ages, Renaissance, and seventeenth century. Readings of poetry, drama, and fiction. Course focuses on advanced discussion and writing in French.

101B. Introduction to Literary and Cultural Analysis
(4) STAFF
An introductory, interdisciplinary approach to literary analysis through an examination of the cultural history and aesthetic movements from the Enlightenment to the twenty-first century. Readings of poetry, drama, and fiction. Course focuses 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. Organization and analysis of 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 includes analysis of literary works and a long-term "autobiographical project" that may be factual or fictionalized. In French.

104C. Advanced French Grammar
(4) SCHULTZ
Course is 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
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.

106B. History of French Culture
(4) MAURSETH
Important social and cultural changes during the seventeenth and eighteenth centuries. In French.

106C. History of French Culture
(4) NESCI, PRIETO
Modernity as cultural phenomenon in the context of political and social changes from 1789 to 1940. Focus on the advent and crisis of democracy, the development of industrial capitalism and mass culture, the making of a national and historical consciousness. In French.

106X. Women in France: Images and Realities (in English)
(4) BROWN, NESCI, SCHULTZ
Comparison and contrast of the image of women in the arts and literature with their traditional position in French society. From the Middle Ages to the present. Representative figures include Eleanor of Aquitaine, George Sand, and Simone de Beauvoir. In English.

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.

110. Senior Honors Seminar
(4) STAFF
Prerequisites: consent of instructor; honors standing.
Rigorous investigation of theoretical issues through the reading of both literary and critical texts. Course material will vary from year to year. In French.

119. Intensive Theater Workshop
(4) ENDERS
Prerequisites: French 26; and, French 101 or 101A or 101B
Students perform a play after an intensive analysis of its text, history, and criticism. Choice of play depends on enrollment; students should consult departmental webpage for possible choices. In charge of production, props, and direction, students perform at a departmental event.

120X. Autobiography
(4) MAUREUR
A study of autobiographies written in French from the eighteenth century to the present, including Rousseau, Chateaubriand, Sand, Leduc, and Sartre. Readings will vary from quarter to quarter. In English.

121CX. History of France from 1500-1700
(4) BERNSTEIN
Course is History 48 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 relationships of power and questions of power.

122X. 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.

129. Medieval Urban Legends
(4) ENDERS
Prerequisites: French 26; and, French 101 or 101A or 101B.
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.

134A. Law and Literature in the Middle Ages
(4) ENDERS
Prerequisites: French 26; and, French 101 or 101A or 101B.
Not only does medieval literature represent and stage constant judicial proceedings (trials, ordeals, executions); law itself is often perceived as entertainment. Analyzing representative epics, theatrical, and legal texts, we will investigate the veritable spectacle of jurisprudence (including its contemporary ramifications).

134B. Trials of Desire in the Middle Ages
(4) BROWN, ENDERS
Prerequisites: French 26; and, French 101 or 101A or 101B.
From knightly jousting to romantic monologues to lyric debates about fidelity, numerous medieval characters fight about love. Focusing on Chrétien de Troyes and the trouvadiques, we explore the literary and cultural ramifications of the representation of love as violent.

136A. Love, Adultery and the Supernatural
(4) BROWN
Prerequisites: French 26 (or equivalent language proficiency); and, French 101 or 101A or 101B.
The rise of medieval narrative literature and its development. Emphasis on the romance. Lectures and readings in French.

136C. Medieval Drama
(4) BROWN
Prerequisites: French 26 (or equivalent language proficiency); and, French 101 or 101A or 101B.
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. In French.

136X. 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. In English.

137X. Medieval Literature in Translation

(4) BROWN, ENDERS

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 Chrétien de Troyes, the Lais of Marie de France, or The Romance of the Rose. In English.

139X. Torture

(4) 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. In English.

140B. Renaissance Poetry

(4) SKENAZI

Prerequisites: French 26 (or equivalent language proficiency), and, French 101 or 101A or 101B.

A study of the great masterpieces of French Renaissance poetry with special attention given to poets of the "École de Lyon" and the "Flâneur." Works by Marot, Scève, Du Bellay, and Ronsard. In French.

141. Ambiguity and Opposition in Selected Authors of the Early Renaissance

(4) SKENAZI

Prerequisites: French 26; and, French 101 or 101A or 101B.

The expression of resistance and reaction to the social order. May include works by Lemaire de Belges, Marot, Rabliaus, Scève. In French.

142. French Theatre

(4) SKENAZI

Prerequisites: French 26 (or equivalent language proficiency), and, French 101 or 101A or 101B.

A study of the meaning and the function of French theatre throughout the centuries, in connection with the cultural context of the day. Plays by Mollière, Beaumarchais, Hugo, Musset, Ionesco, Beckett. In French.

142X. French Theatre in Translation

(4) SKENAZI

A study of the meaning and the function of French theatre through the centuries, in connection with the cultural context of the day. Plays by Mollière, Beaumarchais, Hugo, Musset, Ionesco, Beckett. Lectures and readings in English.

143. Belgian Literature in French

(4) SKENAZI

Prerequisites: French 26; and, French 101 or 101A or 101B.

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, Gheerbrant, De Maeyer. In French.

146X. Voyages to the Unknown

(4) SKENAZI

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, Lemaire, De La Fontaine, and La Fayette. The impact of these voyages on literature.

150B. The Age of Louis XIV

(4) TOBIN

Prerequisites: French 26; and, French 101 or 101A or 101B.

The development of literary genres between 1660 and 1680. Pascal, Racine, Molière, La Fontaine. The impact of the Age of Louis XIV on literature.

160A. Introduction to Eighteenth-Century French Thought

(4) STURM

Prerequisites: French 26; and, French 101 or 101A or 101B.

A reading of basic Enlightenment texts, stressing the fundamental works of Rousseau, Voltaire, Diderot, Laclau, and other major figures of the century. In French.

160B. Eighteenth-Century French Novel

(4) STAFF

Prerequisites: French 26; and, French 101 or 101A or 101B.

The novel's progression from banned genre to predominant literary form. Works by authors such as Prevost, Marivaux, Graftigny, Diderot, Laclau, and Sade. In French.

160X. 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 French.

163. The Politics of Paradise

(4) STURM

Prerequisites: French 26 (or equivalent language proficiency); and, French 101 or 101A or 101B.

Rousseaus's two Discourses, The Social Contract, and Emile, along with Voltaire's Candide, Le Mondain, and other works to consider analysis. Focus on rhetoric of utopia and its political institutional framework. In French.

164. Literature in the Age of Anxiety

(4) STURM

Prerequisites: French 26 (or equivalent language proficiency); and, French 101 or 101A or 101B.

Study of the variety of themes from the work of Sartre. The major existentialist themes (commitment, anguish, subjectivity, etc.) will be considered. In French.

166. Sartre: Recounting Lives

(4) STURM

Prerequisites: French 26, and, French 101 or 101A or 101B.

Investigation of the variety of angles from which Sartre recounts lives, whether it be his own or another's, real or fictional. Cognitive issues and dilemmas of biography, autobiography, and case studies are investigated from a modern-critical perspective. Lectures and readings in French.

168B. Paris in Nineteenth-Century Literature and Art

(4) NESCI

Prerequisites: French 26 (or equivalent language proficiency); and, French 101 or 101A or 101B.

A reading of basic Enlightenment texts, stressing the major existentialist themes (commitment, anguish, subjectivity, etc.) will be considered. In French.

169B. Time Off in Paris—Honors

(1) NESCI

Prerequisites: concurrent enrollment in French 169B or 169BX, for a total of 5 units.

Not open for credit to students who have completed French 169X.

Same course as Comparative Literature 107.

170. Modern French Theater and Ancient Myths

(4) PRIETO

Prerequisites: French 26 (or equivalent language proficiency); and, French 101 or 101A or 101B.

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 Sarratea, Duras, Robbe-Grillet, Butoir), playwrights of the "ab-" and/or New Wave filmmakers. In French.

172H. Citoyennes! Honors

(1) NESCI

Prerequisites: concurrent enrollment in French 171X; consent of instructor; students must meet departmental honors criteria.

Eligible students are invited to enroll in the honors seminar, generally taught by the course instructor. Students receive one unit for the honors seminar, plus four units in French 171X, for a total of five units.

178A-B-C. Special Topics in French Cinema

(4-4-4) STAFF

Same topics in French cinema such as recent film, the representation of history, the countertext of image. Different letters designate different areas of study. In French.

178AX. French Cinema: History and Theory

(4) MALEURE, NESCI

Not open for credit to students who have completed French 178X.

Same course as Film Studies 178X.

178BX. Contemporary French Cinema

(4) NESCI

Not open for credit to students who have completed French 178Y.

Study of the impact of the great myth-shattering thinkers of the century. Themes humanity and/as technological threat, the decline of language and ethics, the culture industry, science fiction. Readings include Tarkovsky, Kubrick, Star Wars, Marker, Godard, Melies, Lang. Lectures and readings in French.

178DX. French and Francophone Cinemas (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 and France among French-speaking communities are examined through national, regional, and immigrant discourses. In English.

180C. Post-War Avant-Gardes

(4) LEVY, PRIETO

Prerequisites: French 26 (or equivalent language proficiency); and, French 101 or 101A or 101B.

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 Sarratea, Duras, Robbe-Grillet, Butoir), playwrights of the "ab-" and/or New Wave filmmakers. In French.

180D. Modern French Theater and Ancient Myths

(4) PRIETO

Prerequisites: French 26; and, French 101 or 101A or 101B.

The twentieth century has been fertile in stage adaptations of the classic myths of Western civilization. This course will study such plays, emphasizing both the reliance on ancient tales and their adaptation to contemporary issues. In French.

180X. Existentialist Literature in Translation

(4) STURM, MALEUREV

Readings in fiction, drama, and philosophical essays from the French Existentialist movement. Readings will include issues such as war, post-colonialism, historico-social trauma, and the crisis in cultural identity. In English.
182. Literary Translation: Theory and Practice

(4) LEVY
Prerequisites: French 26 and 101.

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.

184. Literature and the Visual Arts

(4) STAFF
Prerequisites: French 101A or 101B or 101.

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 low popular art; poetry and painting; art criticism, and hybrid forms such as comic strips.

185B. Gender and Sexuality in France

(4) NESCI
Prerequisites: French 26; and, French 101 or 101A or 101B.

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.

192H. Postcolonial Francophone Narrative Honors

(1) PRIETO
Prerequisites: concurrent enrollment in French 192X; honors standing.

Eligible students are invited to enroll in the honors seminar, which is generally taught by the course instructor.

192X. Post-colonial Francophone Narrative

(4) PRIETO

Same course as Comparative Literature 171. Study of fiction from the Caribbean, West Africa, and the Magreb. Born of the conflict between and hybridization of widely differing cultural traditions, this course provided insights into the vibrancy of contemporary post-colonial societies, the ongoing legacy of colonialism, and the meaning of multiculturalism. In English.

196X. Fantasy and the Fantastic

(4) LEVY, JULLIEN

Same course as Comparative Literature 191.

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.

197. Senior Seminar

(4) STAFF
Prerequisites: senior standing or 6 upper-division courses in French.

A seminar enabling students to synthesize knowledge gained in upper-division French courses, both at UC and through the Education Abroad Program. Topics vary, but involve investigations of theoretical issues related to French literature and culture. 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

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. Representative Works 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
D. Auto/biography, Autoportrait, Autofiction
E. 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
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 academic 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 visits 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

Only for the writing of the doctoral dissertation. Instructor should be chair of student’s doctoral committee.
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 discussions 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
   Prerequisite: 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 8.
   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.

99A. Independent Research Assistance
   (1-4) STAFF
   Prerequisite: Italian 3 with a minimum grade of 8.
   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 chivalry, the development of Italian city-states, humanism, the role of women, art and artists.

109. Advanced Italian Conversation
   (4) STAFF
   Prerequisite: 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 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.

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 libretti, and listening to the music.

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
   Prerequisite: Italian 26.
   May be repeated for credit to a maximum of 12 units provided letter designations are different.
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  
French 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 Mafisa, 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.  

1802. 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 Rossi. In English.  

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. 
Independent 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 Course  
596. Directed Reading and Research  
(1-4) STAFF  
Prerequisites: graduate standing and consent of instructor. 
May be repeated for credit. 
Individual tutorial.  

Freshman Seminars  
Office of Student Academic Affairs  
College of Letters and Science  
Cheadle Hall 1117  
Phone: (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 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.  

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Chair: Oliver Chadwick  

Faculty  
David L. Carr, Ph.D., University of North Carolina, Chapel Hill, Assistant Professor (fertility, migration, population-environment linkages, land use/cover change in Latin America)  
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)  
Hallie Easkin, Ph.D., University of Arizona, Assistant Professor (environmental hazards, economic globalization, human dimensions of global environmental change, agriculture, international development)  
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, transpor- tation 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 econome- mics and statistics, travel behavior dynamics and microsimulation)  
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)
The B.A. in Geography with an emphasis in Geographic Information Science is intended to build upon Geography B.A. in the science behind 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, remote sensing, global positioning systems, visualization), and the bodies of theory that relate the tools to problem solving in geography. Students will choose one or more tracks in GIScience specializations, which 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 the systems 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 systematic courses.

To declare geography as a major, students must 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 major requirements, quarter scheduling, honors programs, 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 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, and field research programs like UCSB Extension's Wildlands Studies 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 these 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.** Geography 3A and 3B and 5 and 12. One course from area A - Natural Science and one course from area B – Social Science. Area A: Chemistry 1A/1AL; EEMB 2 or 20 or 21; Environmental Studies 2; Geology 2 or 4; MCDB 20; 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. One introductory statistics course from the following: Communication 87; EEMB 30; PSTAT 5A or 5E; Psychology 5. One computer programming course: CSSA5A-ZZ or by petition. Strongly recommended: Geography 2, 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 – Remote Sensing: Geography 102, 115A-B-C

   Sequence 2 – Cartography: Geography 118, 128, 144, 148, 184A

   Sequence 3 – Geographic Information Systems: Geography 176A-B-C

   Sequence 4 – Quantitative Techniques and Theoretical Methods: Geography 117, 172, 190, 191, 191/L, 194;

   B. 4 units from physical systems courses: Geography 104, 110, 112, 114A, 114B, 116, 133, 134, 144, 162A, 163, 165, 166, 167, 170, 175;

   C. 4 units from human systematics courses: Geography 108, 109, 111A-B, 141A, 141C, 145, 146, 153A-B-C-D-E, 180, 185A-B-C-D, 190;

   D. 4 additional units from either B or C above; E. 8 units from integrative and regional courses: Geography 135, 135S, 140, 141B, 148, 149, 150, 155, 158, 159, 182;

   D. 12 units of upper-division geography electives taken from Areas A-C to bring unit total to 80. A maximum of 8 upper-division units from a list of approved alternatives or by petition.

   Note: Geography 194, 195, 198, 199, 199RA can be applied to Area A1 or A2 by petition, depending on the subject matter.

**Bachelor of Arts—Geography—Geographic Information Science Emphasis**

**Preparation for the major.** Geography 3A and 3B and 5 and 12. One course from area A - Natural Science and one course from area B – Social Science. Area A: Chemistry 1A/1AL; EEMB 2 or 20 or 21; Environmental Studies 2; Geology 2 or 4; MCDB 20; 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. One introductory statistics course from the following: Communication 87; EEMB 30; PSTAT 5A or 5E; Psychology 5. One computer programming course: CSSA5A-ZZ or by petition. Strongly recommended: Geography 2, 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 – Remote Sensing: Geography 102, 115A-B-C

   Sequence 2 – Cartography: Geography 118, 128, 144, 148, 184A

   Sequence 3 – Geographic Information Systems: Geography 176A-B-C

   Sequence 4 – Quantitative Techniques and Theoretical Methods: Geography 117, 172, 190, 191, 191/L, 194;

   B. 4 units from physical systems courses: Geography 104, 110, 112, 114A, 114B, 116, 133, 134, 144, 162A, 163, 165, 166, 167, 170, 175;

   C. 4 units from human systematics courses: Geography 108, 109, 111A-B, 141A, 141C, 145, 146, 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. 8 units from integrative and regional courses: Geography 135, 135S, 140, 141B, 148, 149, 150, 155, 158, 159, 182;

   Note: Geography 194, 195, 198, 199, 199RA can be applied to Area A1 or A2 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-Environment Relations (HER):** This systematic area covers the major components of human geography offered by the department, including human spatial behavior, spatial decision making and decision support, urban and regional modeling, planning and policy, human movement and transportation systems, resource and environmental management, environmental ethics, and human 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 visualization, 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 high 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.

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 but will be tested only in one technical area. 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:

Students pursuing a Ph.D. in this department may petition to add an emphasis in cognitive science. The interdisciplinary program in cognitive science involves faculty from the Ph.D. programs in Anthropology, Computer Science, Education, English, Electrical and Computer Engineering, Geography, Linguistics, Psychology, and Sociology and Statistics and Applied Probability. 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 which are taught individually and collaboratively by faculty from a variety of disciplines.

Students who petition to add the emphasis in cognitive science must fulfill the following requirements in addition to the requirements of the Ph.D. in their home department: (1) participation for at least three quarters in the seminar Interdisciplinary 200; (2) completion of at least three cognitive science elective courses with one each in three different departments; (3) completion of either (a) a research project, completed before the dissertation, resulting in a publishable paper, or (b) an extramural grant proposal for a study in cognitive science suitable for submission to an identified granting agency; (4) presentation of a research paper in a suitable academic forum, such as an emphasis or department colloquium, or a professional meeting; and (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.

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) 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 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 specialization 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 Goulas at 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 separa-
rately from the joint doctoral program. Applicants should see the joint doctoral program coordinator at SDSU.

Geography Courses

LOWER DIVISION

2. World Regions
(4) EAKIN
Open to non-majors. Lecture, 3 hours; discussion, 1 hour.
An examination of the interdependency, connectivity, and diversity that characterizes world regions. The course explores the interactions of processes of global change with the environmental and social identities of individual landscapes, cities, and peoples.

3A. Oceans and Atmosphere
(4) SIEGEL, DICKY, STILL
Not open for credit to students who have completed Geography 3. 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.

3B. Land, Water and Life
(4) ROBERTS, YOUNG, CHADWICK, STILL
Not open for credit to students who have completed Geography 3. 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.

5. People, Place and Environment
(4) MONTELLO, SWEENEY, CARR, EAKIN
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, 3 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.

14. Multimedia Production Using Maps and Images
(4) STAFF
Lecture, 3 hours; laboratory, 3 hours.
Introductory course on production of web-based and printed materials using geographic data such as photos, images, maps, and graphs. Using a geographic theme (film, music, e.g., “rivers”), students learn image processing techniques using Photoshop, create web pages using Dreamweaver, and make presentations using PowerPoint.

20. Geography of Surfing
(4) SWEENEY
Lecture, 3 hours.
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. Lecture, 3 hours; 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 99/99A/99B/99/199A-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 99/99A/99B/99/199A-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

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
Lecture, 3 hours; discussion, 1 hour.
Introduction to the processes which control the circulation of the world's oceans. Topics include: wind driven circulation, thermocline circulation, water masses, waves, and tides.

108. Urban Geography
(4) COULCELIS
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. Introduction to Economic Geography
(4) SWEENEY
Prerequisite: Geography 5. Lecture, 3 hours; discussion, 1 hour.
Introduction to the study of spatial economic theories with applications to 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) MICHAELSEN
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, 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-day weekend fieldtrip required. Recommended preparation: Geography 38. 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, 2 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) CLARKE, SCHNEIDER
Prerequisites: Geography 3A-B. Lecture, 3 hours; laboratory, 4 hours.
Introduction to physical and cultural geographic
phenomena as recorded by airborne and satellite remote sensing systems, with emphasis on photo interpretation. Lab: involves analysis of current and historical aerial photographs and satellite images in hard copy and digital formats.

115B. Introduction to Remote Sensing
(S) SCHNEIDER
Prerequisites: Geography 115A with a minimum grade of C. Lecture, 3 hours; laboratory, 4 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
(S) SCHNEIDER
Prerequisites: Geography 115B with a minimum grade of C. Lecture, 3 hours; laboratory, 4 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) LOAGIKA
Same course as Geosciences 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
(MONTIELLO)
Prerequisites: Geography 3A 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.

118. Cartographic Design
(CLARKE)
Not open for credit to students who have completed Geography 118B. Lecture, 2 hours; laboratory, 4 hours. Technical introduction to graphic representation of spatial information. Lectures cover principles of scientific visualization, graphic design, and thematic mapping for the GIS sciences. Labs involve design of digital maps using current graphic software on state-of-the-art workstations.

128. Analytical and Computer Cartography
(CLARKE)
Prerequisite: Geography 176A. 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
(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
(GAUTIER)
Prerequisite: Geography 3A. Recommended preparation: two upper-division physical geography courses. Lecture, 3 hours; laboratory, 2 hours. Description of various components of earth system: climate and hydrologic systems, biogeochemical dynamics, ecological dynamics. Human interaction and global change. Observations and modeling of earth system.

135. Mock Environmental Summit
(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 gases, etc.).

135S. Mock Environmental Summit
(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
(ROBERTS)
Prerequisites: Geography 3A or 3B; and Geography 5. Upper-division, graduate students only. 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 and importance of disease and invasive species.

141A. Population Geography
(CARR)
Prerequisite: Geography 5 or equivalent course. Not open for credit to students who have completed Geography 143. 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
(SWEENEY)
Prerequisite: Geography 141A. Not open for credit to students who have completed Geography 143, Lecture, 3 hours. A survey of global and regional patterns of demographic change and their connection to significant economic development issues. Basic methods of demographic analysis are introduced to study historical and current issues in population and development.

141C. California Population Analysis and Policy
(SWEENEY)
Prerequisite: Geography 141A. Lecture, 3 hours; laboratory, 1 hour. 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. Forms, Process, and Human Use of Rivers
(KELLER, MERTES)
Prerequisites: Mathematics 3A-B or 34A-B. 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.

145. Society and Hazards
(EAKIN)
Open to non-majors. Lecture, 3 hours. Presents geographic approaches to the study of environmental hazards, exploring the evolution of theory and key concepts, causal processes, trends and patterns in the spatial distribution of vulnerability and hazard impacts, and the challenge of management and adaptation.

146. Introduction to Transportation
(CHURCH)
Recommended preparation: Geography 5. Lecture, 3 hours. Introduction to the analysis of inter- and intra-city passenger and freight movements. Geographic and economic concepts are used to develop predictive and optimal design/maintenance models for the transportation system. Applications of the models are stressed.

147. The California Channel Islands
(4) STILL, STAFF
Prerequisites: MCD 1A-1AL or EEMB 2, or MCD 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
(MONTIELLO)
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
(GOLLEGE, MONTIELLO)
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
(GOLLEGE)
Recommended preparation: Geography 5 or equivalent. Lecture, 3 hours; laboratory, 1 hour. Introduction to 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 include local and city management simulation games.

153C. Environmental Perception and Cognition
(MONTIELLO)
Prerequisites: Geography 5 or Psychology 1. 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
(CHURCH)
Lecture, 3 hours. Applications of spatial decision making and behavior to retail systems: site selection, site evaluate-
tion, trade area estimation, and spatial dimensions of 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 vil, l tenament: 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. Geography of the California Current
(4) SIEGEL
Prerequisites: Geography 3A-B. Introduction to the marine resources off 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.

161. World Agriculture, Food, and Population
(4) CLEVELAND
Prerequisites: 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.

159. Geography of Europe
(4) COUCELUS
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. 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) LOACIGA
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
Prerequisite: Geography 104. Lecture, 3 hours; discussion, 1 hour. Examination of waves and tides in the ocean. Topics include surface wave generation, internal waves, tides and tide rising forces. Measurement techniques are also discussed.

166. Physical Climatology
(4) MICHAELEN
Prerequisite: Geography 110 with a minimum grade C. Recommended preparation: Mathematics 3C or equivalent. Lecture, 3 hours; laboratory, 1 hour. Study of the processes which create the earth's climate. Flows of energy and material in the atmosphere and interactions with the surface. Large-scale atmospheric circulation patterns. Spatial and temporal variability. Climatic modeling.

167. Biogeography: The Study of Plant and Animal Distributions
(4) STILL
Prerequisite: Geography 3A or 3B or Environmental Studies 2 or EEBM 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 one-day field trip.

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, traditional and industrial communities. Class participation in project on local olive diversity includes field work.

170. Introduction to Vegetation Analysis
(4) STILL, STAFF
Prerequisites: Geography 3B and 167. Lecture, 3 hours; laboratory, 1 hour. Theory and application of natural vegetation classification, ordination, mapping, and inventorying. Includes application of remote sensing, field sampling techniques and data analysis. Lab involves calculation and computation methods and implementation of computer programs for vegetation analysis.

171BT. Biotechnology, Food, and Agriculture
(4) CLEVELAND
Prerequisite: upper-division standing. Same course as Anthropology 166B 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. Social, cultural, ethical, biological and environmental issues surrounding biotechnology (BT) and the food system. Includes theory and method of BT, scientific and political control of BT, effect of BT on genetic diversity, BT and 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
Prerequisites: PSTAT SAA-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 data.

176A. Introduction to Geographic Information Systems
(4) CLARKE
Recommended preparation: Geography 12 and 14. Lecture, 2 hours; laboratory, 2 hours. Introduction to modern spatial data processing, development, implementation, and functions of geographic information systems; relations between GIS and remote sensing; and applications of geographic information systems to a variety of environmental issues.

176B. Technical Issues in Geographic Information Systems
(4) GODECHILD
Prerequisites: Geography 176A with a minimum grade of C; concurrent enrollment in Geography 176BL. Lecture, 3 hours. Introduction to 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
(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) STAFF
Prerequisites: Geography 176B with a minimum grade of C. Lecture, 3 hours; laboratory, 3 hours. 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) COUCELUS
Prerequisite: Geography 5. upper-division standing. Recommended preparation: Geography 108. Lecture, 3 hours; discussion, 1 hour.
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. Specialization and roles of global cities in the information age economy. Examination of individual cities at the top tiers of the global urban hierarchy.

184A. Introduction to Cartographic Programming
(4) CLARKE
Prerequisite: Computer Science 12. Lecture, 2 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.

184C. Geographic Visualization
(4) STAFF
Prerequisite: Geography 12 or 118 or 176A. Lecture, 3 hours.
Examines current issues and approaches in cartography and geographic visualization (GVIS), focusing on the use of visual representations to facilitate thinking, problem solving and decision making in cartography. Labs provide hands-on experience in constructing interactive cartographic visualization with current hardware and software.

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
Prerequisite: 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 equality, industry structure/competitiveness, and regional occupational labor markets.

185D. Urban and Environmental System Analysis
(4) CHURCH
Prerequisite: Geography 3A or 3B or 108
Recommended preparation: Mathematics 3A or 34A. Lecture, 3 hours.
Applications of operations research techniques and decision analysis in structuring approaches to urban 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.
Recommended preparation: Mathematics 3A or 34A. Lecture, 3 hours.
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. Lecture, 3 hours.
Introduction to “Operations Research” methods that are used in the analysis of geographic problems, including linear programming, network, integer programming, and dynamic programming. Example problems involving spatial and temporal decision making are emphasized.

191L. Laboratory in Optimization Methods for Geographic Problems
(1-4) STAFF
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; 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, 2 hours; tutorial, 1 hour.
Directed readings and research leading to a draft thesis proposal (MA students) or a systematic literature review (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.

2010. 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) ROBERT
Prerequisite: 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.
205. Seminar in Environmental Geography
(4) MONTELLO
Lecture, 2 hours.
Not open for credit to students who have completed Geography 206. This class is designed for students interested in environmental geography. Topics include human and environmental change.

219A. Activity and Travel Behavior Analysis
(4) GOULAS
Prerequisite: Geography 211B. Recommended preparation: Geography 210C or equivalent. This course covers the theory and analysis of travel behavior in space, time, and social context. The course uses travel surveys and travel behavior data to analyze and model travel behavior.

219B. Transportation Modeling & Simulation
(5) GOULAS
Prerequisite: Geography 211A. Recommended preparation: Geography 210B-C or equivalent. This course covers the theory and construction of transport models and simulation models. The course is designed to provide a comprehensive understanding of transportation modeling.

221C. Activity and Travel Behavior Analysis
(4) GOULAS
Prerequisite: Geography 211B. Recommended preparation: Geography 210C or equivalent. This course covers the theory and analysis of travel behavior in space, time, and social context. The course uses travel surveys and travel behavior data to analyze and model travel behavior.

231. Cognitive Issues in Geographic Information Science
(4) COQUELIS, MONTELLO
Prerequisite: graduate standing. This course explores the cognitive issues in geographic information science. The course covers the theory and analysis of travel behavior in space, time, and social context. The course uses travel surveys and travel behavior data to analyze and model travel behavior.

234. Seminar in Cartography
(4) CLARKE
Prerequisite: Geography 118. This course covers the theory and analysis of travel behavior in space, time, and social context. The course uses travel surveys and travel behavior data to analyze and model travel behavior.

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. This course provides an overview of the current and classic demographic literature.

241A. Population Geography
(4) CARR
Not open for credit to students who have completed Geography 241. This course is designed for students interested in environmental geography. Topics include human and environmental change.

241B. Population, Development, and the Environment
(4) SWEENEY, CARR
Lecture, 3 hours. This course is designed for students interested in environmental geography. Topics include human and environmental change.

242. Land Use - Land Cover Change
(4) SWEENEY
Prerequisite: Geography 210A, 210B, and 210C or equivalent. This course is designed for students interested in environmental geography. Topics include human and environmental change.

244. Society and Hazards
(4) EAKIN
Prerequisite: graduate standing. This course is designed for students interested in environmental geography. Topics include human and environmental change.

246. Earth System Science: Hydrologic Modeling
(4) LOACIGA
Prerequisite: Geography 112 and 116; upper-division calculus and statistics. This course is designed for students interested in environmental geography. Topics include human and environmental change.

255. Seminar in Environmental Geography
(4) MONTELLO
Lecture, 2 hours. This course is designed for students interested in environmental geography. Topics include human and environmental change.
Quantitative and computational study of land-atmosphere hydrological interactions; modeling of surface water and groundwater processes, regional groundwater systems and solute transport.

253. Global Warming: Causes and Consequences
(4) GAUTHIER
**Prerequisite:** Geography 134.
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) STILL
**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 transfer 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 seawater, 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) MICHEL
**Prerequisite:** graduate standing. Lecture, 3 hours; seminar, 1 hour.
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) TRIAIRI
**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) GAUTHIER, SIEGEL, STILL
**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 2A 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) DICKEY, ALDREDGE
A series of lectures and seminars on diverse research topics in marine science.

596. Directed Reading and Research
(2-4) STAFF
**Prerequisites:** consent of instructor and department chair.
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 grading. 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
**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

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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. Kutting, 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 McElhaney, 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, Associate Professor (critical theory, psychoanalysis, deconstruction, 19th- and 20th-century literature, especially East European and Russian)
Elisabeth Weber, Ph.D., University of Freiburg, Professor (18th- and 19th-century literature and philosophy, German-Jewish culture, deconstruction, psychoanalysis)
Sara Wheeler, M.A., UC Santa Barbara, Lecturer, (Hebrew linguistics, syntax discourse, language pedagogy, modern Israeli literature)
Emeriti Faculty
Clifford A. Barraclough, M.A., University of Washington, Lecturer Emeritus
Richard C. Exner, Ph.D., University of Southern California, Professor Emeritus
Gunter 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 Emerita

The Department of Germanic, Slavic, and Semitic Studies offers programs of study leading to the B.A., 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 offered, with additional offerings in literature. Qualified students majoring in Germanic languages and literatures may spend their junior year at the University’s Education Abroad Center at Gottingen. In addition, there are opportunities for students to study for a semester in Potsdam, Göttingen, or Berlin. Qualified students majoring in Slavic languages and literatures are 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 are assigned advisors at the beginning of their studies; all advisors keep posted office hours and are available by appointment as well.

Students with a bachelor’s degree in Germanic languages and literature or Slavic languages and literature 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 Germanic Studies 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 their Slavic Studies 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.

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 B or C; 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 recom-
mended. 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 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 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 are 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 4 units from German 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) grade transcripts; (2) three letters of recommendation; (3) scores on the GRE and, if the applicant is not from an English-speaking country, TOEFL; (4) an audio tape of spoken English or German 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. Applicants should consult the newest General Catalog for possible changes in 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 (equalling five courses) must be taken from the department's two-year 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, 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.

In addition to their regular course work students must 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 the 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, which will be selected by the end of the first year of study following the award of the M.A.; (2) pass the written examination 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, in conclusion, the oral defense.

**Optional Ph.D. Emphasis in Women's Studies**

The Women's Studies Program, with over 30 core and affiliated faculty members in over eleven disciplines, serves as a mode of interdisciplinary work and scholarly collaboration at UCSB. Women's studies doctoral emphasis stu-
Students are required to complete successfully four seminars that will enhance their understanding of feminist pedagogy, feminist theory, and topics relevant to the study of women, gender, and/or sexuality. Using an interdepartmental set of conversations and intellectual questions, women's studies support a multifaceted undergraduate curriculum at UCSB. Graduate emphasis students are encouraged to apply to teach women's studies courses as teaching assistants and associates as part of their Women's 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; Dramatic Art and Dance; English; French and Italian; Germanic, Slavic, and Semitic Studies; History; History of Art and Architecture; Religious Studies; Sociology; or Spanish and Portuguese. Candidates complete four graduate courses and select a member of the women's studies faculty or affiliated faculty to serve on their Ph.D. exam and dissertation committees. Applications to the Women's Studies Doctoral Emphasis may be submitted at any stage of Ph.D. work; and applications deadlines are November 1, 2007 and May 1, 2008.

Students pursuing the emphasis in women's studies will successfully complete four graduate courses. Only one may be taken in the student's home department. The courses are the following: Women's Studies 270, Issues in Feminist Epistemology and Pedagogy: A one-quarter seminar that offers an interdisciplinary exploration of feminist theories of knowledge production and teaching practices. Readings present past and contemporary critical debates and provide theoretical approaches through which to analyze interdisciplinary epistemological and pedagogical issues.

Women's Studies 280, Research Seminar: A cross-disciplinary seminar in which fundamental questions in contemporary feminist research practice are considered in light of the students' own graduate projects. Feminist Theories: A one-quarter seminar in feminist theory offered by any department, including women's studies. Topical Seminar. A one-quarter graduate seminar, outside the student's home department, that addresses topics relevant to the study of women, gender, and/or sexuality.

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 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 and 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: 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.

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
   (4) BECHER
   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.

2. Intermediate German
   (4) BECHER
   Prerequisite: German 1 with a grade of C or better. Continuation of German 1.

3. Elementary German
   (4) BECHER
   Prerequisite: German 2 with a grade of C or better. Continuation of German 2.

4. Intermediate German
   (4) BECHER
   Prerequisite: German 3 with a grade of C or better. Continuation of German 3.

5. Intermediate German
   (4) BECHER
   Prerequisite: German 4 with a grade of C or better. Continuation of German 4.

6. Intermediate German
   (4) BECHER
   Prerequisite: German 5 with a grade of C or better. Continuation of German 5.

8A-B. German Conversation
   (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. Reading Texts of German Culture
   (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 12 units, but only 8 units may be applied toward the major.

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 grammatical 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 rhythm, 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.

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.

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 123.
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-Hulshof, 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. Mediotechnology (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 a popularly reenvisioned topic in German and English literature. Taught in English.

183. The Horror Film (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 a popularly reenvisioned topic in German and English literature. Taught in English.

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 20 units total in all 98/99/198/199/199AA-ZZ courses combined. May be repeated twice.

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 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.

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 are 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 deconstruction from a given 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.
Overview of second language acquisition theories between Marxism and psychoanalysis.

230B. Second Language Acquisition
(4) HOLLAND
Same course as Interdisciplinary 262B.
Overview of 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.

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) SPEIKER
Prerequisite: graduate standing.
Same course as Art History 296A.
Analysis of theories and critiques of modernism and modernity from Benjamin to Adorno and Derrida, with special focus on the historical avant-garde.

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. SU 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.
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, 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.

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 Tarkowsky 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) STAFF
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 folklore 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) STAFF
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, avant-garde 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, Mandelstam, Chukovskaya, Ginzburg, Akhmatova, Tsvetaeva, 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, Schel- lingsianism, Chaadaev, Slavophils, 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
Prerequisite: senior standing.
Individual tutorial. A written proposal for each student must be made in consultation with faculty advisor. Students must have a minimum 3.0 grade-point average. May be repeated for credit up to a maximum of 12 units.

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 989/991/992/199A-199Z courses combined. May be repeated for credit in combination with Russian 198 to a maximum of 6 units.

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
Humanities and Social Sciences 3042
Telephone: (805) 993-7860
E-mail: gisp@global.ucsb.edu
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Chair: Giles Gunn

Faculty

Richard Appelbaum, Ph.D., University of Chicago, Professor (international labor, global economic systems)
Giles B. Gunn, Ph.D., University of Chicago, Professor (global literature, critical theory)
Mark Juergensmeyer, Ph.D., UC Berkeley, Professor (global conflict, global religion and society)

Guirinder Singh Mann, Ph.D., Columbia University, Kundan Kaur Kapany Chair in Global and Sikh Studies (Sikhism, South Asian religion and society, global diasporas)
Dominic M. Sachsenmaier, Ph.D., Albert-Ludwigs-Universitat Freiberg, Germany (global history, Chinese and European history)

Affiliated Faculty

Paul Amar, Ph.D. (Law and Society)
Ralph Armbuster-Sandoval, Ph.D. (Chicana and Chicano Studies)
Kum Kum Bhavnani, Ph.D. (Sociology, Women’s Studies)
Marguerite Bourraad-Nash, Ph.D. (Political Science)
Juan E. Campo, Ph.D. (Religious Studies)
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 Riley, 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. Students typically spend the summer of their first year and fall quarter of their second year abroad, taking courses and doing internships with nongovernmental organizations, governmental bodies, or businesses. The program is currently exploring partnerships with other globally oriented educational institutions abroad, and a range of international NGOs, for study and intern placements. Students will also take two policy-oriented workshops designed to simulate real-life decision-making situations. Noncredit 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.

The curriculum consists of three courses per quarter. The first year includes required courses on Micro/Macro Economics, Global Trade and Finance, 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, participate in a policy analysis and exercise seminar, and attend a seminar that focuses on contemporary issues and internship preparation.

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 also offered as an elective. The second year culminates with a required policy workshop.

In consultation with their advisors, students can select either Master’s Plan I (thesis) or Master’s Plan II (comprehensive exam). It is expected that most students will choose the former.

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 interdependently 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 pre-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 and offered 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 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 Web site during early fall. Courses not listed on the Web site may occasionally be approved, on prention 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
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Telephone: (805) 893-7860
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Chair: Mark Juergensmeyer
Associate Chair: Marguerite Bouraad-Nash

Global Peace and Security Faculty Advisory Committee
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Lawrence Badash, Ph.D. (History)
Marguerite Bourad-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)
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John Ernest, Ph.D. (Mathematics)
Richard Flacks, Ph.D. (Sociology)
John Foran, Ph.D. (Latin American and Iberian Studies, Sociology)
Jose R. Fulco, Ph.D. (Physics)
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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 Kohl, Ph.D. (Physics)
Fernando Lopez-Alves, Ph.D. (Political Science)
Eric McFarland, Ph.D., M.D. (Chemical and Nuclear Engineering)
J. Marc McGinnes, J.D. (Environmental Studies)
Peter H. Merkl, Ph.D. (Political Science)
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: At least eight units selected...
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. Group Studies for Global Peace and Security
(4) BOURAAD-NASH
Prerequisites: 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
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

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Gurinder Singh Mann, Ph.D. (Global and International Studies, Religious Studies)
Dominic Sachsenmaier, Ph.D. (Global and International Studies)

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 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 Women’s Studies 20 or 30; one course (4 units) chosen from Art History 6C-D-E-I-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 year (at least 12 units) of a second modern foreign language to be completed in one of the following ways: (a) the third year of high school foreign language accepted by UCSB for the GE requirement (Area B), or (b) beginning year of college-level foreign language courses. Alternatively, this second foreign language requirement can be satisfied by completion of advanced foreign language (beyond quarter 6) or upper-division courses taught in the first foreign language described above.

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, 113, 114, 116, 120, 122, 125, 146, 148A, 170, 172, 173, 185DS, Art History 119A-B-D, 136E, 143C; Asian American Studies 110; Black Studies 152, 161; Chicano/o Studies 177, 178A, 189B; Economics 114, 128, 180, 181; English 186; Environmental Studies 103, 130A-B-C, 131, 132; Film Studies 163; Geography 141A, 141B, 156, 180 182; Global Studies 111, 134, 180A-B, 197; History 105, 130Y, 191A-B-C, Linguistics 130; Political Science 109, 118, 119, 121, 124, 146, 147, 171, 172, 175, 186B; Religious Studies 106, 113, 118A, 131D, 134, 193B; Slavic 182; Sociology 130, 130GR, 130SG, 134R, 153, 166, 185; Women’s Studies 150.

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 192X; Geography 157; History 142, 143, 144, 147A-B, 147G, 155F; Portuguese 180.
- B. The Middle East: Art History 132G; History 145D, 146-T, MES 145; Political Science 150A-B-M; Religious Studies 131H, 140A-B-F, 185, 189A.

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.
102. Global Religion

(4) HECHT, 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.

- 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 globalization.

- 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.

- Global Culture and Ethics

(4) GUNN, MAIN
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.

- Human Rights in World Affairs

(4) HECHT, BOYD
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 philosophic traditions.

- Global Ideologies and World Order

(4) JUERGENSMEYER, SACHSENMAIER
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.

- Conceptions of World Order

(4) SACHSENMAIER
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.

- 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 global world system, with emphasis on political, economic, cultural, and social processes and relations.

- Introduction to International Political Economy

(4) COHEN
Prerequisite: Sociology 186B. Not open for credit to students who have completed Political Science 186A.

- Examination of alternative theoretical and methodological perspectives for their relevance in helping to understand and evaluate the historical development and current operation of the world economy.

- Global Conflict

(4) JUERGENSMEYER
Prerequisite: 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.

- Global Economy and Development

(4) APPELBAUM
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.

- 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 examination of their social causes and effects, and the relationship between religion and violence.

- Development and Social Change in South and Central Asia

(4) JUERGENSMEYER
Prerequisites: upper-division standing.

- Same course as Sociology 130SA.

- An exploration of post-colonial social changes in India, Pakistan, Sri Lanka, and other South and Central Asia societies, with emphasis on the rise of ethnic nationalism, the impact of international economic and communication systems, and indigenous forms of development.

- 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.

- Europe in a Global Context

(4) SACHSENMAIER
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.

- Introduction to Women, Culture, and Development

(4) BHAVNANI, HANCEOK
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.

- Seminar in Women, Culture, and Development

(4) BHAVNANI, HANCEOK
Prerequisites: Global Studies 180A; upper-division standing.

- Same course as Sociology 156B and Anthropology 102B.

- Critical examination of the interrelationship...
202. The Concept of Modernity—A Global History
(4) SACHSENMAYER
Prerequisites: 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. The course introduces students to basic research approaches drawing on a variety of research methodologies.

231. Theories of Intercultural Understanding
(4) GUIN
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.

232A. Contemporary Issues
(4) 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 MAGIS students, including seminar discussions with visiting faculty and practitioners.

232B. Contemporary Issues
(4) 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 concern to MAGIS students, including seminar discussions with visiting faculty and practitioners.

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 concern to MAGIS students, and includes seminar discussions with visiting faculty and practitioners.

233. Transnational Forces and Political Systems
(4) JUENGEMEYER
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.

234. Micro-Macro Economics
(4) STAFF
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.

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.

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.

237. Global Organizations and Civil Society
(4) SACHSENMAYER
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.

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.

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.

240. Internship Preparation
(4) 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. (5)

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.

