Senior Scholars Program

An opportunity for lifelong learning at UCLA

Fall 2020 Catalog
Classes begin on October 1 online
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Please contact us at srscholars@mednet.ucla.edu or (310) 794-0679

Application Deadline September 4
Confirmations Begin September 8
Instruction Begins October 1
Drop Deadline October 16
Veteran's Day November 11
Thanksgiving Holiday November 26, 27
End of Instruction December 4

Fall Quarter Calendar
Program Overview and FAQs

What is the UCLA Senior Scholars Program?
UCLA Senior Scholars is a campus-wide program that invites older adults (50+) to audit regular courses at UCLA. Senior Scholars audit lectures and follow along with class readings. Scholars do not take exams, write papers, turn in homework assignments or attend discussion sections/labs. Scholars do not receive a grade or academic credit.

How much does it cost?
Quarterly fees are $175 for the first class and $150 for each additional class. This includes a $25 non-refundable administrative fee per course.

How do I know which classes are offered?
This catalog contains a condensed list of some of the many undergraduate courses being offered this quarter. THIS IS NOT A FULL LIST OF ALL COURSES or a list of pre-approved courses. Approval to attend any course is subject to instructor consent and classroom space limitations.
*Restrictions: Lab, language, seminar, studio art, performing art and other courses that require daily professor-student interaction cannot be audited.

How do I audit during online instruction?
Fall Quarter 2020 will be held online to prevent the spread of COVID-19. Senior Scholars are eligible to audit online courses and will be provided with materials and training to ease the online transition. Check the “Online Transition Q&A” section of the catalog to learn more about what you will need to attend lecture online.

Where do I go for class?
All classes will be held online. Please do not visit the UCLA campus as a part of the Senior Scholars Program while we observe online instruction.

Application Process

Step 1- Find a class.
To view the entire Fall Schedule of Classes:
Visit the UCLA Registrar’s website- [https://sa.ucla.edu/ro/Public/SOC/](https://sa.ucla.edu/ro/Public/SOC/)
1. **DO NOT** click on the Find a Class and Enroll or Class Planner features. **Scroll below to “Term.”**
2. Select the **Fall term 2020** and click on the box next to subject area for a dropdown menu of subjects.
3. Click on your desired subject, and click “Go” to pull up a list of classes in that subject area.
4. Look for classes numbered below 200.
5. Click on a class title, and the lecture information (Days, Time, etc.) will drop down.
6. Look only at lecture information (labeled Lec). Discussion sessions (labeled Dis) are not available to auditors.
7. If you click on the “Lec 1” link, that will pull up another page with the course description.
Schedule of Classes Website Example

### SCHEDULE OF CLASSES

To search for classes offered, select a term and search criterion from the drop-down menus, then click GO.

1. **Student Reminder**: To see real-time enrollment status and to enroll classes into your study list, use the MyUCLA Find a Class and Enroll and Class Planner features.

2. **Search Criteria**
   - **Term**: Spring 2017
   - **Search By**: Subject Area

3. **Special Programs**
   - Civic Engagement Opportunities

4. **Master Lists**
   - MyUCLA
   - Enrollment Appointment Charts

5. **127B - European Art of 19th Century**

6. & 7.

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<tr>
<th>Section</th>
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<th>Info</th>
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<th>Time</th>
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CM135B - African American Art, 1900 to 1963

CI39B - Aztec Art and Architecture

If you would like further help in viewing the schedule of classes:
- You can watch an instructional video on our YouTube Channel https://www.youtube.com/user/UCLALongevity

How can I learn more about class instructors?
- Try searching: www.bruinwalk.com

Step 2 - Submit an application to the Senior Scholars Program.

There are several ways to submit an application.
- **Apply online** using the Apply Now button at: https://www.semel.ucla.edu/longevity/senior-scholars-program-longevity-center
- You may also call 310-794-0679 if you would like to apply over the phone.
- Since the Longevity Center office location is closed due to shelter at home requirements, we will not be accepting paper applications via fax or mail.
- We suggest listing an alternate course in case your first choice course is unavailable.
Step 3- The Senior Scholars office requests approval from your prospective professor.

- Attendance in any course must be approved by the professor through the Longevity Center.
- Instructor approvals begin at the end of the application deadline. It can take several weeks before we hear back, and space is often limited, so please apply at your earliest convenience.

Step 4- The Senior Scholars office will email you your course status.

- Course confirmations will begin on September 8th and continue through September 30th via email.
- If we are unable to confirm your status, we encourage you to select an alternate course.

Step 5- Class lists become official after the first two weeks of class.

- If you wish to drop a course, contact our office by Friday, October 16th or course fees (minus the $25 administrative fee) cannot be refunded.
Program Agreement

Everyone involved in the Senior Scholars Program knows what a tremendous opportunity it is to learn from some of the top professors in the country on many fascinating topics. To optimize your experience of the program, as well as that of the professors and UCLA students involved, please keep in mind the following guidelines:

1. Please keep personal opinions and beliefs out of the classroom.
2. The instructor will determine the acceptable level of participation from auditors. Please allow the enrolled undergraduate students the opportunity to participate first.
3. Discussion sessions/labs and professors’ office hours are intended for enrolled students, not Senior Scholars.
4. The Scholars program is not responsible for any additional fees incurred, including but not limited to: book and material fees.
5. Please refrain from emailing the professor directly, unless the professor initiates the communication.

