Senior Scholars Program

An opportunity for lifelong learning on the UCLA campus

Fall 2021 Catalog
Fall classes begin September 30 online
Table of Contents

Program Overview 3
Application Process 3
How to Find a Class 3
How to Apply 4
Program Agreement 6
Other Course Information 7
Condensed Course Listing 8
Course Descriptions 14
Fall Quarter Application 22
Online Transition Q&A 23
Perks of the Program 23
Longevity Center Programs 24

Please contact us at
srscholars@mednet.ucla.edu
or (310) 794-0679

Application Deadline September 3
Confirmations Begin September 7
Instruction Begins September 30
Drop Deadline October 15
Veteran's Day November 11
Thanksgiving Holiday November 25, 26
End of Instruction December 3

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 2021 will be held online to prevent the spread of COVID-19. While there will be limited in person classes available to undergraduate students, but Senior Scholars are not eligible to return to campus. 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 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. **Be sure you are selecting courses that are labeled “Online” under location.**
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

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 7th and continue through September 29th 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 15th 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.
Course Listing

*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. If a course day/time is marked as “Varies,” it means all the lectures are prerecorded and available to watch at any time online.

<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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>African American Studies</strong></td>
<td>1</td>
<td>Introduction to Black Studies</td>
<td>Varies</td>
<td>--</td>
<td>163</td>
<td>Pierre, J.</td>
</tr>
<tr>
<td></td>
<td>112A</td>
<td>Sunken Place: Racism, Survival, and Black Horror Aesthetic</td>
<td>T/TH</td>
<td>12:30pm-1:45pm</td>
<td>102</td>
<td>Due, T.P.</td>
</tr>
<tr>
<td></td>
<td>M121</td>
<td>Afro-Indigenous History: from Enslavement and Settlement to Black Lives Matter and Indigenous Sovereignty</td>
<td>T/TH</td>
<td>11am-12:15pm</td>
<td>35</td>
<td>Mays, K.T.</td>
</tr>
<tr>
<td><strong>Ancient Near East</strong></td>
<td>15W</td>
<td>Women and Power in Ancient World</td>
<td>Varies</td>
<td>--</td>
<td>158</td>
<td>Cooney, K.M.</td>
</tr>
<tr>
<td></td>
<td>M130</td>
<td>Ancient Egyptian Religion</td>
<td>Varies</td>
<td>--</td>
<td>49</td>
<td>Wendrich, W.Z.</td>
</tr>
<tr>
<td><strong>Anthropology</strong></td>
<td>2</td>
<td>Archaeology: Introduction</td>
<td>M/W/F</td>
<td>10am-10:50am</td>
<td>207</td>
<td>Schachner, G.T.</td>
</tr>
<tr>
<td></td>
<td>124S</td>
<td>Evolution of Human Sexual Behavior</td>
<td>M/W</td>
<td>8am-9:15am</td>
<td>204</td>
<td>Fessler, D.</td>
</tr>
<tr>
<td></td>
<td>M145P</td>
<td>Marriage, Family, and Kinship</td>
<td>M/W</td>
<td>9:30am-10:45am</td>
<td>51</td>
<td>Levine, N.</td>
</tr>
<tr>
<td><strong>Architecture and Urban Design</strong></td>
<td>30</td>
<td>Introduction to Architectural Studies</td>
<td>T/TH</td>
<td>12:30pm-1:45pm (Recorded)</td>
<td>240</td>
<td>The Staff</td>
</tr>
<tr>
<td><strong>Art History (ART HIS)</strong></td>
<td>21</td>
<td>Medieval Art</td>
<td>T/TH</td>
<td>11am-12:15pm</td>
<td>171</td>
<td>Cohen, M.M.</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Renaissance and Baroque Art</td>