251. Policy Workshop
(4) SACHSENMAYER
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.

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
Prerequisites: 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.

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

(2-5) 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
Telephone: (805) 893-2991
Undergraduate e-mail: tucker@history.ucsb.edu
Graduate e-mail: ritzau@history.ucsb.edu
Faculty e-mail: perez@history.ucsb.edu
Web site: www.history.ucsb.edu
Department Chair: Kenneth Mouré

Faculty

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, Assistant 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 (late antiquity)
Harold A. Drake, Ph.D., University of Wisconsin, Professor (Rome)
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)
Mario Garcia, Ph.D., UC San Diego, Professor (Chicano history)
Gregory R. Graves, Ph.D., UC Santa Barbara, Lecturer (environmental/public history)
Anita Guerrini, Ph.D., Indiana University, Professor (early modern Europe, history of science)
Pekka Hämäläinen, Ph.D., University of Helsinki, Assistant Professor (Spanish Borderlands of North America)
Mary E. Hancock, Ph.D., University of Pennsylvania, Associate 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 (ancient Greece)
John W. I. Lee, Ph.D., Cornell University, Assistant 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, Associate 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, Associate 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 (European economic history)
Alice M. O’Connor, Ph.D., The Johns Hopkins University, Associate Professor (20th-century U.S. history of public policy)
Michael A. Osborne, Ph.D., University of Wisconsin, Associate 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)
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, Assistant 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)
Morton Borden, Ph.D., Columbia University, Professor Emeritus (early national U.S.)
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)
Robert O. Collins, Ph.D., Yale University, Professor Emeritus (Africa)
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)
Dimitrij Djordjevic, Ph.D., University of Beograd, Professor Emeritus (Balkans and Eastern Europe)
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)
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, culminating 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 not in teaching, but 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 and Ph.D. candidates. Publications describing both undergraduate and graduate programs are available from the department.

Prizes and Awards

(1) The annual J. Bruce Anderson Fellowship award is endowed by the parents of Dr. Anderson; recipients must be in the Ph.D. program in history. (2) The A. Russell Buchanan Award is presented annually to the graduating senior majoring in history deemed most outstanding. (3) The Richard Kent Mayberry Prize is awarded for the proseminar, they should approach the faculty to determine when such a proseminar 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 the fourth quarter or its equivalent. 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. There are also similar upper- and lower-division levels offered.

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 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 to the department of the thesis. 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 proseminars), 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; Women’s Studies 10, 20, 30, 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 163A-B, 170A-B, 171A-B and 172A-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 1951A-1B (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, Chicano/a studies, global studies, law and society, women’s studies, economics, political science, environmental studies, philosophy, or sociology. 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 1951A-1B, 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 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 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 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.”

Master of Arts—History

Admission

The M.A. degree in history is looked upon as 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 must have completed an undergraduate major in history or its equivalent. Applicants may be admitted with deficiencies, but those deficiencies must be made up in the first year and do 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 850th percentile in verbal and 70th percentile in either quantitative or analytical.

Applications for the fall, winter, and spring quarters must be received by December 5. Applicants requesting Graduate Division 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 letter 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. Students must pass a written translation examination in at least one foreign language within one calendar year after taking the M.A. comprehensive examination.

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 3.0. 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 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 examination. 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, 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 15. 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 eleven 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
*Comparative Gender
*World
*Comparative gender and world history 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 UCSCB 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 student must pass at least one foreign language examination, a requirement which may be satisfied by passing the foreign language examination for the UC Santa Barbara M.A. in history, or, with the approval of the graduate committee, an exam at another institution. 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 examinations are the responsibility of the major professor, who may or may not use the regular departmental foreign language examinations. 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. Candidates must present themselves for examination in four fields of study—one within history and the option of taking either a cognate field outside the history department or a fourth history field. Examination in the three history fields will be both written and oral; the examination in the cognate field or fourth history field will be oral only. 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.

Doctoral students should select their four fields in consultation with their major professor during their first quarter of study. 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 to this examination is two hours, but the time period may be extended as warranted by the four examiners. Before a student can advance to candidacy, a dissertation prospectus must be approved by the dissertation committee.

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. When the dissertation is approved, the candidate will be asked to appear for an oral examination in the field of the dissertation.

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 Women’s Studies Program, with over 30 core and affiliated faculty members in over 12 disciplines, serves as a model of interdisciplinary and scholarly collaboration at UCSB. Women’s Studies doctoral emphasis students are required to complete successfully four seminars that will enhance their understanding of feminist pedagogy, feminist theory, and topics relevant to the study of women, gender, and/or sexuality. Graduate emphasis students are encouraged to apply to teach Women’s Studies courses as teaching assistants and to study as part of their Women’s 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; Dramatic Art and Dance; English; French and Italian; Germanic, Slavic, and Semitic Studies; History; History of Art and Architecture; Religious Studies; Sociology; or Spanish and Portuguese. Candidates complete four seminars and select a member of the women’s studies faculty or affiliated faculty to serve on their Ph.D. exam and dissertation committees. Applications to the Women’s Studies Doctoral Emphasis may be submitted at any stage of Ph.D. work; and applications deadlines are November 1, 2007 and May 1, 2008.

Students pursuing the emphasis in women’s studies will successfully complete four graduate courses. Only one may be taken in the student’s home department.

1. Issues in Feminist Epistemology and Pedagogy (Women’s Studies 270). A one-quarter seminar that considers women’s 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.

2. Special Topics in Women’s Studies (594 AA-AA). A one-quarter seminar offered by a women’s studies faculty member on topics of central concern to the field of women’s studies. Or Research Practicum (Women’s Studies 280). A cross-disciplinary seminar in which fundamental questions in contemporary feminist research practice are considered in light of students’ own graduate projects. Students may fulfill the Area 2 requirement by taking either a Special Topics Seminar or the Research Practicum.

3. Feminist Theories. A one-quarter graduate seminar in feminist theory offered by any department, including women’s studies.

4. Topical Seminar. A one-quarter graduate seminar, outside the student’s home department, that addresses topics relevant to the study of women, gender, and/or sexuality.

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 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 Web site at 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 one four-semester 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. Either as persons in various types of private practice, or on the staffs of public agencies—as in city, county, state, and federal governments—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.

Students will specialize in (1) the history of policy, (2) community history, or (3) cultural resources management. Courses are also available in such fields as business history, women’s history, historical editing, and legal history.

Students already holding an M.A. in public history or its equivalent apply directly to the joint UCSD-CSU Sacramento Ph.D. program or the current UCSD 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 curriculum and other aspects of the program in detail.

**History Courses**

### LOWER DIVISION

**1AA-ZZ. Freshman Seminar in History**

- (1) STAFF
  - Prerequire: lower-division standing.
  - Lecture is in conjunction with History 2A-B-C along with a weekly two hours honors seminar.

**1A-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

**2A-B-C. World History Honors**

- (5-5-5) STAFF
  - Prerequisites: consent of instructor; honors standing.

**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.

**Survey course surveys, 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 religious, 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
  - Prerequisites: 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; topic varies each year.

**Introduction to the development of the historical 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.

**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
  - Students will receive 1 unit for the honors seminar (1H) or 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 17A-H-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.

33D. The Holocaust: Interdisciplinary Perspectives
(4) MARCUSE
Basic introduction to the history of the Nazi Holocaust. Exploration 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 humanity. Features reading seminar on relationship to other disciplines.

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) STAFF
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
Prerequisite: 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.

100H. Historical Writing
(4) SILBOGG
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 Contested Sexualities and Same-Sex Practices
(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) SILBOGG
Course is designed for visiting instructors so that they may teach a course on their special field. May be repeated for credit provided letter designation is different.
Topics may vary per instructor.

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 special consideration to the Cold War era.

105P. Proseminar in Atomic Age Problems
(4) MCCRAY
Prerequisite: upper-division standing.
May be repeated for credit to a maximum of 8 units.
Recommended preparation: History 105 or 106C and Writing 109HU.
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, and civilian uses of nuclear energy.

105O. 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 or 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 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.
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.
110P. 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.
The 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, 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, SOTOLAVEAGA
Prerequisite: upper-division standing.
Course examines 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. History of the Cult of the Virgin
(4) FARMER
Prerequisite: upper-division standing.
May be repeated for credit to a maximum of 8 units.

110R. History and Ecological Restoration
(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 revolutionary 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 to 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.

112P. Proseminar in Roman History
(4) DRAKE, DIGESER
Prerequisite: History 113A or 133B or 133C 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 with 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.

117C. Women, the Family, and Sexuality in the Middle Ages
(4) FARMER
Prerequisite: History 48 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 700-1400. A.D. Special attention on social, political, and religious contexts.

117D. Feminist Perspectives on Jewish and Christian Traditions
(4) FARMER, HECHT
Prerequisite: History 48 or upper-division standing.
Same course as Interdisciplinary 185SH.
This seminar examines selected “clastic” texts (Biblical, Talmudic, Patristic) dealing with women, gender, and sexuality, as well as historiographic uses, reinterpretations and responses to those texts.

117P. Proseminar in Medieval Social History
(4) FARMER
Prerequisite: History 115 or 116 or 117A or 117C.
May be repeated for credit to a maximum of 8 units.
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 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.

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 Reformations: 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) LINDEMANN
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.
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 126A, 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 eighteenth 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 Europe from the eighteenth century.
D. 1715 to 1763
E. 1763 to 1789
F. 1789 to 1815

131F. Anti-Semitism 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 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.
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.

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.
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.

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) MARICUS
Prerequisite: History 330 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.
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) TALBOT, MOREU
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) STAHL
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) GEVSELL
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.
B. World War I to present

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-1B. 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.
Culture, society, and politics in Britain since 1914. Topical focus on 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.

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 dialogue between students and the instructor based on written analyses of the literature.

142. 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
Recommended preparation: Writing 109HU.
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.

145A. The Islamic World, I: The Formation of Islamic Civilization, 600-1000 A.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 INEST 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).

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.

146P. Proseminar in the History of the Modern Middle East
(4) GALLAGHER
Prerequisite: History 45 or 46 or 145A or 145B or 145D or 146A or 146B or 146A or 146B 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 145D or 146A or 146B 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.
May be repeated for credit to a maximum of 8 units.
Recommended preparation: Writing 109HU.
A weekly seminar focusing on women in Middle Eastern history. A research paper is required.
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 (autobiographies) 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 interpreta-
tions 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, institu-
tional, 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 consolid-
ation 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. hegemo-
ny, population and military dictatorship in the postwar
period; the Mexican and Cuban revolution; Vargas,
Peron, Cardenas, Castro, and Allende.

151FQ. Latin America History through Film
(4) SOTOLAVEAGA
Prerequisite: History 8. May be repeated for credit to a maximum of 8 units.
A weekly seminar discussing films relevant to differ-
ent 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
Prerequisite: History 8 or upper-division standing.
Analyzes the leading revolutions of the twentieth
century in Latin America to explore issues of citizen-
ship, human rights, and ethnic minorities in the region.
Highlights the achievements 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, Eng-
land, 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.

154B. Andean History: The National Period
(4) MENDEZ
Prerequisite: History 8 or 154LA or LAIS 10 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: History 8 or 154LA.
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 up-
ner-division standing.
A. A general survey of Portugal from its origins 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 up-
ner-division standing.
Not open for credit to students who have com-
pleted History 154B-A.
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 includ-
ing 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, SOTOLAVEAGA
Prerequisite: History 8 or upper-division standing.
A socioeconomic history of colonial Mexico with
special attention to the indigenous peoples.

156AH. History of Mexico—Honors
(1) CLINE, SOTOLAVEAGA
Prerequisite: upper-division standing; honors stand-
ing.
Honors seminar for History 156A.

156B. History of Mexico
(4) CLINE, SOTOLAVEAGA
Prerequisite: History 8 or 156A or upper-division standing.
Post-independence Mexico.

156L. Indians of Colonial Mexico
(4) CLINE
Prerequisite: History 8 or upper-division standing.
Not open for credit to students who have com-
pleted History 150L.
History of Colonial Nahua, particularly focusing on indigenous sources in translation.

157B. History of Brazil
(4) DUTRA
Prerequisite: a lower-division course in history or up-
ner-division standing.
A general survey of the history of Brazil in two
quarters.
A: From the discovery of the New World to the
formation of the empire. (Offered every other year;
alternates with History 155A).
B. Modern Brazil. (Offered every other year; alter-
nates with History 155B).

159B. Women in American History
(4) COHEN, DEHART
Prerequisite: 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, DEHART
Prerequisite: any two quarters of History 17A-B-C or upper-
division standing.
Social history of women in America. Chang-
ing 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.

159P. Proseminar in Women's History
(4) COHEN, DEHART
May be repeated for credit to a maximum of 8 units.
A research seminar on the history of women in
America.

159Q. Special Studies in Women's History
(4) COHEN, DEHART
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 econo-
ic, 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.

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, HÄMALÄINEN
Prerequisite: History 17A or upper-division standing.
A social and political history of colonial and revo-
lutionary 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.
A. From initial settlement to the mid-eighteenth century
B. From mid-eighteenth century to 1800

162. America in the Early Republic
(4) MAJEWSKI
Prerequisite: History 17A or 17B or upper-division standing.
May not be repeated for credit to a maximum of 8 units.

163P. Proseminar on Women and Public Policy Issues 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.

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.

164I-A. 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.

164I-B. Proseminar on American Immigration History
(4) SPICKARD
Prerequisite: History 164I or 164B or 168C or 168D or 168E or 168F of 168L or 168LL or 168AR or 168BB 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-C. United States in the Twentieth Century
(4-4) KALMAN, FURNER, O'CONNOR, LICHTENSTEIN
Political, cultural, social, and economic development of the United States from 1900 to the present:
A. 1900-1929
B. 1930-1959
C. 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 and wish to pursue research projects on aspects of twentieth-century American history.

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: History 17A or 17B 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.

168D. Asian American History Since 1965
(4) SPICKARD
Prerequisite: Upper-division standing or one of the following history courses: 45, 46, 145A, 145B, 145D, 145P, 145Q, 146A, 146B, 146P, 146W, or 148W.
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.

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 farm-worker movement, the Plan de Aztlán, the Raza Unida Party, Chicana feminists, the anti-war movement, and Chicano studies.

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.

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 Chicanos Workers from the Nineteenth Century to the Early 1930's
(4) VARGAS
History of Chicanos workers from the late nineteenth century to the early Great Depression. Examines the labor movement, union activity, the national labor movement. The history of Chicanos workers is examined within the framework of U.S. labor history.

168LB. History of Chicanos Workers from the Late 1930's to the Present Era
(4) VARGAS
History of Chicanos workers from the late 1930's to the present era, focusing on labor issues, union organization, civil rights politics, migration and immigration, and the history of Chicanos workers 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, 146W, or 148W.
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.
Examines influence of economic change, religion, and cultural ideas on the economy's development. Focus on training in historical research methods. Requires an essay on some aspect of American history. Prerequisite: upper-division standing.

172A-B. Politics and Public Policy in the United States
(4-4-4) 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.

173A. 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.

173B. The American Radical Tradition—Proseminar
(4-4) LICHTENSTEIN, VARGAS
Prerequisite: History 17A or 17B or 17C or 1738A or 1738B. 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) 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.

174P. Proseminar in Wealth and Poverty in America
(4-4) 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) JACOBSON
Prerequisite: a prior course in history. A study of dominant and alternative representations of American values and identity in high and popular culture.

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) BROOKS
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.

178Q. Studies in American Urban History
(4) O'CONNOR
Prerequisite: History 178A-B. Limited to ten students. May be repeated for credit to a maximum of 8 units. A reading and discussion course.

179A. Native American History to 1838
(4) PLANE, HÄMÄLÄINEN
Prerequisite: History 178A 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 178A 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 Yuanbok 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.
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 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.

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 accommodations 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

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 seminar in the history of modern China.

186P. Proseminar on the History of the Book: East and West
(4) STAFF
Prerequisite: a prior course in history.
Focuses on the history of the book in both the West and East Asia. After four weeks of readings in the theoretical literature, students write research papers on book culture in a specific country or region.

187A. Japan Under the Tokugawa Shoguns
(4) ROBERTS
Prerequisite: History 2A or 2B or 2C or 80 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 80 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 2C or 80 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
Prerequisite: History 2C or 4C.
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
Prerequisite: History 2C or 4C.
Examination of the role of women in culture, politics, and society in China's "century of revolution." Exploration of the participation of revolution and women's movements and their daily lives in the family and the workplace.

188S. Representations of Sexuality in Modern Japan
(4) STAFF
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.

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 Two World Wars
(4) STAFF
Prerequisite: History 2C or 4C.
A 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.

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.

192P. Proseminar in Public History
(4) STAFF
Prerequisite: History 178 or 17C or 192 or 1920 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 History 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 195B.
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-22 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 98/99/198/199/199A-XX 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, Technology and Medicine
LA. Latin America and Iberia
PP. Public Policy
W. World
WN. Women
WO. World

201AF-AM-AS-C-E-G-HS-LA-LI-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 and Iberia
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.

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) 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.

215E-F. Research Seminar in Medieval Social History
(4-4) FARMER
Prerequisite: consent of instructor.
Same course as Interdisciplinary 215F.
This seminar examines selected “clanic” texts (Biblical, Talmudic, Patristic) dealing with women, gender, and sexuality, as well as historic and contemporary issues, reinterpetations 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, professional culture and comparative analysis. Offered as a foundations course for students with a broad range of more specialized policy.

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.

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) HUMPHREYS
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 Discourse on Africa and the Middle East: Points of Contention
(4) GALLAGHER
Prerequisite: one-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 MCD 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.

251A-B. Seminar in Latin American History

(4-4) CLINE, SOTOVALEGA, MENDEZ
Prerequisites: graduate standing; reading ability in Spanish.

252A. Seminar on Political and Intellectual History

(4) FURNER
Prerequisites: graduate standing and consent of instructor.

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, SOTOVALEGA
Prerequisite: reading knowledge of Spanish or Portugueserequired (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.


(4-4) SOTOVALEGA
Prerequisite: graduate standing.

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.)

264A-B. American Immigration

(4-4) SPICKARD
Not open for credit to students who have completed History 263A-B. A two-quarter in-progress sequence course grades for both quarters issued upon completion of History 264B.

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 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) 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) STAFF
Not open for credit to students who have completed History 249A-B. A two-quarter in-progress sequence course grades for both quarters issued upon completion of History 268CA.

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.

272A-B. Seminar in American Political and Intellectual History

(4-4) FURNER
Prerequisites: standing and consent of instructor.


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 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.

286A-B. Women and Modernity in the Non-Western World

(4-4) STAFF
Prerequisite: graduate standing.

A two-quarter in-progress sequence course 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.

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.

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 historical and political issues. A number of specialists from outside the class will make presentations.

291A-B. Seminar on Knowledge and Policy, Institutions and Power

(4-4) FURNER
A two-quarter in-progress sequence course 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) 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. 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 subject subjects of current interest.

HS. Colloquium in the History of Science: Badash; Osborne; Guernini

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.
History of Art and Architecture

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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 Bemingham, 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. Houry, 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 Ogbechie, Ph.D., Northwestern University, Assistant Professor (African and American art)
Jeanette Favor 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, Assistant Professor (18th-19th-century French architecture)
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)
Ramón Favella, 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)
Peter T. Meller, Ph.D., Budapest University, Professor Emeritus (renaissance 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)
Guisela Latorre, Ph.D. (Chicana and Chicano Studies)
Constance Penley, Ph.D. (Film Studies)
Bhaskar Sarkar, Ph.D. (Film Studies)
Sven Speiker, Ph.D. (Germanic, Slavic, and Semitic Studies)

Adjunct Faculty
Kurt Helfrich, Ph.D. (UCSB Art Museum)

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 Europe, selected from the following categories:
   B. Two courses in Art and Architecture of Africa, North America, South America, and Asia, selected from the following courses:

Note: courses may not be used to fulfill requirements in more than one category.

Undergraduate Program
Consultation with the Faculty Undergraduate Advisor is recommended when choosing courses and Departments in Area C.

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.


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 103C-A, 105C-E-G, 113D, 132A-C-D-E, 134E, 136 series, 137AA-ZZ, 140B-E, 141B, 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, 110, 116, 122NE, 130A-B-C, 135A-B, 160, 165A-B, 173, 183, 188, 189; Film and Media Studies 113, 183, 187DP-G-M, 190DT; Geography 108, 108E, 111, 140, 148, 150, 155, 156, 159, 180, 185A-B-C-D; History 107G, 173T, 178A-B, 192, 192Q; Religious Studies 110C, 131H, 193; Sociology 118C, 126, 185C.

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.

**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.grad.div.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 graduate 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 women’s 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). They do so by passing an exam administered by the department.

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 seminars; 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 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 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 Web site at www.medievalstudies.ucsb.edu.

Optional Ph.D. Emphasis in Women’s Studies
The Women’s Studies Program, with over 30 faculty members and program requirements, or visit our Web site at www.medievalstudies.ucsb.edu.

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.
6D. Survey: Art of Japan and Korea (4) WATLES
Survey the arts of Japan and the Korean peninsula from prehistoric 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, YEGUL, 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 preceding 2 quarters.

Independent art history research conducted under the guidance of Art History faculty. Topic and scope varies, to be specified by student and supervising 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 9899/198/199/199AA-22 courses combined.

Introduction to research in art history. 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

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 B.C.E. 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-2Z. Special Topics in Ancient 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 ancient art.

103A. Roman Architecture (4) YEGUL
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) YEGUL
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.

103C. Greek Architecture (4) YEGUL
Prerequisite: not open to freshmen. Recommended preparation: Art History 6A. The architecture of the Greek world from the archaic period through the Hellenistic Age.

103D. Greek Art: From the Archaic to the Early Classical Period (4) STAFF
Prerequisite: not open to freshmen. The architecture, sculpture, and painting of the Greek world from c1200 to c320 B.C.E. considered in their social and cultural contexts. Emphasis on fifth-century Athens.

105G. Late Romanesque and Gothic Architecture (4) STAFF
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 practical aspects of creating high Medieval churches.

106AA-2Z. 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-2Z. 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 Euro- pean 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, patron-age, 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, patron-age, 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.

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.

111A. Seventeenth-Century Visual Culture in Northern Europe
(4) ADAMS
Prerequisite: Not open to freshman.

Visual culture in Northern Europe between ca. 1600 and 1700. Examination of the cultural function of imagery produced in Holland, Flanders, England, France and/or Germany, from the perspective of material culture, seventeenth-century beliefs, and twentieth-century approaches.

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
Prerequisite: 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.

111F. Rethinking Rembrandt
(4) ADAMS
Prerequisite: a prior course in art history; not open to freshmen.

In light of recent reappraisals 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
(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 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) 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 Southern European art.

115B. Eighteenth Century Art: 1750 to 1810
(4) BERMMINGHAM
Prerequisite: not open to freshmen.

Painting, sculpture, and architecture in Europe from 1750 to 1810. Topics will change, but may include art and the Industrial Revolution, Impressionism, and Post-Impressionism.

117A. Nineteenth Century British Art and Culture
(4) BERMMINGHAM
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.

117F. Impressionism and Post-Impressionism
(4) BERMMINGHAM, 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) 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 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 Abstract 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

**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.

### 119F. Art of the Post-War Period, 1945-1980

**Prerequisites:** 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

**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

**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

**Prerequisites:** 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

**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

**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

**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.

### 121F. History of Native Art and Architecture of North America

**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.

### 123C. Modern Art of Mexico

**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.

### 124A-ZZ. Special Topics in Latin American Art

**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 Latin America

**L.** Diego Rivera and Frida Kahlo

### 125A. Chicano Art: Symbol and Meaning

**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 Aztlán by Mexican, Mexican American, and Chicano artists.

### 126A-ZZ. Special Topics in Chicano Art

**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

**Prerequisite:** not open to freshmen. Recommended preparation: Art History 6E.

A cross-cultural survey of types, styles, history, and values of arts ranging from personal decoration to the state festival, stressing Ashanti, Ile, Benin, Yoruba, Cameroon.

### 127B. African Art II

**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 mask- and figure sculpture, etc., and emphasis on African contexts of ritual and social life.

### 128A- ZZ. Special Topics in African Art

**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.

### 130A. Pre-Columbian Art of Mexico

**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. Consideration of iconographical and historical problems.

### 130B. Pre-Columbian Art of the Maya

**Prerequisite:** not open to freshmen.

Exploration of the art of the Maya from 3000 B.C. to A.D. 1552 examined within their archaeological and cultural contexts.

### 131A-ZZ. Special Topics in Pre-Columbian/Colonial Art

**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

**Prerequisite:** not open to freshmen. Recommended preparation: Art History 6K.

This course traces the sources of Mediterranean art, from the entire Mediterranean world, their urban forms, layout, architecture, and physical features. Venice, Cairo, and Baghdad will be among the cities discussed.

### 132B. Islamic Architecture 650-1400

**Prerequisite:** not open to freshmen. Recommended preparation: Art History 6K.

Islamic architecture between 650 and 1400 in its historical context.

### 132C. Islamic Architecture 1400-Modern

**Prerequisite:** not open to freshmen. Recommended preparation: Art History 6K.

Islamic architecture, 1400-modern, in its historical context.

### 132D. Islamic Art of the Arab World

**Prerequisite:** not open to freshmen. Recommended preparation: Art History 6K.

Studies the visual culture of different empires, usually 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

**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.

### 133A- ZZ. Special Topics in Islamic Art

**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. Early Chinese Art

**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

**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.
290 • COLLEGE OF LETTERS AND SCIENCE: HISTORY OF ART AND ARCHITECTURE

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.
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) STAFF
Prerequisite: not open to freshmen.
May be repeated for credit to a maximum of 12 units provided letter designations are different.
Recommended preparation: Art History 6D. Special topics in Asian art.

136A. Nineteenth-Century Architecture
(4) CHATTOPADHYAY
Prerequisite: not open to freshmen.
The history of architecture and planning beginning with nineteenth-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 in Southern California from the 1890s to the present, focusing on the work of architects like Greene 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.

139AA-ZZ. Special Topics in Architectural History
(4) KELLER
Prerequisite: not open to freshmen.
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:
(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.

139A. Museum Practices and Techniques
(4) ROBERTSON, MEADOW
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.

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, MEADOW
Prerequisite: not open to freshmen. Consent of instructor. Limited enrollment.
Discussion of various aspects of museum work: management principles, the cataloguing and care of art objects, exhibitions and acquisitions, administrative procedures, museum architecture. Specialist lecturers and visits of museums and their facilities.

141B. Internship
(4) STAFF
Prerequisite: 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.
(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 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) STAFFORD
Prerequisite: 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.
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, BERMINGHAM, MONAHAN, SOLOMON-GODEAU
Prerequisite: not open to freshmen.
Examination of both feminist critiques of Western representations of the female body and feminist interventions in art history. Topics to be determined by instructor.

143C. Gender and Representation
(4) ADAMS, BERMINGHAM, 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) SPIKER
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) SPIKER
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) SPIKER
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 lectures and hands-on field research. Topics include the history of universities and the change of disciplin ary 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.

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.
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.
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.
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) ARMJ
Prerequisite: upper-division standing.
May be repeated for credit to a maximum of 8 units with different topic.
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.
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) STAFF
Prerequisite: upper-division standing.
May be repeated for credit to a maximum of 8 units with different topic.
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.
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.
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) BERMINGHAM
Prerequisite: upper-division standing.
May be repeated for credit to a maximum of 8 units with different topic.
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.
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.
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.
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.
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 pluralist 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.
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 12 units with different topic.
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 18 units with different topic.
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) KHOUTEBA
Prerequisite: upper-division standing.
May be repeated for credit to a maximum of 8 units with different topic.
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, WATTLÉS
Prerequisite: upper-division standing.
May be repeated for credit to a maximum of 8 units with different topic.
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) WATTLÉS
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) STAFF
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 rituals, museums and citizenship, how museums shape visitors’ experiences and museums as sites of ethnic, political and cultural contestation.

145S. Student Facilitated Group Studies Project
(1-5) STAFF
Prerequisites: upper-division standing; consent of instructor and department.
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.
Students 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 research 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) OGBECHE
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) ARM, AYRES
Prerequisite: graduate standing.
Special research in Romanesque and/or Gothic architecture.

253E. Seminar in Romanesque Architecture and Sculpture
(4) ARM
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 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) YEŞİL, CHATTOPODHYAY
Prerequisite: graduate standing.
Special research in the history of architecture.

266. Seminar: Topics in Modern Architecture
(4) CHATTOPODHYAY, 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) HENRY
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) WATLES
Prerequisite: graduate standing.
Special research on the art of Japan.

291B. Seminar: Topics in Gender and Representation
(4) ADAMS, BERKINGHAM, 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 representation 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, MEADOWSW
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) SPEIKER
Prerequisite: graduate standing.
Same course as German 270.
Analysis of theories and critiques of modernism and modernity from Benjamin to Adorno and Derrida, with special focus on the historical avantgarde.

296B. Seminar: Topics in Modern Art
(4) SPEIKER
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 methods, 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
(1-4) 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 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) 993-2038
E-mail: rlfletcher@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 existing majors. 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 Teacher Education Program 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.
Lower Division

1. Introduction to Library Research
   (1) STAFF
   Available P/NP 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.

2. General Computing Skills
   (4) KOSELUK
   Prerequisite: lower-division standing.
   Introduction to the use of microcomputers 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.

3. 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 rights, university and community, university as policy, personal growth in college.

4. 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.

5. 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.

6. 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.

7. 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.

8. 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.

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.
193SA. Seminar in California Issues
(4) STAFF
Prerequisites: upper-division standing; consent of instructor; acceptance to Sacramento Center.
May be repeated for credit 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 a maximum of 8 units. Students are limited to 5 units per quarter and 30 units total in all 98/99/190/199/199AA-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 98/99/190/199/199AA-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).

210. IGERT Seminar in Interactive Digital Multimedia
(2) MANSINGH
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. Studies 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 methodological foundations 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 and Fine Arts
(2) UNRUH, HOLLY
Prerequisite: graduate standing.
Graduate course on the fundamentals of grantwriting for arts & humanities students. Working with the IHC, staff students learn and practice techniques 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).

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
Fax: (805) 893-8341
E-mail: LAINSDirector@lais.ucsb.edu
Web site: www.lais.ucsb.edu
Program Director: Kathleen Bruhn

Latin American and Iberian Studies Advisory Committee
Silvia Bermúdez, Ph.D. (Spanish and Portuguese)
Kathleen Bruhn, Ph.D. (Political Science)
Sarah Cline, Ph.D. (History)
Francis A. Dutra, Ph.D. (History)
John Foran, Ph.D. (Sociology)
Maria Herrera-Sobek, Ph.D. (Chicana and Chicano Studies)
Francisco A. Lomeli, Ph.D. (Spanish and Portuguese and Chicana and Chicano Studies)
Carlos Morton, Ph.D. (Dramatic Art)
Juan-Vicente Palerm, Ph.D. (Anthropology)
Sara Poot-Herrera, Ph.D. (Spanish and Portuguese)
Horacio N. Roque-Ramirez, Ph.D. (Chicana and Chicano Studies)
Harvey Sharrer, Ph.D. (Spanish and Portuguese)
Cristina Venegas, Ph.D. (Film Studies)

Affiliated Faculty
Gerardo Aldana, Ph.D. (Chicana and Chicano Studies)
Paul Amar, Ph.D. (Law and Society)
Ralph Armbruster-Sandoval, Ph.D. (Chicana and Chicano Studies)
Edwina Barvosa-Carter, Ph.D. (Chicana and Chicano Studies)
Kum-Kum Bhavnani, Ph.D. (Sociology)
Debra Blumenthal, Ph.D. (History)
Kathleen Bruhn, Ph.D. (Political Science)
Rudy V. Busto, Ph.D. (Religious Studies)
Leo Cabranes-Grant, Ph.D. (Spanish and Portuguese and Dramatic Art)
João Camilo-Dos-Santos, Ph.D. (Spanish and Portuguese)
David L. Carr, Ph.D. (Geography)
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)
Richard Durán, Ph.D. (Graduate School of Education)
Francis A. Dutra, Ph.D. (History)
Mario T. Garcia, Ph.D. (History and Chicana and Chicano Studies)
Michael D. Gurban, Ph.D. (Anthropology)
Carl Gutiérrez-Jones, Ph.D. (English)
Pekka Hamalainen, Ph.D. (History)
Ellie Hernandez, Ph.D. (Women’s Studies)
Jonathan X. Inda, Ph.D. (Chicana and Chicano Studies)
Guisela Latorre, Ph.D. (Chicana and Chicano Studies)
Suzanne Jill Levine, Ph.D. (Dramatic Art)
Francis A. Dutra, Ph.D. (History)
Eduardo Raposo, Ph.D. (Spanish and Portuguese)
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Laura Romo, Ph.D. (Graduate School of Education)
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Chela Sandoval, Ph.D. (Chicana and Chicano Studies)
Katharina Schreiber, Ph.D. (Anthropology)
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)
Zaragosa Vargas, Ph.D. (History)
Barbara Voorhies, Ph.D. (Anthropology)

The 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 for study at other universities in Latin America, Spain, or Portugal.

**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 proficiency in the language or credit in courses taken elsewhere demanding a comparable level of proficiency will be considered equivalent.

**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

**Area 2: Music, Art, Film and Drama**


**Area 3: History**


**Area 4: Language and Literature**


**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* (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

**Area 2: Music, Art, Film and Drama**

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. 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 296, with a maximum of 8 units of 296 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


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—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.

199AA-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 course sequence 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
(1-3) 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 98/99/198/199/198AA-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.

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) STAFF
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.

597. Individual Study for M.A. Comprehensive
(2-8) STAFF
Prerequisite: graduate standing.
No unit credit allowed toward advance degrees.
Individual study for M.A. comprehensive. Instructor should be student's major professor or chair of advisory 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 2232
Phone: (805) 893-2318
Fax: (805) 893-5532
E-mail: lawso@lawso.ucsb.edu
Web site: 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)
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)
Juliet Williams, Ph.D., Cornell University, Associate Professor (political theory, women's studies) Joint appointment with the Women's Studies Program

Affiliated Faculty
Eileen Boris, Ph.D. (Women's Studies)
Jennifer Earl, Ph.D. (Sociology)
Avery Gordon, Ph.D. (Sociology)
Daniel G. Linz, Ph.D. (Communication)
John S.W. Park, Ph.D. (Asian-American)

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)
Juliet Williams, Ph.D. (Law and Society, Women's Studies)
Howard Winant, Ph.D. (Sociology)

The law and society major seeks to understand the nature of law and legal institutions from a variety of perspectives. The program is interdisciplinary, and is designed to benefit both the student who desires a liberal arts education and the student who intends to enter graduate 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; History 4A-B-C, 17A-B-C; Philosophy 4;
Psychology 1; Religious Studies 40; Sociology 1; and Women's Studies 20, 30, 60. 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. Further, only students in the full major will be allowed to take upper-di vision 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. Students must complete at least two of the three core courses before enrolling in other upper-division Law and Society courses.


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.

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 and Society SC. 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.
Examines the political uses made of cultural symbols and constructions of racial difference in philosophy, literature, and journalism. Emphasizes the centrality of colonial and postcolonial rhetoric in modern societies.

112. Law and Society (4) HAJJAR
Prerequisite: open to Law & Society majors only.
Considers sociological concepts (e.g. identity, right, 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) WILLIAMS
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.
Explores the relationship between a global political economy, and international and transnational legal regimes.

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 regulation of 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) RICKARD
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 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) WILLIAMS
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) WILLIAMS
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 inquisitional administrations.

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.

Analyzes 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, non-state groups, communities, gender, religion, and international influences on national law and policy.

162. Human Rights
(4) KAJAJ
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.

Examines 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.

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 narcotrafficking, 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.

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.

Examines 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) 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 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.

Explores 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, and 113; open to Law & Society majors only.

Examines the politics and policies driving police “wars” against phenomena such as narcotrafficking, sex tourism, “queer” border-crossers, etc.; looking at justice oversight, protection racketeers, authoritarian and populist politics, and urban and international legal regimes. Seminar attendance and research paper required.

197. Independent Studies in Law and Society
(1-5) STAFF
Prerequisites: two of the following three courses: Law & Society 111, 112, and 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
265. Critical Security and Terrorism Studies
(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 justice oversight, protection racketeers, authoritarian and populist politics, and urban and international legal regimes. 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 justice oversight, protection racketeers, 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 the 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.

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 Research and Reading
(1-6) STAFF
Prerequisite: graduate standing; consent of instructor.

Individual tutorial.
Linguistics

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Faculty

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)

Susanna A. Cumming, Ph.D., UC Los Angeles, Associate Professor (discourse analysis, computational linguistics, Western Austronesian linguistics)

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, Associate Professor (phonetics, phonology, typology, American Indian and Finno-Ugric languages)

Stefan Th. Gries, Ph.D., University of Hamburg, Assistant Professor (corpus linguistics, quantitative methods, cognitive linguistics, construction grammar, computational linguistics)

Charles N. Li, Ph.D., UC Berkeley, 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)

Affiliated Faculty

William Ashby, Ph.D. (French and Italian)

Dorothy Chun, Ph.D. (Germanic, Slavic, and Semitic Studies)

W. Randall Garr, Ph.D. (Religious Studies)

Howard Giles, Ph.D. (Communication)

Gene Lerner, Ph.D. (Sociology)

Eduardo Raposo, Ph.D. (Spanish and Portuguese)

Linguistics 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 minors 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 20A. 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.

Bachelor of Arts—Linguistics—Sociocultural Emphasis

Preparation for the major. Linguistics 20A, 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.

Bachelor of Arts—Linguistics—Chinese Emphasis

Preparation for the major. Linguistics 20A, Chinese 1-6. In addition, the completion of the third quarter of a second foreign language is required.

Bachelor of Arts—Linguistics—English Emphasis

Preparation for the major. Linguistics 20A. 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 upper-division units in linguistics, including Linguistics 106, 108, 109, 111, 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 108, 109, 111, or 115.

Bachelor of Arts—Linguistics—Sociocultural Emphasis

Preparation for the major. Linguistics 20A, 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.

Bachelor of Arts—Linguistics—Chinese Emphasis

Preparation for the major. Linguistics 20A, Chinese 1-6. In addition, the completion of the third quarter of a second foreign language is required.

Bachelor of Arts—Linguistics—English Emphasis

Preparation for the major. Linguistics 20A. 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 upper-division units in linguistics, including Linguistics 106, 108, 109, 111, 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 108, 109, 111, or 115.

Bachelor of Arts—Linguistics—Sociocultural Emphasis

Preparation for the major. Linguistics 20A, 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.

Bachelor of Arts—Linguistics—Chinese Emphasis

Preparation for the major. Linguistics 20A, Chinese 1-6. In addition, the completion of the third quarter of a second foreign language is required.

Bachelor of Arts—Linguistics—English Emphasis

Preparation for the major. Linguistics 20A. 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 upper-division units in linguistics, including Linguistics 106, 108, 109, 111, 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 108, 109, 111, or 115.

Bachelor of Arts—Linguistics—Sociocultural Emphasis

Preparation for the major. Linguistics 20A, 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.

Bachelor of Arts—Linguistics—Chinese Emphasis

Preparation for the major. Linguistics 20A, Chinese 1-6. In addition, the completion of the third quarter of a second foreign language is required.

Bachelor of Arts—Linguistics—English Emphasis

Preparation for the major. Linguistics 20A. 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 upper-division units in linguistics, including Linguistics 106, 108, 109, 111, 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 108, 109, 111, or 115.
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 20A, 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, 108, 109, 111, 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 20A, 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, 108, 109, 111, 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 20A, 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, 108, 109, 111, 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 20A, 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, 108, 109, 111, 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 20A, 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, 108, 109, 111, 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) Three 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 20A (with a grade of C or better).


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 20A (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 chapter “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 structured as they are, why they change as they do, and in what ways linguistic structures are shaped by the nature of the communication process. 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 oriented toward the Ph.D. program and 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.

**Master of Arts—Linguistics**

The M.A. program takes approximately seven quarters. The student is required to complete nine courses with sufficient distinction and to maintain an overall grade-point average of
Doctor of Philosophy—Linguistics

Permission to continue for the Ph.D. is contingent upon passing the screening review, which takes place at the time of the completion of the M.A. for students who entered the M.A./Ph.D. program, and at a time specified by the student’s advisory committee for those who entered the Ph.D. program directly.

The screening review for a student who has completed the M.A. program in linguistics at UCSB will be based on the quality of the M.A. thesis and the entire faculty’s evaluation of the student’s overall coursework and promise. 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. 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. The screening review will be based on the entire faculty’s evaluation of the quality of the thesis or thesis equivalent and the student’s overall coursework and promise. If the submitted thesis is not acceptable as a UCSB M.A. thesis equivalent, the student will be asked to write another paper to be submitted as an M.A. thesis equivalent.

Linguistic Institute. Students are urged to consider attending the Linguistic Institute, held every other summer by the Linguistic Society of America and a cosponsoring university. The four-to-eight-week summer program offers a wide range of courses, workshops, and seminars on linguistics and languages, as well as lecture series and special conferences.

Field work. Students are urged to begin thinking early in their graduate career about arrangements for pursuing linguistic field work or other research. Selection of an appropriate language or area, research topic, and sources of possible dissertation research funding should be discussed with the student’s committee at an early stage.

The guidance committee. Within one quarter after passing the screening review, the student must declare a post-M.A. guidance committee composed of at least three members of the Department of Linguistics, one of whom is the committee chair. The guidance committee is responsible for advising and guiding the student from the time it is established until the doctoral committee is organized.

The doctoral committee. The doctoral committee must be established no later than the quarter preceding that in which the student intends to take the oral qualifying examination. The committee must consist of at least four members, including a minimum of three UC ladder faculty, two from within the department, and one from outside the department. This committee is responsible for administering the oral qualifying examination (see below).

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) Forty-eight units of graduate coursework beyond the nine required courses for the M.A. These units must include Linguistics 221A–C–F (Field Methods); 270 (Professionalism); two seminars; plus two courses from different fields. The following four: (1) Social and cultural aspects of language: Linguistics 227, Language as Culture; Linguistics 228, Discourse in Sociocultural Interaction; Linguistics 230, Methods in Sociocultural Linguistics; Linguistics 232, Foundations of Sociocultural Linguistics; (2) Formal Approaches to Language: Linguistics 210, Computational Linguistics; Linguistics 229, Formal Syntax; (3) Cognitive aspects of language: Linguistics 226, Language and Cognition; Linguistics 265, Acquisition of Grammar; Linguistics 266, Acquisition of Discourse; and (4) Typology and contact: Linguistics 222, Typology and Universals; Linguistics 223, Languages in Contact; Linguistics 256A, Seminar in Typology and Universals; and 8 units of electives. (c) One substantial research paper of high quality suitable for publication in a major refereed journal, approved by the student’s guidance 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 doctoral committee cannot be officially appointed until the foreign language requirement has been fulfilled. Details are included in the description of the foreign language requirement for the Master of Arts degree, above. (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. The normal time for completion of the Ph.D. degree is currently seven years after completion of a B.A. in linguistics.

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 Department 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 theory, 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: 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

Students pursuing a Ph.D. in this department may petition to add an emphasis in cognitive science. The interdisciplinary program in cognitive science involves faculty from the Ph.D. programs in anthropology, computer science, education, English, electrical and computer engineering, geography, linguistics, psychology, and sociology. 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 which are taught individually and collaboratively by faculty from a variety of disciplines.

Students who petition to add the emphasis in cognitive science 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 a graduate 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: interventional 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; and Sociology 212R); (3) completion of at least three cognitive science elective courses with one each in three different departments; (4) completion of either (a) a research project, completed before the dissertation, resulting in a publishable paper, or (b) an extramural grant proposal for a study in cognitive science suitable for submission to an identified granting agency; (4) presentation of a research paper in a suitable academic forum, such as an emphasis or departmental colloquium, or a professional meeting; and (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.