*Participation in the Senior Scholars Program is a privilege. The Program expects that its Scholars will comply with Program guidelines at all times. The failure to comply with any guideline(s) may prevent a Scholar from further participation in the Program.

Other Guidelines

- Please mute your microphone during class to avoid disruptions.
- Should you show up late to class or miss class, please communicate with other students/Scholars about what you missed. Please refrain from asking the professor about what was missed.
- If the class is not what you expected and you need to drop a class, please contact the Longevity Center Senior Scholars Program Coordinator. We will notify the instructor that you are dropping and address any concerns you may have.
- Please be mindful that in smaller classes, irregular attendance can be disruptive to the instructor and other students. If you know you have to miss several classes, please consider taking the class during a future quarter.
- The Senior Scholars office sends out a class feedback form at the end of each quarter. If you have feedback on your class, this is a great place to provide that information. We ask that all feedback comes to the Longevity Center Senior Scholars Program Coordinator.
- Please silence all electronic devices in class.
- Please arrive on time for class.
- Please thank your professor at the end of the term.
Other Course Information

Where can I view movies for class?
- During online instruction, Senior Scholars have access to a UCLA VPN to view films off campus. Please email the Senior Scholars Coordinator to get access. VPNs will only be granted to scholars who require one to participate fully in the course.

Do I have access to online subscription resources (e.g. JSTOR, etc.)?
- Off-campus access to online subscription sources are only available to current UCLA students, faculty and staff.
- However, some subscription services such as JSTOR have opened up their catalogs to public use. Check to see what resources are available online!

Can I receive Campus Alerts?
- You can check for BruinAlerts by viewing the UCLABruinAlert Twitter website: https://twitter.com/UCLABruinAlert
- To receive text message alerts: text “follow @UCLABruinAlert” to 40404 and you will receive a text message whenever a BruinAlert is sent.

Am I eligible for a UCLA Student ID (Bruincard)?
- No. Only faculty, staff and fully enrolled students can have a Bruincard and university ID number.
*Special Note: The following is a condensed list of some of the many undergraduate courses this quarter. This is NOT a list of pre-approved courses. Approval to audit any course is subject to instructor consent and space limitations.