<td>T/TH</td>
<td>9:30am-10:45am (Recorded)</td>
<td>171</td>
<td>Wilson, B.</td>
</tr>
<tr>
<td>Department</td>
<td>Course #</td>
<td>Course Title</td>
<td>Days</td>
<td>Time</td>
<td>Class Size</td>
<td>Instructor</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>----------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
<td>------------------------</td>
<td>------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Astronomy</td>
<td>3</td>
<td>Nature of Universe</td>
<td>M/W/F</td>
<td>11am-11:50am</td>
<td>147</td>
<td>Rich, M.</td>
</tr>
<tr>
<td>Classics</td>
<td>42</td>
<td>Cinema and Ancient World</td>
<td>M/W/F</td>
<td>10am-10:50am (Recorded)</td>
<td>117</td>
<td>Martelli, F.K</td>
</tr>
<tr>
<td></td>
<td>185</td>
<td>Origins and Nature of English Vocabulary</td>
<td>Varies</td>
<td>--</td>
<td>90</td>
<td>Vine, B.H.</td>
</tr>
<tr>
<td>Communication</td>
<td>10</td>
<td>Introduction to Communication</td>
<td>Varies</td>
<td>--</td>
<td>225</td>
<td>Suman, M.W.</td>
</tr>
<tr>
<td></td>
<td>M125</td>
<td>Talk and Social Institutions</td>
<td>M/W</td>
<td>10am-11:50am</td>
<td>30</td>
<td>Clayman, S.E.</td>
</tr>
<tr>
<td></td>
<td>M147</td>
<td>Sociology of Mass Communication</td>
<td>M/W</td>
<td>12:30pm-1:45pm (Recorded)</td>
<td>30</td>
<td>Yeritsian, G.</td>
</tr>
<tr>
<td>Earth, Planetary, &amp; Space Sciences</td>
<td>8</td>
<td>Earthquakes</td>
<td>T/TH</td>
<td>4pm-5:15pm</td>
<td>172</td>
<td>Meng, L.</td>
</tr>
<tr>
<td>Ecology and Evolutionary Biology</td>
<td>100</td>
<td>Introduction to Ecology and Behavior</td>
<td>T/TH</td>
<td>11am-12:15pm (Recorded)</td>
<td>171</td>
<td>Lipman, A.J.</td>
</tr>
<tr>
<td></td>
<td>109</td>
<td>Introduction to Marine Science</td>
<td>T/TH</td>
<td>2pm-3:15pm (Recorded)</td>
<td>205</td>
<td>Kane, T.L.</td>
</tr>
<tr>
<td></td>
<td>120</td>
<td>Evolution</td>
<td>T/TH</td>
<td>12:30pm-1:45pm (Recorded)</td>
<td>267</td>
<td>Bucciarelli, G.</td>
</tr>
<tr>
<td>Economics</td>
<td>1</td>
<td>Principles of Economics</td>
<td>Varies</td>
<td>--</td>
<td>300</td>
<td>Ohanian, L.</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Microeconomic Theory</td>
<td>T/TH</td>
<td>9:30am-10:45am</td>
<td>272</td>
<td>Mazzocco, M.</td>
</tr>
<tr>
<td>Education</td>
<td>10</td>
<td>Introduction to Educational Issues and Scholarship</td>
<td>Varies</td>
<td>--</td>
<td>77</td>
<td>Mancevice, N.A.</td>
</tr>
<tr>
<td></td>
<td>C101</td>
<td>History of Higher Education</td>
<td>Varies</td>
<td>--</td>
<td>80</td>
<td>Chang, M.J.</td>
</tr>
<tr>
<td></td>
<td>107A</td>
<td>Race, Class, and Education Inequality in U.S.</td>
<td>T</td>
<td>12pm-1:50pm</td>
<td>160</td>
<td>Howard, T.C.</td>
</tr>
<tr>
<td>Department</td>
<td>Course #</td>
<td>Course Title</td>
<td>Days</td>
<td>Time</td>
<td>Class Size</td>
<td>Instructor</td>
</tr>
<tr>
<td>------------------</td>
<td>----------</td>
<td>------------------------------------------------------------------------------</td>
<td>------------</td>
<td>--------------------------</td>
<td>------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>English</td>
<td>90</td>
<td>Shakespeare</td>
<td>Varies</td>
<td>--</td>
<td>58</td>
<td>Little, A.L.</td>
</tr>
<tr>
<td></td>
<td>M105C</td>
<td>Chicana/Chicano Literature since el Movimiento, 1970s to Present</td>
<td>M/W</td>
<td>2pm-3:15pm (Recorded)</td>
<td>28</td>
<td>Perez-Torres, R.</td>
</tr>
<tr>
<td></td>
<td>119</td>