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

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.

Focus 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

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

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. (W)

3. ESL: Undergraduate Writing

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.

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  
Prerequisite: 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 grade-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 8.  
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 only. Students must have current teaching assistantship.  
May be repeated for 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. (F, W)

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)

11. ESL: English Structure and Vocabulary for Academic Writing  
(3) STAFF  
Prerequisite: concurrent enrollment in Writing 1, or placement based on English Language Placement Exam scores, UC Analytical Writing Placement Exam (AWPE) scores, or consent of department.  
Workload credit only. May be repeated for credit to a maximum of 6 units.  
Review and practice of sentence- and discourse-level grammatical structures for non-native speakers of English. Development of academic vocabulary for writing and interpretive activities. Coursework focuses on effective expression and editing of written academic English. (F, W, 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

20A. Language and Linguistics  
(4) GENETTI, GORDON, SCHWARTZ  
Prerequisite: Linguistics 20A.  
An introduction to the scientific study of language: The sounds of language; word and sentence structure; semantics and pragmatics; discourse and conversation; the social and cultural function of language; language change and the reconstruction of languages at earlier stages.

20B. Language and Linguistics  
(4) GENETTI, GORDON, SCHWARTZ  
Prerequisite: Linguistics 20A.  
Further exploration of language and linguistics. A continuation of Linguistics 20A: Language universals and linguistic typology; contact and areal linguistics; language and the brain; human versus animal communicative behavior; first and second language acquisition; computers and language; profiles of particular languages.

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 cognate 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) BUCHOULL  
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 (homor evolution) perspectives. 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  
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.

108. Introduction to Morphology  
(4) MITHUN  
Prerequisite: Linguistics 111.  
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, benefactives, causatives), morphological typologies.

109. Introduction to Syntax  
(4) THOMPSON, GENETTI  
Prerequisite: Linguistics 20.  
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.  
A survey of computational linguistics and natural language processing by computer, focusing on syntax, semantics, and discourse. Topics include parsing, knowledge representation, information retrieval, inference, text generation, machine translation, and dialog systems, comparing statistical and knowledge-based approaches.

111. Introduction to Phonology  
(4) GENETTI, GORDON  
Introduction to the description and analysis of the sound patterns of natural language.

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) CUMMING  
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) CUMMING, GORDON, MITHUN  
Prerequisite: Linguistics 106.  
An introduction to linguistic change, genetic classification of languages, and methods of reconstructing parent languages.

120. Corpus Linguistics  
(4) GRIES  
Prerequisites: Linguistics 20 or 20A; open to linguistics majors only.  
Recommended preparation: Linguistics 101 or equivalent.  
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, 108, and 111.  
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
Prerequisite: Linguistics 106, 108, and 111.
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.

124. Discourse Analysis
(4) CUMMING, 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.

127. Psychology of Language
(4) CLANCY, GRIES
Prerequisites: Psychology 1, 5 and 7; or Linguistics 20 or 20A; open to linguistics, psychology, and biopsychology majors only.
Same course as Psychology 127.
Recommended preparation: Psychology 108.
An examination of the psychological foundations of language and language 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.

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, and practice. How does speaking create 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.
Same course as Black Studies 134.
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
Prerequisite: Linguistics 20 or 20A.
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.

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 TESOL and development in second language acquisition theory; and, evaluate teaching materials and develop classroom elements.

140. English Grammar for Teachers
(4) FRODESEN
Open to non-majors. Covers English grammatical structures commonly used in the focus of language teaching; the development of an additional language. Also considers key issues related to grammar in language teaching, such as error correction and deductive versus inductive methods of instruction.

141. Second Language Acquisition
(4) CHUH, SCHULZ
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 native language. Why is it more difficult than acquiring their first language, and what needs to be learned, from linguistic, psychological and social perspectives.

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.

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 behavior constitute patterns of social organization? Emphasis on hands-on analysis of transcriptions and recordings of face-to-face interaction.

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 (genalogical) 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
Prerequisite: 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- 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 MCB 5A or 28.
Interdisciplinary course involving paleoanthropology, theories of evolution, molecular genetics, neurosciences, animal communication and linguistics. Course consists of evolution as an additional evolution, a comparison of animal communication and human language, the co-evolution of brain, language, and other anatomical developments.

190. Internship in Linguistics
(1-4) STAFF
Prerequisite: consent of instructor.
Internship in a language-related work setting. Students apply concepts, methods, and issues from linguistics to professional contexts. Either in education, business, government, nonprofit organizations and other fields.

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-8. Honors Thesis
(2-3) STAFF
Prerequisite: senior standing; consent of instructor.
Students must have at least a 3.5 GPA in the major. A 2-semester course sequence with final grade awarded upon completion of Linguistics 195A. 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 58. 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; 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 98/99/198/199/199A-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.
average for the preceding three quarters and are limited to 5 units per quarter and 30 units total in all 98/99/198/199/199A-2Z courses combined.

Coursework shall consist of faculty supervised research assistance.

**GRADUATE COURSES**

200A-8. Language and Linguistics for Non-Linguistics

Prerequisites: graduate standing. Linguistics 200A (for 2008).

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

Prerequisites: Linguistics 20 or 20A.

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.

208. Introduction to Morphology

Prerequisites: Linguistics 111.

Introduction to the description of the sound patterns of natural language. The grammatical devices they use to signal relations between nouns and verbs, negation, comparison, attributes, and the underlying data.

209. Introduction to Syntax

Prerequisites: Linguistics 200 or 200A.

An introduction to the description of the sound patterns of natural language. The grammatical devices they use to signal relations between nouns and verbs, negation, comparison, attributes, and the underlying data.

210. Computational Linguistics

Prerequisites: Linguistics 200 or 200A (for non-linguistics students).

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 subdisciplines.

220. Prosody

Perceptual and acoustic aspects of pitch, amplitude, and tempo and their interaction with discourse. Comparison of prosodic theories.

221A-B-C. Field Methods

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.

222. Typology and Universals

Prerequisites: Linguistics 208 and 234.

Comparative surveys of linguistic universals, focusing on such problems as lexical categories, syntactic description and explanation. Survey of clause-structure, and grammatical and discourse data. Students work with a speaker of a known language for three consecutive quarters. A series of short papers is required.

223. Languages in Contact

Prerequisites: Linguistics 215.

Types, causes, mechanisms, and consequences of contact-induced language change, including a consideration of pidgins and creoles.

224. Spoken and Written Discourse

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

Introduction to the study of meaning. Changes in the direction of 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

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

Prerequisites: Linguistics 208.

How culture frames and interprets language, how speaking creates culture. Language as culture mediates sociocultural production of meaning, memory, cognition, authority, practice. Classic readings from linguistic anthropology, sociocultural linguistics confront new research on relation between language, thought, and culture.

228. Discourse in Sociocultural Interaction

Prerequisites: Linguistics 227.

Discourse as a focus on sociocultural action and dialogic interaction. How discourse practice constitutes both situated meanings and sociocultural frameworks. Stance-taking, evaluation, positioning, alignment, reference, affect, epistemicity, empathy, intersubjectivity in language. Focus on current research on language in naturally occurring interaction.

230. Methods in Sociocultural Linguistics

Prerequisites: Linguistics 227.

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

Prerequisites: Linguistics 208, 209, 211, and 215.

A survey of the development of linguistics as a discipline, beginning with 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.

232. Foundations of Sociocultural Linguistics

Prerequisites: Linguistics 227.

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. Studies in Language, Gender, and Sexuality

Prerequisites: Linguistics 208, 209, 211, and 215.

An introduction to sociocultural 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

Prerequisites: Linguistics 208, 209, and 211.


235. Advanced Phonology

Prerequisites: Linguistics 211.


236. Advanced Language Change

Prerequisites: 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 grammaticalization. Ramifications of observed changes for synchronic theories of language structure.
237. Introduction to First Language Acquisition
(4) CLANCY
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
Prerequisite: Linguistics 209, 210, 211, and 215 (for 244A); Linguistics 244A (for 244B).
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 teaching materials, and develop classroom lessons.

244A-B. Topics in Linguistic Areas
(4-2) COMRIE, GENETTI, MITHUN
Prerequisite: 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.

252A-B. Seminar in Morphology and Syntax
Prerequisite: Linguistics 209, 211, 234 (for 252A); Linguistics 252A (for 252B).
May be repeated for credit.
Specialized topics in morphology and syntax.

254A-B. Seminar in Discourse
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
Prerequisite: Linguistics 208, 209, 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
Prerequisite: Linguistics 208 or 222 or 234 or 225 (for 256A); Linguistics 208, 222, 234, 235, and 256A (for 256B).
May be repeated for credit.
Specialized topics in typology and universals.

258A-B. Seminar in Sociocultural Linguistics
(4-2) CLANCY, DU BOIS, BUCHOLTZ
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.

270. Professionalism
(2) MITHUN
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, neurosciences, comparative animal and human communication, linguistics, and human genetics.

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, Italian 299.
Specialized topics in the study of applied linguistics.

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
(2-4) 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) GENETTI, MITHUN
No credit allowed toward advanced degree.
Course 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).

594. Topics in Linguistics
(4) STAFF
Prerequisite: consent of instructor.
May be repeated for credit.
Specialized studies in a specific area of linguistics.

595A-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
Psychology: see 127
Religious Studies: see 14
Spanish: see 100, 101, 109, 114A-B-C, 200, 207NS, 209SS, 221A, 296A-B.
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 [Solomon 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 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. Aldredge, Ph.D., UC Davis, Professor (biological oceanography, zooplankton ecology, carbon cycling)

Mark A. Brzezinski, Ph.D., Oregon State University, Professor (biological oceanography, zooplankton ecology, elemental cycling, phytoplankton ecology)

Craig A. Carlson, Ph.D., University of Maryland, Associate Professor (marine microbial ecology, bacterioplankton, dissolved organic carbon, marine biogeochemistry)

David J. Chapman, Ph.D., Stanford University, Professor (physiology, 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, Associate Professor (marine animal physiology)

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 (choroid 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
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 Michaelson, 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 (ocean turbulence and mixing processes, ocean biogeochemistry, air-sea interaction and marine pollution)

Department of Earth Science
Jordan E. Clark, Ph.D., Columbia University, Associate Professor (hydrogeology)

Rachel M. Haymon, Ph.D., Scripps Institution of Oceanography, Professor (marine geology and geochemistry)

James P. Kennett, Ph.D., Victoria University of Wellington, New Zealand, Professor (paleoceanography, marine geology)

David W. Lea, Ph.D., Massachusetts Institute of Technology—Woods Hole Oceanographic Institute, Professor (chemical oceanography and paleoceanography)

Bruce P. Luyendyk, Ph.D., Scripps Institution of Oceanography, Professor (tectonics, geophysics, paleomagnetism)

Ken C. Macdonald, Ph.D., Massachusetts Institute of Technology, Professor (marine tectonics and magnetism)

David L. Valentine, Ph.D., UC Irvine, Associate Professor (biogeochemical cycling, bicrobially mediated transformations in marine sediments and waters)

Department of Mechanical and Environmental Engineering
Wilbert J. Lick, Ph.D., Rensselaer Polytechnic Institute, Professor (oceanography and limnology, applied mathematics)

Stephen R. McLean, Ph.D., University of Washington, Professor (fluid mechanics, physical oceanography, sediment transport)

Donald Bren School of Environmental Science and Management
Trish Holden, Ph.D., UC Berkeley, Associate 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/regions, fisheries management, protection of marine mammals, offshore oil and gas development, compliance and enforcement, impacts on coastal communities and polar regions)

Affiliated Faculty
Carol Blanchette, Ph.D., (Marine Science Institute)

Milton Love, Ph.D., (Marine Science Institute)

Norman Nelson, Ph.D., (Institute for Computational Earth System Science)

Gail Osherenko, J.D., (Marine Science Institute)

Langdon Quetin, Ph.D., (Marine Science Institute)

Robin Ross, Ph.D., (Marine Science Institute)

Alison Whitmer, Ph.D., (Marine Science Institute)

Emeriti Faculty
James F. Case, Ph.D., Johns Hopkins University, Professor Emeritus (bioluminescence, neurobiology)

Raymond C. Smith, Ph.D., Stanford University, Professor Emeritus (biophysics, remote sensing)

Robert K. Trench, Ph.D., UC Los Angeles, Professor Emeritus (coral reef biology, biochemistry, physiology, and phylogenetics of symbiosis)

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 42 marine faculty located in eight departments on the UCSB campus. These include the departments of Anthropology; Chemistry and Biochemistry; Ecology, Evolution, and Marine Biology; Earth Science; Geography; Molecular,
Cellular, and Developmental Biology; Mechanical and Environmental 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. 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), 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 Web site at marinesc.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 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
   (2-12) 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: M.S. candidate and consent of committee chair.
   For research underlying the thesis and writing of the thesis.
Mathematics

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Division of Mathematical, Life, and Physical Sciences
South Hall 6607
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Undergraduate e-mail: ugrad@math.ucsb.edu
Graduate e-mail: math-gradinfo@math.ucsb.edu
Web site: www.math.ucsb.edu
Department Chair: Jeffrey Stopple

Faculty
Adebisi Agboola, Ph.D., Columbia University, Professor (number theory)
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, Assistant 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)
Isadore Singer, Ph.D., University of Chicago, Professor (index theory, mathematical physics)
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, Emeritus (group theory)
Thomas K. Boehme, Ph.D., California Institute of Technology, Emeritus Professor (function analysis)
Andrew M. Bruckner, Ph.D., UC Los Angeles, Emeritus Professor (real analysis)
Michael J. Cambern, Ph.D., UC Berkeley, Emeritus Professor (functional analysis)
Jack G. Ceder, Ph.D., University of Washington, Emeritus Professor (real analysis)
Michael G. Crandall, Ph.D., UC Berkeley, Emeritus Professor (nonlinear differential equations)
John E. Doner, Ph.D., UC Berkeley, Associate Professor Emeritus (logic, computer science)
John A. Ernest, Ph.D., University of Illinois, Emeritus Professor (functional analysis)
Ky Fan, D.Sc., University of Paris, Emeritus Professor (topology, functional analysis)
Eugene C. Johnsen, Ph.D., Ohio State University, Emeritus Professor (combinatorial analysis)
Henryk Minc, Ph.D., University of Edinburgh, Emeritus Professor (linear algebra)
James B. Robertson, Ph.D., Indiana University, Emeritus Professor (probability, ergodic theory)
Alex Rosenberg, Ph.D., University of Chicago, Emeritus Professor (quadratic form, Witt rings)
Melvin Rosenfeld, Ph.D., UC Los Angeles, Associate Professor Emeritus (functional analysis)
Stephen Simons, Ph.D., Cambridge University, Emeritus Professor (functional analysis)
James M. Sloss, Ph.D., UC Berkeley, Emeritus Professor (partial differential equations)
David A. Sprecher, Ph.D., University of Maryland, Emeritus Professor (real analysis)

Max L. Weiss, Ph.D., University of Washington, Professor Emeritus (complex 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
Frederick Gibon, 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)

Mathematics 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, cryptography, 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 Web site (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 Algebra Diagnostic Test (ADT) which is offered online at www.math.ucsb.edu/ugrad/adt. Minimum scores on the ADT are required for enrollment in Mathematics 15 and 3A. The exam is not required for Math 34A.

Results on the Algebra Diagnostic 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, 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 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.** 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 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: Econom-
ics 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, 155, 170, 171, 175A-B, 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, Economics 1 and 2. In addition, one course is required from the following: Computer Science SAA-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-two upper-division units in mathematics, statistics, and economics are required, excluding Mathematics 100A-B, 193, and 195A-B and PSTAT 133A-B-C. The 52 units must include Economics 104A, Mathematics 104A-B, 124A-B; PSTAT 120AB, PSTAT 120C, 130; and either PSTAT 170 or Mathematics 170. The remaining 12 elective upper-division courses can be selected from: Economics 104B, 105, 134A-B, 140B; Mathematics 104C, 108A-B, 117; PSTAT 160A-B, 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 a Foreign Language (TOEFL) or the International English Language Testing System (ISLTS) 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), 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.

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 Web site. 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 Web site 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 algebra and analysis. A student who wishes to substitute a different area requirement for one of the above areas must petition the departmental graduate committee.

**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
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 3A.
- Not open for credit to students who have completed Mathematics 3AS. Students with Advanced Placement credit should contact the department.

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.

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 3CS or 3CI.
- Honors version of Mathematics 3C. Mathematical inquiry course is developed through problem solving and discovery.

3H. Honors Seminar, Calculus
(1) STAFF
Prerequisites: concurrent enrollment in Mathematics 3A or 3B or 3C.
- May be repeated for credit to a maximum of 3 units.
- A supplement to the Mathematics 3 sequence 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 3A. 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.

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.

5H. Honors Seminar, Advanced Calculus and Linear Algebra
(1) STAFF
Prerequisites: concurrent enrollment in Mathematics 5A or 5B or 5C.
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 mathematically modeling with differential equations. Calculus of several variables including an introduction to partial derivatives.

91. Workshops in Mathematics
(1) STAFF
May be repeated for credit to a maximum of 4 units.
Group workshops affiliated with selected lower-division mathematics courses.

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 118B.
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 118B.
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 Noneuclidean 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 noneuclidean geometry. Transformational geometry (isometries, dilations, involutions, perspectives, 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
Prerequisites: Mathematics 5A-B-C and, Computer Science 5A-5C or 11A-11C or 12 or Engineering 2.
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.

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.

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, quadric forms, continued fractions and the approximation of real numbers, algebraic number theory, partitions.

115C. Topics in Number Theory
(4) STAFF
Prerequisite: consent of instructor.
Recommended preparation: Mathematics 115A-B; consult the department or instructor for details.
Selected topics in number theory at the direction of the instructor.

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.
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 3 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 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
Prerequisite: 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
Prerequisites: Mathematics 5A-B-C.
Recommended preparation: Mathematics 119A.
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.
Wave, heat, and potential equations.

124B. Fourier Series and Numerical Methods
(4) STAFF
Prerequisites: Mathematics 5A-B-C.
Recommended preparation: Mathematics 124A.
Fourier series; generalized functions; and numerical methods.

130. Introduction to Mathematical Modeling
(4) STAFF
Prerequisites: Mathematics 5A-B.
Introduction to the principles of mathematical modeling, both discrete and continuous.

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 the 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
Prerequisites: Mathematics 5A, and, an upper-division mathematics course (for Mathematics 181A): Consent of instructor (for Mathematics 181B).
Designed for prospective teachers. Problem solving. Problems in number theory, dynamical systems, or other topics, including investigations of mathematics and its historical contexts. The difference between formal mathematics and the process of doing mathematics. Supervised field work on problem solving.

190. Special Topics in Mathematics
(4) STAFF
Prerequisite: consent of instructor.
May be repeated for credit to maximum of 4 units.
Information about the special topics to be presented may be obtained from the office of the Department of Mathematics.

191. Internship in Mathematics
(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 courses in mathematics.

195A-B. Internship in Mathematics Teaching
(4-4) 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 98/99/199/199/199AA-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.

199A. 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, 264A-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 eight other one-year courses in mathematics each year.

201A-B-C. Real Analysis
(4-4-4) STAFF
Prerequisites: Mathematics 118A-B-C.

202A-B-C. Complex Analysis
(4-4) STAFF
Prerequisites: Mathematics 118A-B-C or 122A.

206A. Matrix Analysis and Computation
(4) STAFF
Prerequisite: consent of instructor.
Same course as Computer Science 217A, 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 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.


(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.


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.


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
Prerequisite: 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. 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.

229A-B-C. Operator Algebras
(4-4-4) STAFF
Prerequisites: Mathematics 201A-B-C.
Banach algebras. The Gelfand transform.

230A-B-C. Topics in Partial Differential Equations
(4-4-4) STAFF
Prerequisites: Mathematics 220A-B-C.
Advanced topics in the theory of partial differential equations.

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/non-singular 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.

246A-B-C. Partial Differential Equations
(4-4-4) STAFF
Prerequisites: Mathematics 201A-B-C.
Existence and stability of solutions, 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.

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 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
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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)

Jerry Gibson, Ph.D., Southern Methodist University, Professor (multimedia communications and compression, signal processing for multimedia, wireless communications)

Tobias Hollerer, Ph.D., PhD, Columbia University, Assistant 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 Kalawak, B.S., Northwestern University, Studio Professor/Director, Professional Artists Lab (creation and development of multi-media theatre work)

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, Ph.D., Ohio State University, Professor (transarchitectures, virtual environments and worldmaking, digital sculpture, algorithmic composition, theory)

Marko Peljhan, Diploma, University of Ljubljana, Agrid, Academy, Slovenia, Associate Professor (interdisciplinary media/communications/technology, art studio)

Stephen Travis Pope, Certificate, Vienna Music Academy, 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 spatialisation, 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 interdisciplinary 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 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 background and career interests.

Prospective students are strongly encouraged to visit the MAT Web site at 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 group projects covering 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 area of emphasis.

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, and human-computer interaction.

Students will be involved in the development of large-scale software systems of different types. Courses include in-depth work on multimedia networking programming tools, imaging, and the development of complex signal processing software systems.

Electronic Music and Sound Design

The electronic music and sound design emphasis focuses on contemporary electronic music composition or sound design and digital audio engineering. It is intended for technically inclined musicians. Courses include private composition lessons, instruction in computer techniques, and composer’s seminars, as well as directed work on various music production systems. During their studies, students will present a recital or an intermedia production.

Visual and Spatial Arts

The visual and spatial arts emphasis focuses on interdisciplinary, collaborative arts-technology research such as virtual and mixed realities, human-computer interaction, algorithmic morphogenesis, transarchitectures, data mapping, and visualization, digital sculpture, wireless broadband, motion capture, and distributed sensing. 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 technology. 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 section “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 is the student’s major discipline.

Applicants with related majors may be con-
sidered, 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 computer programming 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 consultation with a faculty advisor. Credits earned in the proficiency courses do not count toward the graduate degree.

See the MAT Web site at 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. The committee chair advises students on a course of study and directs 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 an MAT faculty member and approved by the student’s committee. The 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 an 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 section “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 Web site at www.mat.ucsb.edu for detailed admissions requirements.

Degree Requirements

Students entering directly into the PhD without a master’s degree must first meet the equivalent course requirement 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. MAT PhD 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 PhD 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 PhD 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 PhD 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.

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 an 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 final projects.

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 standard.

233. Multimedia Software Development (2) STAFF
Prerequisite: consent of instructor.

Does not count toward the required units of graduate-level courses.

Introduction to programming for digital media artists. Focus on the JAVA programming language: data structures, programming techniques, and algorithms.

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) POPE
Recommended preparation: some programming experience and basic acoustics.

Six-quarter practical programming course devoted to digital audio application development. The emphasis is on C++ 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. Course concentrates on:
A. Using commercial I/O APIs
B. Spectral transformations
C. Spatial sound manipulation
D. Sound synthesis techniques
E. Multi-rate control and synchronization
F. 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, animation, 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
Prerequisite: consent of instructor.

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) JEVBRATT
Prerequisite: consent of instructor.

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.


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 histories, 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
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.

273. Advanced Topics in Multimedia Psychoacoustics and Music Cognition (4) STAFF
Prerequisite: Music 11 or equivalent.

Introduces students in media, arts & technology, music, psychology, and related disciplines to psychoacoustics and music cognition, in terms of knowledge content and research literature. Since psychoacoustics and music cognition are empirical in nature, the course combines required reading, lecture, demonstrations, class discussion and the development of critical analytical skills for a final paper.

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.
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
Required of all first year students. Seminar series for advanced topics in multimedia.
M. IGERT Seminar Series - Staff

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.

Medieval Studies

Medieval Studies Program
Division of Humanities and Fine Arts
Department of History
Humanities and Social Sciences 5056
Telephone: (805) 893-3167
Executive Director: Edward D. English

Medieval Studies Advisory Committee
Debra G. Blumenthal, Ph.D. (History), Advisory Committee Chair for 2006-2007
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)
L.O. Aranye Fraadenburg, Ph.D. (English)
Carol L. Lansing, Ph.D. (History)
Carol Braun Fasternack, Ph.D. (English)
Harvey L. Sharrar, 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)
Richard D. Hecht, Ph.D. (Religious Studies)
Barbara Holdrege, Ph.D. (Religious Studies)
R. Stephen Humphreys, Ph.D. (History)
Nuha Khoury, 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)

Medieval 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: Art History 105A-B-C-D-E-F-G-H-I-J-K-L-M-N-O-P; Comparative Literature 116, 120; Dramatic Art 160B; English 110A, 110B, 111, 115, 119, 152A-B-S, 156, 197 (when course content is appropriate to medieval studies); French 129, 130X, 131X, 132X, 133, 133X, 134A, 135X, 135XH, 136A, 136C, 136E, 137X, 138X; German 120, 169; History 106A, 113C, 114A-B-C-P, 115, 115P, 115X, 116, 117A-C-D-P, 118A-B, 119, 121A-B, 145A-B, 155A; Italian 114X, 113AX; Classics 103; Medieval Studies 199; Music Performance Laboratories A148, A148S; Music 112A, 179; Portuguese 105A; Religious Studies 111A, 127B, 131, 137, 140A, 187, 188, 189B; Spanish 110A, 116, 119A, 122A-B. Students may also submit petitions to the chair of the Medieval Studies Program to have other appropriate courses count toward 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 Department 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 206, 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 Web site at www.medievalstudies.ucsb.edu.

Medieval Studies Courses

UPPER DIVISION

101AA-ZZ. Special Topics

(4) STAFF
Topics vary per instructor.
Middle East Studies

Global and International Studies Program
Division of Social Sciences
Humanities and Social Sciences 3042
Telephone: (805) 893-7860
E-mail: gisp@global.ucsb.edu
Web site: www.global.ucsb.edu/programs/

Chair: Nancy E. Gallagher

Middle East Studies

Advisory Committee
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 area. 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; (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 coherent, 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.


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, 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, 146T, 146W; Middle East Studies 145, 194; Political Science 150A-B; Religious Studies 131H, 140A-B-C-D-F; Sociology 130S.

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 98/99/198/199/199AAA-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.

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**Military Science (ROTC)**

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**Military Science Division of Social Sciences**

Building 451
Telephone: (805) 893-3042
E-mail: milsci@mail.lsit.ucsb.edu
Web site: www.milsci.ucsb.edu

Department Chair: Clarence J. Gomes

Faculty

Michael J. Salvo, B.A., Pennsylvania Lock Haven University, Captain, Field Artillery, Assistant Professor (economics)

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 and are paid for their period of camp attendance.

Admission to the Advanced Course is limited to selected students who meet all academic and physical requirements. Enrolees must sign a contract with the U.S. Army agreeing to complete the course and to accept an officer's commission, if one is offered. In return, students receive a tax-free stipend ranging from $350 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 $350-$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 (up to the tuition cost), and an additional $900 for books, annually. Both the National Guard and the US 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 may be commissioned as a second lieutenant in one of the specialties of the U.S. Army. Graduates are eligible for either active duty or part-time duty with the Army Reserve or National Guard. The period of active duty is normally three years. 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. Students commissioned as second lieutenants may request to serve with the National Guard or Reserve following three to six months of 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, Writing, and Ethnicity 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 Web site.

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**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.

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**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.

1B. 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 knowledge 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 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.

2C. Basic Mountaineering

(1) STAFF
Prerequisite: lower-division standing.
Basic rappel and mountaineering skills with emphasis on equipment, techniques, knots, and site selection. Students apply these skills during a field trip.

6. Basic Military Science Field Study

(2) GOMES
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.

12. Women and Minorities in the Military

(3) ZENON
Prerequisite: consent of instructor to finalize registration.
The study of the historical contributions women and minorities have made to the U.S. military. Portrays the commitment, leadership traits, qualities, obstacles, and personal sacrifices minorities and women have made in defense of America. Includes a broad range of historical situations that demonstrate their experience in the U.S. Army.

21. Basic Self Defense

(5) STAFF
May be repeated for credit to a maximum of 2 units.
Lecture, demonstration and practical application of assault prevention and self defense. The course emphasizes physical methods and live training techniques in the art of self defense and personal safety. Course is physical in nature but gender neutral.

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 cardiovascular system and upper body strength. Focus towards Army Officer Training Corps cadets, although not limited to this group.

23. Advanced Military Physical Conditioning

(5) STAFF
May be repeated for credit to a maximum of 3 units.
Advanced United States Army fitness techniques for physical conditioning. Students learn how to conduct a physical conditioning program to ensure good health and fitness. Focus towards Army Officer Training Corps cadets, although not limited to this group.

24. Ranger Challenge Field Study

(5-1) GOMES
Prerequisite: consent of department.
Must be physically able to negotiate all events for Ranger Challenge.
Ranger Challenge is the varsity sport of ROTC. It consists of eight mentally and physically demanding events where over twenty ROTC teams throughout California, Arizona, Utah and Nevada compete. Training occurs 4–5 days a week to include some weekends. (F)

25. Color Guard Field Study

(5) GOMES
Prerequisite: consent of instructor.
May be repeated for credit to a maximum of 2 units.
The UCSB Color Guard is responsible for carrying our nation’s colors during parades, marches, home sporting events, graduations, and other highly visible events. The Color Guard trains on various Army drill and ceremony techniques, which are used to perform at all color guard functions. (F,W,S)

26. Bataan Memorial Death March Field Study

(5-1) GOMES
Prerequisite: consent of instructor.
The 26.2 mile Bataan memorial Death March honors a special group of WWII heroes who were responsible for the defense of Corregidor. This event is rigorous and demanding as the route traverses desert trails, washes and hills up to 5,300 feet elevation in New Mexico. (W)

27. American Military History and the Evolution of Western Warfare

(4) GOMES
Prerequisites: lower-division standing; consent of instructor.
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,S,W)

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 99/99/198/199/199AA-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 Producers, 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.
Molecular, Cellular, and Developmental Biology

Department of Molecular, Cellular, and Developmental Biology
Division of Mathematical, Life, and Physical Sciences
Life Sciences and Technology Building
Room 3311
Telephone: (805) 893-3511
Graduate Information (805) 893-5191
Graduate e-mail: mcdb-gradasst@lifesci.ucsb.edu
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Web site: 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 Dahliquist, Ph.D., California Institute of Technology, Professor (biochemistry)
Diane E. Eardley, Ph.D., UC Berkeley, Senior Lecturer with Security of Employment (cellular immunology)
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)
David M. Kohl, Ph.D., State University of New York, Senior Lecturer with Security of Employment (developmental biology)
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 Weimb, Ph.D., University of Cologne, Assistant 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)
Ellis Englesberg, Ph.D., UC Berkeley, Professor Emeritus (microbiology, genetics)
Aharon Gibor, Ph.D., Stanford University, Professor Emeritus (cell 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)
Jorge Taborsky, Ph.D., Yale University, Professor Emeritus (biochemistry)
Edward L. Triplett, Ph.D., Stanford University, Professor Emeritus (biology)

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 guide 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 Web site at 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 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 UCSC. 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 requirements 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 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.

2. Calculus: Mathematics 3A or 34A, 3B or 34B (Biochemistry-Molecular Biology requires Mathematics 3A-B-C and beyond; the other majors give a choice of Mathematics 3A or 34A-B).

3. Statistics: EEMB 30 or PSTAT 5A or Math 3C (Biochemistry-Molecular Biology requires Math 3C and either Math 5A or EEMB 30 or PSTAT 5A).

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.

**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-CL or 2A-AC-B-CC-CC, 6AL, BL (or-BH), and 109A-B; and Mathematics 3A-B or 34A-B, and one of the following: PSTAT 5A or EEMB 30 or Mathematics 3C; Physics 6A-AL-BL.

**Upper-division major.** Thirty-six upper-division units in biological sciences, distributed as follows:

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, 175

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), 135, 136-136L, 137 (or Geology 141), 138, 139, 140, 142A, 166, 171 (or Environmental Studies 171), 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, 134; 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.

**Preparation for the major.** MCDB 1A-AL, MCDB 1B, EEMB 2, either MCDB 1BL or EEMB 2L, and EEMB 3-3L; Chemistry 1A-AL-BL-C-CL or 2A-AC-B-BC-CC, 6AL, BL (or-BH), and 109A-B-C; Mathematics 3A-B-C; Physics 6A-AL-BL-C-CL.

**Upper-division major.** Forty-eight units, distributed as follows:

A. Genetics: MCDB 101A-B

B. Biochemistry: MCDB 108A-B-C

C. Biochemistry laboratory: MCDB 109L

D. Physical Chemistry: Chemistry 113A and MDCB 123


**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-AL-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 EEMB 30 or Mathematics 3C; Physics 6A-AL-BL-C-CL.

Upper-division major. Forty-eight units, distributed as follows:

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, 175
4. Ecology: EEMB 120, 138, 139*, 140, 142A, 166, 171 (or Environmental Studies 171), 173
5. Evolution: EEMB 102, 108, 109 (or Geology 148), 113-113L*, 131 (or Geology 121), 135, 136-136L (or Geology 111-111L), 137 (or Geology 141), 139*
7. Laboratory: Either one of the underlined courses from sections 1-6 above or one of the following: MCDB 101L, 103L, 109L, 112L, 126AL (or EEMB 126AL), 126BL, 131L, 132L, 133L, 140L; EEMB 107L, 119, 120AL, 140L, 143L, 148L, 164L, 164S, 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-AL-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 EEMB 30 or Mathematics 3C; Physics 6A-AL-BL-C-CL.

Upper-division major. Forty-eight units, distributed as follows:

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 109L, 126A-AL, 126B-AL, 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 procaryotic and eucaryotic 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 eucaryotic 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-AL-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 EEMB 30 or Mathematics 3C; Physics 6A-AL-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, 140L, 199; EEMB 111, 134. No more than 2 units of MCDB 199 can be applied. Students are encouraged to select their elective courses from within one of the tracks below.

A. General Microbiology: EEMB 134 and MCDB 108AL, 133L, 138
B. Bio-Medical Sciences: MCDB 108AL, 133L, 139 and 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-devel-
opment 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-BC-C-C, Chemistry 6AL BL (or BH), and 109A B-C; Mathematics 3A-B or 34A-B and one of the following: PSTAT 5A or EEMB 30 or Mathematics 3C or Psychology 5; Physics 6A-AL-6B-6C-6L.

**Upper-division major.** Fifty upper-division units, distributed as follows:

- Note: No more than 16 total units may be taken outside the Department of Molecular, Cellular, and Developmental Biology. Courses that are cross-listed between MCDB and other departments do not count towards the 16-unit maximum. Instructor approval required prior to enrollment in psychology courses.
  - A. Pharmacology: MCDB 126A-AL-B-BC
  - B. Biochemistry: MCDB 108A-B-C
  - C. Genetics: MCDB 101A-B


Students are encouraged to select their elective courses from within one of these tracks:

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, 175

**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 UCSC,” as well as departmental requirements.

**Admission**

In addition to fulfilling university requirements for admission to graduate status described in the chapter “Graduate Education at UCSC,” the applicant will normally hold a bachelor’s degree in biology or a biological or pre-biology area (such as biochemistry, cell and molecular biology, microbiology, molecular biology, physics, 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 253 when taking the computer-based test, or 102 when taking the Internet-based test. Tests must be taken within two years of application to UCSC.

Applications for admission must be received by December 15. Further details on admission to the MCDB graduate programs can be seen on the Web site at 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) MCDB 220A-B-C, 223, 225, 229, 230, 235, and BMSE 205A (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), and (3) a minimum of 30 units of upper-division and graduate coursework in the department. Courses outside the department may be substituted upon prior written approval of the faculty graduate advisor.

**Plan 2 (examination) program requirements:**

1. MCDB 220A-B-C, 223, 225, 229, 230, 235, and BMSE 205A (205A 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), (2) at least two additional MCDB graduate lecture courses; and (3) a total of at least 36 units of MCDB graduate lecture courses and literature courses. Up to 6 units of MCDB 596 research coursework may count toward this total. Certain graduate lecture courses in the Interdepartmental BMSE program may be used as well (BMSE 242, 245, 246, 254, 256A, 256B). Upper-division undergraduate lecture courses may also count toward the degree with the approval of the faculty graduate advisor.

The following courses may not be counted towards the degree: MCDB 260, 263, 269, 290, 500, 501, 502, and 595. Students are expected to sign up for the seminars: 260, 262, 263.

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 a bachelor’s degree in biological sciences, with a preparation deemed equivalent to that required for the bachelor’s degree from UCSC. 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 cellular biology distinct from the student’s anticipated dissertation research topic. 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, MORSE

Prerequisites: Chemistry 1A-B-C (Chemistry 1C may be taken concurrently); or a score of 4 or better on either the Advanced Placement Chemistry Exam or Advanced Placement Biology examinations.

Not open for credit to students who have completed Biology 4A or 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 Biology 4A2 or MCDB 4A2 or 5A2. Laboratory, 4 hours.

Laboratory investigations illustrate basic principles of biochemistry, molecular and cellular 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 Biology 4A2 or MCDB 4A2 or 5A2. 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) STAFF

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 Biology 4B or 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 Biology 4B or EEMB 4B or 5B or MCDB 4B or 5B. Laboratory, 4 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 Biology 4B2 or EEMB 4B2 or 5B2 or MCDB 4B2 or 5B2. 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) STAFF

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 Biology 20, or Biology 4A-B-C, or MCDB 5A-AL, or EEMB 5B-5L, or EEMB 5C-5L, 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.

### 21. The Immune System and AIDS

(4) EARDLEY

Not open for credit to students who have completed Biology 21. 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/S)

### 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 cancer cells which have become malignant. Discussion of causes, treatment, and prevention of specific cancers. (F)

### 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. (W)

### 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.

### 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.

### 98. Readings in Biology

(1-3) STAFF

Prerequisite: 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 98/99/198/199/198AA-199AA 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
Prequisites: 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 989/991/998/199/199AA-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) LOWE, COTTRELL
Prequisites: 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 in 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
Prequisites: MCDB 1A, and, MCDB 1B and EEMB 2; and, MCDB 101A. Completion of all listed prerequisites with a grade of C or better.
Not open for credit to students who have completed Biology 130B. 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) CLEG
Prequisites: MCDB 1A, and, MCDB 1B and EEMB 2.
Completion of all listed prerequisites with a grade of C or better.
Not open for credit to students who have completed Biology 130B. 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. (W)

103L. Laboratory in Molecular Cell Biology

(4) CLEG
Prequisites: MCDB 1A, and, MCDB 1B and EEMB 2; and, MCDB 103.
Completion of all listed prerequisites with a grade of C or better.
Not open for credit to students who have completed Biology 137L. Laboratory, 9 hours; discussion, 1 hour.
Laboratory techniques of modern cell biology; molecular dissection of cell structure and function. (W)

108A. General Biochemistry

(4) SEARS
Prequisites: 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.
Not open for credit to students who have completed Biology 108A. Lecture, 3 hours; discussion, 1 hour.
Chemistry of proteins; enzymic catalysis. (F)

108AH. General Biochemistry–Honors

(1) SEARS
Prequisites: concurrent enrollment in MCDB 108A or 108AL; consent of instructor. Discussion, 2 hours.
Honor 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
Prequisite: 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.

108B. General Biochemistry

(4) LEW
Prequisite: MCDB 108A with a grade of C or better.
Not open for credit to students who have completed Biology 108B. 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
Prequisites: MCDB 108A or Chemistry 142A; and, MCDB 1A-B.
Completion of all listed prerequisites with a grade of C or better.
Not open for credit to students who have completed Biology 109L. 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 recombiant DNA techniques in modern biochemistry. (S)

110. Principles of Biochemistry

(4) ROTTMANN
Prequisites: 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 Biology 108A-B-C or MCDB 108B-C. Not for open credit to students who have completed Biology 118. Lecture, 3 hours; discussion, 1 hour.
An introduction to molecular structures and methodologies for determining the structure/function relationships of proteins and nucleic acids. (W)

111. Introduction to Physiology

(4) STAFF
Prequisite: MCDB 1A; and, MCDB 1B and EEMB 2.
Completion of all listed prerequisites with a grade of C or better.
Not open for credit to students who have completed Biology 111. Lecture, 3 hours; discussion, 1 hour.
Structural and functional characteristics of membranes in relation to cellular communication. Study of the electrical properties of the vertebral motor pathways of the central nervous system and some nervous and visceral motor pathways. (W)

112. Developmental Biology

(4) FOEetz
Prequisites: 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 Biology 112. Lecture, 3 hours; discussion, 1 hour.
Modern aspects of animal development. Molecular and cellular mechanisms of embryogenesis. (W)

112L. Laboratory in Developmental Biology

(2) FOEetz
Prequisites: 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) Finkelnstein
Prequisites: 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 Biology 118 or 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. (S)

123. Experimental Strategies in Physical Biochemistry

(4) WAITE
Prequisite: 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) STAFF
Prequisites: 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 Biology 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) STAFF
Prequisite: MCDB 126A (may be taken concurrently).
Not open for credit to students who have completed Biology 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
Prequisites: MCDB 101A 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 Biology 119B. 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
Prequisite: MCDB 126B (may be taken concurrently).
Not open for credit to students who have completed Biology 119BL. 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
Prequisites: MCDB 101A or Chemistry 142C; and, Chemistry 109A-B-C.
Completion of all listed prerequisites with a grade of C or better.
119. Introduction to Modern Laboratory Methods

- **Course Description**: Introduction to modern laboratory methods in molecular and cellular biology. Focus on techniques such as nucleic acid isolation, analysis, and manipulation. Recommended preparation: MCDB 108A. Lecture, 3 hours; discussion, 1 hour.

131. General Microbiology

- **Course Description**: Overview of microorganisms and their role in disease. Focus on microbial cell structure, growth, and proliferation. Recommended preparation: MCDB 108A. Lecture, 3 hours; discussion, 1 hour.

132. Bacterial Pathogenesis

- **Course Description**: Study of bacterial pathogens and disease. Focus on bacterial virulence factors and host-pathogen interactions. Recommended preparation: MCDB 108A. Lecture, 3 hours; discussion, 1 hour.

133. Molecular and Cellular Immunobiology

- **Course Description**: Introduction to the immune system and immunobiology. Focus on immune cell function, immune response, and immunoregulation. Recommended preparation: MCDB 108A. Lecture, 3 hours; discussion, 1 hour.

140L. Recombinant DNA Methods

- **Course Description**: Introduction to recombinant DNA technology. Focus on DNA cloning, expression, and analysis. Recommended preparation: MCDB 108A. Lecture, 3 hours; discussion, 1 hour.

145. Post-translational Protein Processing

- **Course Description**: Overview of post-translational modifications of proteins. Focus on enzymes and pathways involved in protein modification. Recommended preparation: MCDB 108A. Lecture, 3 hours; discussion, 1 hour.

149. Mariculture for the 21st Century: Research Frontiers

- **Course Description**: Introduction to the research frontiers in mariculture. Focus on recent advances in marine animal culture. Recommended preparation: MCDB 108A. Lecture, 3 hours; discussion, 1 hour.
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.

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 18 and EEMB 2; and EEMB 3. Completion of all listed prerequisites with a grade of C or better.
May be repeated for credit in combination with Biology 195 and EMB 171 to a maximum of 3 units. Lectures, 1 hour; UCSC faculty from various departments focused on their current research in a variety of biological disciplines. (EW)

187. Pharmacology Colloquia
(1) JACOBS, WILSON
Prerequisites: MCDB 1A; and, MCDB 18 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.
Not open for credit to students who have completed Biology 168. 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
Prerequisites: upper-division standing in EEMB or MCDB and consent of instructor or department.
May be repeated for credit in combination with Biology 192 and EEMB 192. Maximum units for credit in major: 8 for BS; 4 for BA. Lecture, 1 to 4 hours.
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 Biology 194AA-ZZ and 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.

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 197/198/199/199AA-ZZ 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) CLEGG
Prerequisites: MCDB 1A-AL; and, MCDB 18-18L or EEMB 2-2L, or equivalents.
Not open for credit to students who have completed Biology 237. Lecture, 3 hours; discussion, 1 hour.
Introduction to the structure and function of cell organelles: membranous, 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-8 or 3A-8L. 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 report, a topic of their choice.

