Senior Scholars Program

An opportunity for lifelong learning on the UCLA campus

Summer 2021 Catalog
Session A classes begin June 21 online
Session C classes begin August 2 online
Program Overview and FAQS

What is the UCLA Senior Scholars Program?
UCLA Senior Scholars is a program that invites older adults (50+) to audit undergraduate 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?
Summer Sessions A and C will be held entirely online to prevent the spread of COVID-19. Senior Scholars are still 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 on Page 23 to learn more about what you will need to attend lecture online.

Application Process

**Step 1- Find a class.**
To view the entire Summer 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 Summer term 2021 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.
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 June 1st for Session A and July 6th for Session C and continue through June 18th and July 30th respectively 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, July 2 for Session A or Friday, August 13 for Session C 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. Please keep microphone muted during online lectures.
3. Please ask questions only after enrolled students have participated first.
4. Discussion sessions and professor’s office hours are intended for enrolled students, not Senior Scholars.
5. The Scholars program is not responsible for any additional fees incurred including book, material, and parking fees.

*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. Time “Varies” means the course is entirely prerecorded – there will be no live lectures. “Recorded” means live lectures will be recorded and available to view at a later time.

<table>
<thead>
<tr>
<th>Department</th>
<th>Course #</th>
<th>Course Title</th>
<th>Days</th>
<th>Time</th>
<th>Class Size</th>
<th>Instructor</th>
<th>Session</th>
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<td>1</td>
<td>Introduction to Black Studies</td>
<td>Varies</td>
<td>--</td>
<td>160</td>
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<td>Race, Science, and Society</td>
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<td>10am-12:05pm</td>
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<td>History of Architecture and Urban Design: Baroque to Contemporary Moment</td>
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Abbreviations: M= Monday, W=Wednesday, T=Tuesday, F=Friday.
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<td>1pm-3:15pm (Recorded)</td>
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<td>Autism: Mind, Brain, and Education</td>
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<td>Literature for Children and Adolescents</td>
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<td>Experimental Fiction: New, Absurd, and Mundane</td>
<td>T/TH</td>
<td>9am-11:05am</td>
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<td>118E</td>
<td>Literature and Environment: Environmental Justice: Theory, Practice, and Culture</td>
<td>M/W</td>
<td>1:30pm-3:35pm</td>
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<td>Topics in Shakespeare: Rome in Shakespeare</td>
<td>T/TH</td>
<td>11:15am-1:20pm</td>
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<td>19th-Century Critical Prose: Women's Writing about Politics, Society, and Art in 19th-Century Britain</td>
<td>T/TH</td>
<td>12:30pm-2:35pm</td>
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<td>Contemporary American Fiction: Great Escapisms: American Novel Since 1990</td>
<td>M/W</td>
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<td>Jazz in American Culture: Late 19th Century through 1940s</td>
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<td><strong>Film &amp; Television</strong></td>
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<td>Introduction to Art and Technique of Filmmaking</td>
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<td>Introductory Screenwriting</td>
<td>Varies</td>
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<td>Film and Social Change</td>
<td>M/W</td>
<td>12pm-3:30pm</td>
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<td>Film Genres: Horror Film</td>
<td>T/TH</td>
<td>2pm-4:50pm</td>
<td>55</td>
<td>Wuest, B.G.</td>
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<td>Disney Feature: Then and Now</td>
<td>M/W</td>
<td>1pm-3:50pm</td>
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<td>Course #</td>
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<td>T/TH</td>
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<td>T/TH</td>
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<td>U.S., Civil War and Reconstruction</td>
<td>T/TH</td>
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<td>Varies</td>
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<td>300</td>
<td>The Staff</td>
<td>A/C</td>
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<td>Management</td>
<td>108</td>
<td>Business Law</td>
<td>Varies</td>
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<td>Beatles</td>
<td>M/W</td>