<td>Literary Cities: Literary London: Tales of Two Cities</td>
<td>T/TH</td>
<td>9:30am-10:45am</td>
<td>42</td>
<td>Makdisi, S.</td>
</tr>
<tr>
<td></td>
<td>129</td>
<td>Topics in Genre Studies, Interdisciplinary Studies, and Critical Theory: Novels and Networks</td>
<td>T/TH</td>
<td>12pm-1:50pm</td>
<td>30</td>
<td>Seltzer, M.I.</td>
</tr>
<tr>
<td></td>
<td>139</td>
<td>Individual Authors: James Joyce</td>
<td>M/W</td>
<td>12pm-1:50pm (Recorded)</td>
<td>18</td>
<td>Jaurretche, C.M.</td>
</tr>
<tr>
<td>Ethnomusicology</td>
<td>12A</td>
<td>African American Musical Heritage</td>
<td>T/TH</td>
<td>11am-12:50pm</td>
<td>55</td>
<td>The Staff</td>
</tr>
<tr>
<td></td>
<td>M25</td>
<td>Global Pop</td>
<td>M/W</td>
<td>9am-10:50am</td>
<td>129</td>
<td>The Staff</td>
</tr>
<tr>
<td></td>
<td>M50A</td>
<td>Jazz in American Culture: Late 19th Century through 1940s</td>
<td>T/TH</td>
<td>9am-10:50am</td>
<td>143</td>
<td>de Castro, P.J.</td>
</tr>
<tr>
<td>Film &amp; Television</td>
<td>4</td>
<td>Introduction to Art and Technique of Filmmaking</td>
<td>Varies</td>
<td>--</td>
<td>154</td>
<td>Trice, J.N.</td>
</tr>
<tr>
<td></td>
<td>6A</td>
<td>History of American Motion Picture</td>
<td>Varies</td>
<td>--</td>
<td>200</td>
<td>Kushigemachi, T.</td>
</tr>
<tr>
<td></td>
<td>33</td>
<td>Introductory Screenwriting</td>
<td>Varies</td>
<td>--</td>
<td>220</td>
<td>Verducci, P.M.</td>
</tr>
<tr>
<td></td>
<td>106C</td>
<td>History of African, Asian, and Latin American Film: Lecture 1</td>
<td>T/TH</td>
<td>10am-12:50pm</td>
<td>160</td>
<td>Ravetto, K.S.</td>
</tr>
<tr>
<td></td>
<td>113</td>
<td>Film Authors: Lecture 1</td>
<td>M/W</td>
<td>1pm-3:20pm (Recorded)</td>
<td>120</td>
<td>Bowdre, K.M.</td>
</tr>
<tr>
<td>Gender Studies (GENDER)</td>
<td>10</td>
<td>Introduction to Gender Studies</td>
<td>T/TH</td>
<td>9:30am-10:45am</td>
<td>91</td>
<td>The Staff</td>
</tr>
<tr>
<td></td>
<td>104</td>
<td>Bodies</td>
<td>T/TH</td>
<td>2pm-3:15pm</td>
<td>33</td>
<td>The Staff</td>
</tr>
<tr>
<td>Department</td>
<td>Course #</td>
<td>Course Title</td>
<td>Days</td>
<td>Time</td>
<td>Class Size</td>
<td>Instructor</td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------</td>
<td>-------------------</td>
<td>------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>GENDER</td>
<td>M114</td>
<td>Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies</td>
<td>M/W</td>
<td>11am-12:15pm</td>
<td>18</td>
<td>The Staff</td>
</tr>
<tr>
<td></td>
<td>141</td>
<td>Gender, Culture, and Capitalism</td>
<td>F</td>
<td>2pm-4:50pm</td>
<td>31</td>
<td>The Staff</td>
</tr>
<tr>
<td>Geography</td>
<td>1</td>
<td>Earth's Physical Environment</td>
<td>Varies</td>
<td>--</td>
<td>100</td>
<td>Houskeeper, H.F.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>People and Earth's Ecosystems</td>
<td>T/TH</td>
<td>10am-11:15am</td>
<td>190</td>
<td>Gillespie, T.W.</td>
</tr>
<tr>
<td>Geography</td>
<td>M126</td>
<td>Environmental Change</td>
<td>Varies</td>
<td>--</td>
<td>72</td>
<td>Macdonald, G.M.</td>
</tr>
<tr>
<td>History</td>
<td>1C</td>
<td>Introduction to Western Civilization: Circa 1715 to Present</td>
<td>Varies</td>
<td>--</td>
<td>152</td>
<td>Ford, C.C.</td>
</tr>
<tr>
<td>History</td>
<td>9D</td>
<td>Introduction to Asian Civilizations: History of Middle East</td>
<td>Varies</td>
<td>--</td>
<td>166</td>
<td>Gelvin, J.L.</td>
</tr>
<tr>
<td>History</td>
<td>10B</td>
<td>History of Africa, 1800 to Present</td>