<table>
<thead>
<tr>
<th>Department</th>
<th>Course #</th>
<th>Course Title</th>
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<th>Time</th>
<th>Class Size</th>
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<td>and Dominance in Lives of Holy Women</td>
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<td>Major American Writers</td>
<td>T/TH</td>
<td>12pm-1:50pm</td>
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<td>Molecular, Cell &amp; Developmental Biology</td>
<td>60</td>
<td>Biomedical Ethics</td>
<td>T/TH</td>
<td>9:30am-10:45am</td>
<td>66</td>
<td>Gallagher, K.J.</td>
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<td>90</td>
<td>Human Stem Cells and Medicine</td>
<td>M/W</td>
<td>12pm-1:15pm</td>
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<td>Hooshmand, M.J.</td>
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<td>T/TH</td>
<td>11am-12:50pm</td>
<td>223</td>
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<td>60</td>
<td>American Musical</td>
<td>M/W</td>
<td>11am-12:50pm</td>
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<td>Replogle, H.D.</td>
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<td>125A</td>
<td>History of Western Music: Era of Church and Patron</td>
<td>T/TH</td>
<td>11am-12:50pm</td>
<td>75</td>
<td>Upton, E.R.</td>
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<td>Philosophy</td>
<td>5</td>
<td>Philosophy in Literature</td>
<td>W/F</td>
<td>12:30pm-1:45pm</td>
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<td>7</td>
<td>Introduction to Philosophy of Mind</td>
<td>T/TH</td>
<td>12:30pm-1:45pm</td>
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<td>Rescorla, M.A.</td>
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<tr>
<td></td>
<td>22</td>
<td>Introduction to Ethical Theory</td>
<td>T/TH</td>
<td>11am-12:15pm</td>
<td>70</td>
<td>DeWitt, J.A.</td>
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<tr>
<td></td>
<td>130</td>
<td>Philosophy of Space and Time</td>
<td>T/TH</td>
<td>9:30am-10:45am</td>
<td>75</td>
<td>Smith, S.R.</td>
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<tr>
<td></td>
<td>150</td>
<td>Society and Morals: Global Poverty and Obligations of Aid</td>
<td>W/F</td>
<td>2pm-3:15pm</td>
<td>35</td>
<td>Mchose, J.B.</td>
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<tr>
<td>Political Science</td>
<td>10</td>
<td>Introduction to Political Theory</td>
<td>T/TH</td>
<td>12:30pm-1:45pm</td>
<td>132</td>
<td>Panagia, D.</td>
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<td>20</td>
<td>World Politics</td>
<td>T/TH</td>
<td>6pm-7:15pm</td>
<td>132</td>
<td>Wilkinson, D.O.</td>
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<td></td>
<td>40</td>
<td>Introduction to American Politics</td>
<td>T/TH</td>
<td>11am-12:15pm</td>
<td>100</td>
<td>Peris, W.E.</td>
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<td>120B</td>
<td>World Politics and U.S. Foreign Policy after September 11</td>
<td>TH</td>
<td>6:30pm-9:20pm</td>
<td>30</td>
<td>Preble, C.A</td>
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<td></td>
<td>141B</td>
<td>Electoral Politics: Public Opinion and Voting Behavior</td>
<td>T/TH</td>
<td>3:30pm-4:45pm</td>
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<td>Zheng, B.Q.</td>
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<td>M152</td>
<td>Political Economy of Climate Change</td>
<td>T/TH</td>
<td>3:30pm-4:45pm</td>
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<td>Department</td>
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<td>Psychology</td>
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<td>Introductory Psychology</td>
<td>M/W</td>
<td>4pm-5:50pm</td>
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<td>Paquette-Smith, M.</td>
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<td>119Y</td>
<td>Psychobiology of Sexual Behavior</td>
<td>W/F</td>
<td>11am-12:15pm</td>
<td>125</td>
<td>Wong, J.</td>
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<td>Human Memory</td>
<td>M/W</td>
<td>9:30am-10:45am</td>
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<td>Clewett, D.</td>
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<td>133F</td>
<td>Psychology and Education</td>
<td>M/W</td>
<td>11am-12:15pm</td>
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<td>Givvin, K.B.</td>
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<td></td>
<td>M139</td>
<td>Perspectives on Autism and Neurodiversity</td>
<td>TH</td>
<td>3pm-5:50pm</td>
<td>20</td>
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<td>Public Affairs</td>
<td>30</td>
<td>Comparative Analysis of Wealth, Policy, and Power</td>
<td>T/TH</td>
<td>3:30pm-4:45pm</td>
<td>81</td>
<td>Christensen, D.E.</td>
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<td>80</td>
<td>How Social Environments Shape Human Development</td>
<td>T/TH</td>
<td>2pm-3:15pm</td>
<td>81</td>
<td>Small, L.A.</td>
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<td></td>
<td>112</td>
<td>Social Movements</td>
<td>T</td>
<td>2pm-4:50pm</td>
<td>56</td>
<td>Herrera, V.</td>
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<td>Russian</td>
<td>90B</td>
<td>Russian Civilization in 20th Century</td>
<td>M/W</td>
<td>9:30am-10:45am</td>
<td>50</td>
<td>Shneyder, V.</td>
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<td></td>
<td>C124C</td>
<td>Studies in Russian Literature: Chekhov</td>
<td>T/TH</td>
<td>12:30pm-1:45pm</td>
<td>30</td>
<td>Furman, Y.</td>
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<td>Scandinavian</td>
<td>40</td>
<td>Heroic Journey in Northern Myth, Legend, and Epic</td>
<td>M/W/F</td>
<td>10am-10:50am</td>
<td>60</td>
<td>Ball, K.A.</td>
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<td></td>
<td>50</td>
<td>Introduction to Scandinavian Literatures and Cultures</td>
<td>T/TH</td>
<td>12:30pm-1:45pm</td>
<td>30</td>
<td>Wen, P.J.</td>
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<td>Sociology</td>
<td>M5</td>
<td>Social Organization of Black Communities</td>
<td>M/W</td>
<td>12pm-1:50pm</td>
<td>90</td>
<td>Lacayo, C.O.</td>
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<tr>
<td></td>
<td>133</td>
<td>Collective Behavior</td>
<td>T/TH</td>
<td>2pm-3:15pm</td>
<td>145</td>
<td>Walker, E.T.</td>
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<tr>
<td></td>
<td>152</td>
<td>Comparative Acculturation and Assimilation</td>
<td>M/W</td>
<td>8am-9:50am</td>
<td>150</td>
<td>Andalon, R.</td>
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<tr>
<td></td>
<td>M176</td>
<td>Sociology of Mass Communication</td>
<td>T/TH</td>
<td>9:30am-10:45am</td>
<td>120</td>
<td>Rossman, G.</td>
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Course Descriptions

African American Studies

AF AMER 1 Introduction of methods, theories, conceptual frameworks, and key debates in black studies. Interrogation of how race structures notions of identity and meaning of blackness in relation to class, gender, and sexuality; essential role of African people in development of capitalism, liberalism, and democracy; what various disciplinary lenses and epistemologies (history, literature, sociology, geography, cultural studies, political theory, philosophy, etc.) reveal about experiences of black people in modern world. Key thinkers and ideas from across humanities and social sciences are highlighted.

AF AMER M121 Examination of how race was developed through experiences of African-descended peoples and indigenous people in U.S. and beyond. Examination of key episodes in history. Using articles, books, documentaries, and contemporary popular culture, examination of relationship between people of African descent and indigenous people. Study takes broad, thematic approach. Topics include first encounters in Americas and ideologies that led to enslavement and dispossession; period of enslavement and indigenous removal in 19th century; mid-20th-century social movements; and contemporary manifestations, especially solidarity shown between Black Lives Matter and Dakota Access Pipeline protesters.

Ancient Near East

AN N E 10W Survey of religious, political, and cultural history of Jerusalem over three millennia as symbolic focus of three faiths: Judaism, Christianity, and Islam.

AN N E 15 Examination of how feminine power confronts masculine dominance within complex social systems in ancient world. To gain political power, some female rulers used their sexuality to gain access to important men. Other women gained their position as regents and helpers of masculine kings who were too young to rule. Others denied their femininity in dress and manner, effectively androgynizing themselves or pretending to be men so that their femininity would not be obstacle to political rule. Many women only gained throne at end of dynasties after male line had run out entirely, or in midst of civil war when patrilineal successions were in disarray. Women were sometimes only effective leaders left in drawn-out battles against imperial aggression. No women were able to gain reigns of power through their bloodlines alone. Women's power was compromised from outset. Examination of root causes and results of this political inequality.