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<td>Historical Introduction to Philosophy</td>
<td>Varies</td>
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<td>96</td>
<td>Retkwa, M.A</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Introduction to Ethical Theory</td>
<td>M/W/F</td>
<td>11:30am-12:50pm</td>
<td>28</td>
<td>Maurizio, P.</td>
<td>C</td>
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<tr>
<td></td>
<td>31</td>
<td>Logic, First Course</td>
<td>M/W</td>
<td>1pm-3:05pm</td>
<td>28</td>
<td>Boon, I.</td>
<td>A</td>
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<tr>
<td>155A</td>
<td>Medical Ethics: Lecture 1</td>
<td>T/TH</td>
<td>3:15pm-5:20pm</td>
<td>28</td>
<td>Peabody, A.H</td>
<td>C</td>
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<tr>
<td>177A</td>
<td>Existentialism</td>
<td>M/W</td>
<td>2:30pm-4:35pm</td>
<td>28</td>
<td>Buchanan, T.J</td>
<td>C</td>
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<tr>
<td><strong>Political Science</strong></td>
<td>20</td>
<td>World Politics</td>
<td>Varies</td>
<td>--</td>
<td>100</td>
<td>Perry, J.B.</td>
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<tr>
<td></td>
<td>40</td>
<td>Introduction to American Politics</td>
<td>T/TH</td>
<td>3:15pm-5:20pm</td>
<td>100</td>
<td>Hamel, B.T.</td>
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<tr>
<td></td>
<td>119</td>
<td>Special Studies in Political Theory: Fascism</td>
<td>M/W</td>
<td>3:15pm-5:20pm</td>
<td>100</td>
<td>Cucharo, S.J.</td>
<td>A</td>
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<tr>
<td></td>
<td>135</td>
<td>International Relations of China</td>
<td>Varies</td>
<td>--</td>
<td>140</td>
<td>Shevchenko, A.V.</td>
<td>A</td>
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<tr>
<td></td>
<td>139</td>
<td>Special Studies in International Relations: Politics of Armed Rebellion</td>
<td>T/TH</td>
<td>10:45am-12:50pm (Recorded)</td>
<td>100</td>
<td>Wyer, F.C.</td>
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<td>186</td>
<td>Special Studies in Race, Ethnicity, and Politics: Introduction to Race and Ethnic Politics in U.S.</td>
<td>M/W</td>
<td>3pm-5:45pm (Recorded)</td>
<td>100</td>
<td>Zheng, B.Q.</td>
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<tr>
<td>Psychology</td>
<td>10</td>
<td>Introductory Psychology</td>
<td>T/TH</td>
<td>10:45am-12:50pm</td>
<td>30</td>
<td>Paquette-Smith, M.</td>
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<td>120B</td>
<td>Sensation and Perception</td>
<td>M/W</td>
<td>10:45am-12:50pm</td>
<td>50</td>
<td>Shams, L.</td>
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<td>124G</td>
<td>Cognition and Successful Aging</td>
<td>Varies</td>
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<td>N/A</td>
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<td>Abnormal Psychology</td>
<td>Varies</td>
<td>--</td>
<td>75</td>
<td>Cox, J.R.</td>
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<td>129E</td>
<td>Human Sexuality</td>
<td>T/TH</td>
<td>3:15pm-5:20pm</td>
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<td>Frederick, D.A</td>
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<td>Public Policy</td>
<td>10C</td>
<td>Public Policy for Crime, Cannabis, and Other Drugs</td>
<td>Varies</td>
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<td>Rowe, B.T.</td>
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<td>Social Problems and Social Change</td>
<td>Varies</td>
<td>--</td>
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<td>Covington, K.L</td>
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<td></td>
<td>20</td>
<td>Power, Politics, and Policy Change</td>
<td>Varies</td>
<td>--</td>
<td>60</td>
<td>Baldwin, E.A.</td>
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<td>Scandinavian</td>
<td>50</td>
<td>Introduction to Scandinavian Literatures and Cultures</td>
<td>Varies</td>
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<td>60</td>
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<td>1</td>
<td>Introductory Sociology</td>
<td>Varies</td>
<td>--</td>
<td>140</td>
<td>Diossa Jimenez, L.</td>
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<td>122</td>
<td>Sociology of Violence</td>
<td>T/TH</td>
<td>1:30pm-3:35pm</td>
<td>120</td>
<td>Coopersmith, A.R.</td>
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<td>133</td>
<td>Collective Behavior</td>
<td>T/TH</td>
<td>1pm-3:05pm</td>
<td>120</td>
<td>Zipp, D.J</td>
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<td></td>
<td>185</td>
<td>American Society</td>
<td>M/W</td>
<td>12pm-1:45pm</td>
<td>120</td>
<td>Ramirez, A.L</td>
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<td>Theater</td>
<td>107</td>
<td>Drama of Diversity</td>
<td>Varies</td>
<td>--</td>
<td>25</td>
<td>Carriger, M.L</td>
<td>A/C</td>
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<tr>
<td></td>
<td>110</td>
<td>History of American Musical Theater</td>
<td>Varies</td>
<td>--</td>
<td>35</td>
<td>Gorshein, D.M.</td>
<td>A/C</td>
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Course Descriptions