<td>Varies</td>
<td>--</td>
<td>423</td>
<td>Worger, W.H.</td>
</tr>
<tr>
<td>History</td>
<td>11A</td>
<td>History of China: To 1000</td>
<td>M/W/F</td>
<td>9am-9:50am</td>
<td>46</td>
<td>Von Glahn, R.</td>
</tr>
<tr>
<td>History</td>
<td>20</td>
<td>World History to AD 600</td>
<td>Varies</td>
<td>--</td>
<td>152</td>
<td>Green, N.S.</td>
</tr>
<tr>
<td>History</td>
<td>113A</td>
<td>History of Ancient Greece: Rise of Greek City-State</td>
<td>M/W/F</td>
<td>11am-11:50am (Recorded)</td>
<td>65</td>
<td>Phillips, D.D.</td>
</tr>
<tr>
<td>History</td>
<td>116A</td>
<td>Byzantine History</td>
<td>M/W</td>
<td>8am-9:50am</td>
<td>100</td>
<td>Langdon, J.S.</td>
</tr>
<tr>
<td>History</td>
<td>136B</td>
<td>History of Britain: Making of Modern Britain, 1715 to 1867</td>
<td>M/W</td>
<td>9:30am-10:45am</td>
<td>60</td>
<td>Paul, T.</td>
</tr>
<tr>
<td>History</td>
<td>165</td>
<td>Topics in African History: African History through History of Things</td>
<td>M/W</td>
<td>9:30am-10:45am</td>
<td>45</td>
<td>Lydon, G.E.</td>
</tr>
<tr>
<td>Linguistics</td>
<td>1</td>
<td>Introduction to Study of Language</td>
<td>Varies</td>
<td>--</td>
<td>325</td>
<td>Silvestri, G.</td>
</tr>
<tr>
<td>Department</td>
<td>Course #</td>
<td>Course Title</td>
<td>Days</td>
<td>Time</td>
<td>Class Size</td>
<td>Instructor</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>----------</td>
<td>------------------------------------------------------------------------------</td>
<td>------</td>
<td>--------------------------</td>
<td>------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Molecular, Cell &amp; Developmental Biology</td>
<td>50</td>
<td>Stem Cell Biology, Politics, and Ethics: Teasing Apart Issues</td>
<td>T/TH</td>
<td>11am-12:15pm</td>
<td>57</td>
<td>Lee, P.</td>
</tr>
<tr>
<td></td>
<td>60</td>
<td>Biomedical Ethics</td>
<td>M/W</td>
<td>9:30am-10:45am</td>
<td>78</td>
<td>Gallagher, K.J.</td>
</tr>
<tr>
<td>Musicology</td>
<td>5</td>
<td>History of Rock and Roll</td>
<td>T/TH</td>
<td>11am-12:50pm</td>
<td>248</td>
<td>The Staff</td>
</tr>
<tr>
<td></td>
<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>
</tr>
<tr>
<td>Philosophy</td>
<td>4</td>
<td>Philosophical Analysis of Contemporary Moral Issues</td>
<td>T/TH</td>
<td>11am-12:15pm</td>
<td>99</td>
<td>DeWitt, J.A.</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Introduction to Political Philosophy</td>
<td>M/W</td>
<td>12:30pm-1:45pm</td>
<td>110</td>
<td>Gallagher, K.J.</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Introduction to Philosophy of Mind</td>
<td>T/TH</td>
<td>12:30pm-1:45pm</td>
<td>132</td>
<td>Rescorla, M.A.</td>
</tr>
<tr>
<td></td>
<td>M24</td>
<td>Language and Identity</td>
<td>T/TH</td>
<td>9:30am-10:45am</td>
<td>30</td>
<td>Armstrong, J.D.</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>Logic, First Course</td>
<td>W/F</td>
<td>9am-11am</td>
<td>112</td>
<td>Levy, S.R.</td>
</tr>
<tr>
<td></td>
<td>135</td>
<td>Introduction to Metalogic</td>
<td>M/W</td>
<td>9:30am-10:45am</td>
<td>35</td>
<td>The Staff</td>
</tr>
<tr>
<td></td>
<td>172</td>
<td>Philosophy of Language and Communication</td>
<td>T/TH</td>
<td>12:30pm-1:45pm</td>
<td>72</td>
<td>Armstrong, J.D.</td>
</tr>
<tr>
<td>Political Science</td>
<td>50</td>
<td>Introduction to Comparative Politics</td>
<td>T/TH</td>
<td>11am-12:15pm</td>
<td>118</td>
<td>Thies, M.F.</td>
</tr>
<tr>
<td></td>
<td>139</td>