AN N E M50A Survey of great civilizations of ancient Near East--Egypt, Israel, and Mesopotamia--with attention to emergence of writing, monotheism, and urban societies.

Anthropology

ANTHRO 4 Introduction to study of communication from anthropological perspective. Formal linguistic methods compared with ethnographically oriented methods focused on context-bound temporal unfolding of communicative activities. Topics include language in everyday life and ritual events, socialization, literacy, multilingualism, miscommunication, political discourse, and art-making as cultural activity.

ANTHRO 130 20th-century elaboration and development of concept of culture. Examination of five major paradigms: culture as human capacity, as patterns and products of behavior, as systems of meaning and cognition, as generative structure and semiotic system, as component in social action and reality construction.

ANTHRO M145P Examination of understandings of kinship in cross-cultural perspective and impact of kinship on interpersonal relationships, gender roles, and sociocultural systems. Readings from popular materials and formal ethnographic accounts.

Architecture and Urban Design

ARCH&UD 30 Exploration of role of built environment in social, cultural, and political life: how buildings are constructed, what they mean, effects they have on world, and ways they imagine...
new futures and shape private and public life. Focus on series of contemporary case studies for what each reveals about new possibilities for shaping world in which we live, with emphasis on how architecture extends to cities, roads, books, and films. Consideration of historical context and cultural genealogy of particular buildings and environments, material and economic conditions of building, and more.

**Art History**

**ART HIS 22** Survey of Renaissance and baroque art.

**ART HIS C115D** Art and architecture of Europe in 13th century.

**ART HIS 119A** From Tigris and Euphrates Rivers to Spain, 7th to 16th century.

**ART HIS C128B** History of photography in 20th century, with special attention to photography's entrance into project of avant-garde and its role in formation of postmodern aesthetic.

**Astronomy**

**ASTR 4** Essentially nonmathematical course for general UCLA students that discusses black holes and related cosmic catastrophes.

**ASTR 5** Life on Earth and prospects for life elsewhere in context of evolution of the universe from simple to complex.

**Classics**

**CLASSIC 20** Study of Roman life and culture from time of city's legendary foundations to end of classical antiquity. Readings focus on selections from works of ancient authors in translation. Lectures illustrated with images of art, architecture, and material culture.

**Communication**

**COMM 10** Introduction to study of interpersonal and mass communication using interdisciplinary approach. Exploration of basic methods and theoretical perspectives that social scientists and others use to study interpersonal and mass communication, and basic concepts used to describe and explain that communication. Historical overview of each major mass media. Study of significant current topical issues related to means of communication that reach large numbers of people.

**COMM 106** Introduction to main western European and Middle Eastern news media, with materials in English. Exploration of how U.S. is represented in Europe, Middle East, Iran, and Afghanistan, with focus on three comparative case studies of Britain, Spain, and Germany. In-depth coverage of American news as reflected in Europe and Middle East.

**COMM 108** Study of relationships among communication, culture, and identity, and examination of ways in which texts (broadly construed) constitute experience, difference, and subjectivity. Focus on function of language, representation and meaning in construction of self, social collectives, and world views. Consideration of how communication is performative endeavor for humans seeking to construct identity. Students are prepared to describe and explain theories that detail performance as communicative form, analyze ways language and discourse function as texts that work to produce significant personal and social identities, and describe specific principles, motivations, and theoretical categories within interdisciplinary study of culture that produce identity.

**COMM 160** Study of nature and function of communication in political sphere; analysis of contemporary and historical communications within established political institutions; state papers; deliberative discourses; electoral campaigns.

**Earth, Planetary, and Space Sciences**

**EPS SCI 1** Elements of Earth science; study of Earth materials; nature and interpretation of geologic evidence; study of geologic processes; historical aspects of geology.

**EPS SCI 8** Causes and effects of earthquakes. Plate motion, frictional faulting, earthquake instability, wave propagation, earthquake damage, and other social effects. Hazard reduction through earthquake forecasting and earthquake-resistant design.

**EPS SCI 9** Properties of sun, planets, asteroids, and comets. Astronomical observations relevant to understanding solar system and its origin.
Dynamical problems, including examination of fallacious hypotheses. Meteoritic evidence regarding earliest history of solar system. Chemical models of solar nebula. Space exploration and its planning.

**Ecology and Evolutionary Biology**

**EE BIOL 120** Introduction to mechanics and processes of evolution, with emphasis on natural selection, population genetics, speciation, evolutionary rates, and patterns of adaptation.

**EE BIOL 129** Introduction to behavioral ecology. Methods and results of evolutionary approaches to study of animal behavior, including foraging strategies, social competition, sexual selection, mating systems, cooperation, and social organization.

**Economics**

**ECON 1** Introduction to principles of economic analysis, economic institutions, and issues of economic policy.

**ECON 165** How capitalism--what economists call market economy with well-defined and protected civil rights and property rights--has contributed to America's economic growth. Quantitative course, with analysis of how different features of capitalist economies impact economic growth, investment, consumption, and technical change, using computer simulations based on prominent historical examples.

**Education**

**EDUC 138** Overview of theories, methods, and research on children's cognitive development and implications of this work for educational practice. Covers range of research from different perspectives, drawing from domains such as developmental psychology, cognitive psychology, developmental cognitive neuroscience, and education. Students learn about basic cognitive processes. Exploration of ways in which contexts--including those at home, early-care settings, and school--impact children's development.