**African American Studies**

**Session A (June 21-July 30)**

**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.

**Session C (August 2-September 10)**

**AF AMER 110A** Idea that races reflect inherent biological differences between social groups has been prominent aspect of European and American thought since at least Enlightenment. While there have been moments of refuting this way of thinking--most notably, social constructionist thesis emerging as dominant framework in aftermath of WWII--fixed biological conceptions of race haunt contemporary bio-medical research, where race continues to be measured at nearly every scale of human biology: from molecules up to intelligence and health. Exploration of reasons for this persistence through engagement with theory and in-depth analysis of biological research. Close attention to relationship between developments within American history and production of scientific knowledge about race; for it is in this relationship that perils and promise of science reveal themselves.

**Ancient Near East**

**Session A (June 21-July 30)**

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

**Session C (August 2-September 10)**

**AN NE 15W** 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. 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.

**Anthropology**

**Session A (June 21-July 30)**

**ANTHRO 3** Introduction to study of culture and society in comparative perspective. Examples from societies around world to illustrate basic principles of formation, structure, and distribution of human institutions. Of special concern is contribution and knowledge that cultural diversity makes toward understanding problems of modern world.

**ANTHRO 134** Introduction of different views on population movement from refugee crisis and migration tendencies to policies surrounding newcomers' incorporation and anti-immigration political strategies. Examination of motivations for migration, both voluntary and involuntary movements (e.g., displacement, slave trades, or ethnic violence).

**Session C (August 2-September 10)**

**ANTHRO 145S** Comparative analysis of role of environment, history, and culture in structuring of patterns of gender and sexuality.

**Architecture and Urban Design**

**Session A (June 21-July 30)**

**ARCH&UD 10B** Survey of architectural and
urban history from 1600 to present in global context.

**Art History**  
**Session A (June 21-July 30)**

ART HIS C128C Study moves away from abstract idea of photography and focuses instead on concrete figure of photographer. Examination of case studies drawn from multiple continents to ask when photographer becomes artist; who is able to become photographer in first place; and what, in social terms, being photographer makes possible.  
ART HIS 130 Changing topics in modern art (post-1780) that reflect interests of individual regular and visiting faculty members.

**Session C (August 2-September 10)**

ART HIS 127B Neoclassicism and Romanticism, with emphasis on France--development and influence of David, Ingres, and Delacroix.

**Astronomy**  
**Session A (June 21-July 30)**

ASTR 5 Life on Earth and prospects for life elsewhere in context of evolution of universe from simple to complex. Course material primarily from astronomy and biology but includes some chemistry, geology, and physics.

**Classics**  
**Session A (June 21-July 30)**

CLASSICS 185 Origins and nature of English vocabulary, from Proto-Indo-European prehistory to current slang. Topics include Greek and Latin component in English (including technical terminology), alphabet and English spelling, semantic change and word formation, vocabulary in literature and film.

**Session C (August 2-September 10)**

CLASSIC 10 Study of Greek life and culture from age of Homer to Roman conquest. Readings focus on selections from works of ancient authors in translation. Lectures illustrated with images of art, architecture, and material culture.

**Communication**  
**Session A (June 21-July 30)**

COMM 114 Explanation of types of communication that occur in close relationships, especially romantic relationships. In-depth coverage of variety of relationship topics, including intimacy, stages of intimate relationships, why we choose to get involved with some people as opposed to others, flirting, and self-disclosure.  
COMM 166 Identification of how motivation and creativity interact with business interest, research, and policies in producing entertainment for media market.

**Session C (August 2-September 10)**

COMM 109 Study of entrepreneurial communication from foundations in internal and external communication and development of data analysis, interpretation, and presentational skills utilized in existing, as well as in development of, contemporary innovative businesses.  
COMM 140 Dynamics of communication designed to influence human conduct; analysis of structure of persuasive discourse; integration of theoretical materials from relevant disciplines of humanities and social sciences.