212. Molecular Virology
(5) SAMUEL
Prerequisites: MCDB 108A-B-C and 101A-B or equivalent.
Not open for credit to students who have completed Biology 212. 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) CLEGG, ROTHMAN
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, intercellular matrix protein structure and 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, VANDELBURG, 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) STAFF
Prerequisite: consent of instructor.
Not open for credit to students who have completed Biology 219A. 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.
Not open for credit to students who have completed Biology 219B. Lecture, 3 hours; discussion, 1 hour.
Receptor signaling 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.
Not open for credit to students who have completed Biology 219C. 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 macromolecules. (S)

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 18-8L or EEMB 2-2L; and, Chemistry 107A-B and 108, or 130A-B-C.
Not open for credit to students who have completed Biology 207. 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.
Not open for credit to students who have completed Biology 228.
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). Not open for credit to students who have completed Biology 228L. 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. (S)

233. Molecular and Cellular Immunobiology
(3) SEARS
Prerequisites: MCDB 101A-B or 108A-B-C.
Not open for credit to students who have completed Biology 223. Lecture, 3 hours.
Introduction to, and evaluation of, the current concepts of immunology. Emphasis on immunological 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. 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. (F)

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 hemeosome crabs, abalone, mussels, and fish as well as others. (S)

246. Stem Cell Biology in Health and Disease
(4) CLEGG
Prerequisite: graduate standing. Lecture, 3 hours; discussion, 1 hour.
Basic biology of embryonic and adult stem cells and nuclear transfer, with emphasis on latest findings from the current literature. (F)

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. 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. 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 Biology 260A or MCDM 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. (S)

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, synaptic formation, 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.
Not open for credit to students who have completed Biology 260. 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.
Not open for credit to students who have completed Biology 225. 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, VANDELBURG, FEINSTEIN
Prerequisite: consent of instructor.
Not open for credit to students who have completed Biology 266. 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.
Not open for credit to students who have completed Biology 268. Seminar, 1 hour.
Critical reading and presentation of the current li-
erature 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. 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)

276B. Biomolecular Materials II: Applications
(3) SAFINHA
Prerequisite: Physics 135 or MCDB 108A or Materials 276A. Lecture, 3 hours.

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 Biofuels: 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. 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. 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) EARAKEY, E ven
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,S)

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)

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
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.
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
Prerequisite: 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
Prerequisite: 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.

Music
Department of Music
Division of Humanities and Fine Arts
Music 1315
Telephone: (805) 893-3261
E-mail address: music@music.ucsb.edu
Web site: www.music.ucsb.edu

Faculty
Charles Asche, D.M.A., University of Texas at Austin, Lecturer (piano, chamber music)
Paul Bambach, M.M., University of Cincinnati, 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)
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)
Michel Marc Gervais, B.M., University of Alberta, Professor (choral conducting, choir)
Steven Gross, D.M.A., University of Cincinnati, Associate 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)
Dolores M. Hsu, Ph.D., University of Southern California, Professor (19th-century music, music criticism, ethnomusicology)
Grand 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)
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, Associate 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)
William Prizer, Ph.D., University of North Carolina, Professor (medieval, renaissance and early baroque music)
Lee 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)

Emeriti Faculty

Emma Lou Diemer, Ph.D., Eastman School of Music, Professor Emerita (composition)

John Gillespie, Ph.D., University of Southern California, Professor Emeritus (American music)

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)

Alejandro Planchar, Ph.D., Harvard University, Professor Emeritus (medieval and renaissance music, Collegium Musicum)

Carl Zytowski, M.A., University of Washington, Professor Emeritus (choir)

Affiliated Faculty

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 prepare students for careers in music, as preparation for graduate study, or as an area of concentration for a liberal arts education.

Undergraduate Program

Performance ensembles are available for all qualified students, and a wide range of undergraduate courses is offered for nonmajors. 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 pre-instructional days at the beginning of each quarter, 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 at the beginning of each quarter. 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 their major faculty 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 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 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 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 to 50 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; 9 units of upper-division music electives; 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 (A36A-B-C/A136A-B-C, or A37A-B-C/A137A-B-C) 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, 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; 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 to 50 upper-division units required: three courses from Music 112AB-C-D-E-F; two courses from 160A-E, 169; two courses from 175A-M; 176; one course from 104, 105; two courses from 168A-H, 168X; three courses from A134-A170AA-ZZ; 6 units of upper-division music electives; 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 (A36A-B-C/A136A-B-C, A37A-B-C/A137A-B-C, 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 eligibility. 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, which apply 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 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; 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-F, 33 (or 22 by petition and audition); six courses from A34-A70; successful completion of freshman and sophomore composition portfolios.

Upper-division major. Seventy-six to 77 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;
upper-division units required: Music 112AB-
numbers are shown in parentheses. THEORY: 16th-Century Motet (102); 18th-Century Fugue (212A); Figured Bass (5A-F); Tonal Analysis (160A); 20th-Century Analysis (160B); Orchestration (106, 107). HISTORY: Medieval/Renaissance (291); Baroque (292); Classical (282); Romantic (283); 20th-Century (284). With the permission of the Theory faculty, these areas may also be fulfilled by the relevant seminar (261, 263, 265, 266, 268, 269). 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 209A-IB-IC or (b) one course from 209A-IB-IC and two courses from 209A-LB-LC; 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 229A, B or C; 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 rewarded 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: 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 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 fulfilled 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 A232-A270. Thirty-two additional units selected with guidance of faculty advisor, thesis.

Plan 2 (comprehensive examination). One hundred-two graduate units required. The following courses are required: Music 200A, 200B, and 200D; 202A and 202B; nine courses from 203MT; 36 units (chosen from 201A, 201C [201A and 201C are both required if specializing in music prior to 1600]), 261, 263, 265, 266, 268, 269 (260 courses may be repeated for credit); two courses from A232-A270. Thirty-three additional units selected with guidance of faculty advisor. They may be within the department or outside the department (Students are encouraged to take courses in theory, and/or ethnomusicology); three days of written comprehensive exams.

**Degree Requirements—Theory 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 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: 16th-Century Motet (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 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.

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 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 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 repertoire 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 competency 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 (112A); 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; six courses from A232-A270; two courses from Music 200B, 201, 202, 211, 212, 223-227, 250-252, and/or 260-294; four 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 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; six courses from A232-A270; three quarters of A232-A270; four courses from Music A232-A270; M.M. voice Plan 1 (two courses from A232 or A236 and three courses from A238 or A238P); two courses from 200B, 201, 202, 211, 223-227, 250-252, and/or 260-294; four units of electives selected with guidance of faculty advisor; 295B and a 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; six courses from A232-A270; three quarters of A232-A270; four courses from Music A232-A270, or A238P; four quarters from 200B, 201, 202, 211, 223-227, 250-252, and/or 260-294; 4 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 (112A); 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 the 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, 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 will satisfy those 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: 16th-Century Motet (102);
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/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 one language 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)

One hundred-two graduate units required. The following courses are required: Music 200A, 200B, and 200D; 202A and 202B; nine courses from 203MT; 36 units (chosen from 201A, 201C [201A and 201C are both required if specializing in music prior to 1960], 202A, 202B, 261, 263, 265, 266, 268, 269 [260 courses may be repeated for credit]; two courses from A232-A270. Thirty-three additional units selected with guidance of faculty advisor. They may be taken with the department or 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: Figured Bass (5A-F); 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 be capable of performing repertoire in French, German, and Italian; orchestral conducting students must demonstrate reading knowledge of French, German, and Italian; and deep command of the solo and chamber repertoire. Students in the performance emphasis are required to complete courses in: Music 261, 263, 265, 266, 268, 269, and 283 (260 courses may be repeated for credit); two courses from A232-A270. Thirty-three additional units selected with guidance of faculty advisor. They may be taken with the department or 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.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: Tonal Analysis (160A); 20th-Century Analysis (160B). If germane to their interests, students may also be required to be proficient in figured bass 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 one language 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)

One hundred-two graduate units required. The following courses are required: Course numbers are shown in parentheses. History: Medieval (279); Renaissance (291); Baroque (292); Classical (282); Romantic (283); 20th Century (284). Thirty-three additional units selected with guidance of faculty advisor. They may be taken with the department or 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—
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 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: Figured Bass (5A-F); 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 for 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 quarter units, which include: Six quarters of Music 220 (24 units); Music 296A-C; 296A; 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 music 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, 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 (112A-B); 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 Gradu- ated 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

loquium (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 Web site at 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
(4) STAFF
Primarily for the non-major. Tickets and transportation provided free of charge. For full course information, please go to: www.music.ucsb.edu/faculty/rothfarb/courses/Music11.

2. Introduction to Music Literature
(3-3-3-3-3) 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.

3. Survey of Western Music
(5) ROBERTS
A practical course in sight singing, aural analysis, and rhythmic studies.

4. Medieval Music
(4) FURTHER
A selective survey of music of Western civilization started in the Middle Ages through the present day. Designed to acquaint the student with the styles of Western music. To be taken in the major, or by permission of the instructor.

5. Music Appreciation
(4) STAFF
Not open to music majors.

College of Letters and Science: Music • 341

College of Letters and Science: Music • 341
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 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)

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.

25. Intermediate Voice
(1-3) INGHAM, STAFF
Prerequisites: by audition; consent of instructor and department.
Primarily for music majors. May be repeated for credit to a maximum of 27 units.
Intermediate vocal lessons, primarily for the instrumental music major and the music minor. (1-3)

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. (F, W, S)

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) JUHN
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) JUHN
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) JUHN
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) BERKOWITZ, ASCHE
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) STAFF
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) JUHN, 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) STAFF
Prerequisites: honors students only; consent of instructor and department.
Public presentation of sophomore project: A. Public performance of sophomore auditon (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.
99. Introduction to Musical Research

(1-3) STAFF
Prerequisite: consent of instructor.

A study of core 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 require 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) HALADYNA
Prerequisite: Music SE.
Music 101A not open for credit to students who have completed Music 101.
A study of the general principles of counterpoint based on literature and repertoire of various periods, complemented by written work and analysis.

102. Fundamentals of Counterpoint

(3) STAFF
Prerequisite: Music SE or equivalent.
A study of the general principles of counterpoint through written work and analysis.

103. Eighteenth Century Counterpoint

(3) FEIGIN
Prerequisites: Music SE 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. Use and interpretation of standard and innovative laboratory methods for processing data, including computer analysis.

106A-B-C. Orchestration

(2-2) HALADYNA
Prerequisite: Music SE.
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.

109A. Direct Digital Synthesis, Processing and Composition

(3) KUCHERA-MORIN
Prerequisites: upper-division standing; consent of instructor; music majors must have taken Music SE.
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.

109B. Direct Digital Synthesis, Processing and Composition

(3) KUCHERA-MORIN
Prerequisite: Music 109A.
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.

109C. Direct Digital Synthesis, Processing and Composition

(3) KUCHERA-MORIN
Prerequisites: Music 109A and 109B.
Third quarter of a three-quarter series concentrating on advanced C-based computer programs for digital signal processing, advanced instrument design etc. Most of the emphasis in the quarter is music composition.

109L. Real-Time Digital Synthesis, Processing and Composition

(2) ROADS
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.

109M. Real-Time Digital Synthesis, Processing and Composition

(3) KUCHERA-MORIN
Prerequisites: Music 109A and 109B.
Second quarter of a three-quarter series course in real-time digital synthesis and composition will concentrate on digital signal processing, and composition using micro-computers and special purpose DSP equipment for music composition.

109N. Real-Time Digital Synthesis, Processing and Composition

(2) ROADS
Prerequisites: Music 109A. A maximum of 12 units total allowed for Music 109LA, 109LB, and 109LC.
Second 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.

109P. Real-Time Digital Synthesis, Processing and Composition

(2) ROADS
Prerequisites: Music 109A. A maximum of 12 units total allowed for Music 109LA, 109LB, and 109LC.
Second quarter of a three-quarter series course in real-time digital synthesis and composition will concentrate on digital signal processing, and composition using micro-computers and special purpose DSP equipment for music composition.

110. Special Topics in Computer Music and Digital Signal Processing

(3) KUCHERA-MORIN, ROADS
Prerequisites: Music 109A-B-C or 109A-B-C. May be repeated for credit to a maximum of 12 units.
Advanced topics in computer music composition, synthesis, and digital signal processing.

112A. History of Music: The Middle Ages and Renaissance

(3) PRIZER
Prerequisites: Music SC, and Music 12 with a minimum grade of C-.
History of music in Western civilization from antiquity to 1600.

112B. History of Music: The Baroque

(3) PRIZER, TCHIAROS
Prerequisites: Music SC, 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) TCHIAROS
Prerequisites: Music SC, 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 SC, 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 SC, 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) TCHIAROS
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)

115. Symphonic Music

(4) RUTKOWSKI
Prerequisite: Music 15.
For the nonmajor.
A study of selected symphonic works.

118A-Z. History and Literature of Great Composers in Western Music

(4) STAFF
Prerequisite: Music 15.
For the nonmajor.
A survey of the life and stylistic development of the music of an individual composer selected from the fourteenth to the twentieth centuries: Ludwig van Beethoven, B. J. S. Bach, Wolfgang Amadeus Mozart, D. Frederic Chopin, E. Haydn, F-Z. Other composers.

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
(3) 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
Prerequisite: 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) INGHAM, STAFF
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) BAMBAICH
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)

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)

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, ASCHER
Prerequisite: passing of piano sophomore audition.
May be repeated for credit to a maximum of 36 units.
162. Choral Literature (3) GERVAS
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.

168X. Umm Kulthum: Her Music, Her Life, Her Times (4) MARCUS
Prerequisite: consent of instructor.
Analysis of the music, life and times of the prominent 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.

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 Taal).

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 Tatars 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. 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.

176A-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 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.

178A. Proseminar in Medieval Music (4) PRIZER
Prerequisites: Music 112AB and two additional quarters of the Music 112AB-F series.
A selective study of major historical and stylistic aspects of medieval music.

178B. Proseminar in Renaissance Music (4) PRIZER
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.

180. Proseminar in Baroque Music (4) PRIZER
Prerequisites: Music 112C and two additional quarters of the Music 112AB-F series.
A 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.
The 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.
An undergraduate seminar 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 198/99/198/199/199AA-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 198/99/198/199/199AA-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 202A. 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.

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.

2091A. 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 software development.

2091B. Direct Digital Synthesis, Processing and Composition

(4) KUCHERA-MORIN
Prerequisite: Music 2091A.

Second quarter of a 3-quarter sequence 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.

2091LA. Real-Time Digital Music Synthesis, Processing and Composition

(2) ROADS
Prerequisite: 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 will concentrate on multi-track recording, mixing, digital signal processing using micro-computers and special purpose DSP equipment.

2091LB. Real-Time Digital Music Synthesis, Processing and Composition

(2) ROADS
Prerequisite: Music 2091A.

Second quarter of a 3-quarter sequence will concentrate on digital synthesis (primarily frequency modulation, simple and complex; but also amplitude modulation and variable ratios of synthesis using micro-computers, digital synthesizers and processing equipment.

2091LC. Real-Time Digital Music Synthesis, Processing and Composition

(2) ROADS
Prerequisites: Music 2091A and 2091B.

Third quarter of a 3-quarter sequence will concentrate on real-time computer music composition with micro-computer and digital synthesis/processing equipment.

2091N. Special Topics in Electronic Music

(3) KUCHERA-MORIN, ROADS
Prerequisite: Music 2091A.

May be repeated for credit to a maximum of 12 units.

Advanced topics in computer music composition, synthesis, and digital signal processing.

211A-C. Contemporary Techniques

(4-4) 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-C. Canon and Fugue

(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. Effective 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
Prerequisite: Music 276.

Survey of existing notational systems and exercises in ethnomusicological transcription, with particular attention to issues related to the visual representation of performed musical sound.

227A-B. Seminar in Ethnomusicology

(4-4) STAFF
Prerequisite: graduate standing in ethnomusicology.

A graduate seminar examining special problems, current theories, analytic procedures, and recent innovations in ethnomusicology.
231. Choral Conducting
(2) Gervas
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) Gervas
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) Staff
Prerequisite: MM/MDA piano and piano accompanying emphasizes 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.
B. 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, 225); 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) Haida
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, musico-ology, and ethnomusicology in an attempt to develop theories for interpreting the impact of tourism on music locally and globally.

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 the development of new musical forms 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 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 215.
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 usu-
ally called "oldtime," and the distinct but related styles
band music often associated with Appalachia and usu-
ally called "oldtime," and the distinct but related styles

599B. Preparation for DMA Post-
Candidacy Recitals
(1-1) STAFF
Preparation of:
A. 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.
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 perfor-
musicology, ethnomusicology, composition, theory, or
performance. (F,W,S)

599A. Ph.D. Dissertation Research and
Preparation
(1-1) STAFF
No unit credit allowed toward advanced degree.
Instructor will ordinarily be chair of student's doc-
toral committee. (F,W,S)

599B. Preparation for DMA Post-
Candidacy Recitals
(1-1) STAFF
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 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.

299A-B. Doctor of Musical Arts Seminar:
Historical/Theoretical Aspects of Music.
(4-4) STAFF
Prerequisite: Music 200A.
A study of selected repertories, 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.
Prepare development of teaching techniques espe-
cially oriented to lower-division instruction. Theoretical
aspects covered at beginning of each quarter offered.
Practical techniques discussed including weekly
meetings with class instructor. Required course for all
teaching assistants. (F)

502. Teaching Practicum
(2-4) STAFF
Prerequisite: appointment as teaching assistant or associate.
A475. Jazz Ensemble
(1) NATHAN
Instruction in interpretation and performance of jazz music. Improvisation is stressed. Audition is required.

A485. Collegium Musicum: Musica Antiqua
(1) KRONOUR, 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 A70U. Group performance of music from selected world cultures: (F,W,S)
A. American Folk Music
B. Indian Music
C. Beginning Gamelan
D. Advanced Gamelan
E. Middle East Music
F. Middle Eastern Chorus
G. V. Gospel Choir
H. Middle East Chorus
(1) MARCUS
May be repeated for credit to a maximum of 6 units. Already a long-standing class taught as a subsection of A70M. 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.

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 A170F. 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 A136A-B-C or A136A-B-C, consent of instructor. May be repeated for credit to a maximum of 12 units, but only 6 units 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. 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,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) SCHINDLER
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 performance 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. Improvisation is stressed. Audition is required.

A148S. Collegium Musicum: Musica Antiqua
(1) KRONOUR, 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 170F. Group performance of music from selected world cultures: (F,W,S)
A. American Folk Music
B. Indian Music
C. J. Beginning Gamelan
D. K. Advanced Gamelan
E. M. Middle East Music
F. N. Middle Eastern Chorus
G. 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. A specialized select ensemble for singers as part of a professional apprenticeship program, which requires concurrent enrollment in Music 136A-B-C or 231.

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
Prerequisites: 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.

A237A-B-C. University Singers
(2-2-2) GERVAIS
Prerequisite: Music A237A for Music A237B; Music A237B for Music A237C. University Choir.

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, ASche
Primarily for MM and DMA students in piano.
Piano duets (1 piano, 4 hands) and duos (2 pianos)
in separate sections.

A242. Orchestra
(2) SCHINDLER
(F,W,S)

A243. Flute Choir
(2) FELBER

A244. Chamber Music Ensemble
(2) CALLUS
(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. 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

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 A270A.
May be repeated for credit.
Group performance of music from selected world cultures:
- A: Ethno Ensemble - American Folk Music
- I: Indian Music
- J: Beginning Gamelan
- K: Advanced Gamelan
- M: Middle East Ensemble
- N: Middle East Chorus
- V: Gospel Choir

May be repeated for credit to a maximum of 36 units.

Natural Science Sequence

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Courses in natural science provide a survey of important concepts in the natural sciences and their technical and social implications. A special sequence 1A-B-C sequence is sponsored jointly by the Departments of Chemistry and Biochemistry; Ecology, Evolution, and Marine Biology; Molecular, Cellular, and Developmental Biology; and Physics.
The courses in this sequence should be taken in order: A before B, B before C. They are not generally open for credit to students who have completed a college-level course in the biological or physical sciences; exceptions can be made only with consent of the instructor and approval of the provost.

Natural Science Courses

LOWER DIVISION
Courses are 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 provost.

1A. Contemporary Natural Science—Physics
(4) STAFF
Not open for degree credit for students who have completed Physics 7, 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)

1B. Contemporary Natural Science—Chemistry
(4) STAFF
Prerequisite: Natural Science 1A or Physics 1 or 6A or 10.
Not open for degree credit to students who have completed Chemistry 25. Lecture, 3 hours; laboratory, 2 hours. Lab fee required.
Introduction to survey of basic chemical principles in the context of selected technological and environmental problems. Topics include: atomic theory, states of matter, weight relations, solutions, bonding in molecules, periodic table, atmosphere pollution and rates of chemical reaction. (W)

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 Graduate e-mail: grad_advisor@philosophy.ucsb.edu Web site: www.philosophy.ucsb.edu

Department Chair: Voula Tsouna

Faculty
C. Anthony Anderson, Ph.D., UC Los Angeles, Professor (logic, metaphysics, epistemology)
Anthony Brueckner, Ph.D., UC Los Angeles, Professor (epistemology, philosophy of language, metaphysics, Kant)
Kevin Falvey, Ph.D., University of Minnesota, Associate Professor (philosophy of mind, philosophy of language)
Matthew Hanser, Ph.D., UC Los Angeles, Associate Professor (ethics, theory of action, philosophy of mind)
Thomas Holden, Ph.D., University of North Carolina at Chapel Hill, Assistant Professor (history of modern philosophy, metaphysics, epistemology)
Christopher McMahon, Ph.D., University of Pittsburgh, Professor (moral philosophy, political and social philosophy)
Michael Rescorla, Ph.D., Harvard University, Assistant 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, Assistant Professor (epistemology, philosophy of mind, moral psychology, action theory)

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, epistemology, philosophy of science)

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 (aesthetic philosophy, film, ethics, classical philosophy, philosophy of language)

Affiliated Faculty

Robert Renehan, Ph.D. (Classics)

Philosophy 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 particularly those who plan careers in law (where early specialized training is discouraged), the public sector, or medicine (where it would be a useful adjunct).

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 College of Letters and Science. There are two faculty advisors and one staff advisor in the department who have authority on such matters as substitutions and exceptions. The Information Sheet for Undergraduate Philosophy Majors is available at the department office at all times; a list of courses to be offered each quarter, with specific descriptions and required texts, is available on the Web site shortly before registration time at: 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. Being a member of 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 in one of the following two concentrations. The specific concentrations selected will not be formally acknowledged on the student’s official transcript or diploma.

Core Philosophy Concentration

Preparation for the major. Philosophy 3 or 183. Philosophy 183 applies to the 36 upper-division units required.

Recommended preparation for the major: Philosophy 20A-B-C (up to 4 units of this may be substituted for the one course under upper-division Requirement B below but such 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 make 36 upper-division units, and a total of 48 for the major. Up to 4 units may be taken from courses in a cognate 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

Preparation for the major. Philosophy 3 or 183. 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 make 36 upper-division units and a total of 48 for the major. Up to 8 units may be taken from courses in a cognate department, subject to the approval of the undergraduate advisor.

Minor—Philosophy

The philosophy minor consists of a total of 24 units, at least 20 of which must be upper-division, with courses distributed according to the listing below. Note that if lower-division courses are chosen to fulfill an upper-division requirement, additional upper-division elective courses will be needed. All courses to be applied to the minor must be completed on a letter-grade basis. This includes both courses offered in philosophy and those offered by other departments and applied to the minor.

Preparation for the minor. Philosophy 3 or 183 (4 units). 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 Philoso-
phy 20A-B-C, 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.
Elective upper-division philosophy courses to bring the upper division unit total to 20.
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 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

**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) and 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 require-

**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, FORGIE
   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 Medievals 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
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) FORGIE
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.

108. Philosophy of Social Sciences
(4) FALEY, 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, FORGIE
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).

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.
A study of different theories of justice, their implications, and their relation to political issues.

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.

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.

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.

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.

126. Social Philosophy
(4) MCMAHON
Prerequisites: Philosophy 100A; or two prior courses in philosophy.
An examination of the development of quantum mechanisms, focusing on the philosophical conundrums that arise from the tortured process of finding a theory that makes sense.

129. Philosophy of International Relations
(4) HOLLAND, 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
For nonmajors and majors.
Determinism is the doctrine that the laws of nature must predict 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.
Study of advanced topics in applied ethics.

132. History of Political Thought
(4) MCMAHON, WILKINS
Prerequisite: a major in philosophy, law & society, political science, or global and international studies.
Study of one or more important figures from the history of political thought.

133. Moral Psychology
(4) FALEY, ZIMMERMANN
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.

137. Aesthetic Theory
(4) MCMAHON
Prerequisite: one prior course in philosophy.
A study of some of the 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.
Study of one or more important moral philosophers from the ancient period.

142. Advanced Topics in Philosophy of Religion
(4) ANDERSON, FORGIE
Prerequisites: Philosophy 112, or two prior upper-division courses in philosophy, and one additional course in philosophy.
May be repeated for credit 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 the first quarter.

143. Philosophy of Law
(4) HOLDEN, WILKINS
An introduction to some of the main issues generated by the philosophical question, “What is law?”, and what it means to say that a rule exists.
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) FALEY, HANSER, MCMAHON, ZIMMERMANN
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 implications 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
Prerequisites: Philosophy 100A or 100B or 100C or 100D or 100E.
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
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.
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 for credit 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.

208G. Philosophy of the Social Sciences
(4) FALEY, MCCAMON
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, FORGE
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
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 legal doctrine of mens rea, the analysis of conditions of responsibility, relations between punishment, responsibility, retribution, guilt, shame, etc.
249G. Action Theory
(4) HANSEN, FAUVE, MCMAHON, ZIMMERMANN
An advanced study of moral problems as expressed in philosophical psychology.
250D. Topics in Philosophy of Mind
(4) SALMON, FALVEY
Emphasizes the role that philosophical considerations played in both the evolution and actual practice of science.
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. Written proposal must be approved by 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
Preparation for the doctoral dissertation, individual study for preparation for advancement to candidacy, and individual study for advancement to candidacy. Joint appointment with Computer Science.

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
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E-mail: ugrad@physics.ucsb.edu
Web site: www.physics.ucsb.edu
Department Chair: Mark Srednicki

Faculty
Guenter Ahlers, Ph.D., UC Berkeley, Professor (experimental condensed matter physics)
5. James Allen, Ph.D., Massachusetts Institute of Technology, Professor (theoretical condensed matter physics)
Robert Antonucci, Ph.D., UC Santa Cruz, Professor (theoretical condensed matter physics)
David D. Awschalom, Ph.D., Cornell University, Professor (theoretical condensed matter physics)
Leon Balents, Ph.D., Harvard University, Professor (theoretical condensed matter physics)
David Berenstein, Ph.D., University of Texas, Assistant Professor (theoretical high energy physics)
Karen Blaes, Ph.D., International School for Advanced Studies, Trieste, Italy, Professor (theoretical astrophysics)
Dirk Bouwmeester, Ph.D., University of Leiden, Netherlands, Associate 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 (theoretical 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). Joint appointment with Computer Science.
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. Fygenson, Ph.D., Princeton University, Associate Professor (experimental biophysics). Joint appointment with Biomolecular Science and Engineering.
Steve Giddings, Ph.D., Princeton University, Professor (theoretical high energy physics)
David J. Gross, Ph.D., UC Berkeley, Professor (theoretical high energy physics), Frederick W. Gluck Chair of Theoretical Physics.
Carl Gwinn, Ph.D., Princeton University, Professor (theoretical high energy physics)
Elisabeth G. Gwinn, Ph.D., Harvard University, Professor (theoretical condensed matter physics)
Paul K. Hansma, Ph.D., UC Berkeley, Professor (theoretical biophysics)
Alan J. Heeger, Ph.D., UC Berkeley, Professor, 2000 Chemistry Nobel Laureate (theoretical condensed matter physics). Joint appointment with the Department of Materials.
Gary Horowitz, Ph.D., University of Chicago, Professor (theoretical gravitational physics)
Joseph Incandela, Ph.D., University of Chicago, Professor (theoretical high energy physics)
Everett A. Lipman, Ph.D., UC Berkeley, Assistant Professor (theoretical 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 condensed matter physics)
Crystal Martin, Ph.D., University of Arizona, Associate Professor (theoretical astrophysics)
John Martinis, Ph.D., UC Berkeley, Professor (experimental condensed matter physics) Worster Endowed Chair in Experimental Physics.
Horia I. Metiu, Ph.D., Massachusetts Institute of Technology, Professor (theoretical condensed matter physics). Joint appointment with the Department of Chemistry and Biochemistry.
Harry N. Nelson, Ph.D., Stanford University, Professor (experimental high energy physics)
Siang-Peng Oh, Ph.D., Princeton University, Assistant Professor (theoretical astrophysics)
Philip A. Pincus, Ph.D., UC Berkeley, Professor (theoretical astrophysics). Joint appointment with the Department of Materials, Biomolecular Science and Engineering.
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)
Francis Roig, Ph.D., University of Massachusetts, Senior Lecturer with Security of Employment. Joint appointment with the College of Creative Studies.
Mark Sherwin, Ph.D., UC Berkeley, Professor (theoretical 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 (theoretical high-energy physics)
Tommaso L. Treu, Ph.D., Scuola Normale Superiore, Pisa, Italy, Assistant 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
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. Schranks, 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
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 astrophysics, 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 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/. This site lists the faculty and their current research.

Prizes and Awards
The Arnold T. Nordieck Memorial Prize is awarded each year to an outstanding senior who has demonstrated notable promise in research. In addition, there is an Outstanding Senior and an Outstanding Teaching Assistant prize 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 3019, or by calling (805) 893-3888. 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 124L, 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 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 142L, 143L, 144L, 145L, 199. With the consent of the faculty advisor, 4 units of upper-division mathematics, chemistry, EEEMB, engineering, geography, geology, 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 124L, 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 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, EEEMB, 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 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, BH, and CH, 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 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: Physics 124L, 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 Physics 13AH, 13BH, 13CH); Mathematics 3A-B-C and 5A-B-C.

Upper-division minor.
Eighteen units, distributed as follows: Physics 100A, 115A-B, and 119A in their junior year program.

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 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.

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)

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 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 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.

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.


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: 2 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

(2) 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.
Not open for credit to students who have completed Physics 3L or Physics CS 15B.
Not open for credit to students who have completed Physics 3L or Physics CS 15C.
Prerequisites: concurrent enrollment in Mathematics 1A. 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)

13B. 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 13B; 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
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.
Not open for credit to students who have completed Physics 1.
Recommended preparation: High school calculus and high school physics.
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.
Not open for credit to students who have completed Physics 1.
Recommended preparation: High school calculus and high school physics.
Momentum and collisions, rigid-body rotation. Rotational dynamics, statics, gravitation, periodic motion, fluid mechanics. (W)

22. General Physics

(4) STAFF
Prerequisites: Physics 21 with a grade of C- or better; Mathematics 3A-B.
Not open for credit to students who have completed Physics 2.
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, electromagnetic force, DC circuits. (F)

24. 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, electromagnetic force, DC circuits. (F)

25. 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)

43. Origins: A Dialogue Between Scientists and Humanists

(4) STAFF
Same course as Religious Studies 42.
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 SC with a minimum grade of C-; (for Physics 100A): Physics 100A with a minimum grade of C-; (for Physics 100B).

105A-B. Classical Mechanics

(3-3) STAFF
Prerequisites: Physics 2 or 22 with a minimum grade of C-; Mathematics 58 (may be taken concurrently) (for Physics 105A): Physics 105A with a minimum grade of C- (for 105B).

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) STAFF
Prerequisites: Physics 5 or 25 with a minimum grade of C-; and, Mathematics SC (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. (W,S,F)

115A-B-C. Quantum Mechanics

(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

(3-3) 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
(4-3) 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 115B 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,S)

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 68 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, multiplexers, counters, shift registers, memory and microprocessors. Design, building and testing of digital circuits. Introduction to a modern microprocessor based computer system. (W)

128AL Advanced Experimental Physics
(3) STAFF
Prerequisite: Physics 127AL with a minimum grade of C-.
Selected experiments in contemporary physics, e.g., holography, laser light scattering, zeamen 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 light scattering, 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, hydrostatics, stellar envelopes, transport equations, 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, Friedrich 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-.
May be repeated 3 times for credit. P/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,W,S)

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 bimonthly seminar, orientations to precolloquium 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 20 units total in all 98/99/198/199/199AA-ZZ courses combined.
No more than 12 units may be earned in all Physics 198/198/199DC/199AA courses combined.
Each staff member has their own directed reading course identified by a number code listed in the Schedule of Classes. (F,W,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 20 units total in all 98/99/198/199/199AA-ZZ courses combined.
No more than 12 units may be earned in all Physics 198/198/199AA-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

210A-B. Electromagnetic Theory
(4-4) STAFF
Electrodynamics, 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) 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: a) critical phenomena-phase diagrams, first and second order phase transitions, scaling theory, high-temperature expansions, renormalization group; b) non-equilibrium statistical mechanics-Stochastic processes, Langevin equations, fluctuation-dissipation theorem, master equation, fluid dynamics. (S)

221A-B-C. Concepts and Phenomena of Condensed Matter Physics
(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,WS)

223A-B-C. General Relativity
(4-4-4) STAFF
Prerequisites: Physics 210A-B. Physics 231C may be repeated with consent of instructor.
Gravitational waves, black holes, cosmology, gravitational radiation, and special topics. (F,WS)

232. Stellar Structure and Evolution
(4) STAFF
Prerequisite: Physics 219.

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
Prerequisite: Physics 219.
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
Prerequisites: Physics 219, 215C.
The phenomenology of the standard model of particle physics: QCD and QCD processes. (F)

237. Quantum Fields
(4) STAFF
Prerequisite: Physics 225A.
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)

238. String Theory
(4-4) STAFF
Prerequisite: Physics 212B 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.
Gayle Binion, Ph.D., UC Los Angeles, Professor (public law)
Marguerite Bouraoud-Nash, Ph.D., University of North Carolina, Senior Lecturer (international politics, Middle East politics)
Kathleen Bruhn, Ph.D., Stanford University, Associate Professor (comparative politics, Latin America)
Benjamin J. Cohen, Ph.D., Columbia University, Louis G. Lancaster Professor of International Relations (international relations, international political economy)
Peter 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, Associate Professor (comparative politics, Soviet Union, political economy)
Joseph Lodge, J.D., University of Michigan, Lecturer (Judge, Superior Court of California, County of Santa Barbara)
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, Assistant 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)
Alan J. Wyner, Ph.D., UC Berkeley, Professor Emeritus (American politics, natural resources policy and administration)
Dean Mann, Ph.D., UC Berkeley, Professor Emeritus (American politics, international relations, public policy and administration)
Peter H. Merki, 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)

Affiliated Faculty
Edwina Barvosa-Carter, Ph.D., (Chicana and Chicano Studies)
Javi Lopez-Alves, Ph.D., (sociology)
Cedric J. Robinson, Ph.D., (Black Studies)
Oran Young, Ph.D., (Donald Bren School of Environmental Science and Management)

Are 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 early 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 the 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.

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 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 on majoring in political sci-
ence 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, 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, 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 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 related 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 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, 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, 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 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.

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 (examination plan). In Plan 1, candidates must complete at least 44 units of coursework, normally in graduate courses in political science, and write a thesis.

In Plan 2, candidates must complete at least 48 units of coursework, normally in graduate courses in political science, and pass one Ph.D. written qualifying examination from among the four examination fields listed above.

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 and preparation in two written examination fields, 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. It is also possible to tailor special fields to the interests of individual students.

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 Web site 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 Web site at 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/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 Faculty 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 or visit www.technology-society.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.

Optional Ph.D. Emphasis in Women’s Studies

The Women’s Studies Program, with over 50 core and affiliated faculty members in over
eleven disciplines, serves as a mode of interdisciplinary work and scholarly collaboration at UCSB. Women’s studies doctoral students are required to complete successfully four seminars that will enhance their understanding of feminist pedagogy, feminist theory, and topics relevant to the study of women, gender, and/or sexuality. Using an interdepartmental set of conversations and intellectual questions, women’s studies support a multifaceted undergraduate curriculum at UCSB. Graduate emphasis students are encouraged to apply to teach women’s studies courses as teaching assistsants and associates as part of their women’s 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; Dramatic Art and Dance; English; French and Italian; Germanic, Slavic, and Semitic Studies; History; History of Art and Architecture; Religious Studies; Sociology; or Spanish and Portuguese. Candidates complete four graduate courses and select a member of the women’s studies faculty or affiliated faculty to serve on their Ph.D. exam and dissertation committees. Applications to the Women’s Studies Doctoral Emphasis may be submitted at any stage of Ph.D. work; and applications deadlines are November 1, 2007 and May 1, 2008.

Students pursuing the emphasis in women’s studies will successfully complete four graduate courses. Only one may be taken in the student’s home department.

1. Issues in Feminist Epistemology and Pedagogy (Women’s Studies 270). A one-quarter seminar that considers women’s 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.

2. Special Topics in Women’s Studies (594 AA-ZZ). A one-quarter seminar offered by a women’s studies faculty member on topics of central concern to the field of women’s studies. Or Research Practicum (Women’s Studies 280). A cross-disciplinary seminar in which fundamental questions in contemporary feminist research practice are considered in light of students’ own graduate projects. Students may fulfill the Area 2 requirement by taking either a Special Topics Seminar or the Research Practicum.

3. Feminist Theories. A one-quarter graduate seminar in feminist theory offered by any department, including women’s studies.

4. Topical Seminar. A one-quarter graduate seminar, outside the student’s home department, that addresses topics relevant to the study of women, gender, and/or sexuality.

Political Science Courses

LOWER DIVISION

1. Political Ideas in the Modern World (4) DIGESER
   Perennial questions and diverse responses with emphasis on such central concepts as liberty, equality, power, authority, justice, law, and constitutionalism. Democracy and authoritarianism. The nexuses between ends and means in political life.

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) FREEMAN
   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) STAFF
   Prerequisite: not Open to freshmen. Designed for majors: 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 title to be announced by the department each quarter offered.

108. Politics and Literature (4) BRUHN, 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.
   An analysis of the philosophical bases of democracy, such as political obligation (Why should I obey the state?), political equality (Why should one person have one vote?), liberty, consent, representation, and rights.

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 the relationship between domestic politics and international politics.

122. 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.
   Examine 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) BRUN
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 issues area 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 Communist, 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 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 instiutions 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) BRUN
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
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-NASS
This course examines 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 Northem 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 155L.
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.
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 Capital Hill decision making, legislative 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.

162. Urban Government and Politics
(4) PARKER
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.

170. Public Policy Analysis
(4) MCDONNELL, WOOLLEY
Prerequisite: Political Science 12.
The assumptions, goals, content, and consequencs of selected domestic policies, concentrating on the period since 1960. Discussion of the nature of collective action, methods of 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
Prerequisite: 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) PARKER
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 organizations 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 bureaucracies, 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.
Government’s evolving role in economic life; the cultural, political, and philosophical setting of government-business relations; the maintenance and modernization 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 students 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
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
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 field-work. Students will examine first-hand behavior in leading political roles in American politics.

194. Group Studies
(1-4) STAFF
Prerequisite: 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) STAFF
Prerequisite: 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.

197-D-E. Seniors Thesis in Political Science
(4-4) STAFF
Prerequisite: 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
Prerequisite: 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 98/99/199/199A-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 98/99/199/199A-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
Prerequisite: graduate standing.
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) DIGESER
Prerequisite: graduate standing, introductory statistics, social scientific research methods; Political Science 205.
Advanced techniques of multivariate analysis. Topics determined by students’ interest.

209. Games and Models in Political Science
(4) ADAMS
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) DIGESER, 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
Prerequisite: graduate standing.
An intensive examination of major texts and thinkers in modern times.

242. Seminar on Contemporary Political Thinkers
(4) ROBINSON
Prerequisite: graduate standing.
An intensive examination of major texts, thinkers, and movements in the contemporary world.

243. Seminar in Political Concepts
(4) DIGESER
Prerequisite: graduate standing.
Topics 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, WATERS
Public opinion, elections, and other forms of participation are considered. Emphasis is on American politics, but theories and research are viewed in comparative perspective.
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: Political Science 225
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) STAFF
Prerequisite: Political Science 230 or equivalent.
Contemporary issues in the United States and its role in the world. Special attention will be given to party reform.

279. Social and Cultural Basis of Political Change
(4) STAFF
Prerequisite: graduate standing.
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) WYNER
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
(2-4) 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

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Division of Mathematical, Life, and Physical Sciences
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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, Associate 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, Associate 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, neuroscience of drug abuse, biological basis of reinforcement and motivation)
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, increased priority for class registration, and opportunities to enroll in graduate seminars.

The departmental program provides qualified students an opportunity for an in-depth
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) no preparatory course can have 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 the upper-division psychology courses numbered 110 or higher without first completing the pre-major.

Transfers 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, 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-1CL; 1C-1CL (or 2A-AL; 2B-2BL; 2C-2CL); 6A-B; 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, 137L, 168L, 169L; or MCDB 126AL; (C) five courses from the following: Psychology 110A or 110B or 110G, 113, 115, 116, 122, 123, 125, 132, 133, 134, 137, 163AA-2ZZ, 167, 168, or 170, 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 135A-B-C, 134P, 198, 199. 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 15. 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, com-
plete an acceptable master’s thesis, and request the M.A. degree. The requirements for the M.A. in psychology are (a) a masters-level performance in two statistics courses (Psychology 221A-B) and eight content courses (appropriate to the area of concentration), two of which include a breadth requirement; (b) satisfactory performance in research courses, area seminars and teaching seminars (Psychology 590A-B-C); (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

Students pursuing a Ph.D. in this department may petition to add an emphasis in cognitive science. The interdisciplinary program in cognitive science involves faculty from the Ph.D. programs in anthropology, 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 which are taught individually and collaboratively by faculty from a variety of disciplines.

Students who petition to add the emphasis in cognitive science must fulfill the following requirements in addition to the requirements of the Ph.D. in their home department: (1) participation for at least three quarters in Interdisciplinary 200; (2) completion of at least three quantitative methods courses, with at least one each in two different departments; (3) completion of either (a) a research project, completed before the dissertation, resulting in a publishable paper, or (b) an extramural grant proposal for a study in cognitive science suitable for submission to an identified granting agency; (4) presentation of a research paper in a suitable academic forum, such as an emphasis or departmental colloquium, or a professional meeting; and (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 sciences interdisciplinary emphasis. Consult the Cognitive Science webpage at http://pollux.geog.ucsb.edu/cogsci/ for additional information.

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; Consult the Human Development webpage at 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 political science may petition to add an interdisciplinary emphasis in quads 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 science. 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 Web site at 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, ETTEMBERG, REVLIN
   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)

2. The Biological Basis of Psychology
   (3) ETTEMBERG, MILLER, SZUMELINSKI, KIPPIN, JANUSONIS
   Prerequisite: Psychology 1.
   May not be taken concurrently with or after Psychology 106, 111 or 111A.
   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) COLLINS, ECKSTEIN, GIEBRECHT
   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) MILLER, RONEY
   Prerequisites: Psychology 1; and, Psychology 5 or PSAT 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 98/99/198/199/199A-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 98/99/198/199/199A-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; 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 98/99/198/199/199A-ZZ courses combined.

Upper Division

101. Health Psychology
(4) 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) KLEIN
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) LOOMIS
Prerequisite: 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, LOOMIS
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
Prerequisite: 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 112; 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. May not be taken concurrently with Psychology 106.
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.