<td>Special Studies in International Relations: Politics of Migration</td>
<td>T/TH</td>
<td>2pm-3:15pm</td>
<td>120</td>
<td>Peters, M.E.</td>
</tr>
<tr>
<td>Psychology</td>
<td>10</td>
<td>Introductory Psychology</td>
<td>T/TH</td>
<td>4pm-5:50pm</td>
<td>210</td>
<td>Clark, C.M.</td>
</tr>
<tr>
<td></td>
<td>118</td>
<td>Comparative Psychobiology</td>
<td>Varies</td>
<td>--</td>
<td>120</td>
<td>Blaisdell, A.P.</td>
</tr>
<tr>
<td>Department</td>
<td>Course #</td>
<td>Course Title</td>
<td>Day</td>
<td>Time</td>
<td>Class Size</td>
<td>Instructor</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------</td>
<td>---------------------------------------------</td>
<td>--------</td>
<td>------------------</td>
<td>------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Psychology</td>
<td>119Y</td>
<td>Psychobiology of Sexual Behavior</td>
<td>W/F</td>
<td>11am-12:15pm</td>
<td>120</td>
<td>Wong, J.</td>
</tr>
<tr>
<td></td>
<td>120B</td>
<td>Sensation and Perception</td>
<td>M/W</td>
<td>11am-12:15pm</td>
<td>200</td>
<td>Shams, L.</td>
</tr>
<tr>
<td></td>
<td>134K</td>
<td>Effects of Early Adversity and Trauma</td>
<td>M/W</td>
<td>2pm-3:15pm</td>
<td>125</td>
<td>Goff, B.S.</td>
</tr>
<tr>
<td></td>
<td>162</td>
<td>Psychology of Addiction</td>
<td>Varies</td>
<td>--</td>
<td>200</td>
<td>Ray, L.A</td>
</tr>
<tr>
<td>Public Affairs</td>
<td>10</td>
<td>Social Problems and Social Change</td>
<td>M/W</td>
<td>11am-12:15pm</td>
<td>49</td>
<td>Stoll, M.A.</td>
</tr>
<tr>
<td></td>
<td>80</td>
<td>How Social Environments Shape Human</td>
<td>T/TH</td>
<td>2pm-3:15pm</td>
<td>68</td>
<td>Small, L.A.</td>
</tr>
<tr>
<td></td>
<td>M125</td>
<td>Creating Safe and Welcoming Schools</td>
<td>W</td>
<td>9am-11:50am</td>
<td>62</td>
<td>Astor, R.A.</td>
</tr>
<tr>
<td>Study of Religion</td>
<td>M20</td>
<td>Introduction to Islam</td>
<td>Varies</td>
<td>--</td>
<td>80</td>
<td>Sayeed, A.</td>
</tr>
<tr>
<td></td>
<td>M60B</td>
<td>Introduction to Chinese Religions</td>
<td>T/TH</td>
<td>9:30am-10:45am</td>
<td>N/A</td>
<td>The Staff</td>
</tr>
<tr>
<td></td>
<td>M161C</td>
<td>Korean Buddhism</td>
<td>M/W</td>
<td>11am-12:15pm</td>
<td>10</td>
<td>Buswell, R.E.</td>
</tr>
<tr>
<td>Sociology</td>
<td>1</td>
<td>Introductory Sociology</td>
<td>T/TH</td>
<td>9:30am-10:45am</td>
<td>171</td>
<td>Small-Rodriguez, D</td>
</tr>
<tr>
<td></td>
<td>121</td>
<td>Sociology of Religion</td>
<td>M/W</td>
<td>10am-11:50am</td>
<td>142</td>
<td>Sexton, J.S.</td>
</tr>
<tr>
<td></td>
<td>CM125</td>
<td>Talk and Social Institutions</td>
<td>M/W</td>
<td>10am-11:50am</td>
<td>109</td>
<td>Clayman, S.E.</td>
</tr>
<tr>
<td></td>
<td>134</td>
<td>Culture and Personality</td>
<td>Varies</td>
<td>--</td>
<td>89</td>
<td>Kim, M.</td>
</tr>
<tr>
<td></td>
<td>147A</td>
<td>Sociology of Crime</td>
<td>T/TH</td>
<td>8am-9:15am</td>
<td>90</td>
<td>Numan, H.L.</td>
</tr>
</tbody>
</table>
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 112A Inspired by Jordan Peele's horror film Get Out (2017), use of horror films and fiction of artists like Peele, George A. Romero, Kasi Lemmons, Tananarive Due, and Toni Morrison--as well as short films by artists like activist Bree Newsome--to examine scope, role, and impact of Black horror, subset of horror genre that binds elements of history, sexuality, sociology, politics, African-based religions such as Vodun/Vodou, and morality tales to create mirror through which to view true-life struggles facing black population.