**Earth, Planetary, and Space Sciences**  
**Session A (June 21-July 30)**

EPS SCI 15 General introduction to geological, physical, chemical, and biological processes and history of Earth's global ocean system.

**Session C (August 2-September 10)**

EPS SCI 16 History of life on Earth as revealed through fossil record.
Ecology and Evolutionary Biology
Session A (June 21-July 30)

EE BIOL 109 Introduction to physical and biological world of 70 percent of planet: oceans. Designed to be integrative, with focus on geological evolution of seas, physical and chemical properties of water, and how these abiotic processes shape ecology and evolution of marine organisms and environments.

Session C (August 2-September 10)

EE BIOL 144 Survey of history of life as illustrated in fossil record of California. Examination of major groups of organisms from oceans and on land that can be found in fossil record of California. Emphasis on how faunas have changed over time, especially during periods of diversification and extinction. Influence of major events of geologic, climatic, and environmental change on living organisms related to environmental change on human timescales. Emphasis on how scientists collect and evaluate fossil data through understanding of living organisms.

Economics
Session A (June 21-July 30)

ECON 5 Introduction to models and tools used by economists in practical real-world context. Study of important topical issues such as inequality, health care, and environmental policies. Students learn about available data sources and become better equipped to understand current events.

Session C (August 2-September 10)

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

Education
Session A (June 21-July 30)

EDUC 132 Study of autism spectrum disorders (ASD) and related disabilities. Discussion of characteristics of disorder, effective interventions, and exploration of impact of children with ASD on families.

English
Session A (June 21-July 30)

ENG 118E Study dives into theories, practices, and cultures of environmental justice in postwar period to see how today's most pressing environmental issues--climate change, energy extraction, extinction, food, toxicity, and pollution--are fundamentally indivisible from contexts of justice and power. Students read wide range of literature and media to examine how environmentalism intersects with politics of racism, capitalism, imperialism, and settler colonialism. Analysis of myriad values and forms that comprise environmental justice, and political coalitions and conflicts that emerge when multiple justice frameworks converge. Examination of transformative role of environmental justice in contemporary age of climate crisis and revolution.

ENGL 164B 19th century saw significant political and social advancements in women's lives, and increasing number of women wrote about pressing contemporary debates. Exploration of women's contributions to this exciting transitional period—from their essays on marriage, education, and voting rights to their articles on topics such as art, literature, and religious practice. From Anna Brownell Jameson's fascinating feminist analysis of Madonna in art, to suffragist Millicent Garrett Fawcett's treatise on emancipation, analysis of some of century's most important critical texts. Readings include selections from authors whose fiction is often taught, but whose nonfiction is seldom examined, including Christina Rossetti's essays about religion, and George Eliot's article about Lady Novelists. Students read opposing opinions on women's rights, from Eliza Lynn Linton's vehement denunciation of women who sought political equality as Wild Women to Mona Caird's spirited A Defence of the So-Called Wild Women.

ENGL 174C Overview of major trends in contemporary American fiction by way of exploring such questions as how novelists respond to binge-watching and ambient television. More broadly, do students as readers turn to stories to escape—or confront—difficult realities in new and
unexpected ways; to visit alternate, imagined worlds; or to find known world, represented afresh? Examination of fundamental issues of point-of-view, prose style, novelistic form, and literary history by reading, discussing, and writing about set of novels and short stories published since 1990 that address political complexities of narrative absorption in particular, and escapism more generally. Readings come from following authors: Nicholson Baker, Ted Chiang, Teju Cole, Renee Gladman, Valeria Luiselli, Ottessa Moshfegh, Salvador Plascencia, George Saunders, David Foster Wallace, and Colson Whitehead.

**Session C (August 2-September 10)**

**ENGL 115C** Study of historical backgrounds and development of types of children's literature, folklore and oral tradition, criticism, illustration, and bibliography and/or analysis and evaluation of literature intended mainly for students in junior and senior high schools.