**English**

**ENG 85** Development, with emphasis on form, of American novel from its beginning to present day. Includes works of such novelists as Hawthorne, Fitzgerald, Faulkner, Ellison, and Morrison.

**ENGL 91B** Examination of representative plays; readings may range from Greek to modern drama. Emphasis on critical approaches to dramatic text; study of issues such as plot construction, characterization, special uses of language in drama, methods of evaluation.

**ENGL 119** For most of 19th century, London had split identity: glittering districts alongside teeming slums; fashionable gentlemen and ladies living in close proximity to underworld of rogues, vagabonds, prostitutes, conspirators, ballad singers, and thieves. Exploration of literary accounts of London's dual identity in this period and on into 20th and 21st centuries, and gradual attempt to bring order and settle this turbulent urban space. Taming many resorts of vagabonds, thieves, and outcasts--and civilize those regarded as racial others--was process that would continue following absorption of wave of South Asian and Afro-Caribbean immigrants in 1950s and later, and as today's fast-paced global metropolis continues to deal with stark disparities in wealth and income, and bitter racial divisions. Readings include fiction, poetry, and visual arts from 18th century through Victorian; and more recent work such as Alan Moore's From Hell, Laura Oldfield Ford's Savage Messiah, and Sam Selvon's Lonely Londoners.

**ENGL 130** Introduction to major themes and issues in postcolonial literature, with focus on contemporary literature and writings produced after decolonization, often engaging history of British or other empires with emphasis on Anglophone writers from Africa, Caribbean, South Asia, and indigenous Pacific.

**ENGL 145** Category of holy life offers space for thinking through relationship between church and holy woman, orthodoxy and heterodoxy, and rebellion and conformity. Ranging from lives of virgin-martyrs to those of runaway brides, chaste wives, and widows, focus on ways in which holy woman as virgin, wife, or widow engaged norms of medieval church by rebelling against--and at same time conforming to--them. Students close-read lives (Vitae) of such women (and some holy men)
alongside legal documents, itineraries, property records, statutes, and other ecclesiastical documents on issues ranging from virginity to marriage, and from travel to enclosure. Questions discussed include why holy women came to play increasingly dominant roles in Middle Ages; and how they used their virginity or chastity to find agency within ecclesiastical structures designed to control their lives.

**ENGL 168 Broad survey of representative American writers across several centuries, designed to give concise account of broad narrative of American literary development, from origins through 19th century. Includes mainly works that have traditionally been identified as American classics and asks both what makes American literature distinctive and what its relations are to other literatures in English.**

**Ethnomusicology**

**ETHNMUS 7** Examination of Persian music in historical, social, linguistic, and cultural contexts. Discussion of musical forms, rules of improvisation, structure of modal system and rhythmic cycles, religious music, and traditional and modern pop music. Consideration of interrelationships between musical genres and other art forms (dance, theater, visual arts, and literature) and analysis of how these types of music have intersected with issues of race, class, gender, religion, ritual, politics, social movements, and cultural identity. Includes detailed introduction to musical terms and concepts throughout.

**ETHNMUS 50A** Survey of development of jazz in American culture. Discussion of different compositional/performance techniques and approaches that distinguish different sub-styles of jazz from one another, as well as key historical figures that shaped development of jazz from its early years through modern jazz. Important historical social issues (segregation, Depression, World War II, Civil Rights Movement) that intersect with history of U.S. and jazz music.

**Film and Television**

**FILM TV 4** Students acquire understanding of practical and aesthetic challenges undertaken by artists and professionals in making of motion pictures and television. Examination of film as both art and industry: storytelling, sound and visual design, casting and performance, editing, finance, advertising, and distribution. Exploration of American and world cinema from filmmaker's perspective. Honing of analytical skills and development of critical vocabulary for study of filmmaking as technical, artistic, and cultural phenomenon.

**FILM TV 6A** Historical and critical survey, with examples, of American motion picture both as developing art form and as medium of mass communication.

**FILM TV 33** Structural analysis of feature films and development of professional screenwriters' vocabulary for constructing, deconstructing, and reconstructing their own work. Screenings of films and selected film sequences in class and by assignment.

**FILM TV 113** Structural analysis of feature films and development of professional screenwriters' vocabulary for constructing, deconstructing, and reconstructing their own work. Screenings of films and selected film sequences in class and by assignment.

**Gender Studies**

**GENDER 10** Introduction to key concepts in study of sex and gender. Exploration of topics such as gender socialization, body image, sexualities, masculinities, and women's subordination. Special emphasis on interaction of gender with other identity markers such as race, nation, ethnicity, sexuality, class, and other differences.

**GENDER 141** Dynamic investigation of culture as terrain of production--and reproduction--of and resistance to gendered, racialized, and classed inequalities through active analysis of advertisements, television serials, Disney fairy tales, and performative forms like fortunetelling. Focus on relationships between gender, culture, and capitalism through lenses of transnational feminist and queer cultural studies to explore gendered processed of production and consumption of culture under capitalism.

**Geography**

**GEOG 5** Exploration of ways in which human
activity impacts natural environment and how modification of environment can eventually have significant consequences for human activity. Examination, using case studies, of real environmental problems that confront us today. **GEOG M126** Examination of natural forces producing environmental changes over past two million years. How present landscape reflects past conditions. Effects of environmental change on people. Increasing importance of human activity in environmental modification. Focus on impact of natural and anthropogenic changes on forests.