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 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.

AN NE M130 Introduction to religious beliefs, practices, and sentiments of ancient Egypt to study Egyptian religion as coherent system of thought and sphere of action that once served as meaningful and relevant framework for understanding physical reality and human life for inhabitants of Nile Valley. General principles as well as developments through time (circa 3000 BC to 300 CE). Topics include mythology, temple and cult, magic, and personal piety.

Anthropology

ANTHRO 2 General survey of field and laboratory methods, theory, and major findings of anthropological archaeology, including case-study guest lectures presented by several campus archaeologists.

ANTHRO 124S Examination of human sexual relations and social behavior from evolutionary perspective. Emphasis on theories and evidence for differences between men and women in their patterns of growth, maturation, fertility, mortality, parenting, and relations with members of opposite sex.

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 21 Early Christian, Byzantine, Islamic, Carolingian, Ottonian, Romanesque, and Gothic art and architecture.
ART HIS 22 Survey of Renaissance and baroque art.

Astronomy

ASTR 3 Course for general UCLA students, normally not intending to major in physical sciences, on development of ideas in astronomy and what has been learned of nature of universe, including recent discoveries and developments.

Classics

CLASSIC 42 Use of popular culture and cinema to introduce students to ancient Greek and/or Roman culture; focus at discretion of instructor.
CLASSIC 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.

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 M125 Practices of communication and social interaction in number of major institutional sites in contemporary society. Setting varies but may include emergency services, police and courts, medicine, news interviews, and political oratory.
COMM M147 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.

Earth, Planetary, and Space Sciences

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.

Ecology and Evolutionary Biology

EE BIOL 100 Introduction to methods and topics in ecology and behavior. Growth and regulation of populations, organization of communities and ecosystems, biogeography, and behaviors animals use to find food, choose mates, and interact in social groups.
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.
EE BIOL 120 Introduction to mechanics and processes of evolution, with emphasis on natural selection, population genetics, speciation,
evolutionary rates, and patterns of adaptation.

**Economics**

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

**ECON 11** Laws of demand, supply, returns, and costs; price and output determination in different market situations.

**Education**

**EDUC 1** Introduction to broad landscape of public education in U.S. Intended for those interested in educational research, policy, or teaching in both formal and informal educational contexts. Readings highlight work of educational researchers from UCLA's Department of Education, especially ways their scholarship intersects with policy and practice. Students work in groups to identify real-life problem affecting public education in Los Angeles. Study of this problem from multiple perspectives. Conceptualization of socially-just solution.

**ECON C101** Exploration of major eras in history of higher education. Topics include issues concerning access, diversity, parental choice, cultural literacy, teacher empowerment, and role of popular media.

**ECON 107A** Focus extensively on understanding educational experiences of following groups in U.S.: African Americans, Asian Americans and Pacific Islanders, Chicanas/Chicanos/Latinas/Latinos, and low-income white Americans. Examination of how historical development of public education in U.S. has influenced its present form. Critical look at some current issues and policy debates in education, including debate over school reform, bilingual education, and affirmative action.