**ENGL 116A** Fiction that reflects on its own fictionality; story in which nothing happens; text that tells its story through images; short story written and distributed in form of tweets. Exploration of variety of experimental narratives from 20th to 21st century. Genre of novel, as modern form of prose fiction, has gone through constant renovation with new attempts in its language, genre, narrative structure, and other material aspects of its medium which were deemed unconventional and often absurd at that time. Investigation of formal experiments that have inspired some major literary movements in past. Study of more contemporary texts remodeling narrative fiction through renewed literary techniques and implementing changes from new digital technologies. As way to have shared vocabulary for discussion, possible also reading of some relevant texts on narratology and media theory.

**ENGL 150C** Examination of how Shakespeare's works construct and negotiate ancient Rome. Through attention to Antony and Cleopatra, Coriolanus, Cymbeline, Julius Caesar, The Rape of Lucrece, and Titus Andronicus, exploration of questions of empire, art, myth, violence, sexuality, race, and power.

**Ethnomusicology**

**Session A (June 21-July 30)**

**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.

**ETHNMUS M119** Introduction to development of rap music and hip-hop culture, with emphasis on musical and verbal qualities, philosophical and political ideologies, gender representation, and influences on cinema and popular culture.

**Film and Television**

**Session A (June 21-July 30)**

**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 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 112** Development of documentary and dramatic films in relation to and as force in social development.

**FILM TV 122J** Study and analysis of Disney's animated features. Evaluation of why Disney's animated features have dominated until recently and ramifications of this dominance on animation and society.
FILM TV 114 Horror is one of most recognizable and longest-lasting genres in film, and has become more integral part of American film industry in last 40 years. To understand this body of film, examination of varying forms and content that have defined horror for over century, and interrogation of very concept of genre itself. Study asks what goes into codification of genre, what kinds of production it encourages, and what kinds of reception this categorization practice enables. With examples from range of time periods, styles, and stories, exploration of lasting social need for horror film, how horror reflects different moments in American culture, and how genre has commented on itself and its place in world.

Gender Studies
Session A (June 21-July 30)

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.

Geography
Session A (June 21-July 30)

GEOG M125 Exploration of history and origin of major environmental ideas, movements or countermovements they spawned, and new and changing nature of modern environmentalism. Introduction to early ideas of environment, how rise of modern sciences reshaped environmental thought, and how this was later transformed by 19th-century ideas and rise of American conservation movements. Review of politics of American environmental thought and contemporary environmental questions as they relate to broader set of questions about nature of development, sustainability, and equity in environmental debate. Exploration of issues in broad context, including global climate change, rise of pandemics, deforestation, and environmental justice impacts of war.

Global Studies
Session C (August 2-September 10)

GLBL ST 125 Study of phenomenon of globalization through prominent case of Los Angeles. Focus on how city produces global culture, including filmed entertainment and culture of celebrity and food; and how it absorbs cultural inputs from world over. Emphasis on interactive relationship between export and import of global culture. City's distinct cultural milieu influences nature of its cultural exports, but its viability as cultural capital depends on its ability to accommodate integrate diversity of cultures. Study creates immersive experience through films, guest speakers, and urban field trips.

History
Session A (June 21-July 30)

HIST 5 Holocaust, murder of six million Jews by Germans in Nazi-occupied Europe during World War II, is one of crucial events of modern history. Examination of origins of Holocaust, perpetrators and victims, and changing efforts to come to terms with this genocide. Exploration of forces that led to Holocaust, including emergence of scientific racism, anti-Semitism, and machinery of modern state. Consideration of debates about implementation of genocide, including significance of gender and sexuality, relationship between war and genocide, meanings of resistance and culpability, and political and philosophical implications of Holocaust. Exploration of how genocide of European Jewry was intertwined with targeting of other victims of Nazi rule, including Roma, Slavs, black Germans, disabled, homosexuals, and political opponents of National Socialism.

HIST 142D Survey of American cultural history since 1865, with emphasis on historical development
of urban, consumer-oriented American mass culture that enveloped diverse groups of Americans as producers and consumers. Historical development of American popular culture according to changing set of political, economic, and social circumstances. Evolution of national and global framework for mass circulation of popular cultural expressions, as well as arrival of new technologies that enabled that development.

**Session C (August 2-September 10)**

**HIST 9C** Cultural heritages, political institutions, economic developments, and social interactions which created contemporary society.

**HIST 13C** Cultural heritages, political institutions, economic developments, and social interactions which created contemporary society.