**Global Studies**

**GLBL ST 1** Introduction to concept and history of globalization, and to political, economic, social, and environmental dimensions of global integration today. Topics include finance and trade, colonialism, Industrial Revolution, urbanization, immigration, and climate change, among others.

**History**

**HIST 1C** Introduction to history of the West and its connection to rest of world after 1715, during period of sweeping political, social, and cultural tensions and transformations. Topics covered include industrialization, rise of nationalism and mass politics, revolutionary movements, urbanization, mass global migrations, European expansion and imperialism, and decolonization, leading to emergence of new nation states in Europe's former colonies.

**HIST 12A** Exploration of origins, ideas, and consequences of neoliberalism--theory that society is best organized on principles of free trade, deregulation, and privatization. Combination of political, economic, and intellectual history to construct genealogy of neoliberal thinking by attending to 18th- and 19th-century liberalism, colonialism, imperialism, rise of social democracy and military Keynesianism, and Mount Pelerin Society's Cold War resuscitation of 19th-century liberalism. Coverage of economic crisis of 1970s, restructuring of global political economy in U.S., Europe, global south--specifically debt, structural adjustment policies, environmental destruction, and military intervention. Tracing of colonial roots of global north-south divide to reveal how neoliberal policies represent longer process of accumulation by dispossession and enclosure rather than sudden radical break from Keynesian model.

**HIST 114A** Emphasis on development of imperialism and on constitutional and social struggles of late republic.

**HIST 127A** Kievian Russia and its culture, Appanage principalities and towns; Mongol invasion; unification of Russian state by Muscovy. Autocracy and its Servitors; serfdom.

**HIST M138** Examination of molding of American society in English North America from 1600 to 1763. Emphasis on interaction of three converging cultures: Western European, West African, and American Indian.

**HIST 149A** History of Native Americans from contact to present, with emphasis on historical dimensions of culture change, Indian political processes, and continuity of Native American cultures. Focus on selected Indian peoples in each period.

**HIST M182A** Survey of social, political, and religious developments.

**Linguistics**

**LING 1** Summary of what is known about human language; unique nature of human language, its structure, its universality, and its diversity; language in its social and cultural setting; language in relation to other aspects of human inquiry and knowledge.

**Management**

**MGMT 1A** Introduction to financial accounting principles, including preparation and analysis of financial transactions and financial statements. Valuation and recording of asset-related transactions, including cash, receivables, marketable securities, inventories, and long-lived assets. Current liabilities.

**Middle Eastern Studies**

**MES M144** History of Zionism on backdrop of European, world, and Jewish histories from ideological origins to political, cultural, and social foundations of State of Israel.
**Molecular, Cell & Developmental Biology**

**MCD BIO 60** Examination of importance of ethics in research and exploration of how and why bioethics is relevant to reproductive screening, policy formation, public regulation, and law. Provides foundation in traditional ethics, consideration of subcategories of bioethics, neuroethics, and eugenics, and how to apply ethics to contemporary issues in research and technology. **MCD BIO 90** Stem cells have potential to revolutionize way medicine is practiced today. Some stem cell therapies are already used successfully to treat thousands of people worldwide. Other stem cell therapies are considered experimental; therefore treatments must be monitored by Food and Drug Administration to ensure safety and efficacy. Some stem cell therapies are offered with minimal scientific justification, relying on hope and hype rather than scientific fact. Exploration of use of stem cells in modern medicine to take close look at science behind some of today's most famous and infamous stem cell medical applications.

**Musicology**

**MUSCLG 5** Analysis of forms, practices, and meanings of rock and roll music, broadly conceived, from its origin to present. Emphasis on how this music has reflected and influenced changes in sexual, racial, and class identities and attitudes. **MUSCLG 60** Survey of American musical in 20th century, beginning with its roots in operetta, vaudeville, and Gilbert and Sullivan, and focusing on its connections to politics, technology, film, opera, and variety of popular musical styles, including Tin Pan Alley, jazz, and rock. **MUSCLG 125A** Introduction to history, culture, and structure of Western music, in era of church and court patronage, through selected topics, repertoires, and analytical techniques.

**Philosophy**

**PHILOS 5** Philosophical inquiry into such themes as freedom, responsibility, guilt, love, self-knowledge and self-deception, death, and meaning of life through examination of great literary works in Western tradition. **PHILOS 7** Introductory study of philosophical issues about nature of the mind and its relation to the body, including materialism, functionalism, behaviorism, determinism and free will, nature of psychological knowledge. **PHILOS 22** Systematic introduction to ethical theory, including discussion of egoism, utilitarianism, justice, responsibility, meaning of ethical terms, relativism, etc. **PHILOS 130** Selected philosophical problems concerning nature of space and time. Philosophical implications of space-time theories, such as those of Newton and Einstein. Topics may include nature of geometry, conventionalism, absolutist versus relationist views of space and time, philosophical impact of relativity theory. **PHILOS 150** Systematic introduction to ethical theory, including discussion of egoism, utilitarianism, justice, responsibility, meaning of ethical terms, relativism, etc.