112. Laboratory in Social Behavior
(5) SHERMAN
Prerequisites: Psychology 1, 5, 7 and 102; open to psychology and 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) SZUMILINSKI
Prerequisite: 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 EMBB 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
Prerequisites: Psychology 1, 5, and 7; open to psychology, biopsychology and interdisciplinary studies majors only.

117L. Human Memory and Cognition
(5) HEGARTY, REVLIN
Prerequisites: Psychology 1, 5, 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.

120L. Laboratory in Advanced Research Methods
(5) KIM, GABLE
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; 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
Prerequisite: Psychology 1, 5, and 7; open to psychol-
ogy, biopsychology and interdisciplinary studies majors only.
Introduction to concepts, theory and research with an emphasis on the study of psychophysiology. This field is primar-
ily 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.
128. Human Thinking and Problem Solving
(4) HEGARTY, MAVER
Prerequisite: Psychology 1, 5, and 7; open to psychol-
ogy, biopsychology and interdisciplinary studies majors only.
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.

129. Cognitive Behavioral Approaches to Psychotherapy
(4) SHERMAN
Prerequisite: Psychology 1, 5, and 7; Psychology 102 or 103 or 114; open to psychology, biopsychology and interdisci-
plinary studies majors only.
An introduction to the basic principles and meth-
ods of behavior modification, including desensitiza-
tion, operant conditioning, social modeling, expressive
training, and aversion therapy. Related discussion con-
cerning the identification of maladaptive behavior, the
specification of treatment operations, and the
criteria for assessing therapeutic change.

130. Visual System Analysis
(4) ECKSTEIN
Prerequisite: open to psychology, biopsychology and interdisci-
plinary 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,
spatial motion, perception, color vision, and pat-
ttern classification. Special emphasis will be placed on control and analysis of visual performance with quantitative
descriptions of human visual performance.

132. Visual Neuroscience
(4) STAFF
Prerequisite: Psychology 1, 5, and 7; and Psychology
106 or 111, and MCDB 1A-1L, and, MCDB 1B-1L or EEBM
2-2L; open to psychology, biopsychology and interdisci-
plinary studies majors only.
An examination of the neural basis of vision. The
course focuses on vision and considers evidence from behavioral and biological approaches.

133. Psychopharmacology:
Psychotherapeutic Drugs
(4) STAFF
Prerequisite: Psychology 1, 5, and 7; and Psychology
111 or 115 or MCB 126A or MCB 126B or MCB
126C; open to psychology, biopsychology, pharmacol-
ogy and interdisciplinary studies majors only.
Not open for credit to students who have com-
pleted Psychology 133A.
Recommended preparation: Psychology 115.
An introduction to the biochemical, physiological,
and behavioral effects of medically useful, psychoac-
tive drugs.

134. Psychopharmacology: Drugs of Abuse
(4) STAFF
Prerequisite: Psychology 1, 5, and 7; and Psychol-
ogy 111 or 115 or MCB 126A or MCB 126B or MCB
126B or MCB 126C; open to psychology, biopsychology and interdisciplinary studies majors only.
Not open for credit to students who have com-
pleted Psychology 133B.

135. Psychotherapeutic Drugs
(4-4-4) SHERMAN
Prerequisite: Psychology 1, 5, and 7; and, Psychology
103 or 114 or 129; senior standing; open to psychol-
ogy, biopsychology and interdisciplinary studies majors only; consent of instructor.
Psychology 135A-B must be taken in sequence, while continuation in Psychology 135C is optional.
Recommended preparation: Psychology 115.

137. Behavioral Endocrinology
(4) KIPPIN, SZUMILINSKI
Prerequisite: Psychology 1, 5, 7, and 111; open to psychol-
yogy, biopsychology, and interdisciplinary studies
majors only.
Introduction to the role of hormones in the regula-
tion of behavior. Focus on the neural and/or cellular
mechanisms underlying the effects of hormones on
various behaviors (e.g., reproduction, ingestion, aggres-
sion, rhythmicity).

137L. Laboratory in Behavioral
Endocrinology
(5) OLSTER
Prerequisite: Psychology 1, 5, 7, and 111; open to psychol-
yogy, 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 psychol-
ogy and biopsychology majors only.
Review of research and theory in social memory and its influence on interpersonal relationships, includ-
ing impression formation, self-perception and theory
of mind. Emphasis on recent neuropsychological find-
ings bearing on social memory.

140. Social Influence
(4) MACKIE
Prerequisite: Psychology 1, 5, 7, and 102; open to psychol-
yogy, biopsychology and interdisciplinary studies
majors only.
Review of research and theory of social influence with particular emphasis on attitude formation and change through persuasion, compliance, conformity, and the relationships between affective, cognitive, and
behavioral processes.

142. Cognitive Development
(4) COSMIDES, GERMAN
Prerequisite: Psychology 1, 5, 7, and 105; open to psychol-
yogy, biopsychology and interdisciplinary studies
majors only.
Development of cognition from birth to maturity.
Pagetian, 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
Prerequisite: Psychology 1, 5, and 7; open to psychol-
yogy, biopsychology and interdisciplinary studies majors only.
Not open for credit to students who have com-
pleted Psychology 104.
An interdisciplinary approach to human relation-
ships and their origins. Focus on relevant biological,
developmental, and social psychological theory and
research.

143P. Practicum in Social Development
(5) BUGENTAL
Prerequisite: 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 ap-
propriate staff member at a local agency four half-days
a week. Focus on developmental problems.

143S. Seminar in Social Development
(3) BUGENTAL
Prerequisite: 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 psychol-
yogy, biopsychology and interdisciplinary studies majors only.
Recommended preparation: Psychology 155.
Surveys interdisciplinary approaches to under-
standing human mating. Some of the topics covered
include sex differences in mate preferences, hormonal
correlates of sexuality, determinants of physical at-
tractiveness, and evidence for the existence of human
pheromones.

147. Intergroup Relations
(4) HAMILTON
Prerequisite: Psychology 1, 5, 7, and 102; open to psychol-
yogy, biopsychology and interdisciplinary studies
majors only.
Review of social psychological theory and research
relevant to intergroup relations. Topics may include so-
cial categorization, stereotyping, prejudice, discrimina-
tion, and intergroup conflict and cooperation.

148. The Psychology of Self
(4) KLEIN, MAJOR
Prerequisite: Psychology 1, 5, 7, and 102; open to psychol-
yogy, 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
Prerequisite: Psychology 1, 5, 7; open to psychology,
biopsychology and interdisciplinary studies majors
open.
Not open for credit to students who have com-
pleted Psychology 160WC.
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, commit-
ment, intimacy, equity, social cognition, social support,
and the link between relationships and health.

150. Advanced Analysis of Data
in Psychology
(5) STAFF
Prerequisite: Psychology 1, 5, and 7. Upper-division
standing. Open to psychology, interdisciplinary studies,
and biopsychology majors only. Application of statistical methods to the design and analysis of psychological investigations and to the interpretation of quantitative data in psychology. Lecture and laboratory.

151L. Computer Applications in Psychology (4) STAFF
Prerequisites: Psychology 1, 5, and 7; upper-division standing; consent of instructor.

152. Spatial Perception and the Control of Action (4) STAFF
Prerequisites: Psychology 1, 5, and 7; open to psychology, biopsychology and interdisciplinary studies majors only.

May not be taken concurrently with Psychology 107.

Course on the perception of three-dimensional space with an emphasis on vision. Review of the primary experimental and theoretical approaches and examination of the link between space perception and the control for complex spatial behavior (e.g., grasping, walking, and driving).

153L. Laboratory in Developmental and Evolutionary Psychology (5) RONEY, GERMAN, BUGENTAL, COSMIDES
Prerequisites: 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 adaptionist and developmental hypotheses. Empirical projects may include morphometric measurements, hormone assays, reasoning tests, and use of archival data.

154. Cultural Psychology (4) KIM
Prerequisites: 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, communal 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 for 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 not 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, 5, 7, and 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, transcranial experience, autism, depression, and schizophrenia.

167. The Neurobiology of Stress (4) BLASCOVICH
Prerequisites: Psychology 1, 5, 7, and Psychology 3 or 111; open to psychology, biopsychology, and interdisciplinary studies majors only.

Not open for credit to students who have completed Psychology 163BN.

Criticizes 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, JANUSONIS
Prerequisites: Psychology 1, 5, 7, and 111; open to psychology, biopsychology and interdisciplinary studies majors only.

Recommended preparation: MCB 114.

An examination of the major developmental events producing the organization and connectivity of the nervous system.

168L. Laboratory in Developmental Neuroscience (5) BRAKE
Prerequisites: Psychology 1, 5, 7, 111, and 168; open to psychology, biopsychology and interdisciplinary studies majors only.

An advanced and intensive course that applies topics covered in Psychology 168 to practical research. Lecture and lab explore methodologies employed in modern neuroscience of how neurogenesis, synaptic-gene, and apoptosis cause the brain to develop into an organized and complex system.

169L. Laboratory in Neuroanatomy (5) REESE
Prerequisites: Psychology 1, 5, 7, and 111; MCB 114 (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
Prerequisites: Psychology 1, 5, 7, and 111.

Not open for credit for students who have completed Psychology 163BR. Recommended preparation: Psychology 168 or MCB 115.

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 coor. 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-B-C. Honors Research in Psychology (4-4-4) STAFF
Prerequisites: Psychology 196H; consent of department.

Students enrolled in the Education Abroad Program during their junior year and, hence, unable to take Psychology 196H may still be permitted to enroll; please 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 fulfilling major requirements.

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 fulfilling major requirements.

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 98/99/198/199/199AA-ZZ courses combined. Psychology 199P courses are limited to no more than 4 units in one quarter. No more than 12 units combined of 197A-B/198/199 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.

199R. 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 98/99/198/199/199AA-ZZ courses combined. Psychology 199P courses are limited to no more than 4 units in one quarter. No more than 12 units combined in all 98/99/198/199/199AA-ZZ courses combined.
of 197A-B/197/199/199P 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.

215. Neuropharmacology of Psychoactive Drugs
(4) SZUMINSKI
Prerequisites: graduate standing; consent of instructor.
An examination of the pharmacological and neurochemical mechanisms influencing the actions of psychoactive drugs.

219. Behavioral Pharmacology
(4) ETENBERG
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 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.

226. Cognitive Development
(4) GERMAN
Prerequisite: graduate standing.
Discusses the concept of cognitive development, its psychobiological basis, and representative psychological, 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, psychological, 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.

230. Psychophysiology of Vision
(4) STAFF
Prerequisite: graduate standing.
Consideration of the physiological and psychophysical data bearing on the major features of vision in vertebrates.

231. Cognitive Neuroscience
(4) ASHBY, 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 MRI 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 electrophysiological (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.
Focuses 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, KLION.
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 associationist theories of attitude change, conformity, and the attitude-behavior relationship.

242. Social Psychophysiology
(4) BLASCOWICH
Familiarizes students with advanced topics in social 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 covers 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) BLASCOWICH
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, development, and plasticity.

590A-B. 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-EZ. Special Interest Group Research Seminar
(1) STAFF
Research seminar for special interest groups in psychology. Each special interest group has its owner letter designation available in department office.

593. Professional Skills for Academic Psychologists
(3) ETTERBERG
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 vita, the job interview, tenure, conference presentations, lecture preparation and presentation.

594AA-EZ. 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 6 units total may be taken toward credit for the M.A.
American Indian and Indigenous Studies, oversees, besides its undergraduate major in including Arabic, Aramaic, Coptic, Hebrew, ment teaches a plethora of research languages, Visiting Chair in Catholic Studies. The depart- Catholic Studies, and the Tipton Distinguished Tibetan Studies, the Virgil Cordano Chair 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 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, experimental, 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, Aramaic, Coptic, Hebrew, Hindi, Persian, Punjabi, Sanskrit, and Tibetan; oversees, besides its undergraduate major in Religious Studies, undergraduate minors in American Indian and Indigenous Studies, Jewish Studies; and offers Ph.D. students the opportunity to choose program emphases in Global Studies, Translation Studies, European Medieval Studies, or Women’s 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, action, 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. Entering students can qualify for a double major in reli- gious 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-solv- ing 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 pos- sibilities. 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 undergradu- ate 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 con- cerning 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 and Tibetan.) Also, majors should seriously consider participating in the university’s Educa- tion Abroad Program, particularly in Asia, the Middle East, Africa, and Latin America.

**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 pro- gram 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 reli- gious studies. During their senior year, students work closely with departmental 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, dis- tributed 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.

1. Methodological Approaches. Eight units from Religious Studies 106, 110, 110B, 110C, 113, 116C, 131H, 141A-B-C, 143, 145, 153, 162A, 162C, 179, 180, 183, 183B 184B; Anthropology 116B, 196; Comparative Literature 183; French 169EX; History 114A-C-D-114F, 117D, 119Q; Philosophy 112 ...

2. Cultural Areas and Traditions. Twenty-four units divided into 12 units in an area of em- phasis and 12 units in three other areas.


(2) East Asian Religious Traditions. Religious Studies 120, 161B, 164B, 166A-B-C-D-F-E-F-H-I, 167A-B-D, 178, 183, 183B ...


Minor—American Indian and Indigenous Studies

All courses to be applied to the minor must be completed on a letter-grade basis. This includes preparation 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.


Note: Substitutions and waivers are subject to approval by the department. Check catalog course descriptions for prerequisites or other departmental 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 Hebrew or modern Hebrew, the centrality of the Hebrew Bible in Jewish History, culture and society, the literature and society of the Jews, and history and religion of the Jews.

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: RS 115A or English 116A (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 in Biblical Hebrew 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 courses 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 multidisciplinary approaches as appropriate to religious studies, incorporating such disciplines as philosophy, history, anthropology, sociology, comparative literature, psychology, and philosophy. Undergraduate and 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 "Graduate Education at UCSB." Students admitted to the M.A.-only program to be most appropriate for individuals seeking professional or career development in fields not exclusively related to university teaching and research.

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; and South Asian religious traditions. Students are expected to engage with the multiple disciplinary approaches to the study of religion, and their concomitant methodologies, philological, 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 methodology requirement prior to advancing to candidacy. Ph.D. students are required to enroll in three quarters of Religious Studies Research Colloquium, RG ST 593, before the defense of the Ph.D. 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

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 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; and (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: 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 (M.A. only). Students entering the M.A.—only program are required 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; and (3) to pass a comprehensive examination following Religious Studies 201. The Department of Religious Studies considers the M.A.—only program to be most appropriate for individuals seeking professional or career development in fields not exclusively related to university teaching and research.
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 Women's Studies Program, with over 30 core and affiliated faculty members in over eleven disciplines, serves as a mode of interdisciplinary work and scholarly collaboration at UCSB. Women's studies doctoral emphasis students are required to complete successfully four seminars that will enhance their understanding of feminist pedagogy, feminist theory, and topics relevant to the study of women, gender, and/or sexuality. Using an interdepartmental set of conversations and intellectual questions, women's studies support a multifaceted set of conversations and intellectual questions, which serves to analyze interdisciplinary approaches through which to analyze interdisciplinary epistemological and pedagogical issues.

**The women's studies Program Requirements** (594-299).

A one-quarter seminar offered by a women's studies faculty member on topics of central concern to the field of women's studies.

**Or Research Practicum (Women's Studies 288).** A cross-disciplinary seminar in which fundamental questions in contemporary feminist research practice are considered in light of students' own graduate projects. Students may fulfill the Area 2 requirement by taking either a Special Topics Seminar or the Research Practicum.

3. **Feminist Theories.** A one-quarter graduate seminar in feminist theory offered by any department, including women's studies.

4. **Topical Seminar.** A one-quarter graduate seminar, outside the student's home department, that addresses topics relevant to the study of women, gender, and/or sexuality.

**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 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 scale, that is, such global phenomena and processes are “global” in their scale, spatial reach, and consequences. Global studies offers courses that target the study of such phenomena and processes within and across geographic regions. Global studies is both a major field of study and a set of conversations that will enhance the understanding of global phenomena and processes within and across geographic regions. 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 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) may be a dissertation director.

For additional information, 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 who have previously been 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 206, 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 Web site at www.medievalstudies.ucsb.edu.

**Religious Studies Courses**

Check the Department of Religious Studies Web site at 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 Buddhist 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. 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 and conversational 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
   Prerequisite: Religious Studies 10A-10B.
   Continuation of Arabic II.

10D. Intermediate Arabic IV
   (5) REYNOLDS, CAMPO
   Prerequisites: Religious Studies 10A-10B.
   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
   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 writing and reading 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 Biblical Hebrew I
    (4) GARR
    Introduction to the orthography, phonology, grammar, and lexicon of Biblical Hebrew as found in most printed Bibles. There will be extensive grammatical exercise in recitation and written forms in which the student learns the bulk of Hebrew grammar. The course will conclude with selected Pentateuchal readings when the student applies grammatical knowledge to actual texts.

17B. Introduction to Biblical Hebrew II
    (4) GARR
    Prerequisite: Religious Studies 17A.
    Continuation of Religious Studies 17A.

17C. Introduction 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.

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
    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) CAREZON
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) TAYES
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.

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 ethology, primatology, paleoanthropology, 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 combative and eclectic in nature. Focus is primarily on the United States, though not exclusively.

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.

105. The Teachings of Jesus
(4) THOMAS
Exploration and analysis of the teachings of Jesus, the significance of his person, and the sources of our knowledge about him, in historical, comparative, and contemporary terms.

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) JUERGENSMEYER
Prerequisite: upper-division standing.
Same course as Global Studies 102 and Sociology 118GR.
Examines 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.

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
Explains 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 symbolism of space, body, time, word, and memory in modern artists such as Mondrian, Chagall, and O’Keeffe, 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 and a religious counterpart 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 systems. 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) SYNDER
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
(4-4) 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 U.S.
(4) BUSTO
Interdisciplinary approach to the experience, history, culture, and politics of "born again" religion. Topics include development of doctrine, Pentecostal responsibilities and the relationships, expressive cultural forms (music, fiction, film), subcultures and political activism.

117A-B. The Language and Religion of the Mishnah and Talmud
(4-4) GARR, HECHT
Prerequisites: Religious Studies 115A or 115B or 115C (for 117A); Religious Studies 117A (for 117B).
Examination of the religious traditions of Mesoopotamia, the Hittites, and the peoples of Syria-Pales- tine as seen through their literary and archeological remains.

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 the 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.

120. Shugendo: Japanese Mountain Religion
(4) GRAPARD
Same course as Japanese 119.
Syriac language 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
Prerequisites: 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. Students memorize the nominal and verbal paradigms of the dialect, and read selected passages from the Joseph story.

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 or 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: the civil religious context, the transplantation of “Asian” traditions into the U.S., Asian American Christianity, Asian American theology.

124. Latin American Religions in Historical Perspective
(4) GARCIA
Same course as History 168R and Chicano Studies 168R.
Focuses on the role of religion in the Chican@/La- tino historical experience. Includes pre-Columbian traditions, Spanish colonial traditions, religion of the U.S.-Mexico borderlands, immigrant religious tradi- tions, the changing nature of Latinos 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 Christi- anity, including the council of Vatican II and subsequent changes in the church.
127A. Christian Thought and Cultures of the Ancient World
(4) THOMAS
Outline of the primary philosophical, sociological, and cultural trends in the first four centuries of Christianity: The changing relationship to imperial government, the "parting of the ways" with Judaism, the cultural inheritance of paganism, problems of self-definition against heresies.

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 128C.
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 polytheism and early Christianity. After general introduction to the sites, the topos of sacred space and ritual, and the methods of secondary research for archaeological materials, students produce audiovisual presentations in seminar format.

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. Palestinian Judaism from Ezra to Akiba
(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 Graeco-Roman World
(4) HECHT
Study of the cultural and religious interactions of Judaism with Hellenism among the Greek-speaking Jews of the diaspora. Special attention will be 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: Karaite 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 a 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
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 relationship 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 Jewish mysticism, with particular attention to the Zohar, Lurianic Kabbalah, and Hasidism. Examination of Jewish mysticism with special reference to the Coptic Gospel of Thomas.

134. Religion and Violence
(4) HECHT
This course examines the capacity of religion to both mobilize and legitimate human destructive violence. 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) CAMPO
Prerequisite: Religious Studies 30F.
May be repeated for credit.
Readings from the Gospel of Thomas and the Buddha’s life 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 myths, 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.

139A. Early Christian Literature in Greek
(4-12) 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 interpersalional tools available to the reader of Greek.

139B. Greek and Latin Religious Texts
(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 Hermetic, 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 139A.
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 139B.
Readings from the Gospel of Thomas and the Sahidic New Testament.

139E. Religious Literature in Coptic
(4) THOMAS
Prerequisite: Religious Studies 139C-D.
Not open for credit to students who have completed Religious Studies 139C.
Readings from selected Subahkhminic 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
(4) 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.
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) CAMPO
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
Prerequisites: 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
Prerequisite: upper-division standing.
Religion as it is treated by major social theorists, including Marx, Weber, Durkheim, Freud, Simmel, and Malinowski.

141B. Sociology of Religion: Religious Organizations in Contemporary Society
(4) STAFF
Prerequisite: upper-division standing.
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
Prerequisite: Religious Studies 17A-B-C.
Introduction to poetry of the Hebrew Bible with special reference to cultic texts. 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.
Introduction to Palestinian midrashic literature with special emphasis upon the development of reading skills. Texts to be selected from Bereshit Rabbah, Wayy'ekra Rabbah, and Pes'ekta de-Ray Kahana.

145. Patterns in Comparative Religion
(4) HOLRIDGE
Prerequisite: upper-division standing.
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
Prerequisites: upper-division standing.
May be repeated for credit in combination with Religious Studies 147A-B to a maximum of 8 units. Study of one selected topic in U.S. religious history in cultural context. Examples include Evangelism, Revolution, 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.

149A. Introduction to Islamic Theology
(4) elOMAR
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 context.

150. American Spiritualities
(4) ALBANESE
Prerequisite: upper-division standing.
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
Prerequisite: upper-division standing.
Integrational 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) HOLRIDGE
Prerequisite: upper-division standing.
Students must have a cumulative 3.0 for the proceeding 2 quarter(s).

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 138B.
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.

158A. Hindu Myth and Image
(4) HOLRIDGE
Prerequisite: upper-division standing.
Not open for credit to students who have completed Religious Studies 158B.
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) HOLRIDGE
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) HOLRIDGE
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-159B series.

159A. Elementary Sanskrit
(4) HILLIS
An introduction to the phonology, morphology, and syntax of classical Sanskrit.
159B. Elementary Sanskrit
(4) HILLIS
Prerequisites: 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. Upanishads
F. Epics

159G. Religious Literature in Sanskrit
(4) HOLDREGE, WALLACE, WHITE
Prerequisites: Religious Studies 159D-F.
Readings in religious literature in Sanskrit.

159H. Religious Literature in Sanskrit:
Vedic Literature
(4) HOLDREGE, WALLACE, WHITE
Prerequisites: Religious Studies 159D-F.
Readings in Vedic literature in Sanskrit.

159I. Religious Literature in Sanskrit:
Mahabharata
(4) HOLDREGE, WALLACE, WHITE
Prerequisites: Religious Studies 159D-F.
Readings in the Mahabharata in Sanskrit.

159J. Religious Literature in Sanskrit:
Puranas
(4) HOLDREGE, WALLACE, WHITE
Prerequisites: Religious Studies 159D-F.
Readings in the Puranas in Sanskrit.

159K. Religious Literature in Sanskrit:
Yoga Literature
(4) HOLDREGE, WALLACE, WHITE
Prerequisites: Religious Studies 159D-F.
Readings in Yoga literature in Sanskrit.

159L. Religious Literature in Sanskrit:
Philosophical Literature
(4) HOLDREGE, WALLACE, WHITE
Prerequisites: Religious Studies 159D-F.
Readings in philosophical literature in Sanskrit.

159M. Religious Literature in Sanskrit:
Tantric Literature
(4) HOLDREGE, WALLACE, WHITE
Prerequisites: Religious Studies 159D-F.
Readings in Tantric literature in Sanskrit.

159N. Religious Literature in Sanskrit:
Buddhist Literature
(4) HOLDREGE, WALLACE, WHITE
Prerequisites: Religious Studies 159D-F.
Readings in Buddhist literature in Sanskrit.

159O. Religious Literature in Sanskrit:
Jain Literature
(4) HOLDREGE, WALLACE, WHITE
Prerequisites: Religious Studies 159D-F.
Readings in Jain literature in Sanskrit.

160. 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.

162A. Indian Philosophy
(4) WALLACE, CABELON
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) WALLACE
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.

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.

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) POEWS
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 palaeographic study 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’ao, 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.

166G. Religious Literature in Chinese: Taoist Texts
(4) POWELL
Same course as Chinese 166G.
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, Vaishnava, 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) CABELON
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.

179. Religion and Humanistic Psychology (4) STAFF
Religion from the perspective of humanistic psychology. Emphasis on William James, Gordon Allport, Abraham Maslow, and on trends emerging out of this tradition in psychology.

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.

184B. Tibetan Buddhist Thought (4) CABEZON
Prerequisites: a prior course in global studies, Religious Studies, history, anthropology, or sociology; upper-division standing.
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/philosophical 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
Prerequisites: a prior course in global studies. Religious Studies, history, anthropology, or sociology; upper-division standing.
Introduces graduate students to core issues in the study of religions using various methodological approaches to subjects which are the speciality of the instructor. Course content varies. May be repeated for credit.

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 faculty members, and seeks to explore 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) BUSTOS
Examination of the indigenous, Iberian and North American sources and influences for distinctly Latino forms of religious thought, speculation, and spiritual constructions. Topics include: Nahua wisdom traditions, colonial Nepantla religion, Chicano movement indigenismo, feminist innovation, Latino liberation theology.

193. Religion and Ecology in the Americas (4) TALAMANTES
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 religious, cultural, and healing arts, using selected case studies and stressing alternative approaches 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.

198AX. 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.

198B. Critical Readings in Medieval Arabic Literature in Translation
(4) REYNOLDS
Critical readings from a selection of medieval poetic 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.

199A-ZZ. Topics in Religious Studies
(4) STAFF
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
Prerequisites: Religious Studies 189A with a focus on the most famous figures and masterpieces of Arabic literary history from the fifth to twentieth centuries.

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.

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, Brahmans, and Srauta Sutras. Includes consideration of the canonical authority of Veda, cosmogenic 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.
whole, or on one or more of the classical philosophical schools (e.g., Abhidharmika, Pramanika, Yogacara, or Madhyamakas).

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 Buddhist or of selected areas in the study of Buddhism.

258. Seminar in Religion in America (4) ALBANESE
   Prerequisite: graduate standing.
   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.

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 religiousities, as well as their contemporaneous 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) HOLDRÉGE
   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.

271. Seminar in Comparative Methods in the Study of Religion (4) HOLDRÉGE
   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 in 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.

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 presentations 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 consulta-
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 Guerini, Ph.D. (History and Environmental Studies)
Richard Helgerson, Ph.D. (English)
Ken Hiltner, 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 graduate education should contact the Graduate Advisor in the Graduate Program.

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-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; Theater 160B; English 101, 105A-B, 144, 157, 162; French 106A, 140B, 141, 145X, 146X; 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.

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 989/999/189/199/199A-22 courses combined. No 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

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Division of Social Sciences
Ellison Hall 2834
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Undergraduate e-mail: ugrad-soc@soc.ucsb.edu
Graduate e-mail: grad-soc@soc.ucsb.edu
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Department Chair: Verta Taylor

Faculty
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. Biebly, Ph.D., University of Wisconsin, Professor (gender, culture, work, aging and the life course)

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, sociology of education)

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, race, culture, feminist studies)

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)

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, historical sociology, welfare state, culture)

Melvin Oliver, Ph.D., Washington University, Professor (poverty, inequality and social policy, race and interethnic relations)

Geoffrey Raymond, Ph.D., UC Los Angeles, Assistant Professor (conversation analysis, ethnomet hodology, 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 theory, 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/social control/deviance, comparative sociology, culture)

Verta Taylor, Ph.D., Ohio State University, Professor (social movements, gender, sexuality, culture, mental health)

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)

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. Bleiby, 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 J. Schulman, Ph.D., Stanford University, Associate Professor Emeritus

John A. Songquist, 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)

William R. Freudenberg, Ph.D. (Environmental Studies)

Mary E. Hancock, Ph.D. (Anthropology)

Lisa Hajjar, Ph.D. (Law and Society)

Laury Oaks, Ph.D. (Women's Studies)

John S.W. Park, Ph.D. (Asian American Studies)

Wade Clark Roof, Ph.D. (Religious Studies)

Leila J. Rupp, Ph.D. (Women's Studies)

Sociology 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. It participates in the Social Science Computing Facility (SSCF) which provides instructional computing support. The SSCF offers access to computers, the Internet, software consultation, and technical assistance. 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. 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 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 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 to 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. Students not meeting the minimal requirements may be nominated for consideration by a member of the faculty.

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
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, 5, 8; Black Studies 1, 3, 5, 6, 15, 20, 50; Chicana/o Studies 1A, 1B, 1C; History 11A, 11B; Women's Studies 10, 20, 30, 40, 60, 70, 80.

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, 141S, 143, 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 185A-Z.

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 130A, 131, 134, 134R, 137E, 139A-B-C-D, 139RN, 140, 144, 145F, 155A-B, 155M, 155R, 155W, 156A-B, 156MA, 159LG.

Two courses chosen from one of the following nine subject areas:


II. Law, Deviance, and Social Control. Sociology 170, 172, 173, 174, 175, 176A, 176D, 178

III. Feminist and Gender Studies. Sociology 144S, 151, 153, 154A, 155A-B, 155F, 156A, 159LG, 159S, 185G.


VII. Life Course, Socialization, and Interpersonal Relations. Sociology 140, 142, 147, 152A-B, 154EC.

VIII. Race/Ethnicity/Nation. Sociology 128, 130SW, 137E, 139A-B-C-D-RN, 144, 154F, 155R, 155W, 185D.

IX. Social Movements and Social Change. Sociology 130GR, 134, 134R, 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 from 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 (12) 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, and 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 department does not admit students for terminal M.A. degrees. Because the M.A. program in sociology is designed to prepare students for the Ph.D. program, students should normally apply for admission to both. However, continuation to the Ph.D. is dependent upon the student’s ability to conduct research at the Ph.D. level. 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 may be admitted to the M.A./Ph.D. program with inadequate background in these areas but are 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 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 Web site: www.ssc.ucsb.edu.

Master of Arts—Sociology

Degree Requirements

The M.A. degree follows the university’s Plan 1, culminating in a thesis, with the following additional requirements: 36 units of coursework completed with the grade of B or better, of which at least 20 must be graduate units; successful completion of the department’s graduate-level theory, quantitative analysis sequences, logics of inquiry and one additional methods course or sequence. The thesis is based on empirical research. Following successful submission of the thesis, the student undergoes an oral comprehensive examination. Required coursework must be completed by the end of the quarter in which the examination is taken. The student’s advisory committee supervises the thesis research, administers the comprehensive examination, and certifies completion of required coursework.

To receive an M.A. degree the student must receive a “pass” or higher grade on the comprehensive examination; to continue in the Ph.D. program, the student must receive a “high pass” or an “honor pass.” The M.A. program should normally be completed by the end of the
second year, but a student may petition for an extension.

**Doctor of Philosophy—Sociology Degree Requirements**

Before being advanced to candidacy, the student must (1) demonstrate competence in a major area of sociology by completing three seminars on topics related to that area; (2) demonstrate current knowledge of the dissertation research field by completing a comprehensive paper; and (3) complete one additional methods course beyond that required for the M.A. This examination normally focuses on the student’s major area of specialization and proposed research. All coursework for the Ph.D. must be completed with the grade of B or better. No foreign language is required, but a student whose specialty requires knowledge of such a language will be required to demonstrate competence.

**Dissertation Proposal:** The student submits a dissertation proposal that is approved by the Ph.D. Committee. The student’s Ph.D. Committee will normally require an oral hearing prior to approving the proposal. The candidate must complete a dissertation and will be called upon for an 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.

**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, 268A, 250B; 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 or 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.

**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 coursework has 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.

**Optional Ph.D. Emphasis in Women’s Studies**

The Women’s Studies Program, with over 30 core and affiliated faculty members in over twelve disciplines, serves as a mode of interdisciplinary work and scholarly collaboration at UCSB. Women’s studies doctoral emphasis students are required to complete successfully four seminars that will enhance their understanding of feminist pedagogy, feminist theory, and topics relevant to the study of women, gender, and/or sexuality. Using an interdepartmental set of conversations and intellectual questions, women’s studies support a multifaceted undergraduate curriculum at UCSB. Graduate emphasis students are encouraged to apply to teach women’s studies courses as teaching assistants and associates as part of their women’s 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; Dramatic Art and Dance; English; French and Italian; Germanic, Slavic, and Semitic Studies; History; History of Art and Architecture; Religious Studies; Sociology; or Spanish and Portuguese. Candidates complete four graduate courses and select a member of the women’s studies faculty or affiliated faculty to serve on their Ph.D. exam and dissertation committees. Applications to the Women’s Studies Doctoral Emphasis may be submitted at any stage of Ph.D. work; and applications deadlines are November 1, 2007 and May 1, 2008.

Students pursuing the emphasis in women’s studies will successfully complete four graduate courses. Only one may be taken in the student’s home department.

1. Issues in Feminist Epistemology and Pedagogy (Women’s Studies 270). A one-quarter seminar that considers women’s 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.

2. Special Topics in Women’s Studies (594 AA-ZZ). A one-quarter seminar offered by a women’s studies faculty member on top-
ics of central concern to the field of women's studies. Or Research Practicum (Women's Studies 280). A cross-disciplinary seminar in which fundamental questions in contemporary feminist research practice are considered in light of students' own research. Students may fulfill the Area 2 requirement by taking either a Special Topics Seminar or the Research Practicum.

3. Feminist Theories. A one-quarter graduate seminar in feminist theory offered by any department, including women's studies.

4. Topical Seminar. A one-quarter graduate seminar, outside the student's home department, that addresses topics relevant to the study of women, gender, and/or sexuality. For additional information, please visit: www.soc.ucsb.edu/ws_emphasis_index.htm.

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 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 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.

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) WONG, FRIEDKIN

Prerequisites: PSTAT SAA-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) TWINE
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) APPELBAUM, BHAVRANI, 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.

113A-B-C. MOST Research Training in Sociology
(4-4-4) GORDON, DANIEL
Prerequisite: consent of instructor.

A year-long seminar introducing students to research specialties of the department. Students work with the instructor and with a faculty mentor to design a research project of their own.

114A-B-C. MOST Research – Second Year
(4-4-4) SCHNEIDER, GORDON
Prerequisites: Sociology 113A-B-C.

A year-long seminar focused on data collection, analysis, writing of research projects, and presentation of results to seminar participants.

118C. Sociology of Culture
(4) FALASCA-ZAMPONI, SUPTON, 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.

118GR. Global Religion
(4) JUERGENSMEYER
Prerequisite: upper-division standing.

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) FLACKS
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.

Examination of 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 structural 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.

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 allows a critical assessment of the social and political implications of the growing congruity between urban poverty and race.

128. Interethnic Relations
(4) DANIEL
Prerequisite: upper-division standing.

Study of patterns of racial and ethnic relations, with particular emphasis on 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 structures, 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, and gender, and regional case studies.

130A. Development and Social Change in Latin America
(4) FORAN
Prerequisite: upper-division standing.

Examines current debates about the impact of globalization on political-economic, social, and cultural arrangements around the world, investigating how people are affected by it, and what forms resistance to these developments is taking in the emerging anti-global movements.

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 emphasis 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.

Survey of principal theories and debates in globalization studies, with a focus on economic, political, and cultural transnational processes, gender/ethnic/class and globalization, transnational social movements, and local-global linkages.

130ST. Special Topics in Third World Studies
(4) STAFF
Prerequisite: upper-division standing.

Course 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.

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/ethnic/class and globalization, transnational social movements, and local-global linkages.

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
Prerequisite: upper-division standing.

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.
A study of social movements, their causes, dynamics, and consequences. Examples include American social movements, particularly labor, civil rights, student, and women's movements, as well as social action in global society. Use of relevant research and through direct 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 social occasions.

138G. Global Conflict
(4) JUERGENSMYER
Prerequisite: upper-division standing.
Global conflict is examined through 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 social occasions.

138H. Global Conflict
(4) JUERGENSMYER
Prerequisite: upper-division standing.
Global conflict is examined through 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 social occasions.

139A. Black and White Relations: Towards Pluralism or Integration?
(4) DANIEL
Prerequisite: upper-division standing.
Not open for credit to students who have completed Black Studies 139A.
A study of social 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.

139B. Social Movements
(4) STAFF
Prerequisite: upper-division standing.
A study of social 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.

139C. Black Social Change
(4) DANIEL
Prerequisite: upper-division standing.
Not open for credit to students who have completed Black Studies 139A.
A study of social 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.

139JR. Race, Ethnicity, and Nation in Comparative-Historical Perspective
(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 multicultural consciousness.

139RN. Race, Ethnicity, and Nation in Comparative-Historical Perspective
(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 multicultural consciousness.

140. Aging in American Society
(4) BIELBY
Prerequisite: upper-division standing.
A study of social 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.

142. Socialization, Self-Actualization, and Creativity
(4) J.D. BALDWIN
Prerequisite: upper-division standing.
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; alternation and generational patterns; community leadership and change.

145. Sexuality, Race, Gender, and Class
(4) SCHNEIDER
Prerequisite: upper-division standing.
Examines the interplay of sexuality, race, gender, nation, and class with social focus on the social construction of sexuality, and practices of racial, and bisexuals of color. Raises critical intellectual issues about racialized and sexual orientations, gender difference, sex therapy and enrichment, love, and related sociological issues.

148A. Social Networks
(4) FRIEDKIN
Prerequisite: upper-division standing.
A study of social interactions stressing the understanding of conversational interaction, including physical and mental health, retirement, leisure, sexuality, death, and dying are discussed.

152A. Sociology of Human Sexuality
(4) J.D. BALDWIN, J.I. BALDWIN
Prerequisite: Sociology 128, 139A-B-C, or 185D.
A comparative-historical analysis of varying patterns of race, ethnicity, and nation in the United States and the larger global arena.

154A. Sociology of the Family
(4) STAFF
Prerequisite: upper-division standing.
A study of social 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.

154B. Sociology of the Family
(4) STAFF
Prerequisite: upper-division standing.
A study of social 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.

154C. Sociology of Early Childhood
(4) LERNER
Prerequisite: upper-division standing.
Introduces students to young children as social actors. Examines the role of the child in the social-interactional 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.
A study of social 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.

155. Women and Work
(4) FENSTERMAKER, SEGURA
Prerequisite: upper-division standing.
A study of social 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.

159A. Sociology of Peace Processes
(4) DANIEL
Prerequisite: upper-division standing.
Recommended preparation: Sociology 1, 2, 3, and 4 or their equivalents.
A study of social 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.

160. Human Sexuality
(1-4) J.D. BALDWIN, J.I. BALDWIN
Prerequisite: Sociology 128A and consent of instructor.
Not open for credit to students who have completed Global Peace and Security 138 or Interdisciplinary 197C.
A study of social 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.

161. 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.

162. Methods of Conversation Analytic Research
(4) LERNER, RAYMOND
Prerequisite: Sociology 136A or 136B or 136V or 185E.
Principles and methods for analyzing single conversations. A study of social 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.

163. Communication in Medical Care
(4) RAYMOND
Prerequisite: Sociology 136A or 136B or 136V or 185E.
A study of social 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.

166. Video Study of Social Interaction
(4) LERNER, RAYMOND
Prerequisite: upper-division standing.
A study of social 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.

167. 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.

168. Social Networks
(4) FRIEDKIN
Prerequisite: upper-division standing.
Recommended preparation: Sociology 1, 2, 3, and 4 or their equivalents.
A study of social interactions stressing the understanding of conversational interaction, including physical and mental health, retirement, leisure, sexuality, death, and dying are discussed.

170. Gender in Film and Television
(4) BIELBY
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 multicultural consciousness.

175. Women and Work
(4) SEGURA
Prerequisite: Sociology 128A and 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.

176. Sociology of Peace Processes
(4) DANIEL
Prerequisite: upper-division standing.
A study of social 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.

177. Women and Work
(4) SEGURA
Prerequisite: Sociology 128A and 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.

179. Women and Work
(4) SEGURA
Prerequisite: Sociology 128A and 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.

180. Human Sexuality
(1-4) J.D. BALDWIN, J.I. BALDWIN
Prerequisite: Sociology 128A and consent of instructor.
A study of social 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.

182. Socialization, Self-Actualization, and Creativity
(4) J.D. BALDWIN
Prerequisite: upper-division standing.
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.

184. Sexuality, Race, Gender, and Class
(4) RAYMOND
Prerequisite: upper-division standing.
A study of social 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.

186. Social Networks
(4) FRIEDKIN
Prerequisite: upper-division standing.
Recommended preparation: Sociology 1, 2, 3, and 4 or their equivalents.
A study of social interactions stressing the understanding of conversational interaction, including physical and mental health, retirement, leisure, sexuality, death, and dying are discussed.
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 and lecture) topics vary from year to year. Topics may include: the analysis of the status of women in the labor force, women's class position, and other gender differences, internal politics, and the impact of the movement on individuals, policies, and institutions.

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 organization- al 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. La Chinaca: Mexican Women in the U.S.
(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 Chinaca 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
Prerequisite: 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-na- tionally.

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.

159L. 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 differ- ences, 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 societ- ies; its relation to political, economic, and techno- logical 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.

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 Millenium
(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 “delin- quent” 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 imple- mentation 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 pro- bation, 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 prob- lem; 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 pris- oners 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, semiological, drama-urgical, Weberian, Durkheimian, Marxist 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-implica- tion of institutional context and individual agency in interaction; reproduction of individual identities and social structure as trans-situational realities.

185F. French Social Theory
(4) PALASCA-ZAMPOINI, FORAN
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.

185P. G.H. Mead's Theory of Pragmatism
(4) J.D. BALDWIN
Prerequisite: upper-division standing.
George Herbert Mead’s theory of pragmatism pro- vides a major foundation for sociological theory. It is also a very useful theory for contemporary social life. It integrates personal and interpersonal, economic, and political 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-RR-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.

197H. Honors Sociology
(4) STAFF
Prerequisites: Sociology 1, 2, and 3, a prior upper-division sociology course; students must meet sociology honors criteria.

May be repeated to a maximum of 8 units.

An undergraduate seminar for honors students. Topics will vary by instructor.

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 98/99/198/199/199A-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 98/99/198/199/199A-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 98/99/198/199/199D/199RA courses combined. Students may apply a maximum of 12 units of Sociology 198/199/199/199A-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 the “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) 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) TWINE
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) FORAN
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 210, PSTAT 250, and ED 212. May be repeated for credit.

Required course for students in the Interdisciplinary Quantitative Methods in 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 disciplinary scholarship in the field. Emphasis on comparative framework, cultural approaches, intersection of race, class, and gender, and on interdisciplinary scholarship.

215. Contemporary Themes in Race and Migration
(4) PARK
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) D. BIELEY
This seminar focuses on themes, research, and debates regarding the sociological analysis of popular culture.

218PA. Advanced Seminar on Popular Culture
(4) CRUZ, D. BIELEY
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. Proseminar in Social Movements and Political Consciousness
(4-4) STAFF
A prosemiminar 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) D. BIELEY
Examines theoretical and methodological approaches to the study of the life course. 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) MOHR, SUTTON
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, APPELBAAUM
Explores a range of theories 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 globalization. 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) APPELBAAUM
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) APPELBAAUM, 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 (or 273B).
Same course as Linguistics 273A-B.
Brings together the methods and findings of functional linguistics and those of conversational analysis in a dialogue centered 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. SU grading only; no credit allowed toward advanced degree.