**HIST M133C** History of prostitution from ancient times to present. Topics include toleration in medieval Europe, impact of syphilis, birth of courtesan, regulation in 19th-century Europe, white slavery scare, and contemporary global sex trade. Readings include novels, primary sources, and testimony by sex workers.

**HIST 139A** Rise of sectionalism, antislavery crusade; formation of Confederate States; war years; political and social reconstruction.

**HIST M155** Social, economic, cultural, and political development of Los Angeles and its environs from time of its founding to present. Emphasis on diverse peoples of area, changing physical environment, various interpretations of city, and Los Angeles' place among American urban centers.

**Linguistics**

**Session C (August 2-September 10)**

**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**

**Session A (June 21-July 30)**

**MGMT 108** Essentials of contracts, agency, partnerships, corporations, and other select areas of law in a business environment.

**Molecular, Cell & Developmental Biology**

**Session A (June 21-July 30)**

**MCD BIO 50** Developmental biology of various types of human stem cells. Important functional differences between embryonic, hematopoietic, and adult stem cells, as well as differences in their biomedical potentials. Discussion of history of debate surrounding embryos, as well as various social, ethical, political, and economic aspects of stem cell research.

**Session C (August 2-September 10)**

**MCD BIO 60** Importance of ethics in research and how it is relevant to reproductive screening, policy formation, public regulation and law.

**Musicology**

**Session A (June 21-July 30)**

**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.

**Session C (August 2-September 10)**

**MUSCLG 68** Examination of life and music of Beatles within social and historical context of 1960s.

**Philosophy**

**Session A (June 21-July 30)**

**PHILOS 31** Elements of symbolic logic, sentential and quantificational; forms of reasoning and structure of language.

**Session C (August 2-September 10)**

**PHILOS 3** Historical introduction to Western philosophy based on classical texts dealing with major problems, related thematically and studied in chronological order: properties of rational argument, existence of God, problem of knowledge, nature of causality, relation between...
mind and body, possibility of justice, and others.

**PHILOS 22** Systematic introduction to ethical theory, including discussion of egoism, utilitarianism, justice, responsibility, meaning of ethical terms, relativism, etc.

**PHILOS 155A** Examination of philosophical issues raised by problems of medical ethics, such as abortion, euthanasia, and medical experimentation.

**PHILOS 177A** Analysis of methods, problems, and views of some of the following: Kierkegaard, Nietzsche, Heidegger, Jaspers, Sartre, Marcel, and Camus. Possible topics include metaphysical foundations, nature of mind, freedom, problem of self, other people, ethics, existential psychoanalysis.

**Political Science**

**Session A (June 21-July 30)**

**POL SCI 119** Designed to prime students to think critically about philosophical, social scientific, and historical literatures on fascism. Study introduces set of thematic points for scholarly intervention. Aside from discussions of definition, exploration of contentious question of fascism's intellectual heritage, and how it imagines (or does not imagine) formal politics, aesthetics, set of gendered relations, and relationship towards broader political theoretical concepts of progress and violence. Exploration of how fascists imagine their ideal subjects, and what kinds of affective energies (i.e., anxiety, fear, nostalgia, etc.) they exploit in order to create them. Though fascist imagination is important scholarly concern, students also approach distinctly historical questions of how fascists governed, relationship between fascism and capitalism, and afterlives of fascism of early and middle 20th century.

**POL SCI 135** Relations of China with its neighbors and other powers, with emphasis on contemporary interests and policies of China vis-à-vis U.S.

**POL SCI 186** Examination of history and contemporary role of racial and ethnic minority groups in U.S. political system. Focus on political relationships between Whites, African Americans, Latinos, and Asian Americans as they relate to political development, attitudes, and behavior in American politics. For first 200 years of its history, U.S. passed laws to restrict rights of racial and ethnic minorities, to purposely keep them outside political system. In recent years, there has been growing trend by political parties and politicians to court minority voters and promote diversity. Why is this? Is this real outreach or symbolic politics? Students take up this debate, and explore current state of racial and ethnic politics in U.S.

**Session C (August 2-September 10)**

**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 139** Core focus is understanding causes and consequences of contemporary civil wars and insurgencies through lens of social science and public policy. Rebellion is predominant source of armed violence in world today, affecting countries as diverse as Colombia, Democratic Republic of the Congo, Myanmar, and Syria, among many others. Study applies insights from social science to tackle important questions such as why ordinary people join rebel groups, why some countries are more likely to experience armed conflict than others; and how governments can respond effectively to rebellions.