**Political Science**

**POL SCI 10** Exposition and analysis of selected political theorists and concepts from Plato to the present. **POL SCI 20** Introduction to problems of world politics. **POL SCI 40** Basic institutions and processes of democratic politics. Treatment of themes such as constitutionalism, representation, participation, and leadership coupled with particular emphasis on the American case. **POL SCI 120B** Video lectures by leading scholars as well as live lectures and discussion on complex problems such as terrorism, nuclear proliferation, and Arab-Israeli conflict. **POL SCI 141** Study of character and formation of political attitudes and public opinion. Role of public opinion in elections, relationship of political attitudes to vote decision, and influence of public opinion on public policy formulation. **POL SCI 150** Exploration of how governments at international, national, and regional levels are addressing--or not addressing--extraordinary
challenge of climate change. Use of combination of readings, lectures, and discussions to better understand causes, consequences, and policies to address most important political problem of our time—not just in US, but in other major countries as well. Concentration on challenge of mitigating, rather than adapting to, climate change; and concentration on energy use, rather than agriculture, forestry, and land use.

**Psychology**

**PSYCH 10** General introduction including topics in cognitive, experimental, personality, developmental, social, and clinical psychology.

**PSYCH 119V** Broad overview of scientific study of sexual behavior, with emphases on evolutionary, biological, psychological, and social considerations. Topics include historical antecedents of sex research, evolution of sex, influence of sex hormones on brain and behavior, sexual development, and roles of genes and hormones on sexual orientation.

**PSYCH 124C** Analysis of recent research on basic processes and structural components that comprise the human memory system. Discussion topics include practical implications of such research for instruction, marketing, and witness testimony.

**PSYCH 133F** Application of principles of cognitive development, learning, and perception to educational problems. Topics include general instructional issues, psychology of reading and mathematics, exceptional children, early childhood education, and education of the disadvantaged.

**PSYCH M139** Genealogy of autism as diagnostic category and cultural phenomenon from its historical roots as new, rare, and obscure condition in early 1940s to its current contested status as minority identity and/or global epidemic. Examination of material sourced from various fields and disciplines invested in autism, including psychology, neuroscience, arts and humanities, popular media, anthropology, activism, and critical autism studies. Students encounter and analyze multiple perspectives on autism and put them in conversation with one another. Attention paid to way people on spectrum define, explain, and represent their own experiences of autism and discussion of what ramifications of these multiple framings are in context of autism intervention strategy and disability policy today.

**Public Policy**

**PUBPLC 10C** Application of policy analysis, including critical analysis, problem solving, and substantive policy research, to develop knowledge and understanding about drug and crime policy, with focus on cannabis. Guest lectures by instructors and guest academics and practitioners, with readings from academic literature and policy reports.

**Public Affairs**

**PUBAFF 30** Exploration of strategic interactions that give rise to social problems around world, what can be done to address them, and how different polities have tried (and sometimes failed) to mount effective response. Applications include climate change, antivaccination movement, protest and repression, war and formation of states, corruption, and human and drug trafficking.

**PUBAFF 80** Overview of major theoretical, conceptual, and empirical traditions in study of human development. Exploration of how diverse cultural, social, socioeconomic, and historical contexts interact with biological, cognitive, and psychological processes to affect individuals during key developmental periods (such as early childhood, childhood, adolescence, early adulthood, and late adulthood). Topics may include historical changes in families, schools, neighborhoods, and workplace; economic conditions of families, schools, and neighborhoods; enduring effects of childhood on adult well-being; and impact of ascribed characteristics such as gender, race, and nationality on individuals' environments, pathways, and outcomes.

**PUBAFF 112** Introduction to theories, real-life examples, and applied skills for understanding and contributing to social movements. Examination of how and why social movements emerge; how and why people join, lead, stay, or drop out of movements; and strategies and tactics by which social movements enact change. Draws upon wide range of social movements inside and outside of
Scandinavian

SCAND 40 All readings in English. Comparison of journeys of heroes. Readings in mythology, legend, folktale, and epic, including Nibelungenlied, Völsunga Saga, Eddas, and Beowulf. Cultural and historic backgrounds to texts.

SCAND 50 Selected works from literatures of Denmark, Norway, Sweden, Iceland, and Finland, ranging from myth, national epic, saga, and folktale through modern novel, poem, play, short story, and film, read in English and critically discussed.

Russian

RUSSN 90B Survey of literature, theater, cinema, television, press, music, and arts. Emphasis on contemporary period, with constant reference to Russian and early Soviet antecedents.

RUSSN C124C Lectures and readings in English. Survey of short stories, novellas, and major plays (The Seagull, Uncle Vanya, Three Sisters, The Cherry Orchard), with discussion of Russian and American productions.

Sociology

SOCIOL M5 Analysis and interpretation of social organization of black communities, with focus on origins and development of black communities, competing theories and research findings, defining characteristics and contemporary issues.

SOCIOL 133 Characteristics of crowds, mobs, publics, social movements, and revolutions; their relation to social unrest and their role in developing and changing social organization.

SOCIOL 152 Comparison of acculturation and assimilation of Europeans, Africans, Mexicans, and Asians in the U.S., with emphasis on long-term cultural consequences of immigration.

SOCIOL M176 Studies in relationship between mass communication and social organization. Topics include history and organization of major media institutions, social forces that shape production of mass media news and entertainment, selected studies in media content, and effects of media on society.
UCLA SENIOR SCHOLARS PROGRAM FALL 2020 APPLICATION

Apply online at https://www.semel.ucla.edu/longevity/how-find-class-apply, OR submit this form by September 4 to: srscholars@mednet.ucla.edu (email) • 310-794-0679 (tel)

Name: ___________________________ Phone: ___________________________
Email: ___________________________
Course confirmations will be sent by email.
Age: □ 50-59 □ 60-69 □ 70-79 □ 80-89 □ 90+
Have you taken classes as a Senior Scholar before? □ Yes □ No
If No, how did you hear about the program? __________________________________

COURSE SELECTIONS

<table>
<thead>
<tr>
<th>Department &amp; Course #</th>
<th>Course Title</th>
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<td>Course 1:</td>
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<td>Course 2:</td>
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<td>Alternate course:</td>
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An alternate course is a class you would like us to request if your first choice is denied.