290A. Teaching Assistant Training Seminar
(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. SU 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 do 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. May not exceed one quarter unit requirements 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.
(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
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Web site: www.spanport.ucsb.edu
Department Chair: Eduardo P. Raposo
Faculty

Silvia Bermúdez, Ph.D., University of Southern California, Professor (20th-century Spanish and Latin American poetry)

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, 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)

Esperanza Jefferson, Ph.D., UC Santa Barbara, Lecturer

Suzanne Jill Levine, Ph.D., New York University, Professor (Latin American literature, comparative literature, literary translation)

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 (19th- and 20th-century Latin American cultural and literary studies, with a concentration on the Caribbean)

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)

Antonio Cortijo Ocaña, Ph.D., UC Berkeley, Associate Professor (Spanish Golden Age and medieval literature, humanism, Latin and vernacular)

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 Smith, Ph.D., UC Santa Barbara, Lecturer

Emeriti Faculty

Carlos H. Albarracin-Sarmiento, Ph.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, Ph.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

Nélida 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 heritage of the Spanish- and Portuguese-speaking peoples in the Iberian Peninsula and the Americas. The department offers the B.A. degree in Spanish and 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 Bahia.

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 Generalitat of Catalonia provides a lectureship to support the study of Catalan language and culture.

Galician Studies. The Xunta de 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. Spanish 1, 2, 3, 4, 5, and 6 or equivalent; and Spanish 16A or 16B or 25. Spanish majors are required to earn a C or better in 16A or 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 or 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 the language of instruction is Portuguese or Latin-American literature is studied. Additionally, one course of the 8 units may be taken in Chicanos/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 and upon consultation with the faculty undergraduate advisor, 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. Spanish 1, 2, 3, 4, 5, and 6 or equivalent; and Spanish 16A or 16B or 25 (prerequisite to all upper-division courses).

Upper-division minor. Twenty-four upper-division units are required, of which 8 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 the language of instruction is Portuguese or Latin-American literature is studied. Additionally, one course of the 8 units may be taken in Chicanos/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 and upon consultation with the faculty undergraduate advisor, 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—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 are required, of which 8 must be in Portuguese 100, 4 in Portuguese 102L, 12 in Portuguese 110A-B-C-D, and 8 in Portuguese 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 the language of instruction is Portuguese or Latin-American literature is studied. Additionally, one course of the 8 units may be taken in Chicanos/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 and upon consultation with the faculty undergraduate advisor, a course taught in English translation may be accepted toward the unit requirement with the stipulation that all work be in the Portuguese language.

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 Luso-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 two graduate, 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 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.

In order to be accepted to the doctoral program, the student must pass the comprehensive examinations and receive the approval of 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 the student's 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 pend-
ing 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;
  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 Web site: 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 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 complete 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 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 Medieval Studies Program. Contact the Medieval Studies Program for additional information on faculty interests, course offerings, and program requirements, or visit our Web site at 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 descriptive and theoretical frameworks 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. 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 Women’s Studies Program, with over 30 core and affiliated faculty members in over fourteen disciplines, serves as a mode of interdisciplinary work and scholarly collaboration at UCSB. Women’s studies doctoral emphasis students are required to complete successfully four seminars that will enhance their understanding of feminist pedagogy, feminist theory, and topics relevant to the study of women, gender, and/or sexuality. Using an interdisciplinary set of conversations and intellectual questions, women’s studies support a multifaceted undergraduate curriculum at UCSB. Graduate emphasis students are encouraged to apply to teach women’s studies courses as teaching assistants and associates as part of their women’s 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. Applicants must complete four graduate courses and select a member of the women’s studies faculty or affiliated faculty to serve on their Ph.D. exam and dissertation committees. Applications to the Women’s Studies Doctoral Emphasis may be submitted at any stage of Ph.D. work; and applications deadlines are November 1, 2007 and May 1, 2008.

Students pursuing the emphasis in women’s studies will successfully complete four graduate courses. Only one may be taken in the student’s home department.

1. **Issues in Feminist Epistemology and Pedagogy (Women's Studies 270/Fall)**
   A one-quarter seminar that considers women's 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 epidemiological and pedagogical issues.

2. **Special Topics in Women’s Studies (594 AA-ZZ)**
   A one-quarter seminar offered by a women’s studies faculty member on topics of central concern to the field of women’s studies. Or Research Practicum (Women’s Studies 280). A cross-disciplinary seminar in which fundamental questions in contemporary feminist research practice are considered in light of students' own graduate projects. Students may fulfill the Area 2 requirement by taking
3. Feminist Theories. A one-quarter graduate seminar in feminist theory offered by any department, including women’s studies.

4. Topical Seminar. A one-quarter graduate seminar, outside the student’s home department, that addresses topics relevant to the study of women, gender, and/or sexuality.

**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, dialogues, drills. (SS)

2. Elementary Spanish

(4) STAFF

Recommended preparation: Spanish 1 or equivalent. Continues activities commenced with Spanish 1.

255. Intensive Elementary Spanish

(4) STAFF

Recommended preparation: Spanish 1SS. Continues activities of Spanish 1SS with increased communicative 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.

355. Intensive Elementary Spanish

(4) STAFF

Recommended preparation: Spanish 2SS. 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.

455. 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.

555. Intensive Intermediate Spanish

(4) STAFF

Recommended preparation: Spanish 4, 4SS, 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.

655. Intensive Intermediate Spanish

(4) STAFF

Recommended preparation: Spanish 5, 5SS, or equivalent. An intensive course designed to develop students’ skills in reading and oral proficiency 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 6SS, or an AP score greater than 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) MIGLIO, PERISSINOTTO, RAPOS

Prerequisites: 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

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).

A. Medieval Spanish literature.

B. Golden Age literature.

C. Eighteenth- and nineteenth-century Spanish literature.

D. Twentieth-century Spanish literature.
170. The Generations of 1898 and 1927
(4) CASTILLO, LUPI
Prerequisite: Spanish 102L with a minimum grade of C.
Study of the Spanish and Spanish-American Post-modernistas, 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 with a minimum grade of C.
Study of the Spanish and Spanish-American Post-modernistas, 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.

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.

168. Postmodernismo
(4) CASTILLO
Prerequisite: Spanish 102L with a minimum grade of C.
Study of the Spanish and Spanish-American Post-modernistas, 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 with a minimum grade of C.
Study of the Spanish and Spanish-American Post-modernistas, 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.

154A. Basque Language and Culture
(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.

153. Introduction to Basque 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.

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.

168. Postmodernismo
(4) CASTILLO
Prerequisite: Spanish 102L with a minimum grade of C.
Study of the Spanish and Spanish-American Post-modernistas, 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 with a minimum grade of C.
Study of the Spanish and Spanish-American Post-modernistas, 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.

154A. Basque Language and Culture
(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.

153. Introduction to Basque 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.

168. Postmodernismo
(4) CASTILLO
Prerequisite: Spanish 102L with a minimum grade of C.
Study of the Spanish and Spanish-American Post-modernistas, 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.

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(4) CASTILLO, LUPI
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An intensive course for students with no previous study of the Basque language.

153. Introduction to Basque 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.

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Prerequisite: Spanish 102L with a minimum grade of C.
Study of the Spanish and Spanish-American Post-modernistas, 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.

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Prerequisite: upper-division standing.
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An intensive course for students with no previous study of the Basque language.

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(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.

168. Postmodernismo
(4) CASTILLO
Prerequisite: Spanish 102L with a minimum grade of C.
Study of the Spanish and Spanish-American Post-modernistas, 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 with a minimum grade of C.
Study of the Spanish and Spanish-American Post-modernistas, 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.
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) BERMUDEZ
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) BERMUDEZ
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
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
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) LOMELÍ, MCCACKEN
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) BERMUDEZ
Prerequisite: upper-division standing.
Reading and discussion of twentieth-century Spanish and Spanish-American poetry 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, LOMELÍ, 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 O'netti, Fuentes, García Márquez, etc.

185. The Spanish-American Nueva Novel (4) LEVINE, LOMELÍ, POOT-HERRERA
Prerequisite: Spanish 102L (may be taken concurrently).
Equivalent to Spanish 111C.
Readings of such authors as Borges, Rufio, 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) CARRANES-GRANT
Prerequisite: Spanish 102L (may be taken concurrently).
A. Representative dramatists of Spain such as Unamuno, Valle-Inclán, García Lorca, Buero Vallejo, and others.
B. Representative Spanish-American dramatists such as Carballo, Solorzano, Wolf, Cuzzani, Márquez, and others.

188. Modernismo (4) CASTILLO, BERMUDEZ
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, Dario, Rodo, Lugones. Lyric poetry, short story, novel, the essay, and other forms are studied.

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) BERMUDEZ, 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 289/198/199/199AA-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.
A. Medieval Spanish literature.
B. Golden Age literature.
C. 18th- and 19th-century literature.
D. 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 andready them for their Ph.D. examination.
B. Nineteenth-century Spanish-American literature.
C. Twentieth-century literature.

212. Approaches and Methods for Research in Hispanic and Luso Brazilian Literature and Linguistics (4) CORTUO, 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 substantial on a field of graduate research.

213. Theory of Literary Criticism (4) STAFF

215. Women Authors of the Spanish Language (4) STAFF
An examination of women's strategies of self-figure, 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) CORTUO, 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.

240A. Studies on Cervantes (4) CHECA, CARRANES-GRANT
Prerequisites: Spanish 140A-8 (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.
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.

260. Studies in Nineteenth-Century Spanish Literature
(4) CHECA, CABRANES-GRA
Seminar with occasional workshops related to the field of teaching will be required.

594. Special Topics
(1-4) STAFF
A special seminar on research projects 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.

298A-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

2005S. 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-B5. 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.

2155S. 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, SHARRER
Prerequisite: upper-division standing.
Recommended preparation: Portuguese 6 or equivalent.
A. Portuguese literature from its origins to the sixteenth century.
B. Portuguese literature of the sixteenth, seventeenth, and eighteenth centuries.
C. 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.
A. Brazilian literature from the colonial period.
B. Brazilian literature from the sixteenth century to 1922.
C. Brazilian literature from 1922 to present.

115AA-ZZ. Brazilian Literature (in English Translation)
(4) STAFF
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 authors 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. Topic to be chosen by faculty member.

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 98/99/198/199/199A-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 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. 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

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 advisor.
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
(4-4-4) 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.
Speech and Hearing Sciences

Department of Speech and Hearing Sciences
Division of Mathematical, Physical, and Life Sciences
Harder 1057
Telephone: (805) 893-2684
E-mail: danhauer@speech.ucsb.edu
Web site: speech.ucsb.edu
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, 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. Students may pursue a minor in speech and hearing sciences or they 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 250 graduate programs in communication sciences and disorders in the United States.

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.

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 at least 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). 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. 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.
3. 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 database research project.

Graduate Program
Note: Admission to graduate programs in the Department of Speech and Hearing Sciences is suspended pending administrative and academic review.

Portuguese Courses Taught in English
The following courses require no knowledge of a foreign language. See course descriptions above.
Phonologic Disorders and a review of varieties of treat-
ment of children's speech production to determine existence of
166, and Linguistics 137.

Phonologic Disorders
155. Assessment and Treatment of Child
Prerequisite: Psychology 1. Recommended preparation: Speech and Hearing
Basic principles of operant conditioning and their
167. Introduction to Stuttering
Prerequisites: Speech & Hearing Sciences 50 and 166.
Review and analysis of the features and character-
conditions that modify stuttering, and current

Identification of the phonemes of American English
and their symbolic representation, including modifying
Acoustic, phys-
121. Physics of Speech and Hearing
Introduction to the physics of sound as applicable
tubes and its relationship to human speech sounds;
122. Anatomy, Physiology, and Neurology
Anatomical, physiological, and neurological bases
Introduction to psychoacoustic principles as applied
to audiomotoric diagnostics and aural rehabilitation
with adults.
135. Amplification for the Hearing
Recommended preparation: Speech and Hearing Sciences 50.
Covers methodology for rehabilitating persons
with hearing loss; emphasizes recent developments in
instruments and measurement techniques. Hear-
ing aids and real-ear analysis are used with hands-on
laboratory approach. Emphasizes interfacing amplifica-
tion to the patient and family.
155. Assessment and Treatment of Child
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 treat-
ment methods for such disorders.

166. Principles of Behavior Modification
Prerequisite: Psychology 1.
Recommended preparation: Speech and Hearing
Sciences 50.
Basic principles of operant conditioning and their
use in classroom, family, and clinical environments
with special reference to speech-language pathology.

182. Undergraduate Thesis
Prerequisites: consent of instructor.
Independent work with faculty sponsor culminating
in senior thesis.
194. Group Studies for Advanced
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
Prerequisites: senior standing; consent of instructor.
Students must have a 3.0 overall grade-point-
average.
Tutoring experience for advanced undergraduate
students in preparation for graduate education.

199. Independent Studies
Prerequisites: upper-division standing and consent of
instructor.
May be repeated for a maximum of 6 units.
Selected topics in accordance with instructors' specializations.

594. Special Topics
Prerequisite: consent of instructor.
May be repeated with a different topic for a
maximum of 9 units.
Selected topics in accordance with instructors' preparations.

598/98/99/198/199AA-ZZ courses combined.
May be repeated for a maximum of 9 units.

Prerequisites: Speech and Hearing Sciences 50 and 166.
Prerequisites: Speech & Hearing Sciences 50, 128, and 131.
Prerequisites: Speech and Hearing Sciences 50.
Prerequisites: speech and Hearing Sciences 128 or 121.
Prerequisites: Speech and Hearing Sciences 128, 129, and 131.
Prerequisites: Speech and Hearing Sciences 50.

598/98/99/198/199AA-ZZ courses combined.

Statistics and Applied Probability
Department of Statistics and
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Andrew V. Carter, Ph.D., Yale University, Associate Professor (mathematical statistics)
János Engländer, D.Sc., Technion (Haifa, Is-
rael), Assistant Professor (probability, stochastic
calculus, partial differential equations)
Raisa Feldman, Ph.D., Technion-ILF, Associate
Professor (probability and stochastic processes)
Jean-Pierre Fouque, Ph.D. and D.Sc., Paris
VI, Professor (stochastic processes, stochastic
partial differential equations, financial math-
ematics)
David V. Hinkley, Ph.D., London University,
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,
Associate Professor (Bayesian inference, linear
models)
Sreenivasa R. Jammalamadaka, Ph.D., Indian
Statistical Institute, Professor (mathematical statis-
tics, nonparametric methods, directional data)
Wendi Meiring, Ph.D., University of Wash-
ington, 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 Univer-
sity, 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. These include ten
courses, many of which are sequential. Thus
students should begin satisfying these require-
ments 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 is best suited to 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.

SOFTW ARE INSTITUTE
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 5A in preparation for 10.)


- The 40 units must include PSTAT 120A-B-C, a minimum of 16 units from PSTAT 105, 123, 126, 130, 131, 140, 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, Economics 100A-B, 104A-B and 4 additional units of upper-division PSTAT or mathematics. (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 possible areas of concentration: actuarial statistics, applied statistics, 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 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 5A in preparation for 10.)


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 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.


Bachelor of Science—Actuarial 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, distributively: 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, however, that the following courses are not applicable to the minor: PSTAT 133A-B-C.

Bachelor of Science—Economics

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 transcripts or diplomas.

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 Department of Statistics and Applied Probability is endeavoring to expand the activities of the laboratory and to establish it 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

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.

Master of Arts—Statistics—Mathematical Statistics Specialization

Degree Requirements

Candidates must complete 42 units of approved upper-division or graduate work, including any of the three basic graduate course sequences in statistics and probability: PSTAT 207A-B-C, 213A-B-C, and 220A-B-C.

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.

Bachelor of Arts—Statistics and Applied Probability

Master of Arts—Statistics—Mathematical Statistics Specialization

Bachelor of Science—Financial Mathematics and Statistics

Bachelor of Science—Statistical Science

Bachelor of Science—Actuarial Science

Bachelor of Science—Economics

Bachelor of Arts—Statistical Science
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 Department's Graduate Brochure (www.pstat.ucsb.edu).

**Master of Arts—Statistics—Applied Statistics Specialization**

**Degree Requirements**

The requirements for the applied statistics track 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.

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, excluding 120A-B-C and 133/233 A-B-C, or any of the approved courses from the other applied disciplines.

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. For information on area requirements, please refer to Department's Graduate Brochure (www.pstat.ucsb.edu). Each student has up to two attempts for each area exam and must successfully pass two area exams within three years after arrival to the PSTAT graduate program whether or not a master's degree has already been completed.

Course requirements. Students must complete 72 units of PSTAT graduate courses or approved courses from other departments. At least 60 units are 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 doing the optional Ph.D. emphasis in mathematical and empirical finance and in quantitative methods in social sciences must fulfill 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 thesis 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 thesis is defended before a faculty committee.

Optional Ph.D. emphases in Financial Mathematics and Statistics and in quantitative methods in the social sciences are also available. See below.

Specific details about degree requirements are found in the departmental graduate guide. 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**

Students pursuing a Ph.D. in this department may petition to add an emphasis in mathematical and empirical finance. 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, Math 201A-B and either Econ210A-B or Econ 235A-B A grade of B or better must be obtained in these required courses. Twenty units of electives are required from: PSTAT 220 A-B-C, 221 A-B-C, 222 A-B-C, 262FM, Econ 235 A-B, Econ 210A-B-C, Math 201 A-B-C, 228A-B-C-D, 246 A-B-C, 206 A-B-C-D. 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 topics of dissertations 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. 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 rigorously 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. Our curriculum is designed to provide students with the rigorously 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 Web site at www.qmss.ucsb.edu.

**Statistics and Applied Probability Courses**

**LOWER DIVISION**

**5A. Statistics**

(5) STAFF

Not open for credit to students who have completed PSTAT 5E, 5S, Economics 5, Psychology 5, Sociology 3, EEMB 36, Communications 87, or other introductory statistics courses.

Recommended preparation: high school algebra.

Random variables, sampling distribution, estimation hypothesis testing, correlation and regression, other topics from statistics.

**5E. Statistics with Economics and Business Applications**

(5) STAFF

Not open for credit to students who have completed PSTAT 5A, 5S, Economics 5, Psychology 5, Sociology 3, EEMB 36, Communications 87, or other introductory statistics courses.

Recommended preparation: high school algebra.

Introduction to statistical methods applied to the analysis of economic data. Topics include basic probability, statistical inference and hypothesis testing, and regression.

**UPPER DIVISION**

**105. Introduction to Nonparametric Methods**

(4) STAFF

Prerequisites: PSTAT 120A and 120B (may be taken concurrently) 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, 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, F and chi-squared distributions; summarizing data by statistics and graphs; estimation theory for simple 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

Prerequisites: a grade of C or better in PSTAT 120B.
Two-sample comparisons: t-test for means of independent samples, paired t-test; analysis of variance: one- and two-way models; analysis of categorical data using chi-squared tests; linear regression via least squares method.

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 design issues; 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: a prior upper-division PSTAT course.
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.
Requires prior knowledge of at least one programming language.
Recommended preparation: Computer Science 10 or equivalent programming course.
Indepth SAS programming course. Topics include importing/exporting raw data files, manipulating/transforming data, combining SAS data sets, generating reports, handling syntax and logic errors. Course provides preparation for the SAS Institute Certified Professional (Base Programming) Examination.

131. Data Mining
(4) STAFF
Prerequisites: PSTAT 120A-B, 130; and, PSTAT 120C or 126 (may be taken concurrently).
Introduction to data mining techniques. Model assessment and performance evaluation. Data prepa- ration. 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.

140. Statistics in Industry
(4) STAFF
Prerequisite: PSTAT 120A or 133A.
Review of basic probability distributions and con- cept in estimation and testing hypotheses; statistical quality control charts for the mean, standard deviation, the range, the fraction defective, and number of de- fects; sampling by attributes and variables; acceptance sampling, single, double, and multiple sampling plans, choice of acceptable quality level, average outgoing quality limit and lot tolerance percent defective values; Dodge-Romig and MIL-Std 105 plans; some aspects of life testing and reliability.

160A-B. Applied Stochastic Processes
(4-4) STAFF
Prerequisites: Mathematics SA 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; queuing 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.

171. Mathematics of Compound Interest
(4) STAFF
Prerequisites: Mathematics 3A-B.
Introduction to compound interest. Topics include: measurement of interest, annuities certain, varying an- nuities, amortization schedules, sinking funds, bonds and related securities, depreciation.

172A. Actuarial Statistics I
(4) STAFF
Prerequisites: PSTAT 120A and 171.
Probabilistic and deterministic contingency mathema- tics 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
Prerequisites: PSTAT 120A-B.

175. Survival Analysis
(4) STAFF
Prerequisite: PSTAT 120A-B.
Properties of survival models, including both parametric and tabular methods; models 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 corre- sponding to these examinations (general mathematics, mathematical statistics, actuarial science and life insur- ance, and actuarial mathematics) will be offered in different quarters.

190A-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.

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 statistics. Course content will vary.

199A. 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 grade-point aver- age 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; sufficiency, efficiency, maximum likelihood; testing hypotheses: likelihood ratio and score tests, power; confidence and prediction intervals; bayesian estimation and hypoth- esis testing; basic decision theory; linear regression; analysis of variance.

210. Measure Theory for Probability
(4) STAFF
Prerequisite: PSTAT 120A.

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).
Markov chains, random walks, branching pro- cesses, 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-B. Statistical Decision Theory
(4-4) STAFF
Prerequisites: PSTAT 207A-B-C or equivalent.
A basic introductory mathematical statistics course in which statistical concepts and procedures are develop- ed and examined from the point of view of game theory, optimization, and decision theory.
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 variance, admissibility, minimax, James–Stein estimates, multivariate probability inequalities, majorization, and Schur functions.

217. Design of Experiments
(4) STAFF
Prerequisites: PSTAT 207A-B-C or equivalent.
Linear models and the analysis of variance, regression and least squares theory, contingency table analysis, method of steepest ascent, ridge regression.

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.

220B. Advanced Statistical Methods
(4) STAFF
Prerequisites: PSTAT 220A or equivalent.
Advanced linear models; log-linear models with application to categorical data; and non-linear regression models. Discussion of each technique includes graphical methods; estimation and inference; diagnostics; and model selection. Emphasis on application rather than theory.

220C. Advanced Statistical Methods
(4) STAFF
Prerequisites: PSTAT 220A and Mathematics 108 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.

221A-B-C. Advanced Probability Theory
(4-4-4) STAFF
Prerequisites: PSTAT 213A-B-C.
May be repeated for credit provided topics are different.

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, Levy processes, stochastic calculus, stochastic differential equations and numerical methods, stochastic control, Applications to engineering, finance, biology, etc.

223A-B. Financial Modeling—An Engineering Approach
(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 Their Applications
(4) STAFF
Prerequisites: PSTAT 207A-B-C and 220A.

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 projects, 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).

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.

233A. Introduction to Statistical Methods
(4) STAFF
Prerequisite: not open to mathematics and statistics majors.

233B. Introduction to Statistical Methods
(4) STAFF
Prerequisite: not open to mathematics majors.
Students who have had PSTAT 33 may be admitted into PSTAT 233B with the consent of the instructor.

250. Quantitative Methods in the Social Sciences Seminar
(3) STAFF
Same course as Geography 10, Sociology 2120, and ED 212. May be repeated for credit.
Required 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 toward 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
Prerequisites: PSTAT 213A-B.

275. Survival Analysis
(4) STAFF
Prerequisites: PSTAT 213A-B and 220A.

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.
No unit credit allowed toward advanced degree. Supervised teaching of undergraduate courses.

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.
Theater and Dance
(formerly Dramatic Art and Dance)

Department of Theater and Dance
Division of Humanities and Fine Arts
Theater and Dance Building 223
Phone: (805) 893-3241
E-mail: dramadance-ugradadv@mail.lsit.ucsb.edu
Web site: www.dramadance.ucsb.edu
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)
Rita Brainin, B.F.A., Carnegie-Mellon University, Assistant Professor (modern technique, acting, directing)
Leo Cabranes-Grant, Ph.D., Harvard University, Assistant Professor (Spanish Golden Age literature, Spanish and Hispanic-American drama, intercultural studies)
John V. Chapman, Ph.D., C.N.A.A., Associate Professor (dance history, criticism)
Nancy Colahan, Lecturer (modern, ballet, pedagogy)
Catherine Cole, Ph.D., Northwestern University, Associate Professor (contemporary theory, African theater)
Jody Enders, Ph.D., University of Pennsylvania, Professor (medieval theater, French drama, performance studies)
Dianne Holly, M.A., San Diego State University, Lecturer with Security of Employment (costume design)
Valerie Huston, B.F.A., University of Utah, Lecturer (ballet)
Naomi Iizuka, M.F.A., UC San Diego, Professor (playwriting)
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)
Michael Morgan, B.F.A., New York University School of Arts, Lecturer with Security of Employment (voice)
Carlos Morton, Ph.D, University of Texas, Austin, Professor (playwriting, U.S. Latino Theater, Latin American theater)
Dellia Moseley, M.A., UC Santa Barbara, Lecturer (student company, jazz, ballet)
Stephanie Nugent, M.F.A., California State University, Assistant Professor (modern technique, improvisation, contact improvisation, choreography)
Jerry Pearson, B.S., University of Minnesota, Professor (modern technique, choreography, Artistic Director of Santa Barbara Dance Theater)
Christopher Pilafian, The Juilliard School, Lecturer (modern technique, improvisation, choreography, repertory)
Tal Sanders, M.F.A., California Institute of the Arts, Lecturer with Potential Security of Employment (scenic design)
Vickie Scott, M.F.A., UC Los Angeles, Lecturer with Security of Employment (lighting design)
Tonia Shimin, Royal Academy, Professor (modern technique, improvisation, production)
Thomas Whittaker, M.F.A., Carnegie Mellon University, Associate Professor (acting, directing)
Simon Williams, Ph.D., University of East Anglia, Professor (European theater history, dramatic literature)

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
Peter Lackner, Ph.D., Institute for Theater Studies, Free Universität, Berlin, Professor Emeritus (acting, directing)
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. Readon, Ph.D., Stanford University, Professor Emeritus (dramatic literature, theory)
Frank W. D. Ries, Ph.D., Indiana University, M.A., Cambridge University, Professor (history, criticism, musical theater forms)
Rona Sande, M.Ed., College of William and Mary, The Juilliard School, Professor Emerita (modern technique, choreography, dance theory)
Leland K. Strasburg, M.F.A., University of Utah, Senior Lecturer Emeritus (scenic and lighting design)

Undergraduate Program in Theater

Students in the bachelor of arts 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.

Initial counseling for undergraduates is given in the department office by the staff undergraduate advisor, followed by a meeting with the faculty undergraduate advisor, who will assign each student an individual advisor. Further counseling is provided by the staff undergraduate advisor, faculty undergraduate advisor and the student’s individual advisor. Registration for many theater courses requires department approval.

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.

All degrees provide a strong background in dance or theater studies. The major of arts 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 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 faculty undergraduate advisor.
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 in their sophomore year. An audition is required at the end of the freshman year or the beginning of the sophomore year. The program is geared toward preparation for entry into professional conservatory programs, M.F.A. programs, or professional theater. 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 clear demonstration of potential talent and professional commitment to the field. Passage to advanced acting uses similar criteria, but more stringent judgment is applied. Transfer students who pass the audition will enter the B.F.A. in the first year of the training program, regardless of class standing with the university. All interested students may request information from the department.

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 courses (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, 183A-ZZ, 184A-ZZ, 194L; additional courses not used above in 180B-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 who wish to enter the program should request a faculty advisor in the design area.

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.

**Upper division requirements:** 46 units: 119, 124, 129, 132, 149 (4 units), 196; two courses from 122, 123, 125; 4 units from 131A-B, 133A-B, 153P, 190, 191, 194D, 195P, 199; two courses in 180 A-B-C-D-E-F; one course in 181AA-ZZ and 182AA-ZZ; one course from Dance 157; Theater 152, 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.

**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) from 2, 4, 6, 7, 8, 9, 14, or 75; one unit 29D and one unit 29 A-B-C-D.

**Upper division requirements:** 44 units. 149 (two units), 152, 152B-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 courses) 104A-B-C, 133A-B, 140, 175, 185AA-ZZ, 187AA-ZZ, 188AA-ZZ.

**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 Works 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, and theater arts, and perhaps an internship as dramaturge on a departmental production. Coursework in screenwriting is available through the Film Studies Program.

**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, or 19, or 75; one unit 29D and one additional unit from 29A-B-C-D.

**Upper division requirements:** 48 units. 24 units from 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 133A-B, 140, 141, 142, 149, 152B-C-D-E; Dance 151D, 163.

**Bachelor of Arts—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 the 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, or 19; one unit 29D and one additional unit from 29A-B-C-D.

**Upper division requirements:** 46 units. Twelve units (three courses) from 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, 132, 133A-B, 140, 141, 142, 149, 152B-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**

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 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 require-
ments, 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 petition the department 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 arts. 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 mainstage 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 the departmental language course.

Applications to the Women's Studies Doctoral Emphasis may be submitted at any stage of Ph.D. work; and applications deadlines are November 1, 2007 and May 1, 2008.

Students pursuing the emphasis in women's studies will successfully complete four graduate courses. Only one may be taken in the student's home department.

1. Issues in Feminist Epistemology and Pedagogy (Women's Studies 270). A one-quarter seminar that considers women's 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 methodological issues.

2. Special Topics in Women's Studies (594 AA-ZZ). A one-quarter seminar offered by a women's studies faculty member on topics of central concern to the field of Women's Studies. Or Research Practicum (Women's Studies 280). A cross-disciplinary seminar in which fundamental questions in contemporary feminist research practice are considered in light of students' own graduate projects. Students may fulfill the Area 2 requirement by taking either a Special Topics Seminar or the Research Practicum.

3. Feminist Theories. A one-quarter graduate seminar in feminist theory offered by any department, including women's studies.

4. Topical Seminar. A one-quarter graduate seminar, outside the student's home department, that addresses topics relevant to the study of women, gender, and/or sexuality.

Optional Ph.D. Emphasis in European Medieval Studies
The Medieval Studies Program offers an interdisciplinary doctoral emphasis to students currently enrolled in a UCSB Ph.D. program. Women's studies doctoral emphasis students are required to complete successfully four seminars that will enhance their understanding of medieval pedagogy, feminist theory, and topics relevant to the study of women, gender, and/or sexuality. Using an interdisciplinary set of conversations and intellectual questions, women's studies support a multifaceted undergraduate curriculum at UCSB. Graduate emphasis students are encouraged to apply to teach women's studies courses as teaching assistants and associates as part of their women's 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; Theater Art and Dance; English; French and Italian; Germanic, Slavic, and Semitic Studies; History; History of Art and Architecture; Religious Studies; Sociology; or Spanish and Portuguese. Candidates complete four graduate courses and select a member of the women's studies faculty or affiliated faculty to serve on their Ph.D. exam and dissertation committees. Applications to the Women's Studies Doctoral Emphasis may be submitted at any stage of Ph.D. work; and applications deadlines are November 1, 2007 and May 1, 2008.

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2. Special Topics in Women's Studies (594 AA-ZZ). A one-quarter seminar offered by a women's studies faculty member on topics of central concern to the field of Women's Studies. Or Research Practicum (Women's Studies 280). A cross-disciplinary seminar in which fundamental questions in contemporary feminist research practice are considered in light of students' own graduate projects. Students may fulfill the Area 2 requirement by taking either a Special Topics Seminar or the Research Practicum.

3. Feminist Theories. A one-quarter graduate seminar in feminist theory offered by any department, including women's studies.

4. Topical Seminar. A one-quarter graduate seminar, outside the student's home department, that addresses topics relevant to the study of women, gender, and/or sexuality.
Dance Company. This student company performs advanced students are chosen for the UCSB statewide, providing an important resource for dance courses. Once the minimum proficiency is met, which allows a reduced course load in technique, Dance 156F (Modern Dance IV). For seniors in university admission. Auditions are offered admission and education for 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 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 to the university is no 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 www.dramadance.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.

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.

Santa Barbara Dance Theatre is a professional dance company in residence at UCSB. The company of six dancers performs locally and statewide, 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, and has been invited to Mexico twice to perform. In addition, the company participates in the American College Dance Festival Association, traveling to other states throughout the U.S. 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 annually 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 as well as audition material and a brochure describing course offerings, major requirements, and faculty background information 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, 58, 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 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, 58, 70; Theater 5, 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. Transfer students 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, 147A-PA-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.

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, 58, 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. Transfer students 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, 147A-PA-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) STAFF Provides the theater artist with practical tools for text analysis. Studying five major works ranging from Shakespeare to a living play, the course examines such concepts as language, style, period, character, themes, and structure.

2. Performance in Global Contexts (4) CABRANES-GRAVIER Introduces the student to the ethics and practice of non-European performance. This course will examine such topics as African Popular Culture, Asian Theater, Comparative World Theater, and Latin American Theater.

3. Performance in Global Contexts (4) APPEL Introduces the student to 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) IIZUKA Introduces the student to the ethics and practice of non-European performance. This course will examine such topics as African Popular Culture, Asian Theater, Comparative World Theater, and Latin American Theater.

5. Introduction to Acting (3) STAFF Introduces majors to the multiple problems of the actor’s craft and art. (E.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.

7. Performance of the Human Body (4) KIM Provides the theater artist with practical tools for text analysis. Studying five major works ranging from Shakespeare to a living play, the course examines such concepts as language, style, period, character, themes, and structure.

College of Letters and Science: Theater and Dance • 417
8. European Theater History (4) WILLIAMS
A survey of European theater history from the ancient Greeks to the present day.

9. Playwriting (4) IIZUKA
Prerequisite: open to Theater and theater majors only.
An introduction to playwriting.

10A-B-C. Movement for the Stage (3-2-2) DONLON
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.

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 of the actor's perspective. Practical skills are taught to make the physical exploration of the text a valid exercise.

145. 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 theater majors.
Not open for credit to students who have completed Dramatic Art 16.
A basic approach for the actor in freeing the voice, damming 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 Theatre (3) DONLON
Prerequisite: not open to theatre majors.
The fundamental exploration of actor movement training for non-B.F.A. actors, directors, and dancers.

19. Design Fundamentals for Dance and Theatre (4) STAFF
Not open for credit to students who have completed DA 19 or 19D.
Lectures, demonstrations and projects to provide an understanding of the stage design process for theatre 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
Prerequisite: upper-division standing.
Practical introduction to technical theatre and includes attention to such aspects as design and production as scenery, lights, sound, costumes, and stage management.

22. Scene Design (4) SANDERS
Prerequisites: 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) STAFF
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) STAFF
Prerequisite: Theater 190.
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) HOLLY
Prerequisite: Theater 19.
Exploration of the basic elements and principles of 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 (3) SANDERS
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. Theatre Drafting (2) SANDERS, SCOTT
Introduction to drafting conventions for the scenic and lighting designer. Includes orthographic and isometric drawings.

28. Computing For Theater Arts (4) SANDERS
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 (1-2-2) 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) STAFF
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) HOLLY
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) HOLLY
Letter grade only.
Empirical understanding of backstage organization and operation during live performance.

31A. Costume Construction (2) STAFF
Prerequisite: Theater 29C.
Introduction to materials and construction techniques used in the production of theatrical costumes.

31B. Costuming Techniques (2) 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 Dramatic Art 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.islavistaarts.org).

49. Theatre Workshop (1-4) STAFF
Prerequisite: lower-division standing.
A maximum of 25 units of Dramatic Art 49 and 149 combined may be accepted for credit in the major.
Projects in costume, scenery, lighting, acting, directing.

65. Public Speaking (4) ENDERS
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) IIZUKA
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 Theatre (3) STAFF
May be repeated for credit to a maximum of 9 units, but only 3 units may be applied to the major.
Recommended preparation: Dramatic Art 5.
Preparation and creation of performances in UCSB community related to student health issues (i.e., binge drinking, sexual health, eating disorders, relationship success) adapted to campus life.

91. Summer Theatre in Orientation (3) STAFF
May be repeated for credit to a maximum of 9 units, but only 3 units may be applied to the major.
Recommended preparation: Dramatic Art 5.
Preparation and creation of performances in UCSB community related to student health issues (i.e., binge drinking, sexual health, eating disorders, relationship success) adapted to campus life.

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) IIZUKA
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) IIZUKA
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) IIZUKA
Prerequisites: 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. Focusses on how playwrights collaborate with directors, actors, and designers in staging new plays.

**104D. Story Structure**
(4) IIZUKA, MORTON
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) IIZUKA
Prerequisite: Consent of instructor.
May be repeated for up to 8 units of credit.
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.

**106. Dramatic Theory and Criticism**
(4) KING
Prerequisite: Upper-division standing.
Intensive discussion of several major theories of the drama and an application of those theories to selected plays.

**110A-B-C. Advanced Movement for the Stage**
(2-2-2) DONLON
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 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) DONLON
Prerequisite: Theater 110C.
Advanced studio projects utilizing the actor's physical and vocal skills to develop organial theatre.

**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 theatre. Use of video and audio tapes as well as phonetics to analyze and physicalize a minimum of six dialects.

**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 of the theatre.

**113A-22. Advanced Speech for the Stage**
(4) MORGAN
Prerequisite: Upper-division standing.
May be repeated if letter designations are different.
A continued exploration of problems in communication and collaboration between designers and directors. Concentration on the script analysis process for mounting a production.

**121. Advanced Theatre 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 instructor consent.
Advanced investigation of the communication and collaboration process between designers and directors. Concentration on the execution of problems in the theatre.

**122. Advanced Scenic Design**
(2-4) SANDS
Prerequisites: Theater 1 or 60; and Theater 19, 22 and 278; consent of department.
May be repeated for credit to a maximum of 7 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.

**123. Advanced Stage Lighting Design**
(2-4) SCOTT
Prerequisites: Theater 1, 19, 23, and 278.
May be repeated for credit to a maximum of 7 units with consent of instructor.
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) HOLLY, SANDERS, 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) HOLLY
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) SANDERS
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) HOLLY
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) HOLLY
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 making and construction. Period undergardment research and construction. Subject matter varies by quarter.

**132. History of Decorative Styles**
(4) HOLLY, SANDERS, 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 decor with concentration on furnishing, accessories and the changing patterns of culture.

**133A. History of Costume I**
(4) HOLLY
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) HOLLY
Not open for credit to students who have completed Theater 133.
A survey of the development of western clothing and costume from the 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**
(2) 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 Dramatic Art 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).

**144A-B. Shakespeare Production**
(3-3) APPEL
Prerequisite: Consent of instructor.
A 2-quarter in-progress sequence with both grades given upon completion of Dramatic Art 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.

Projects in costume, scenery, lighting, acting, directing.

A maximum of 25 units of Dramatic Art 49 and 149 combined may be accepted for credit in the major.

Projects in costume and production.

May be repeated for credit a maximum of 8 units.

Projects 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.

History of the American drama and theatre from early years to 1940. Important plays, performers, institutions, and styles of production will be given selective attention.

History of the American drama and theatre from 1940 to the present. Important plays, performers, institutions, and styles of production are given selective attention.

Prerequisites: Theater 151C.

Not open for credit to students who have completed Dramatic Art 155A.

Not open for credit to students who have completed Dramatic Art 155B.

Not open for credit to students who have completed Dramatic Art 155C.

Not open for credit to students who have completed Dramatic Art 155D.

Not open for credit to students who have completed Dramatic Art 155E.

May be repeated for credit to a maximum of 16 units, but only 8 units may be applied toward the major. 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.

Special topics in performance studies.

Special topics in African and Caribbean performance.

Special topics in cross-cultural studies in theatre and drama.

Not open for credit to students who have completed Dramatic Art 155A.

Not open for credit to students who have completed Dramatic Art 155B.

Not open for credit to students who have completed Dramatic Art 155C.

Not open for credit to students who have completed Dramatic Art 155D.

Not open for credit to students who have completed Dramatic Art 155E.

May be repeated for credit to a maximum of 16 units, but only 8 units may be applied toward the major.

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 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 Theatre (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 theatre.

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, SCOTT, SCRANTON, SCOTT
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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) CARRANES-GRAHAM, COLE
Prerequisite: graduate standing.
By analyzing leading examples of theatre 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) CORENDES
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 210B.)

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 theatre.

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) KINGSLEY
Prerequisite: graduate standing.
Detailed study of theories from The Poetics to The Birth of Tragedy.

232. Modern and Contemporary Theory (4) CARRANES-GRAHAM, COLE
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) CARRANES-GRAHAM
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 Theatre 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 theatre.

251. Performance Studies (4) COLE, ENDERS
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, theatre on trial, politics and war as performance.

253. Music and Theatre (4) CARRANES-GRAHAM, 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 theatre.

254. Performance of Physicality (4) KING
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
Prerequisite: 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
Prerequisite: may be repeated for credit to a maximum of 8 units. Projects and study in design, practical application projects.

263. Practice in Dramaturgy (2) IZUKA, 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) IZUKA, MORTON
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) IZUKA, MORTON
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 Theatre and Dance (1-4) STAFF
Prerequisites: graduate standing; consent of instructor. Projects in various areas of theatre and dance, including acting, stage management, production, and directing.

270A. African Theatre and Drama (4) COLE
Prerequisite: graduate standing.
May be repeated for credit.
Readings in the dramatic literature and staged theatre of Africa and the African diaspora. Topics may include Soyinka, Ngugi, Fugard, Aidoo, and theatre for development.

270B. African Performance Studies
(4) COLE
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, music, festivals, dance, truth commissions, and spirit possession.

271A. Asian Theatre and Drama
(4) KIM
Prerequisite: graduate standing.
May be repeated for credit.
Dramatic literature and staged theatre of Asia. Coverage varies from traditional to contemporary dramatists and theatre styles from East Asia to India and Southeast Asia. Reception of Asian theatre 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. Performance arts are considered in their tourist and cross-cultural contexts as well as in terms of more conventional settings and aesthetics.

272A. European Theatre and Drama
(4) CABRANES-GRAHAM, ENDERS, WILLIAMS
Prerequisite: graduate standing.
May be repeated for credit.
An examination of theatrical traditions of Europe. Offerings vary but may include Ancient and medieval drama and theatre as well as Enlightenment, Sturm and Drang and Romanticism, Realism, Naturalism, and Symbolism.

272B. European Performance Studies
(4) CABRANES-GRAHAM, ENDERS, WILLIAMS
Prerequisite: graduate standing.
May be repeated for credit.
Studies in ritual, ceremony, and performance in European public life.

273A. Theatre and Drama of the Americas
(4) CABRANES-GRAHAM, 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-GRAHAM, 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. Theatre and Drama of the United States
(4) CABRANES-GRAHAM, IZUKA, KING
Prerequisite: graduate standing.
May be repeated for credit.
An examination of trends and traditions in the theatre of the United States. Offerings vary but may include: Roots of Broadway, U.S. Latinx theatre, melodrama, the Group Theatre and its legacy, multicultural theatre and contemporary theatre.

273D. Performance Studies of the United States
(4) COLE, KING
Prerequisite: graduate standing.
May be repeated for credit.

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. S/U 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
(2-4) 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. S/U grading. 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. S/U grading. No credit allowed toward advanced degrees.
Dissertation research and preparation.

Dance Courses
LOWER DIVISION

35. History and Appreciation of World Dance
(4) CHAPMAN
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) STAFF
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) STAFF
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) STAFF
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) STAFF
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) STAFF
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, communica-
tion 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 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) CHAPMAN
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) CHAPMAN
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-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 S1 and Dramatic Art 19D.
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) SHIMIN
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) CHAPMAN
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 musculature. 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 1920s to the present.

163. Advanced Improvisation
(2) NUGENT
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). Knee pads 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 second in the sequence for students who will complete their projects in 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 evalu-
ated 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

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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, Women's Studies)
Lisa Hajjar, Ph.D. (Law and Society)
Mary E. Hancock, Ph.D. (Anthropology, Women's 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)

Women, 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; Dramatic Art 163; Film Studies 161; History 101G, 179B; History of Art and Architecture 136; 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: Africana 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; Asian 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, 124I; 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.