**English**

**ENG 90** Survey of Shakespeare's plays, including comedies, tragedies, and histories, selected to represent Shakespeare's breadth, artistic progress, and total dramatic achievement.

**ENGL M105C** Survey of Chicana/Chicano literature since 1970s, with particular emphasis on how queer and feminist activism as well as Central and South American migration have shaped 21st-century chicanidad. Oral, written, and graphic fiction, poetry, and drama by writers including John Rechy, Gloria Anzaldúa, Los Bros Hernández, Ana Castillo, and Dagoberto Gilb guide exploration of queer and feminist studies, Reagan generation, immigration debates, and emerging Latina/Latino majority.

**ENGL 129** People live in world of systems and networks, mass communications, and social media. But what that means, and what it looks and feels like, may be another story--or range of stories. Study looks at some modern and contemporary novels, and visual culture, that stage those stories, with consideration of how we live in and with systems and media today. Readings include novels by authors such as Rachel Cusk, Kazuo Ishiguro, Natsuo Kirino, Tom McCarthy, China Miéville, and Sayaka Murata. Includes frequent writing assignments, close analysis of materials, and active participation in discussion. Consistent discussion contributions and on-time papers required. Not open to students who completed course 181A with same topic and instructor in spring 2020.

**ENGL 139** February 2, 2022 marks 100th anniversary of publication of James Joyce's novel Ulysses, touchstone of world literature and game-changing novel of 20th century. Students read Ulysses and Joyce's preceding works, Dubliners and A Portrait of the Artist as a Young Man.

**Ethnomusicology**

**ETHNMUS 12A** Sociocultural history and survey of African American music covering Africa and its impact on Americas; music of 17th through 19th centuries; minstrelsy and its impact on representation of blacks in film, television, and theater; religious music, including hymns, spirituals, and gospel; black music of Caribbean and Central and South America; and music of black Los Angeles.

**ETHNMUS M25** Development of world music or world beat, including its meaning and importance to contemporary culture as well as its history and impact.

**ETHNMUS M50A** 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 106C** Critical, historical, aesthetic, and social study--together with exploration of ethnic significance--of Asian, African, Latin American, and Mexican films.

**FILM TV 113** In-depth study of specific film author (director or writer).

**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 104** Exploration of scholarly theories and histories of body, with focus on topics such as sex identities, sexuality, gendered violence, and reproductive politics. How has science, medicine, and culture sought to distinguish male from female in different historical periods and locations? How have meanings of terms sex and gender varied across time and place? How has gendered body been represented in different visual cultures? How have embodied identities been produced in different historical and geographic contexts? What is relationship between embodiment and desire?

**GENDER M114** Introduction to history, politics, culture, and scientific study of lesbians, gay men, bisexuals, transgendered, and queer people; examination of sexuality and gender as categories for investigation; interdisciplinary theories and research on minority sexualities and genders.

**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 1** Study of Earth’s physical environment, with particular reference to nature and distribution of landforms and climate and their significance to people.

**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 126** 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 104 Investigation of circulation of peoples, goods, and media to examine interactions of globalization with local culture and formation of global cultures through practices and processes of globalization.

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 9D Introduction to history of Muslim world from advent of Islam to present day.

HIST 10B Survey of social, economic, and political developments in Africa since 1800, with focus on slave trade, imperialism and colonialism, and nationalism and independence. Attention to different ideologies (nationalism, socialism, apartheid), rural/urban tensions, changing role of women.

HIST 11A Survey of early history of China--genesis of characteristic Chinese institutions and modes of thought from antiquity to 1000. Focus on social, political, intellectual, and economic aspects of early and middle empires.

HIST 113A Emphasis on archaic period and early classical age through Persian Wars.


HIST 136B Analysis of British economy, society, and polity, with focus on dynamics of both stability and change. Social, economic, political, and cultural history of Britain from Hanoverian revolution in politics to advent of mass democracy in mid-Victorian era. Themes include social change under pressure of industrialization, emergence of first British Empire, loss of America, shifts in religious and social position.

HIST 165 Cowries, gold, cocoa, ebony, and ivory are all things that bring Africa to mind. Thinking about each of these things individually is original and fun way to learn about Africa's economic and cultural history, but also about Africa's place in world history. Focusing on certain commodities and emblematic items, and their place in history, generates all kinds of questions about desires, needs, and struggles of people of world throughout history. Examination of how quest, trade, and diffusion of certain things can explain large swaths of history. Students also learn about African goods--commodities or things--that changed world.