**Psychology**

**Session A (June 21-July 30)**

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

**PSYCH 120B** Acquisition of information about physical world through basic sensory mechanisms and perceptual processes. Perception of objects, surfaces, space, motion, and events. Connections between information, computations, and biological mechanisms in vision, audition, and other systems.

**PSYCH 127A** Study of psychological disorders (e.g., depression, anxiety, substance use disorders, schizophrenia) across lifespan, including role of biological, behavioral, social, cognitive, and cultural factors, diagnosis and treatment.
approaches. Discussion of Stigma and practices that support inclusiveness.

Session C (August 2-September 10)

PSYCH 124G Discussion of cognitive, social, and emotional changes that happen with age, how people live and learn, focus on what is important, achieve balance, and get better with age. Topics include happiness, memory, brain training, use of emerging technology, wisdom, humor, habits, retirement, and what constitutes successful aging.

PSYCH 129E Overview of psychology of human sexuality. Psychological research, assessment, and therapy described in a format which highlights their significance for understanding human sexual functioning. Psychological mechanisms underlying expression of human sexuality.

Public Policy

Session A (June 21-July 30)

PUBPOL 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

Session A (June 21-July 30)

PUBAFF 10 Introduction to social scientific approaches to study of social problems and their solutions. Using selected contemporary social problems as cases, and drawing on variety of sources (such as scholarly readings, video clips, and guest speakers), exploration of how social problems and their solutions come to be defined, roles that economic, political, educational, and cultural institutions play in perpetuating or solving social problems, and how individuals, social advocates, and communities can lead or impede social change.

Session C (August 2-September 10)

PUBAFF 20 Introduction to key institutions of government, politics, and policy in U.S., covering their history, contemporary forms, and internal dynamics. Includes various scales and branches of government as well as institutions that exercise power and influence in public decision making and social action, such as corporations, unions, media, social movements, and civil society.

Scandinavian

Session A (June 21-July 30)

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.

Sociology

Session A (June 21-July 30)

SOCIOL 1 Survey of characteristics of social life, processes of social interaction, and tools of sociological investigation.

SOCIOL 122 Exploration of macro-, meso-, and micro-level theories of violence, why states organize violence, why civilizations participate in violence, and physical, structural, and symbolic violence. Discussion of how various social categories such as race, ethnicity, religion, class, gender, and sex are implicated in violence and examination of cases of interstate war, genocide, civil war, terrorism, and pogroms from around world.

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.

Session C (August 2-September 10)

SOCIOL 185 Analysis of major institutions in the U.S. in historical and international perspective, with emphasis on topics such as industrialization, work, state, politics, community, family, religion, and American culture. Theories of social change, conflict, and order applied to case of the U.S.

Theater

Session A (June 21-July 30) & Session C (August 2-September 10)
THEATER 106 Investigation of diversity in American society as manifested in dramatic works and theatrical presentations.

THEATER 110 Survey of history of American musical: its composers, writers, and performers from musical's emergence in immigrant cultures to Broadway and Off-Broadway. With its roots in British music halls and comic opera, Viennese operetta and African American jazz, American musical theater emerged as vivid and popular art form with its own culture and identity.
UCLA SENIOR SCHOLARS PROGRAM SUMMER 2021 APPLICATION

Apply online at https://www.semel.ucla.edu/longevity/how-find-class-apply, OR submit this form by May 28/July 2 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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<tr>
<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 May 28/July 2 *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. Please keep microphone muted during online lectures.
3. Please ask questions only after enrolled students have participated first.
4. Discussion sessions and professor’s office hours are intended for enrolled students, not Senior Scholars.
5. The Scholars program is not responsible for any additional fees incurred including book, material, and parking fees.

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 Summer Sessions A and C will be held exclusively online.

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

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.

Yoga/Wellness Sessions
A volunteer trainer leads Senior Scholars in weekly yoga and wellness sessions.

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

**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 Andy Talajkowski at atalajkowski@mednet.ucla.edu.

**Memory Care** is a weekly, 90 minute 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 Andy Talajkowski at atalajkowski@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 Patricia Ramos at pmramos@mednet.ucla.edu.