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

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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 Women’s Studies (gender, race, and class; labor studies; social politics; women, work, and welfare; women and gender history)
Grace Chang, Ph.D., UC Berkeley, Assistant Professor (women of color, immigrant women; globalization studies, social justice movements for immigrant and welfare rights)
Ellie Hernandez, Ph.D., UC Berkeley, Assistant Professor (twentieth-century American literature and cultural studies, Chicana/o and Latina/o literature and cultural production, gay/lesbian studies and queer theory, comparative sexualities, U.S. Pan-Latina/o formations, Marxist theory in global and transnational humanities)
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 (women’s movements, sexuality, gay/lesbian history, women’s history)
Barbara Tomlinson, Ph.D., UC Riverside, Associate Professor (feminist theory, rhetoric and feminist politics, cultural studies)
Juliet Williams, Ph.D., Cornell University, Assistant Professor (public law, political theory and feminist jurisprudence)

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)

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)

Maurizia Boscaglì, Ph.D. (English)

Mary Bucholtz, Ph.D. (Linguistics)

Julie Carlson, Ph.D. (English)

Sarah Cline, Ph.D. (History)

Patricia Cline Cohen, Ph.D. (History)

Catherine Cole, Ph.D. (Dramatic Art)

Sharon A. Farmer, Ph.D. (History)

Sarah Fenstermaker, Ph.D. (Sociology)

L. O. Aranye Fradenburg, Ph.D. (English)

Nancy E. Gallagher, Ph.D. (History)

Avery Gordon, Ph.D. (Sociology)

Mary Hancock, Ph.D. (Anthropology)

Tania Israel, Ph.D. (Education)

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)

Horacio Roque Ramirez, Ph.D. (Chicana and Chicano Studies)

Erika Rappaport, Ph.D. (History)

Chela Sandoval, Ph.D. (Chicana and Chicano Studies)

Beth Schneider, Ph.D. (Sociology)

Denise Segura, Ph.D. (Sociology)

Celine Shimizu, Ph.D., (Asian American Studies)

Abigail Solomon-Godeau, Ph.D. (Art History)

Inés Talamantez, Ph.D. (Religious Studies)

Verta Taylor, Ph.D. (Sociology)

France Winndance Twine, Ph.D. (Sociology)

Janet Walker, Ph.D. (Film Studies)

Mayfair Yang, Ph.D. (Anthropology)

Xiaojian Zhao, Ph.D. (Asian American Studies)

Women's studies is an interdisciplinary program and major in which the varied experiences of women and the systematic study of gender may be explored. The women's studies major is designed to provide the student with the opportunity to discover the variety and richness of women's historical, cultural, and social contributions, as well as to obtain a clear understanding of the dynamics of gender, race, and class inequality as it has been experienced and struggled against by the world's women. The student seeking a B.A. in women's studies will organize a coherent program of study around either a humanities or social science emphasis. The women's studies curriculum is composed of its own core courses as well as a variety of courses elected from disciplines within the humanities and social sciences.

The women's studies curriculum is designed to complement and elaborate the aims students pursue in traditional departments. The major can form the core of an excellent liberal arts education. It can also be used as preparation for careers in management, law, social service, the arts, publishing, and teaching, and as preparation for graduate study in the social sciences, humanities, and women's studies.

Students with a bachelor's degree in women's 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.

Incoming students and prospective majors are invited to consult the women's studies faculty and staff advisors. Further descriptions of the women's studies curriculum and of major requirements are available in the program office. A list of courses offered is available each quarter, prior to registration.

**Honors Program**

Women's studies has an honors program which will allow motivated undergraduates to undertake advanced research with a women's studies faculty member. Qualifying requirements include an overall grade-point average of at least 3.0, with a 3.5 in the women's studies major. The honors program requirements also involve two to three quarters of independent study, culminating in a final presentation of research at a symposium in the spring. Upon successful completion of the program, students will graduate with "Distinction in the Major."

Candidates must submit to the undergraduate advisor a proposal for an undergraduate thesis project to be completed during the junior or senior year. Students will receive 4 to 8 units of academic credit in the Women's Studies 195H series. The project must be approved by a member of the faculty who will work closely with the student as project supervisor. Distinction in the Major will be awarded at the time of graduation to those students whose projects are declared acceptable.

**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 women's studies and those offered by other departments and applied to the major/minor.

**Bachelor of Arts—Women's Studies**

**Preparation for the major.** Twelve units in lower-division courses are required. Students select 12 units from course offerings in areas A, B, and C.

**Area A: Introduction to Women's Studies.** One course required, selected from Women's Studies 20 and 40.

**Area B: Intersections.** One course required, selected from Women's Studies 60 and 80.

**Area C: Global Feminism.** One course required, selected from Women's Studies 30 and 50.

**Upper-division major.** Forty-four upper-division units are required, distributed as follows.

- **Required courses:** Women's Studies 180, 181, 182, and 183A or 183B.
- **Elective courses:** Twenty-eight units (seven courses, three must be from Women's Studies) of upper-division electives selected from the following courses: Anthropology 102A-B, 111, 116, 125, 142B, 172, 176; Art History 111E, 143B-C; Asian American Studies 112, 128, 131, 132, 134, 135, 136, 138, 146; Black Studies 107, 121, 122, 127, 133, 136; Chicana/o Studies 112, 114, 147, 148, 149, 151, 153, 154F, 155W, 167, 184A; Classics 110, 115; Communication 124, 126; Comparative Literature 104, Dance 145W; English 144AA-ZZ; Environmental Studies 184; Film Studies 150PG, 163; French 160X, 130X, 131X, 132X, 136X, 168, 171X, 185A-B; German 164G; Global Studies 180A-B, History 117C, 117D, 117Q, 146PW, 146W, 147Q, 147B-C, 163A-B-P, 175D, 188A-B; Interdisciplinary Studies 100WS; Italian 142X, 143X, 144XX-ZX; Japanese 162; Law and Society 140: Linguistics 132, 133; Political Science 159; Religious Studies 103B, 114D, 192; Slavic 164G; Sociology 134, 140, 144, 148S, 151, 153A, 154A, 154F, 155A-B, 155M, 155T, 155W, 156A-B, 159L, 159S, 176A, 185G; Spanish 194; Theater 180G; Women's Studies 115, 117C, 120, 124A, 130, 131, 142, 143, 144, 146, 147G, 147Q, 150, 153A, 154A, 155A-B, 159B-C, 159L, 160, 162, 163A, 167, 171CN, 185A-XX, 186A-XX, 190, 195HC, 196, 198, 199. (Women's Studies 186AA-ZZ, 190, 196, 198, and 199 may be repeated for credit. See individual course listings for limitations.)

- **Non-Women's Studies Special Topics or Selected Topics courses, and/or courses for which the instructor varies, may fulfill Area B, depending on course content and contingent upon Women's Studies Program approval.

Women's 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—Women's Studies**

All courses to be applied to the minor must be completed on a letter-grade basis, including both courses offered in women's studies and those offered by other departments and applied to the minor.

**Preparation for the minor.** Twelve units in lower-division courses are required. Students select 12 units from course offerings in areas A, B, and C.

**Area A: Introduction to Women's Studies.** One course required, selected from Women's Studies 20 and 40.

**Area B: Intersections.** One course required, selected from Women's Studies 60 and 80.

**Area C: Global Feminism.** One course required, selected from Women's Studies 30 and 50.

**Upper-division minor.** Twenty upper-division units, distributed as follows.

- **Required courses:** Women's Studies 180 and 181.

- **Elective courses:** Twelve units (three courses) of upper-division electives from the following courses (one must be from Women's Studies): Anthropology 102A-B, 111, 116, 125, 172, 176;
The Women's Studies Program, with over 50
Women's Studies chapter "Graduate Education at UCSB. "
university degree requirements described in the
Area C: Eight units (two courses) from Anthro-
sion units, distributed as follows:
Twenty-four upper-divi-
Upper-division minor.
Women's Studies 80.
Italian 142X, 142XZ; Japanese 154A-B, 155AG, 155M, 155Z; Robotics 156A-B; Religious Studies 103B, 114D, 192;
Applicants must first be admitted to, or
currently enrolled in, a UCSB Ph.D. program
A one-quarter seminar offered by
1. Issues in Feminist Epistemology and
2. Special Topics in Women's Studies (594 AA-ZZ). A one-quarter seminar offered by a women's studies faculty member on top-
ics of central concern to the field of women's studies.
20H. Women, Society, and Culture Honors
The Women's Studies Program, with over 50 core and affiliated faculty members in over
eleven disciplines, serves as a mode of interdisci-
planary work and scholarly collaboration at UCSB.
Women's studies doctoral emphasis stu-
dents are required to complete successfully four
teaching courses as teaching as-
and/or sexuality. Using an interdepartmental set of conversations and intellectual ques-
tions, women's studies support a multifaceted undergraduate curriculum at UCSB.
Graduate emphasis students are encouraged to apply
to teach women's studies courses as teaching as-
and associates as part of their women's studies training.
This introductory course examines cultural repre-
dations of diverse women's lives from a humanities
perspective. The focus is on women as cultural produc-
ers, subjects, and critics in literature, film, the visual
and/or sexuality.
Art History, 111E, 143B-C; Asian American Studies 112, 128, 131, 132, 134, 135, 136, 138, 146; Black Studies 107, 121, 122, 127, 133, 136; Chicana/o Studies 112, 114, 147, 148, 149, 151, 153, 154F, 155W, 167, 184A; Classics 110, 115; Communication 124, 126; Comparative Literature 104, Dance 145W; English 114AA-
repeated for credit. See individual course listings for limitations.) Note: A combined maximum of 8 units of independent studies, Women's Studies 190, 198, and 199 may be applied to the minor.
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 women's studies and those offered by other departments and applied to the minor.
Preparation for the minor. Women's Studies 80.
Upper-division minor. Twenty-four upper-division units, distributed as follows:
Area A: Women's Studies 162.
Area B: Twelve units (three courses) from the following: Asian American Studies 135; Chicana/o Studies 151, 153; English 134LG; History 101G; Political Science 159; Sociology 159LG, 176A; Women's Studies 159LG, 160.
Area C: Eight units (two courses) from Anthropology 176; Asian American Studies 112, 138; Chicana/o Studies 149; History 124A, 188S; Japanese 162; Sociology 144S, 159S; Women's Studies 124A, 150; or additional courses from Area B listed above (Asian American Studies 135; Chicana/o Studies 151, 153; English 129, 134LG; History 101G; Political Science 159; Sociology 159LG, 176A; Women's Studies 159LG, 160).
Graduate Program
In addition to program requirements, can-
didates 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 Women's Studies Program, with over 50 core and affiliated faculty members in over

Women's Studies Courses
A list of women's studies courses with descriptions will be available before the beginning of each quarter, as close to the start of registration as pos-
sible. Students are urged to consult this list before registering.
LOWER DIVISION
20. Women, Society, and Culture
(4) BORIS, OAKS, RUPP, WILLIAMS
Not open for credit to students who have com-
pleted 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 com-
pleted Women’s Studies 20.
Lecture is concurrent with Women's Studies 20,
along with a weekly honors seminar, requiring ad-
ditional assignments and intensive discussion of the
readings. Intended for highly motivated and well
prepared students.
30. Women, Development and
Globalization
(4) CHANG, HERNANDEZ
Not open for credit to students who have com-
pleted 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, HERNANDEZ
Prerequisite: consent of instructor.
Not open for credit to students who have com-
pleted Women’s Studies 30.
Lecture is concurrent with Women’s Studies 30,
along with a weekly honors seminar, requiring ad-
ditional assignments and intensive discussion of the
readings. Intended for highly motivated and well
prepared students.
40. Women, Representation, and Cultural Production
(4) BORIS, HERNANDEZ, OAKS
Not open for credit to students who have com-
pleted Women’s Studies 40H.
This introductory course examines cultural repre-
sentations of diverse women's lives from a humanities
perspective. The focus is on women as cultural produc-
ers, subjects, and critics in literature, film, the visual
arts, and music.
40H. Women, Representation, and
Cultural Production Honors
(5) BORIS, HERNANDEZ, OAKS
Prerequisite: consent of instructor.
Not open for credit to students who have com-
pleted Women’s Studies 40.
Lecture is concurrent with Women’s Studies 40,
along with a weekly honors seminar, requiring ad-
ditional assignments and intensive discussion of the
readings. Intended for highly motivated and well
prepared students.
50. Global Feminisms and Social Justice
(4) BORIS, CHANG, OAKS, RUPP
Not open for credit to students who have com-
pleted 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, RUPP
Prerequisite: consent of instructor.
Not open for credit to students who have com-
pleted Women’s Studies 50.
Lecture is concurrent with Women’s Studies 50,
along with a weekly honors seminar, requiring ad-
ditional 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
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
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) HERNANDEZ
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, this 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) HERNANDEZ
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 10 or 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 98/99/190/198/199/199A-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 102B.
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 Labs
(4) BORIS
Letter grade required for majors and minors. Not open for credit to students who have completed Women’s Studies 186B.
Recommended preparation: upper-division standing or a prior course in women’s studies.
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 America 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 in current controversies.

135. Feminist Theories of Science and Feminist Scientists
(4) OAKS
Letter grade required for majors and minors.
Recommended preparation: upper-division standing or a prior one-year course in women’s studies.
An examination of feminist analysts and critiques of science in social, historical, and political contexts. How does science construct gender? How and why are women excluded from scientific discourses and practices? How have women transformed science, and what is “feminist science?”

142. Black Women Filmmakers
(4) BOBO
Not open for credit to students who have completed Women’s Studies 186B.
Letter grade required for majors and minors.
Recommended preparation: upper-division standing or a prior one-year course in women’s studies.
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 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.

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.

159B. Women in American History
(4) COHEN, DENHART
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) HERNANDEZ
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.

180. Feminist Critiques of Inquiry
(4) HERNANDEZ, WILLIAMS
Prerequisite: upper-division standing; open to majors and minors only.
Letter grade required for majors.
Assessment of key methods and assumptions of discipline-based knowledge production, and readings of feminist critiques of such methodologies and epistemology.

181. Key Issues in Feminist Theory
(4) BORIS, TOMLINSKI
Prerequisites: Women's Studies 180; upper-division standing; open to women's studies majors and minors only.
Letter grade required for majors and minors.
Readings in feminist theories since de Beauvoir, to frame and interpret selected contemporary social, cultural, and political movements and the roles of women within U.S. domestic and transnational territories.

182. Feminist Research and Practice
(4) STAFF
Prerequisites: Women's Studies 180 and 181; upper-division standing; open to women's studies majors only.
Open to women's studies minors with consent of instructor. Letter grade required for majors and minors.
Intended to be the culminating experience for Women's Studies majors. A seminar focusing on participants' individual research on selected social and cultural topics, with faculty mentors or through internships in women-identified organizations.

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
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 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 placed 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.

196. Senior Seminar
(4) STAFF
Prerequisites: Women's Studies 180 and 181; open to women's studies majors only.
May be repeated for credit to a maximum of 8 units.
A senior seminar intended for majors in their senior year that permits some analytic synthesis across themes in women's studies. Topics will vary with instructor.

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.

Directions 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
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 199 may be repeated for credit to a maximum of 12 units, but only 4 units may be applied toward the major.

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) STAFF
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.

220. Genders and Sexualities
(4) STAFF
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 reading course on diverse manifestations of feminism and women's movements around the globe.

270. Feminist Epistemologies and Pedagogy
(4) BORIS
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 assign-
ments. 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.

Writing Program

Writing Program  
Division of Humanities and Fine Arts  
South Hall 1520  
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E-mail: wpinfo@writing.ucsb.edu  
Web site: www.writing.ucsb.edu  
Acting Program Director: Robert Erickson, Ph.D.  
Associate Director: Michael Petracca

Faculty

Mashey M. Bernstein, Ph.D., UC Santa Barbara, Lecturer  
N. Douglas Bradley, M.A., Stanford University, 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  
LeeAnne G. Kryder, Ph.D., Bowling Green State University, Lecturer  
Brian A. Lofthus, Ph.D., M.A., UC Irvine, Lecturer  
Karen J. Lunsford, Ph.D., University of Illinois at Urbana-Champaign, Assistant Professor  
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

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 Kirsch, 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. 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 OER 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 Specialty Merchandise Corporation Business Writing 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. Specialty Merchandise Corporation 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 the rhetoric of professional writing, and in editing and publishing, 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:


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:

Not open for credit to students who have completed English 2 or Writing 2 or 2LK.

A writing course focusing on developing analytical skills, synthesizing multiple sources, sustaining coherent arguments, and revising for clarity of style. Requirements and assignments are drawn from a range of engineering disciplines.

2LK. Academic Writing

Prerequisites: satisfaction of Entry Level Writing Requirement or Linguistics 12; and enrollment in linked companion course.

Not open for credit to students who have completed English 2 or Writing 2 or 2LK.

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.

50E. Writing and the Research Process for Engineers

Prerequisites: Writing 2 or 2E or 2LK.

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

Prerequisites: Writing 2 or 2E or 2LK.

A writing course addressing the analytical skills underlying the research process of academic and professional communities. Sections vary in topic and disciplinary emphasis.

60. Tutoring Writing

Prerequisites: Writing 2 or 2E or 2LK.

Student tutors 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

Prerequisites: lower-division standing; consent of instructor.

Attention to critical thinking, research techniques, and professional writing for and in the disciplines.

105CN. Writing Creative Nonfiction

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

Prerequisites: upper-division standing; concurrent internship (60-70 hours); consent of instructor.

Students of all majors analyze and direct their internship experience. 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

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

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

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

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

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.

109EC. Writing for Economics and Business Economics

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

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

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 109L.
Practice in applying rules to facts in analyzing issues and in writing clearly, succinctly, and cogently in various forms of legal discourse such as briefs, law essays, letters, short office memoranda, and appellate briefs. Fundamentals of legal research are touched upon.

109LS. 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 109L.
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 109L.
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 109V.
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 hypothesized client problems.

110MK. Professional Communication in Marketing and Public Relations (4) STAFF
Prerequisites: Writing 109EC or 109GS or 109ST; a prior course from Writing 109AA-ZZ; upper-division standing.
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.

115A. 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.

115B. 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.

115A. 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.

155A. 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.
Focus on grammatical 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 15G; 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.

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.
Donald Bren School of Environmental Science & Management

U C Santa Barbara’s Donald Bren School of Environmental Science & Management is a professional school which trains graduate students in rigorous interdisciplinary approaches to environmental problem solving. The Bren School offers the Master of Environmental Science and Management (M.E.S.M.), a professional degree, and the Ph.D. in Environmental Science and Management, a research-oriented degree. The Bren 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, the diverse disciplines addressing environmental issues have developed independently. Research and teaching have reached the point where significant progress requires weaving together elements of formerly disparate disciplines and blurring traditional boundaries. The School brings together a range of natural and social scientists to research important environmental questions. Moreover, because environmental issues arise in legal, political, and business contexts, the School’s faculty also brings together law and business professors who provide perspectives from professional arenas. The Bren School continues to engage in a campaign of faculty recruitment and will appoint several new faculty members over the next few years.

A guiding principle of the School is that the analysis of environmental problems requires quantitative training in more than one discipline and an awareness of the physical, biological, social, political, and economic decisions that arise from scientific or technological decisions. The Bren School incorporates this view of environmental science and management into its programs and equips students with the scientific knowledge and managerial skills necessary to meet growing environmental challenges. The Bren School strives to provide a truly interdisciplinary program that goes beyond mere coursework in several disciplines to form a coherently integrated program blending teaching, research, and real-world problems.

Faculty
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)
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)
Jeff Dozier, Ph.D., University of Michigan, Professor (snow hydrology, earth system science, remote sensing and information systems)
Tom 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 (corporate environmental management, organizational behavior, negotiation, public policy)

Adjunct Faculty
Dennis Aigner, Ph.D., UC Berkeley, Adjunct Professor (economic theory, corporate environmental management)
Lee Hannah, Ph.D., UC Los Angeles, Adjunct Assistant Professor (conservation planning, climate change)
Peter Kareiva, Ph.D., Duke University, Adjunct Professor (spatial ecology and its application to conservation planning)
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)
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 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 and 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 will depend 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 a 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.

Master of Environmental Science and Management (M.E.S.M.)

The Master of Environmental Science and Management (MESM) is a professional degree intended for students who will enter or re-enter the workforce 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, non-profit organizations, and consulting firms. Bren MESM graduates have a suite of qualifications, including 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, 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 context of the problem. The School also brings in environmental professionals from government, business, and non-profit 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 69 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 Biogeochecological Systems 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 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 four-quarter capstone Group Project that serves as the master’s thesis. Students obtain 12 units for their Group Project by enrolling in ESM 401, A, B, C, and D. 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, 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, remediation, and/or prevention of environmental problems of today and the future. 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 multi-disciplinary or disciplinary focus). Students who wish to obtain a stronger multi-disciplinary 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.

However, students entering in Fall 2007 or after will be 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 important skills such as academic writing, proposal writing, critiquing.

**Speaker Series**—ESM 595SS: analysis and discussion of presentations by experts about particular environmental problem theme and its solutions.

Seminars will typically be led by two Bren faculty members representing both natural and social science perspectives. 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 at least two members from the Bren School faculty; at least one member must have greater than 0% appointment. The committee chair must be a member of the Bren School faculty. The Bren School faculty as a whole approve the composition of the Ph.D. committee and review each Ph.D. student’s progress annually.

Ph.D. students complete an individual program of study determined in consultation with their Ph.D. Committee. 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/her specialization in the context of environmental science and management as well as research skills, problem solving skills, and ability to do 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, and original research in their major field. Upon completion of the dissertation, the Ph.D. Committee, public lecture on the research must be presented, followed by a closed-door defense before the Ph.D. Committee.

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**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

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), symmetric information (cost revelation and auditing), regulatory incidence, dynamics and counting, exhaustible and renewable resources, valuation, environmental macroeconomics, trade and the environment, comparative regulatory analysis.

**206A-B-C. Data Analysis for Environmental Science and Management**

(1-4) KENDALL

Prerequisites: Mathematics 3A-B-C or equivalent. A three-quarter, in-progress sequence course with final grades given upon completion of ESM 206C. 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.

**208. 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.

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**209. Financial Management**

(2) STAFF

Introduction to corporate financial management and reporting. Topics include the function of stock markets, discounted cash flows, investment appraisal, valuation of bonds and stocks, the capital structure decision, the accounting model, financial reporting to stockholders, and financial statement analysis.

**210. Strategic Management and the Public/Private Interface**

(4) DELMAS, LIBECAP

Introduces students to business objectives and structure and discusses new strategy models and tools that incorporate principles of environmental management and corporate performance. Focuses on the publicprivate interface and explores the consequences of environmental regulations and policies.

**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.

**213. Ecological Effects of Pollutants**

(4) STAFF

Prerequisite: ESM 201 and 202. Case study-oriented course examining the effects of pollutants in natural and human-dominated ecosystems. Topics include identification and quantification methods, contaminant sources and effects, predictive methods and restoration.

**214. Bioremediation**

(4) HOLDEN


**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 numerating, and describing what microbes do in natural and polluted samples.

222. Fate and Transport of Pollutants in the Environment
(4) KELLER
Prerequisite: ESM 202.

223. Soil and Groundwater Quality Management
(4) STAFF
Prerequisites: ESM 202 and 203.
Recommended preparation: ESM 222 and groundwater hydrology.
Focuses on 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).
Prerequisite: 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.
Examines 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.

228. Environmental Field Methods
(4) STAFF
Prerequisite: Ph.D. and second-year MESM students only.
Covers various field techniques related to evaluation of water quality, sampling environmental matrices, and collection of biota. Class work focuses on experimental design and instrument theory. Field trips and labs provide exposure to sampling techniques and data manipulation.

232. Environmental Modeling
(4) COSTELLO
Prerequisite: 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
Prerequisite: 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.

241. Environmental Politics and Policymaking
(4) YOUNG
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.

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) STAFF
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 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. Microeconomics Principles for Environmental Management
(2) KOTCHEN
Instructs students how to think like economists and to formulate policy questions using simple economic tools. Course includes: The supply and demand, efficiency of private markets, the costs of taxation, externalities and public goods.

257. Coastal Marine Policy
(4) STAFF
Conceptual approaches and analytical tools used in marine resource 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) STAFF
Prerequisite: ESM 201.
The application of ecological principles and methods to environmental problems in marine ecosystems. Emphasis is placed on the 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
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.

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.
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.

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) STAFF
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
(2-4) STAFF
May be repeated for credit with changes in content.
Advanced topic in environmental law.

296. Advanced Special Topics in Environmental Management
(2-4) STAFF
Covers advanced special topics in environmental management.

297. Advanced Special Topics in Environmental Policy
(2-4) STAFF
Covers advanced special topics in environmental policy.

299. Advanced Special Topics in Environmental Science
(2-4) STAFF
Advanced topics in environmental science.

401A-B-C-D. Group Project in Environmental Science
(3-4-4-1) STAFF
In-progress course with grades awarded for all four terms.

434. Management of Ecosystem Resources
(2-4) STAFF
Prerequisite: consent of instructor.
Advanced management techniques for ecosystem resource management.

437. Writing Skills for Environmental Professionals
(2-4) 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
(2-4) STAFF
May be repeated for credit provided letter designations are different.

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)
HH. Institutions and Environment (PhD level)
II. 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
(2-12) 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.
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. 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 (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 political 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 master’s and doctoral candidates. Information may be obtained by calling (805) 893-2137. For information on the M.Ed. in Teaching, call (805) 893-2084.

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 Teacher Education Office at (805) 893-2084.

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**

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 require possession of a California teaching credential or its equivalent, and may require teaching or other appropriate experience.

**Admission**

All GGSE programs require FALL quarter admission, except for the Credential programs and Joint Doctoral Program, which require SUMMER admission. Applicants are advised to apply 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 or by contacting: Counseling, Clinical, and School Psychology, (805) 893-3375; Program in 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). 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 nationally accredited institution. See the Gevirtz School Web site for specific program and department admission requirements: www.education.ucsb.edu.
Application Deadlines
Applications must be received by the date established by Graduate Division:
• Department of Counseling, Clinical, and School Psychology—December 10th
• Department of Education—December 15th
• Fellowships—February 1st
• Annual Research Grant—March 1st
• Teacher Education Program—February 1st
• Education Specialist Program—March 1st
• Joint Doctoral Program—February 1st

Research and Training Facilities
Graduate training and research 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 Psychological Assessment Center. Qualitative, quantitative, and media laboratories are available for research and instruction.

Education
Chair: Michael Gerber

Faculty
Charles Bazerman, Ph.D., Brandeis University, Professor (teaching and learning, cultural perspectives and comparative education, research methodology, LISO, applied linguistics)
Julie Blanchini, Ph.D., Stanford University, Associate Professor (teaching and learning, teacher education)
Sheridan Blau, Ph.D., Brandeis University, Senior Lecturer with Security of Employment (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, Associate 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)
Jane Close Conoley, Ph.D., University of Texas, Austin, Dean and Professor (school psychology)
Jenny Cook-Gumperz, Ph.D., University of London, Professor (teaching and learning, cultural perspectives and comparative education, research methodology, LISO, applied linguistics, Joint Doctoral Program in Educational Leadership)
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, IHD)
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)
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)
James L. Gentilucci, Ph.D., UC Santa Barbara, Adjunct Assistant Professor (Joint Doctoral Program in Educational Leadership)
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)
Minor in Education

The Gevirtz Graduate School of Education offers an Education and Applied Psychology Minor. The minor 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. The minor requires a minimum of 18 units including three core courses (one of which must be a practicum) and electives. There are three tracks in the minor: Educational Studies; Teacher Preparation; and Applied Psychology (Counseling, Clinical, and School Psychology). For additional information, see our Web site at www.education.ucsb.edu.

Degree and Credential Programs

The Gevirtz Graduate School of Education offers two doctoral degrees: the doctor of philosophy in education; and the doctor of philosophy in Counseling, Clinical, and School Psychology, as well as a combined M.A./Ph.D. degree and a joint doctoral program (Ed.D.) in Educational Leadership 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 also 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.

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 achieve a grade-point average of 3.0 to be awarded a graduate degree. There is no language requirement. However, when advisors 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 thesis or project. 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 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. open only to continuing CNCSP students completing the Ph.D., is also available. The emphases in clinical psychology, counseling psychology, or school psychology share knowledge bases and core skills. The UCSD 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 follows a scientist-practitioner model of training. During the first year, students take a set of courses that are designed to provide basic preparation in these common domains. Beginning in the second year and increasingly thereafter, each student selects 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 distance.

**School Psychology Emphasis (M.Ed.)**

Students pursuing a master’s degree in education 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 in the provision of comprehensive support services to teachers, students, and parents. Comprehensive support service includes prevention, assessment, and intervention programs for all children. A primary objective is to train school psychologists to enhance the learning and development of students and to assist those who are at-risk or in need of special education services. Students are admitted to an M.Ed. degree in Education and the Pupil Personnel Services credential with specialization in school psychology, approved by the California Commission on Teacher Credentialing and the National Association of School Psychologists. Students enrolled in other education programs may also petition to add this credential option, with admission contingent upon space availability.

**The Department of Education**

**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. The Ed.D. with Cal Poly San Luis Obispo is a joint UC-CSU program.

**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 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 applies 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 knowl-
edgible, 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 the leadership of instruction among Central California educational professionals in P-20 school organizations and other educational agencies. The Program uses the unique strengths of UCSB and Cal Poly (i.e., research and field-based practice) to provide a learning experience that focuses on ex-urban schools; accelerates the anticipated time to degree to 3 years; operates all year round with annual summer sessions and institutes; uses a cohort learning model for working professionals; conducts research in situ at regional Professional Development Districts; 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, District Educational Agents, Non-Profit Educational Leaders, and Public and Private Educational Consultants. Applications are accepted for summer quarter. Applicants must already possess a Master’s degree. Adjunct faculty associated with the JDP: Dr. Claudine Michel, Professor in Black Studies, Dr. Julian Crocker, San Luis Obispo County Superintendent of Schools.

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 (SS). The single subject teaching credential is offered in English, Mathematics, Science, Social Science, Art, 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 2004-2005 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_2004-2005_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 1 Technology requirement. To prepare candidates to meet this requirement, students take Education 103: Tools for Technology offered at UCSB in the winter, spring, 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. CBEST: Candidates are required to take the California Basic Education Skills Test (CBEST) 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. Note: UCSB only offers the Program in Mathematics.

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 1 Technology requirement. To prepare candidates to meet this requirement, students take Education 103. Students who cannot take ED 103 before the program begins will take
this course in the fall 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 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 requires 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 Teacher Education Program 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 Pre-Professional Coordinator at (805) 893-3976.

d. CBEST: Candidates are required to take the CBEST. Candidates must pass CBEST to receive a credential from the state.

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 Teacher Education Program at (805) 893-2036. The application deadline is March 1.

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 Department of Germanic, Slavic & Semitic Studies, 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 Critical Pedagogy; 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. 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

Students pursuing a Ph.D. in the Gevirtz Graduate School of Education may petition to add an emphasis in cognitive science. The interdisciplinary program in cognitive science involves faculty from the Ph.D. programs in Anthropology, Computer Science, Education, English, Electrical and Computer Engineering, Geography, Linguistics, Psychology, and Sociology. 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, which are taught individually and collaboratively by faculty from a variety of disciplines.

Students who petition to add the emphasis in cognitive science must fulfill the following requirements in addition to the requirements of 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 Critical Pedagogy; 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. 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.
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.

3B. California Teach 2: Mathematics
(2) LAGER, MILLETT
Prerequisite: Education 3A.
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.

4A. California Teacher 1: Science
(2) BIANCHINI, SEARS
Prerequisite: Education 4A.
Introduction to science learning and teaching in grades 7-12. Undergraduates study how children learn, think about, and do science in classrooms. Includes a field experience in schools.

4B. California Teach 2: Science
(2) BIANCHINI, SEARS
Prerequisite: Education 4A.
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.

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.
Introduction to the 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.

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. Social Foundations of Education (4) RALEY
Prerequisites: 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.

164. Introduction to Educational and Vocational Guidance (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
Prerequisite: upper-division standing. The lab for this course, Education 165L, is optional.
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.

171A. Psychology of Gender (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
Prerequisite: upper-division standing. This course is an overview of 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) GIBER
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
Prerequisites: Psychology 1; upper-division standing. Students must have a minimum 3.0 GPA. Overview of diagnostic, clinical, and educational approaches used for autism. Interdisciplinary 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
Prerequisites: consent of instructor; not open to seniors. Final enrollment determined by student's qualifications.
Provides internship training in sexual health, including life skills (i.e., self-awareness and assertive communication); health skills; 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
Prerequisites: consent of instructor; not open to seniors. Final enrollment determined by student's qualifications.
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 the Alcohol and Drug internships.

191D. Peer Health Education Internship (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.

197. Special Topics in Education and Applied Psychology (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
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 98/99/189/199/199D/199RA courses combined. Study of special problems in various fields of education.

199RA. Independent Research Assistance (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 98/99/189/199/199D/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

220. Research Design and Methods in Professional Psychology (4) BROWN
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 ongoing 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, SIMON
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, escapeavoidance, stimulatio, research on physiological, educational, and behavioral interventions used in clinical, school and family settings.

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.

222A. Descriptive Diagnosis (1) STAFF
Prerequisite: consent of instructor.
The 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, MURRISON
Prerequisite: consent of instructor.
An introduction to the domain of developmental psychopathology, by theory and 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.

222A. Professional Organizations (1) FURLONG, ISAEL
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) STAFF
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) STAFF
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
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, operant-shaping/aversive issues, generalization and maintenance of treatment gains, causes, evaluation of behavior changes, medicine, self-management.

257B. Psychoeducational Assessment and Intervention (4) STAFF
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 non-discriminatory assessment.

260A. Theories of Counseling and Psychotherapy (4) CASAS, ISAEL
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.

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) STAFF
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) STAFF
Prerequisite: consent of instructor.
Group, individual and system strategies for evidence-based prevention and intervention with children and adolescents in the schools and community. Problems and processes involved in the implementation of these strategies and programs are also explored.

262C. Counseling Children and Families (4) COSDEN, MURRISON
Prerequisite: consent of instructor.
Covers counseling and psychotherapy for children, adolescents, and families. CBT, play therapy, and family systems therapies are examined.

263A. Advanced Psychotherapy Techniques (4) SMITH, KOEGEL, SIMON
Prerequisite: consent of instructor.
Exploration of techniques of major psychotherapy theories, evidence-based practices, and application to diverse populations.
264A. Supervision Theory
(4) STAFF
Prerequisite: consent of instructor.
An overview of theory and research on the process and outcomes of supervision of professional psychologists.

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 each week in an approved setting is required.

270. Advanced Fieldwork: General
(4) COSDEN, ISRAEL
Prerequisite: consent of instructor.
Course involves supervised work with adults, children, adolescents, and families in the Hosford Clinic. Supervised work includes intake, assessment, counseling & psychotherapy. Related readings, case notes, written case conceptualizations, and other written assignments and clinical responsibilities are required.

271A. Hosford Clinic Practicum
(1-4) STAFF
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.

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.

272. Advanced Fieldwork: Counseling Psychology
(4) STAFF
Prerequisites: 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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) FURLOONG, IMERSON, 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 progression 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
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) STAFF
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.

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 masters’ 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
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. Single Case Experimental Design
(4) FURLONG
Prerequisite: consent of instructor.
The 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.

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 relationships among culture, society, and the organization of school. Considers the complex relationships among teachers and learners within the context of U.S. schools.

203DF-DW. Applications of Computers to Educational Purposes I
(2-1) COPELAND
Prerequisites: admission to Single Subject Teaching Credential Program, and consent of instructor.
Required for students preparing for secondary school teaching.
Exploration of issues related to the 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-EW. Applications of Computers to Educational Purposes I
(2-1) COPELAND
Prerequisites: admission to Multiple Subject Teaching Credential Program, and consent of instructor.
Required for students preparing for elementary school teaching.
Exploration of issues related to the 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 ideals of 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 legitimation. The course treats epistemological topics such as perception, objectivity, argumentation, truth and knowledge, and the aims of social science research.

207. Sociolinguistics in Education
(4) COOK-GUMPERZ, GREEN
Prerequisite: consent of instructor.
This course describes theoretical and empirical accounts of the development of the knowledge representations and psychological processes underlying language comprehension and use. Topics include: 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.

209A. Seminar in Language Development
(4) KYRATZIS, OKAMOTO
Prerequisite: consent of instructor.
This course describes theoretical and empirical accounts of the development of the knowledge representations and psychological processes underlying language comprehension and use. Topics include: 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) HUDEY, JEMERSON
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) KRYATZIS, KOOR 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.

210A. Human Memory and Cognitive Processes
(4) DURAN
Prerequisite: consent of instructor.
Survey of memory approaches and empirical findings in the areas of learning, memory, psycholinguistics, cognitive processing, and situated cognition. Topics include models of memory, information-processing and related experimental methodology and findings. Contemporary paradigm shifts in cognitive psychology also reviewed.

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
(1-4) 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, KRYATZIS, 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) KRYATZIS, OKAMOTO
Theoretical bases and empirical findings on the development of children from conception through preschool 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 educational 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 educational process.

212. Quantitative Methods in the Social Sciences Colloquium
(2) ZWICK
Same course as Geography 210Q, 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
Prerequisites: admission to Secondary (Single Subject) Credential Program.
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, 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) 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, logit and probit analysis. Students learn to use a statistical software for the analysis of data.

215A. Introduction to Testing and Measurement
(4) BROWN
Prerequisite: consent of instructor.
Not open for credit to students who have completed Education 215A.
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. Emphasis on the design of tests and evaluation of reliability and validity 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 computer-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 analyses 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) RIANCHINI, BRENNER
Prerequisite: consent of instructor.
Examination of models of research on instructional approaches used in K-12 classrooms. These include multicultural/liberatory/feminist inquiry, cooperative learning and experiential learning.

219B. Research on Classroom Teaching
(4) COPELAND, GREEN
Prerequisite: consent of instructor.
Examination of models of research on instructional approaches used in K-12 classrooms. These include multicultural/liberatory/feminist inquiry, cooperative learning and experiential learning.

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
An 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, WU
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/contextual 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
Prerequisites: Ed 214A and 221; 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 pedagogical 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, assessment 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) SINGER
Prerequisite: consent of instructor.
Functional academics and social academic 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, contemporay 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 development 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
(4) STAFF
Prerequisite: 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.

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.

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.

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.
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.

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
(1-6) 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.

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) WEISSBERGER
Prerequisite: consent of instructor.

Offers a historical overview of minority education in our public schools with emphasis on urban multietnic 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, KRYATZIS
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.

274. Proseminar in Language, Interaction, and Social Organization
(2-4) COOK-GUMPERZ, BAERZMAN, KRYATZIS, 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 in-service 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 Education
(4) BIANCHINI
Prerequisite: consent of instructor.

Examines research on teacher education and professional development. Course explores standards for teacher education, teacher education and professional development models, research on teacher learning communities, and enduring challenges faced by teacher educators.

283A. Seminar in Teacher Education and Professional Development
(2) COPELAND, LAGER
Prerequisite: 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 Professional Development
(2) COPELAND, LAGER
Prerequisite: consent of instructor.

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.

Presents the theoretical foundations of cross-cultural education with emphasis on its history, rationale, and objectives.

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.

Examination of recent scholarship related to issues of gender and ethnicity in science and 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.

Examines recent research 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 preservice science teachers.

289. Professional Development Seminar for Facilitators
(2) STAFF
Prerequisites: students must be serving as an M.Ed. facilitator for the Teaching Education Program; consent of instructor.

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.

291. Professional Issues in Severe Developmental Disabilities
(4) KEGEL, 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.

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.

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.

295. Seminar in Instructional Leadership
(4) BLOCK
Prerequisite: consent of instructor.

Seminar 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
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 community. Topics include macro-micro-economic theories, K-12 and higher education funding structures, public and corporate financial models, and school finance reform.

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 micro-macro-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 and Practicum in Educational Leadership
(4) GERBER, PETERSEN, BLOCK
Prerequisite: enrollment in the Joint Doctoral Program in Educational Leadership; consent of instructor.
Provides scientific methods used in educational research explored and applied to practicum experience. Includes selection and definition of problem, comparison of research strategies for literature review and selection of measures and instrumentation, common problems of analysis and data interpretation.

406. Research in Educational Leadership
(4-12) GENTILUCCI, BLOCK
Prerequisite: enrollment in the Joint Doctoral Program in Educational Leadership; consent of instructor.
Focusses on written and 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.

410. Education Policy for Educational Leaders
(4) RUMBERGER, BLOCK, YUN
Prerequisite: consent of instructor; acceptance into the Joint Doctoral Program in Educational Leadership.
Supervised research and policy analysis applied to specified, 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

596. Directed Reading and Research (2-12) STAFF
Prerequisite: consent of instructor.
Individual tutorial in doctoral and masters' degree program special fields.

597. Individual Study for Comprehensive Examinations (2-12) STAFF
Prerequisite: consent of instructor.
Preparation for masters 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 programs.

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.

(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.

317. Historical Thinking
(4) KOI
Prerequisite: admission to Single Subject Program or the Multiple Subject Preparation.
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.

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 332B 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/SDAE Methods and Procedures
(2-1) 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 R390A.
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.
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.

(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 Program.
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.

S390M-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.
Lecture-discussion sessions considering secondary school science curriculum materials, and the objectives and teaching strategies appropriate to these materials.

E391AW-AS. Materials Used in Teaching of Mathematics in Elementary Schools
(2-1) 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.

E391CW-AS. Elementary Social Studies Teaching Procedures
(4) STAFF
Prerequisite: 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) STAFF
Prerequisite: 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 Education E391CS.
The application of research and theory to classroom practice in the teaching of science.

E391DF-DW. Elementary Reading and Language Arts Teaching Procedures
(2-2) 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 teaching 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 psychological 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.

E391F-HW-HS. ELDD/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.
The course focuses on the education of English learners. Primary goal is to prepare professional educators who can articulate and 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) 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) STAFF
Prerequisite: admission to Multiple Subject Credential Program. Concurrent enrollment in Education E392 for Ed E393F.

SC393F-W-S. Problems Seminar in Teaching English
(1-1-2) STAFF
Prerequisite: taken concurrently with supervised teaching.

SM393M. Professional Seminar in Teaching English: Secondary
(1) STAFF
Prerequisite: taken concurrently with supervised teaching.

SL393F-W-S. Problem Seminar: Teaching Foreign Languages
(1-1-2) STAFF
Prerequisite: concurrent enrollment in Education SL392.

SS393M. Seminar in Teaching Social Studies
(1-1-2) STAFF
Prerequisite: taken concurrently with supervised teaching in social studies.

SM393F-W-S. Seminar in Teaching Mathematics
(1-1-2) STAFF
Prerequisite: taken concurrently with supervised teaching in mathematics.

SM393M. Professional Seminar in Teaching Math: Secondary
(1) STAFF
Prerequisite: taken concurrently with supervised teaching in mathematics.

SS393F-W-S. Seminar in Teaching Social Studies
(1-1-2) STAFF
Prerequisite: taken concurrently with supervised teaching in social studies.

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.

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.

E394. Ethnography and Communication Skills Development
(2) STAFF
Prerequisite: admission to secondary or elementary credential program.

E395W. Curriculum Design
(3) TUYAY
Prerequisite: admission to Multiple Subject Program (MST).

TUYAY 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.
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*Pending Approval
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 1997, the annual nonresident fee is reduced by 75 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, T, 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 s/he is taking steps to legalize his or her immigration status or will do so as soon as s/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 Regarding 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.
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; and
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 by 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. Click here for more information.

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 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.