*Attendance in any course must be approved by the professor through the Longevity Center.
This application does not guarantee acceptance in the course(s) you requested.

PAYMENT

Course fees below include a $25 non-refundable administrative fee per course.
□ Course 1 ..................$175
□ Course 2 ..................$150 Credit Card: □ Visa □ Master Card □ AmEx □ Discover
□ Course 3 ..................$150 Card #: ___________________________ Exp. Date: / CSC*: ___
□ Late fee* ..................$20 Billing Address: ___________________________________
Total amount to charge: $______________
*after September 4
*card security code

PROGRAM AGREEMENT

Everyone involved in the Senior Scholars Program knows what a tremendous opportunity it is to learn from some of the top professors in the country on many fascinating topics. To optimize your experience of the program, as well as that of the professors and UCLA students involved, please keep in mind the following guidelines:
1. Please keep personal opinions and beliefs out of the classroom.
2. Enrolled undergraduate students have priority seating.
3. The instructor will determine the acceptable level of participation from auditors. Please allow the enrolled undergraduate students the opportunity to participate first.
4. Discussion sessions/labs and professors’ office hours are intended for enrolled students, not Senior Scholars.
5. The Scholars program is not responsible for any additional fees incurred, including but not limited to: book, material and parking fees.
6. Please refrain from emailing the professor directly, unless the professor initiates the communication.

*Participation in the Senior Scholars Program is a privilege. The Program expects that its Scholars will comply with Program guidelines at all times. The failure to comply with any guideline(s) may prevent a Scholar from further participation in the Program.

Signature: ___________________________ Date: ___________________________
□ Check here if you do not want to be added to the Longevity Center contact list for news.
Online Instruction Q&A

How long is UCLA going to have online instruction?
UCLA has announced Fall Quarter will be primarily remote learning. There are no on-campus options currently available to Senior Scholars. UCLA has not announced any plans to fully reopen campus in 2020.

What software is required for online instruction? How do I learn how to use it?
Each class approaches online instruction in a different way, but the majority depend on the use of Zoom, a free video conferencing platform, and the course websites, where readings, class materials and prerecorded lectures may be posted. Scholars will be trained on how to use Zoom and the course websites before the quarter starts and technological assistance will be provided throughout the quarter.

Is the Senior Scholars Program still holding events?
All social programming has been moved online and will be held using Zoom.

Can I visit the Senior Scholars Coordinator in their office?
The UCLA Longevity Center is closed until further notice and all employees are working from home. Please do not visit the Center in person.

Can I mail or fax in an application?
We cannot accept applications via mail or fax because the UCLA Longevity Center office is closed. You are welcome to apply online or over the phone.

Perks of the Program

Weekly Newsletter
Senior Scholars receive an exclusive newsletter every week highlighting guest lectures, concerts, gallery openings and other events happening on the UCLA campus.

Bookmarked Book Club
Bookmarked is a quarterly book club open to enrolled Senior Scholars. Scholars meet to discuss a publication written by a UCLA professor and participate in an intimate Q&A session with the author.

Social Opportunities with Undergraduates
The Dialogue Society, an undergraduate student outreach group, has partnered with the Senior Scholars to provide social opportunities in Fall, Winter and Spring quarters. These include technology workshops, social hours and our Mentor Match Program, which pairs Senior Scholars and undergraduates in similar fields of interest.
Other Longevity Center Programs

Due to COVID-19, these programs have been modified and are only offered virtually. To learn more about the modified programs please contact Christina Domer at cdomer@mednet.ucla.edu

**Brain Boot Camp** is a three-hour course that offers individualized healthy-aging lifestyle programs, tips for a healthy heart and brain diet, and advanced memory techniques for learning and recalling names and other common memory challenges. For more information, contact Patricia Ramos at pmramos@mednet.ucla.edu.

**Brain Boosters** Boost your brain with 90 minute cognitive sessions. Brain health experts will provide information on healthy aging research and exercises to enhance overall cognitive function. For more information, please contact Christina Domer at cdomer@mednet.ucla.edu.

**Memory Care** is a weekly, 3-hour program for memory-challenged, middle-aged people (ages 65 and younger) and their loved ones. Instructors teach memory techniques and strategies to lower stress and stimulate the mind and the body, and offer support for people with memory challenges and their caregivers. For more information about program fees and monthly membership, please contact Christina Domer at cdomer@mednet.ucla.edu.

**Memory Lifestyle Program** is a program designed to benefit a range of participants, from those who are looking for ways to reduce their risk for developing memory problems to others who have more serious concerns about their memory. The program is tailored to each participant’s needs and lifestyle, empowering and educating them to optimize their brain health as they age. This comprehensive program addresses medical as well as lifestyle factors (e.g., diet, exercise, stress) that impact brain health. For more information, please contact Christina Domer at cdomer@mednet.ucla.edu.

**Memory Training** is a course for people with mild memory concerns. Certified volunteer trainers teach proven memory-enhancing techniques that address common everyday memory concerns. For more information, please contact Christina Domer at cdomer@mednet.ucla.edu.