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

PERSISTENCE AND GRADUATION RATES

<table>
<thead>
<tr>
<th>Years:</th>
<th>% Persistence at:</th>
<th>% Graduation at:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One</td>
<td>Two</td>
</tr>
<tr>
<td>Freshmen</td>
<td>90%</td>
<td>83%</td>
</tr>
<tr>
<td>Junior Transfers*</td>
<td>87%</td>
<td>81%</td>
</tr>
</tbody>
</table>

*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)

<table>
<thead>
<tr>
<th>Undergrad. Discipline</th>
<th>Average Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science</td>
<td>$67,000</td>
</tr>
<tr>
<td>Engineering</td>
<td>$54,000</td>
</tr>
<tr>
<td>Business</td>
<td>$47,000</td>
</tr>
<tr>
<td>Mathematics</td>
<td>$45,000</td>
</tr>
<tr>
<td>Physical Science</td>
<td>$41,700</td>
</tr>
<tr>
<td>Law and Legal Studies</td>
<td>$36,400</td>
</tr>
<tr>
<td>Biological/Life Science</td>
<td>$36,200</td>
</tr>
<tr>
<td>Communications</td>
<td>$36,100</td>
</tr>
<tr>
<td>Psychology</td>
<td>$36,600</td>
</tr>
<tr>
<td>Interdisciplinary Studies</td>
<td>35,700</td>
</tr>
<tr>
<td>Social Science/History</td>
<td>35,200</td>
</tr>
<tr>
<td>Foreign Language/Linguistics</td>
<td>33,300</td>
</tr>
<tr>
<td>English/Literature</td>
<td>33,200</td>
</tr>
<tr>
<td>Arts</td>
<td>31,900</td>
</tr>
<tr>
<td>Philosophy/Religion</td>
<td>26,400</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>41,200</td>
</tr>
<tr>
<td>All full-time workers</td>
<td>37,200</td>
</tr>
</tbody>
</table>

Source: “Undergraduate Alumni Survey – Spring/Summer 2004 Graduates” conducted by the UCSB Office of Budget & Planning. The above table presents average full-time salary by undergraduate discipline. Sixty-seven percent (67%) 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.

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


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, Pr. Administrative Analyst
Cheadle Hall 5203, (805) 893-8784

Sexual Harassment Complaint Resolution Officer/Title IX Coordinator
Paula Rudolph
Cheadle Hall 2121, (805) 893-2546

Office of Student Life
Yonie Harris, Dean of Students
Student Resource Building (SRB) 2nd floor
(805) 893-4569

Administrative Services
Farfalla Borah, Americans with Disabilities Act Compliance Officer
Cheadle Hall 4129, (805) 893-2184

Women’s Center
Sharon Hoshida, Acting Director
Student Resource Building (SRB) 1st floor
(805) 893-3778

Disabled Students Program
Gary White, Director
Student Resource Building (SRB) 2nd floor
(805) 893-2668

Office of the Ombuds
Campus Ombuds, Girvetz 120SK
(805) 893-3285

Affirmative Action Office
Raymond Huerta, Acting Coordinator
South Hall 1501, (805) 893-3105

Associated Students
Main Office
UCen, Room 1523, (805) 893-2566

Graduate Division
Jodi Anderson, Assistant Dean
Cheadle Hall 3117, (805) 893-7109

Educational Opportunity Program
Yolanda Garcia, Assistant Vice Chancellor, Student Resource Building (SRB) 2nd floor
(805) 893-3720

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 above summarizes the steps in the university’s formal grievance procedure for discrimination.

-------------------------------

STUDENT GRIEVANCE PROCEDURE

<table>
<thead>
<tr>
<th>Who</th>
<th>What</th>
<th>Where</th>
<th>When*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Files formal complaint</td>
<td>Office of the Vice Chancellor-Student Affairs</td>
<td>Within 90 days of receivable action, Within 5 days of receipt of complaint.</td>
</tr>
<tr>
<td>Vice Chancellor-Student Affairs</td>
<td>Forwards complaint</td>
<td>1. To designated investigator(s) 2. To head of department where alleged violation occurred 3. Affirmative Action Coordinator 4. Title IX Compliance Officer, if sex related</td>
<td>Within 5 days of receipt of complaint.</td>
</tr>
<tr>
<td>Department Head</td>
<td>Files written answer to charges</td>
<td>With designated investigator(s)</td>
<td>Within 10 days.</td>
</tr>
<tr>
<td>Investigator(s)</td>
<td>Examines circumstances of charge and reports findings</td>
<td>1. To Vice Chancellor-Student Affairs 2. Department 3. Student 4. Copies to Affirmative Action Coordinator and/or Title IX Officer</td>
<td>Within 10 days of department head reply or 20 days after receipt of complaint.</td>
</tr>
<tr>
<td>Student</td>
<td>Presents written request for formal hearing</td>
<td>To Vice Chancellor-Student Affairs</td>
<td>Within 10 days of receipt of investigator(s) report.</td>
</tr>
<tr>
<td>Vice Chancellor-Student Affairs</td>
<td>Arranges for impartial hearing; student chooses hearing entity</td>
<td>Campus location</td>
<td>Within 30 days.</td>
</tr>
<tr>
<td>Vice Chancellor-Student Affairs</td>
<td>Notifies grievant and department head of hearing time and date</td>
<td>Personally or by registered mail</td>
<td>15 days before hearing date.</td>
</tr>
<tr>
<td>Each party</td>
<td>Exchanges evidence</td>
<td>To be agreed upon</td>
<td>Within 7 days before hearing.</td>
</tr>
<tr>
<td>Hearing entity</td>
<td>Reports findings; makes recommendations</td>
<td>To Vice Chancellor-Student Affairs</td>
<td>Within 30 days after hearing.</td>
</tr>
<tr>
<td>Vice Chancellor-Student Affairs</td>
<td>Makes decision based on report and recommendations</td>
<td>To both parties and their representatives; to Affirmative Action Coordinator and/or Title IX Officer</td>
<td>Within 15 days from receipt of report.</td>
</tr>
<tr>
<td>Student</td>
<td>Files appeal</td>
<td>To Chancellor</td>
<td>Within 30 days from date of report.</td>
</tr>
<tr>
<td>Campus</td>
<td>Keeps all hearing records</td>
<td>As designated by the chancellor and subject to privacy and disclosure legislation</td>
<td>For 3 years.</td>
</tr>
</tbody>
</table>

*All time referred to shall be working days.

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. 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, Cheadle Hall 2121. 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 Sauceda, Sexual Harassment Prevention Education Coordinator, at (805) 893-3778.

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 (effective January 1, 1998): 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...
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. See the accompanying chart on the previous page for more information.

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 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.

Students are given an opportunity to examine and update their personal information at any time upon request at the Office of the Registrar.

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.
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 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 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 ensuring 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 or the graduate dean in the case of a graduate 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 Fontainbleau). Some regulations (e.g., physical and sexual assault, 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.

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    - Disruption of normal heart rhythm
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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.

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, 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 the $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 mail voter registration forms 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 (2201 Student Affairs/Administrative Services Building), and the U.S. Post Office (UCen), or may be requested on-line at www.sa.ucsb.edu/votereg 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.
Index

A

ABS40 461
About the Catalog 57
Absence 28 See also Withdrawal leaves of 28
temporary 28
Academic
advising 48, 109
conduct 34
disqualification 32
eligibility 32, 35
enrollment 48
minor 118
policies and procedures 27–34, 118
probation 32
reinstatement 32-33
standing 31
tutoring services 48
Academic Transfer Students, L&S 37
Admission, Undergraduate 35
applying for 35
by examination alone 37
deadline 4
freshman status 38
intercampus transfer 39
international students 37
minimum requirements 35
for California residents 35
nonresidents 37
office of 35
scholarship requirement 36
selection criteria 38
subject requirement 36
Test of English as a Foreign Language (TOEFL) 37
to College of Creative Studies 58
to College of Letters and Science 110
Transfer students 37
Advanced Placement Credit 117
Advising 48
academic 48
for disabled students 49
orientation for new students 50
peer 51
pre-professional 48
Aerospace Studies (ROTC) 21
Affiliated Centers 67
Affiliated Research Units 26 See also Centers
Air Force Reserve Officers Training Corps (ROTC) Program 21
Alcohol. See Substance abuse, policy and procedure
Alpha Kappa Delta 396
Alternative Transportation. See Transportation and Parking Services
Alumni Affairs 53
Alumni Association 53
American History and Institutions Requirement 40
Analytical Writing Placement Exam 39
Anthropology 120–130
bachelor of arts
cultural anthropology emphasis 121
physical anthropology emphasis 122
courses 124–130
doctor of philosophy 123
optional Ph.D. emphasis in global studies 123
optional Ph.D. emphasis in human development 124
optional Ph.D. emphasis in quantitative methods in the social sciences 124
optional Ph.D. emphasis in technology and society 124
optional Ph.D. emphasis in women’s studies 123
graduate program 122
L&S honors program 121
master of arts 122
archaeology specialization 122
biocultural specialization 122
archaeological specialization 123
minor 122
senior honors program 121
Apartment Living
office of 49
Appendix 456-466
Application Fee 56
Application, Graduate 42
Arabic. See Religious Studies
Archaeology. See Anthropology; See Classics
Architecture. See History of Art and Architecture
Art 130–134 See also College of Creative Studies, Art; See also History of Art and Architecture
bachelor of arts 131
courses 131–134
graduate program 131
honors program 130
master of fine arts degree 131
Art History. See History of Art and Architecture
Art Studio. See also College of Creative Studies, Art
Art Museum 14–15
Arts & Lectures 15
Asian American Studies 134–137
bachelor of arts 135
courses 135–137
minor 135
Asian Studies. See East Asian Languages and Cultural Studies
Associated Students 53-54 See also Graduate Students Association (GSA)
Astronomy. See Physics
Athletic coaching. See Exercise and Sport Studies
Athletics, Intercollegiate 54
Auditing courses 30
Auditions 174, 177
Awards. See Graduation
Bachelor’s degree requirements.
See appropriate department entry
BARC 55
Basque Studies 404
Biochemistry and Molecular Biology. See also Biomolecular Science and Engineering; See also Chemistry and Biochemistry
Biological Sciences. See Ecology, Evolution, and Marine Biology; See Molecular, Cellular, and Developmental Biology
Biomolecular Science and Engineering 137–141 See also Ecology, Evolution, and Marine Biology; See also Molecular, Cellular, and Developmental Biology
Biography. See Also Alumni Associates
Black Studies 141–144
bachelor of arts 141
courses 142–144
minor 141
Bookstore 54
Business. See Advising
Business Economics. See Economics
Cal Grants 56
Calendar, 2007-2008 4
holidays 4
California Basic Education Skills Test (CBEST) 439
California Residency. See Residency
Campaign for UC Santa Barbara 12

C

Campaign for UC Santa Barbara 12

INDEX • 467
International Center for Materials Research (ICMR) 23
Kavli Institute for Theoretical Physics (KITP) 23
Marine Science Institute (MSI) 25
Materials Research Laboratory (MRL) 23
Mitsubishi Chemical Center for Advanced Materials 66
National Center for Ecological Analysis and Synthesis (NCEAS) 23
National Nanotechnology Infrastructure Network (NNIN at UCSB) 23
Natural Reserve System 26
Neuroscience Research Institute (NRI) 25
Ocean Engineering Laboratory 66
Optoelectronics Technology Center (OTC) 66
Pacific-Southwest Regional Center of Excellence (RCE) for Biodefense and Emerging Infectious Disease Research 24
Semiconductor Research Corporation (SRC) 66
Southern California Earthquake Center (SCREE) 24
Subaltern-Popular Workshop Multicampus Research Group 25
Translators Project 26
UC Linguistic Minority Research Institute (UC LMRI) 26
UCSB Nanofabrication Research Center 66
University of California Institute for Research in the Arts (UCIRA) 26
Certificate of Academic Excellence 34
Certificate Programs 21
Chancellor 7
Change of College 65
Change of Major 65
Chemical Engineering 67–72
bachelor of science 69
courses 70–72
doctor of philosophy 69
optional graduate degree emphasis in computational science and engineering 69
laboratory facilities 68–69
master of science 69
mission statement 67
Chemistry and Biochemistry 144–151. See also Biochemistry and Molecular Biology; See also Biomolecular Science and Engineering; See also College of Creative Studies, Chemistry
bachelor of arts 145
courses 153–157
doctor of philosophy 152
graduate program 152
master of arts 152
senior honors program 152
Children's Center 52. See also Orfalea Children's Center
Child development. See Psychology
Chinese. See East Asian Languages and Cultural Studies
Class levels 31
lower division 31
upper division 31
Classical Archaeology. See Classics
Classics 158–165
bachelor of arts 158
classical archaeology emphasis 158
classical language and literature emphasis 158
Greek and Roman culture emphasis 159
courses classics 160–162
Greek 162–163
Latin 163–165
doctor of philosophy 160
ancient history emphasis 160
literature and theory emphasis 160
graduate program 159
honors 158
master of arts 160
ancient history emphasis 160
literature and theory emphasis 160
minor 159
prizes and awards 158
Classification and Numbering of Courses 57
Cleary Act 464
Coaching, Athletic. See Exercise and Sport Studies
College Board Advanced Placement Credit chart 112
College Board Examinations. See Admission, undergraduate
College of Creative Studies 16, 38, 58–62
admission 58
courses art 60
biochemistry 60
biology 60
chemistry 60
computer science 61
interdisciplinary studies 61
literature 61
mathematics 62
music 62
physics 62
degree requirements 59
grading and unit requirements 59
majors and degrees 58
College of Engineering 16, 38, 63–108
See also Computer Engineering; See also Computer Science, College of Engineering; See also Electrical and Computer Engineering; See also Materials; See also Mechanical and Environmental Engineering
admission 63
change of major or college 65-66
college board advanced placement credit 64
college requirements 64
advanced placement 64
general education 64
grade 64
unit 64
Dean's Honors 65
degree requirements 64 See also Requirements
courses. See appropriate department entry
honors 65
Tau Beta Pi 65
five-year B.S. engineering/M.S. materials degree program 65
five-year joint B.S./M.A. program with economics 65
general education requirements 64
Grade-Point Average requirement 64
minimal progress requirements 65
mission statement 63
student organizations 66
subject requirement chart 63
undergraduate degree requirements 64
unit requirement 64
College of Letters and Science 16, 38, 109–120
academic advising 118–120
academic programs and options 117–118
bachelor of fine arts degree 116
bachelor of music degree 116
bachelor of science 115
change of major 118
community college credit limit 118
courses. See appropriate department entry
dean's honors 116
degree requirements 110
departmental senior honors programs 116
Division of Humanities and Fine Arts 109
Division of Mathematical, Life, and Physical Sciences 109
Division of Social Sciences 110
double majors 118
enrollment limit, 200 unit 110
general education requirements
bachelor of arts degree 111
bachelor of fine arts degree 116
bachelor of music degree 116
bachelor of science degree 115-116
grade-point average requirements for college honors 116
for dean's honors 116
for honors at graduation 116
graduate programs 118
honors 116
honors at graduation 116
Phi Beta Kappa 116
science honors program 116
Letters and Science program 117
limitations for physical activities courses. See Credit
majors 17
minors 17, 118
pre-professional information and advising 119-120
unit requirements 110
College requirements 41
Commencement ceremonies 33. See also Graduation
Communication 165–170
bachelor of arts 165
courses 167–170
graduation program 166
optional Ph.D. emphasis in human development 166
optional Ph.D. emphasis in quantitative methods in the social sciences (QMSS) 166
optional Ph.D. emphasis in technology and society 166
senior honors program 166
Community Affairs Board 54
Community college credit limit 39, 118
Community Housing Office 49
Comparative Literature 170–174
bachelor of arts 171
foreign language emphasis 171
interdisciplinary emphasis 171
courses 172–174
doctor of philosophy 171
optional Ph.D. emphasis in East Asian literatures 171-172
optional Ph.D. emphasis in women's studies 172
graduate program 171
master of arts 171
minor 171
senior honors program 170
Comprehensive Examinations 30
Computer Engineering 72–74
admission 73–74
bachelor of science 74
five-year bachelor of science/master of science program 74
mission statement 73
Computer Labs 48
Computer Science, College of Engineering 74–82
admission 76
bachelor of science 76
courses 78-82
doctor of philosophy 77
optional graduate degree emphasis in computational science and engineering 77
optional Ph.D. emphasis in technology and society 78
five-year bachelor of science/master of science program 76
graduate program 76-78
master of science 76-77
mission statement 75
Computer Science, College of Letters and Science 174–175
bachelor of arts 175
computational biology emphasis 175
emphasis in computational economics 175
computational geography emphasis 175
Computing Facilities 13–14
Computing Services 48
Concurrent Enrollment 21, 29, 118
Conduct 34
academic 34
personal 34
Conference Facilities, University 50
Contested Grades 32
Controlled Substances 466
Correspondence Directory 5
Counseling. See Advising
Counseling and Human Services, Careers in 119
Counseling Services 49, 465
Course Numbers 57
Courses of Instruction auditing 30
definition and numbering of 57
explanation of catalog entries for 57
Independent studies 98/99/198/199
prerequisites for. See also individual course listings
repetition of 29
UC Extension 30
Creative Studies, College of. See College of Creative Studies
Credentialed Programs. See Gevirtz Graduate School of Education
Credit
by examination 30
community college credit limit 118
for advanced placement 64
for community college courses 39
credit from other institutions 39
limitations for courses graded passed/not passed 31
exercise and sport studies courses 111
independent studies courses 57
repetition of courses 29
UC Extension courses 30
Crime rate and statistics 464
Cultural Anthropology. See Anthropology

D

Daily Nexus, Student Newspaper 54
Dance. See Theater and Dance
Davidson Library 13
Dead Week 31
Dean of Students. See Student Life, Office of
Dean's Honors
College of Engineering 65
College of Letters and Science 116
Deficit Program. See Enrollment
Degree Requirements. See appropriate department entry; See Requirements
Degrees and Majors
graduate 18
undergraduate 17
Departmental Honors Program 145
Deposit Fee 56
Developmental Biology. See Molecular, Cellular, and Developmental Biology
Dining Services 49
Diplomas 33
Directing Program 177
Disabled Students Program 49
Discovery, Journal of Undergraduate Research 54
Dismissal. See Disqualification, academic
Disqualification, Academic for misconduct 34,
for undergraduates 32
Dissertation, doctoral 46
Distinction in the major 34, 116
Doctoral Degree Requirements 46
Doctoral Programs 44. See also Degrees and Majors, Graduate;
See also individual department entries
Donald Bren School of Environmental Science and Management 16, 433–437
courses 435–437
doctor of philosophy 434
master of environmental science and management 434
Dormitories. See Housing & Residential Services
Double Majors 118
Drawing Courses. See Art
Dropping Courses 32
Drug Abuse Policy 465

E
Earth Science 175–185
bachelor of arts
geological sciences 177
geological sciences-science education emphasis 177
bachelor of science
earth systems emphasis 176–177
earth and planetary science emphasis 177
geohydrology emphasis 177
geological sciences 176
geophysics 177
paleobiology emphasis 177
courses 179–185
doctor of philosophy 178
five year combined B.S./M.S.-geological sciences 178
five year combined B.S./M.S.-Geophysics 178
graduate program 178
master of science
geological sciences 178
geophysics 178
minor 177
mission statement 176
optional graduate degree emphasis in computational science and engineering 178
senior honors program 176
East Asian Languages and Cultural Studies 185–195
bachelor of arts
Asian studies 185
Chinese 186-187
Japanese 187
courses
Chinese 189-192
East Asian cultural studies 192
Japanese 192-194
Korean 194-195
doctor of philosophy—East Asian language and cultural studies 189
five-year combined bachelor of arts/master of arts
Chinese 188
Japanese 188
graduate program 187-189
master of arts
Asian Studies 188
Asian Studies with emphasis in East Asian language and cultural studies 188
minors
Chinese 187
Japanese 187
optional Ph.D. emphasis in East Asian literatures within the Ph.D. in comparative literature 189
senior honors program
Chinese 187
Ecology, Evolution, and Marine Biology 195–206. See also Molecular, Cellular, and Developmental Biology
bachelor of arts-biological sciences 197
bachelor of science
aquatic biology 197
biological sciences 197-198
ecology and evolution 198
physiology 198
zoology 198-199
courses 200–206
doctor of philosophy 199
emphas in computational science and engineering 199-200
graduate program 199-200
pre-biology major 196
senior honors program 196
Economics 206-213
bachelor of arts
business economics 208
economics 207-208
economics/mathematics 208
courses 209–213
doctor of philosophy 209
five-year combined bachelor of science engineering/master of arts economics-business economics emphasis 209
graduate program 208-209
master of arts in economics 208-209
business economics emphasis 209
senior honors program 207
Education 438–455. See also Gevirtz Graduate School of Education
Education Abroad Program 19-21, 46, 68
country chart 20
Educational Fee 55
Educational Leadership, UCSB/Cal Poly Joint Doctoral Program in (Ed. D.) 438
Educational Leadership and Organizations emphasis 437
Educational Opportunity Program (EOP) 49
Electrical and Computer Engineering 82–93. See also Computer Science, College of Engineering
bachelor of science
computer engineering degree 85
electrical engineering degree 84
courses 86–93
doctor of philosophy
electrical and computer engineering 85
optional graduate degree emphasis in computational science and engineering 85-86
five-year bachelor of science/master of science program 85
graduate program 85-86
laboratory facilities 84
master of science in electrical and computer engineering 85
mission statement 84
Eligibility. See Admission, graduate;
See Admission, undergraduate
Employment Information 462
Endowed Chairs 459–460
Engineering, College of. See College of Engineering
Engineering Research Centers 66. See also Centers
Engineering Sciences 93–94
courses 93–94
English 213–221. See also Writing Program
bachelor of arts 214
courses 216–221
doctor of philosophy 215-216
optional Ph.D. emphasis in European medieval studies 216
optional Ph.D. emphasis in global studies 215
optional Ph.D. emphasis in technology and society 216
optional Ph.D. emphasis in women’s studies 216
graduate program 215-216
honors program 222
master of arts 215
minor 215
English as a Second Language Program 21, 221. See also Linguistics
English Requirements. See Requirements
Entry Level Writing Requirement 39
Enrollment 27
breaks in 39
changes in 27
concurrent 29
deficit program 27
excess program 27
graduate requirements 42-43
limits 27
medical requirements 28
part-time program 27
Entrance Examinations
for admission to majors 41
for graduate admission. See Admission, Graduate
for undergraduate admission. See Admission, Undergraduate

Environmental Engineering. See Donald Bren School of Environmental Science & Management; See Mechanical Engineering

Environmental Science & Management 16, 433–437. See also Donald Bren School of Environmental Science & Management

Environmental Studies 221–228

bachelor of arts
environmental studies 223-224
bachelor of science
environmental studies 224
hydrologic sciences and policy 224
courses 224–228
field studies, study abroad, research opportunities 223
hydrologic sciences and policy major 222
internship program 223
senior honors program 223

Equal Opportunity and Nondiscrimination 2

Equity in Athletics Disclosure Act 458

Ethnicity requirement 59, 115

European Traditions requirement 115

Examinations 30–31

advanced placement 40, 64, 110, 112, 114, 117
American history and institutions 40
College Board Advanced Placement 117
comprehensive 30
credit by 30
English Language Placement Examination (ELPE) 43
English as a Foreign Language (TOEFL), Test of 43
final 30
dead week 31
foreign language placement. See appropriate department entry
for entrance to majors 41
for graduates. See Graduate Division for international students 37
Graduate Record Examination. See appropriate department entry
for medical evaluation, for admission 28

Examination Requirement 37

Exercise & Sport Studies 54, 228–232
courses
advanced exercise & sport studies 230-232
exercise & sport studies 229–230
limitations of credit for courses 111
minor
exercise and sport studies in athletic coaching 228
exercise and sport studies in exercise and health science 229
exercise and sport studies in fitness instruction 229
exercise and sport studies in sport management 229
Excess Program 27. See also Enroll-

ment

Experimental Thinking 54

Extended Learning Services 21, 30, 46
Off Campus Studies (OCS) 21
UCSB Extension 21, 30
certificate programs 21
concurrent enrollment 21
international programs 21
postgraduate study 46
Ventura Center 21

Extension, UCSB. See Extended Learning Services

Extramural Funding 47

F

FAFSA 56

Federal Family Educational Rights and Privacy Act (FERPA) 464

Fee Chart, 2007-2008 55

Fees, Expenses, and Financial Aid 55–56

advancement to candidacy 46
application 56
certificates 55
deposit 56
educational 55
fees and expenses, quarterly 55
for nonresidents. See Nonresident nonresident fees 55
readmission 56
refunds 56
refund schedules 56
registration 55
Student Health Insurance Plan (SHIP) 52, 55

transit systems 56
University Center building 55

Fellowships 47

Film and Media Studies 232–239

bachelor of arts
film and media studies 233
courses 235–239
doctor of philosophy
film and media studies 234–235
graduate program 234–235
master of arts
film and media studies 234
senior honors program 233

Final examinations 30
dead week 30

Financial Aid 56. See also Fees, Expenses, and Financial Aid

application procedures 56
Cal Grants 56
deadlines 56

graduate 47
grants 46-47, 56
loans 56

need-based financial support 47
office of 55
scholarships 56
work-study 56

Fitness Instruction. See Exercise and Sport Studies

Food services, campus 49

Foreign Language. See appropriate department entry

Fraternities 54

French and Italian 239–247

bachelor of arts
French 240
Italian studies 240
courses
French 242–245
Italian 246-247
doctor of philosophy
French 241
optional Ph.D. emphasis in applied linguistics 242
optional Ph.D. emphasis in European medieval studies 241
optional Ph.D. emphasis in women's studies 241-242
five-year combined bachelor of arts/master of arts in French 241
graduate program 241-242
master of arts
French 241
minor
French 240
Italian Studies 241
senior honors program 240
summer institute of French and Franco-phone studies 242

Freshman seminars 118, 247

Freshman Summer Start Program 19

G

Galician Studies 404

General Education Credit for Higher Level IB Exams 114

General Education Requirements 110. See also Requirements

cart 112
College of Engineering 64
College of Letters and Science 111
bachelor of arts degree 111
bachelor of fine arts degree 116
bachelor of music degree 116
bachelor of science degree 115-116

General Studies Courses. See College of Creative Studies, General Studies

General University Requirements 39. See also Requirements

Geography 247–256

bachelor of arts
geographic information science emphasis 249
government 249
bachelor of science
physical geography 249
courses 251–256
doctor of philosophy 250
optional emphasis in cognitive science 250
optional Ph.D. emphasis in quantitative methods in the social sciences (QMSS) 250
optional Ph.D. emphasis in transportation 250
graduate program 249-251
master of arts 250
research opportunities 248
specialized graduate training degrees
earth system science 249
human-environment relations 249
modeling, measurement and computa-
tion 249
study abroad 249
UCSB/San Diego State University joint
Ph.D. program 250
Geological Sciences. See Earth Science
Geology. See Earth Science
Geophysics.

Geophysical Sciences. See Earth Science
Germanic, Slavic, and Semitic Studies
257–263

bachelor of arts
Germanic languages and literatures
257-258
Slavic languages and literatures 258
courses
German 259–261
Hebrew 261-262
Slavic 262–263
doctor of philosophy
Germanic languages and literatures
258-259
optional Ph.D. emphasis in applied
linguistics 259
optional Ph.D. emphasis in women’s
studies 258-259
graduate program 258-259
master of arts, Germanic languages and
literatures 258
 minors
German studies 258
Russian 258
senior honors program
German 257
Slavic 257

Gevirtz Graduate School of Education
16, 438-455
admissions 438
application deadlines 439
counseling/clinical/school psychology
program 441
courses 444-455
credential programs
service credentials 443
degrees, emphases, and credentials of-
ered 439
degree programs 440
education program 441
child and adolescent development
emphasis 441
cultural perspectives of education
emphasis 441
educational leadership and organiza-
tions emphasis 441
research methodology emphasis 441
special education, disabilities and risk
studies emphasis 441
research and learning emphasis 442
teaching and learning emphasis 442
education specialist credential 443
interdisciplinary Ph.D. emphases 443-
444
applied linguistics 443
cognitive science 443
language, interaction and social orga-
nization 444
interdisciplinary human development
444
quantitative methods for the social
sciences 444
minor in Education and applied psychol-
ogy 440
 minors 17
multiple subject teaching credential 442
pupil personnel services credential 443
research and training facilities 439
School Psychology Emphasis (M.Ed.)
441
single subject teaching credential 442-
443

Global and International Studies Pro-
gram 263–264; See also Global
Peace and Security; See also Global
Studies
master of arts
global and international studies 264
optional Ph.D. emphasis in global studies
264
See also Global and Interna-
tional Studies Program; See also
Global Studies
courses 265
minor 264-265

Global Studies 265–268. See also
Global and International
Studies Program; See also Global
Peace and Security
bachelor of arts 265-266
courses 266-268

GOLD 48
Governance, University 456
Grade-Point Average requirement 41
Grades 31
appeal 465
changes 32
contested grades 32, 464
grade points 31
grading 59
in-progress grades 31
incomplete 31
letter 31
pass/no record 59
passed/not passed grades 31
petitioning process 31
plus/minus 31
repetition of courses 29
satisfactory/unsatisfactory grades 32
withdrawal 32

Graduate
application deadlines 43
masters 46
courses. See appropriate department
entry
definition and numbering of 57
degree programs 43
doctoral degree completion 44
Doctoral degree requirements 46
education at UCSB 42–47
financing 47
master’s degree requirements 45
programs 46
requirements 43

Graduate courses. See appropriate
department entry

Graduate Education 16, 42-47
admission 42
candidacy for graduate degree 44
doctoral degree requirements 46
financial aid 47
graduate degree programs 43
Graduate Division 42-43
Graduate Students Association (GSA)
49
leaves of absence 44
master’s degree requirements 45
non-degree status 43
normative times for completing doctoral
programs 44
programs of interest 46
Education Abroad Program 46
Intercampus Exchange 46
requirements for graduate degrees
43–45
academic residence 43
language and methodology require-
ments 44
satisfactory/unsatisfactory grading 32
student appointments 47
transfer of credit 45

Graduate Programs. See appropriate
department entry

Graduate Reinstatement 29
Graduate School of Education.
See Gevirtz Graduate School of
Education
Graduate Students Association 49
Graduation 33
ceremonies/commencement 33
certificate of academic excellence 34
check 33
college honors 34
distinction in the major 34
honors at 34
rates 462
requirements. See appropriate depart-
ment entry. See Requirements

Grants. See Financial Aid
Greek. See Classics; See Religious
Studies

Grievance procedures 51, 463

H

Handicapped Students. See Disabled
Students Program
Health Professions 119
Health Service, Student. See Student
Health
Hebrew. See Religious Studies
High School Requirements for Admis-
sion. See Admission, Under-
graduate
Hindu/Urdu. See Religious Studies
Hispanic Languages and Culture Institu-
tute 19
Hispanic Languages and Literature.
See Latin American and Iberian
Studies; See Spanish and Portu-
guese
Major Requirements, Undergraduate 41. See also appropriate department entry
Management. See Advising
Marine Science 308-311
courses 310-311
degree of philosophy 310
graduate program 310
master of science 310
Marijuana. See Substance abuse policy
Master’s degree requirements. See appropriate department entry
Materials 94–100
courses 96–100
degree of philosophy 96
five-year bachelor of science engineering/master of science materials program 95
master of science 96
Mathematics 311–317. See also College of Creative Studies, Mathematics
bachelor of arts
- economics/mathematics 312-313
- mathematics 312
bachelor of science
- financial mathematics and statistics 313
- mathematical sciences 312
- mathematics 312
courses 314–317
degree of philosophy mathematics 314
optional graduate degree emphasis in computational science and engineering 314
master of arts
- applied mathematics 313-314
- mathematics 313
minor
- mathematics 313
- mathematics for high school teaching 313
Mechanical Engineering 100–108
bachelor of science 103
courses 104–108
degree of philosophy 103-104
optional graduate degree emphasis in computational science and engineering 104
graduate program 103-104
laboratory facilities 101
master of science 103
mission statement 101
Media Arts and Technology, Interdepartmental Graduate Program in 318–321
courses 319-321
degree of philosophy
- media arts and technology degree 319
- emphases
- media arts and technology 318
- multimedia engineering 318
- visual and spatial arts 318
- graduate program 318-319
Medical Requirements 28, 51. See also Health Service, Student
Medical Services 51-52
Student Health Insurance Plan (SHIP) 52, 55
Medicine. See Advising
Medieval Studies Program 321–322
bachelor of arts
- medieval studies 321
courses 321–322
optional Ph.D. emphasis in European medieval studies 321
Microbiology. See Molecular, Cellular, and Developmental Biology
Middle East Studies 322–323
bachelor of arts
- Middle East studies 322
courses 322–323
UCSB center for Middle East studies 322
Military Science (ROTC) 323–324
courses 323–324
Minimum academic progress 118
Minors 17, 118
Mission Statement, UCSB 2
Molecular, Cellular, and Developmental Biology 325–334. See also Ecology, Evolution, and Marine Biology
bachelor of arts
- biological sciences 326
- bachelor of science
- biochemistry-molecular biology 326
- biological sciences 326-327
cell and developmental biology 327
- microbiology 327
- pharmacology 327–328
courses 329–334
degree of philosophy
- molecular, cellular, and developmental biology 328-329
- graduate program 328-329
- master of arts
- molecular, cellular, and developmental biology 328
- senior honors program 325
Multicampus Research 25-26, 457. See also Research
Music 334–350
bachelor of arts
- music 335
- bachelor of music 336
courses
- music 341–348
- music performance laboratories 348–350
degree of philosophy
- doctor of musical arts 340-341
- optional Ph.D. emphasis in European medieval studies 341
degree of philosophy
- music 339-340
- graduate program 337-341
- honors 335
- master of arts
- music 337-338
- master of music 338-339
- minor 337
N
National Research Centers. See Centers
Natural Reserve System 26, 458
Natural Science Sequence 350
courses 350
Newspaper, Student. Daily Nexus 54
Non-degree Status 43
Nondiscrimination Statement 2
Nonresident. See also International students
admission requirements 37
fee 55
Numbering of Courses 57
O
Off-campus Housing. See Housing & Residential Services
Off Campus Studies (OCS). See Extended Learning Services
Order catalog 1
Organized Research Units. See Centers
Orientation 50. See also Advising
P
Painting. See Art; See College of Creative Studies, Art
Parent Notification 466
Parking Services 50. See also Transportation and Parking Services
fees 56
Part-time Enrollment. See Enrollment
Pass/no Record 59
Passed/Not Passed Grades 31
Peer Services 51
Permanent Resident Admission 43
Persian. See Religious Studies
Persistence Rates 462
Petitioning Process 31
Pharmacology. See Molecular, Cellular, and Developmental Biology
Phi Alpha Theta 275-276
Phi Beta Kappa 116
Philosophy 350-356
bachelor of arts 351
- ethics and public policy concentration 351
courses 352–356
degree of philosophy 352
- graduate program 352
- master of arts 352
- minor 351-352
- senior honors program 351
Photo Credits, Catalog 2
Physical activities. See Exercise and Sport Studies; See Intercollegiate Athletics
Physical Education. See Exercise and Sport Studies
Physics 356–361. See also College of Creative Studies, Physics
bachelor of arts 357
bachelor of science 357
courses
- astronomy 358
Physics 358–361
doctor of philosophy 358
graduate program 358
honors program 357
master of arts 358
minors
astronomy and planetary science 358
physics 357

Physiology. See Ecology, Evolution, and Marine Biology
Placement Examinations. See appropriate department entry
Policies and Regulations 461–466
Political Science 361–368
bachelor of arts
political science 362–363
international relations emphasis 363
public service emphasis 363
courses 365–368
doctor of philosophy 363–364
optional Ph.D. emphasis in global studies 364
optional Ph.D. emphasis in quantitative methods in the social sciences 364
optional Ph.D. emphasis in technology and society 364
optional Ph.D. emphasis in women's studies 364–365
graduate program 363–365
honors thesis program 362
master of arts 363
Portuguese 404. See also Spanish and Portuguese
Prerequisites 57
Privacy of Student Records 464
Professional Academic Programs 21
Professional Courses 57
Professional School Preparation 119
Program Board 54
Psychology 368–376
bachelor of arts 370
bachelor of science
biopsychology 370
courses 371–376
doctor of philosophy 371
optional emphasis in cognitive science 371
optional emphasis in human development 371
optional emphasis in quantitative methods in the social sciences 371
graduate program 370–371
master of arts 370–371
undergraduate honors program 369–370
Public and Social Affairs. See Political Science
Punjabi. See Religious Studies
Q
Quantitative Methods in the Social Sciences (QMSS). See Communication; See Economics; See Geography; See Gevirtz Graduate School of Education; See Political Science; See Prob-
ability and Statistics; See Psychology; See Sociology
Quantitative Relationships requirement 111, 115
Quarterly enrollment limits
deficit load 27
R
Radio stations
KCSB–FM 54
KJUC–FM 54
Readmission 28
deadlines for application after absence 4
Records, Student 32, 464
Recreation 54
Refunds 56
schedule 56
Regents 456
Registration Dates and Procedures 4
Registration Fee 55
Registration Dates and Procedures 4
Refunds 56
Reimbursement 456
Registration Dates and Procedures 4
Registration Fee 55
Regulations Governing
academic eligibility. See Admissions, undergraduate; See Admission, graduate
authority of instructors 34
course examinations 30
credit by examination 30
enrollment. See Enrollment
definal examinations 30
grading. See Grades
graduation. See Degree requirements
nonresident tuition. See Nonresident student conduct and responsibility 34
Reinstatement 29
Religious Studies 376–388
bachelor of arts 377–378
courses 379–388
doctor of philosophy 378–379
optional emphasis in European Medieval studies 379
optional Ph.D. emphasis in global studies 379
optional Ph.D. emphasis in women's studies 379
graduate program 378–379
master of arts 378
minor
american indian and indigenous studies 385
Jewish studies 378
undergraduate honors 377
Renaissance Studies 388–389
bachelor of arts 389
courses 389
Repetition of Courses 29
Requirements 35–38. See also Degree requirements
academic residency requirement 41
admission. See Admission, Graduate; See Admission, Undergraduate
American History and Institutions 40
arts 113
bachelor's degrees
general university 39
culture and Thought 113
college 41

S
Sacramento Program 19, 117
Salary Information 462
Satisfactory/Unsatisfactory Grades 31
Scandinavian. See Germanic, Slavic, and Semitic Studies
Schedule of Classes 57
Scholarship requirement 36
Scholarships 47. See also Fellowships; See also Financial Aid
School of Education 16, 438–455
See also Gevirtz Graduate School of Education
School of Environmental Science and Management. See Donald Bren School of Environmental Science and Management
Sculpture. See College of Creative Studies, Art
Selection criteria 38
for freshmen applicants 38
for intercampus transfer 39
for transfer applicants 38
Semitic Language Courses. See Germanic, Slavic, and Semitic Studies; See Religious Studies
Sexual Harassment 463
Simultaneous Enrollment Program 29
Slavic. See Germanic, Slavic, and Semitic Studies
Sociology 389–398
bachelor of arts 391
courses 393–398
doctor of philosophy 392
optional emphasis in human development 392
optional emphasis in language, interaction, and social organization 392
optional emphasis in quantitative methods in the social sciences (QMSS) 392
optional Ph.D. emphasis in global studies 392
optional Ph.D. emphasis in technology and society 393
optional Ph.D. emphasis in women's studies 392
graduate program 391–393
honors program 390
Alpha Kappa Delta 390
master of arts 391
Sororities 54
Spanish and Portuguese 398–408
bachelor of arts
Portuguese 400
Spanish 400
courses
Portuguese 407–408
Spanish 403–407
doctor of philosophy
Hispanic languages and literatures 401–402
optional Ph.D. emphasis in applied linguistics 402
optional Ph.D. emphasis in European medieval studies 402
optional Ph.D. emphasis in women's studies 402
graduate program 400–403
master of arts
Portuguese 401
Spanish 400
Spanish and Portuguese 401
minor
Portuguese 400
Spanish 400
senior honors program 399
summer institute of Hispanic languages and culture 403
Spectrum, Literary Magazine 54
Speech and Hearing Sciences 408–409
courses 409
graduate program 408
minor
speech and hearing sciences 408
Sports 54. See also Exercise and Sport Studies
Statement of Intention to Register (SIR) 56
Statement of Legal Residence 55, 456
Statistics and Applied Probability 409–414
bachelor of arts
statistical science 410
bachelor of science
financial mathematics and statistics 410
statistical science 410
courses 411–414
doctor of philosophy
optional Ph.D. emphasis in financial mathematics and statistics 411
optional Ph.D. emphasis in quantitative methods in the social sciences 411
statistics and applied probability 411
graduate program 410–411
master of arts
applied statistics specialization 411
mathematical statistics specialization 410–411
minor
statistical science 410
Student activities 53–54
appointments 47
conduct and responsibility 34
government. See Associated Students grievance procedure 51, 463
Health, Student 51
educational services 52
insurance 52, 55
medical requirements 51
medical services 51
media 54
records 464
services and activities 48–54
transcript of record 32
work, responsibility for 34
Study Abroad Credit Limitations 39
Subject A. See University of California Entry Level Writing Requirement
Substance Abuse Policy 465
Summer Sessions 19
calendar 4
Sessions 19
Hispanic Languages and Culture Institute 19
Institute of French and Francophone Studies 252
Summer Research Mentorship 19
UCSB Early Start Program 19
Swedish. See Germanic, Slavic, and Semitic Studies
T
Table of Contents 3
Tau Beta Pi 65
Taxpayer Relief Act of 1997 463–464
Teaching. See Gevirtz Graduate School of Education; See Preprofessional information and advising
credential programs. See Gevirtz Graduate School of Education
Tests. See Examinations
Theater and Dance 414–424
bachelor of arts
dance 417
theater
directing emphasis 415
playwriting emphasis 415
studies emphasis 415
bachelor of fine arts
dance 417
theater
acting emphasis 415
design emphasis 415
courses
dance 422–424
theater 417–422
doctor of philosophy
theater
teacher studies 416
optional Ph.D. emphasis in European medieval studies 416
optional Ph.D. emphasis in women's studies 416
master of arts
teacher studies 415-416
senior honors program
dance 417
theater 414
Thresholds, Graduate Research Journal 54
Translitteracies Project 26
Transcripts 32
paid by credit card 32
Transfer Students. See Admission, graduate; See Admission, undergraduate
Transit Systems Fee 55
Transportation & Parking Services 50–51
Transportation Alternatives Program (TAP) 50–51
U
U-Mail 48
UCDC. See Washington Center Program
UCSB. See Washington Center Program
about 8
Bookstore 54
cost of attendance 55
Early Start Program 19
Extension. See Extended Learning Services
Ventura Center. See Extended Learning Services
Washington Center Program 19
Undergraduate Admission. See Admission, undergraduate
Undergraduate Education 35–41
Undergraduate Research 26, 117
Materials Research Laboratory Educational Outreach 26
Units of Credit 31
Unit Requirement 40
University Center (UCen) 54
fee 55
University of California Center in Sacramento program 19, 117
University of California Entry Level Writing Requirement 39
University Officers 456–458
University Requirements. See Requirements
Upper-division Classification 31
of courses 57

V
VA Chapter Benefit Programs 53
Variable-unit Credit 59
Ventura Center 21. See also Extended Learning Services
Verification of Student Status 32
Verifications 32
Veterans Benefit Programs 53
Voting 466

W
Washington Center Program 19, 117
Withdrawal 28, 32
Women’s Center 53
Women’s Studies Program 424–429
bachelor of arts
women’s studies 425
courses 426–429
graduate program 426
optional Ph.D. emphasis in
women’s studies 426
minor
lesbian, gay, bisexual, transgender, and queer studies 426
women’s studies 425–426
Women, Culture, and Development Studies 424
minor 424
Work Load. See Enrollment
Writing Requirement 114–115
Writing Program 429–432
courses 430–432
minor
professional writing 429-430

Z
Zoology. See Ecology, Evolution, and Marine Biology