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.

Molecular, Cell & Developmental Biology

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.

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.

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 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 4** Critical study of principles and arguments advanced in discussion of current moral issues. Possible topics include revolutionary violence, rules of warfare, sexual morality, right of privacy, punishment, nuclear warfare and deterrence, abortion and mercy killing, experimentation with human subjects, rights of women.

**PHILOS 6** Study of some classical or contemporary works in political philosophy. Questions that may be discussed include What is justice? Why obey the law? Which form of government is best? How much personal freedom should be allowed in society?

**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 M24** How do we use language to project our own identity? How do we use it to perceive or shape identity of others? Introduction to speech act theory and various claims that speech act theory can account for systematic subordination of women; maligning of racial minorities; and, in some cases, incitement to violence through hate speech. Provides foundation for students of linguistic theory, philosophy, sociology, anthropology, and communication studies.

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

**PHILOS 135** Metatheory sentential logic and first-order logic. Introduction to formal language, formal deductive systems, and models. Compactness and completeness theorems that concern complexity of notion of logical consequences.

**PHILOS 172** Theories of meaning and communication; how words refer to things; limits of meaningfulness; analysis of speech acts; relation of everyday language to scientific discoveries.

**Political Science**

**POL SCI 50** Comparative study of constitutional principles, governmental institutions, and political processes in selected countries.

**POL SCI 139** Study covers politics of migration including public opinion, interest group politics, and role of institutions. Exploration of politics of migration in receiving and sending states over last 200 years, with special focus on current debates over immigration in U.S. and Europe. Segment topics include introduction, Immigration, emigration, and migration and human rights. Study approached using political economy framework—that is, focus on economic impacts of migration to understand how they affect politics. Designed for students with some knowledge of international relations, and more limited background in economic theory and history. Readings and lectures designed to supply both theoretical orientation and substantive information necessary to understand and analyze range of policy issues that now confront immigrant-receiving and emigrant-sending states.

**Psychology**

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

**PSYCH 118** Survey of determinants of species-specific behavior, including genetic influences and learning.

**PSYCH 119Y** 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 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 134K** Examination of extensive evidence of disruptive impact of early adversity. Study offers
insights into causal mechanisms that link early adversity to later impairments in learning, behavior, and both physical and psychological well-being. Review of research on common childhood stressors, individual and contextual factors that put children at risk for developmental deficits, and protective factors that promote successful coping and healthy adjustment.

PSYCH 162 Survey of topics covering psychological and neurobiological theories of addiction, pharmacological effects of drugs and abuse, etiology, assessment, diagnosis, and treatment.

Public Affairs

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.

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 M125 Examination of historical context and causes of school violence, theories, and diverse perceptions of school climate and safety. Special emphasis on impact of school climate on oppressed groups and how social contexts such as poverty and how neighborhood resources influence school safety.

Study of Religion

RELIGN 20 Genesis of Islam, its doctrines, and practices, with readings from Qur'an and Hadith: schools of law and theology; piety and Sufism; reform and modernism.

SOCIOL M60 Knowledge of Chinese not required. General survey of religious life in China, with emphasis on everyday religious practice over doctrine, and themes common to Buddhism, Daoism, and Confucianism.

SOCIOL M161C Knowledge of Korean not required. Introduction and development of Buddhism in Korea, interactions between indigenous Korean culture and Sinitic traditions of Buddhism, Korean syntheses of imported Buddhist theological systems and meditative techniques, and independent Son (Zen) schools of Korea.

Sociology

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

SOCIOL 121 Examination of classic and contemporary work in social scientific study of religion. Analysis of definition of religion, role of religion in modern life, and role of categories like Islam in contemporary U.S. politics. Focus on complicated question of what it means to say someone or something is religious: does that mean they are moral, believe in God, or are part of community of believers? Students gain better sense of how to think and talk about religion.

SOCIOL CM125 Practices of communication and social interaction in number of major institutional sites in contemporary society. Setting varies but may include emergency services, police and courts, medicine, news interviews, and political oratory.

SOCIOL 134 Theories of relation of variations in personality to culture and group life, in primitive and modern societies, and influence of social role on behavior.

SOCIOL 147A Sociological theories of social origins, organization, and meanings of crime and criminal behaviors.
UCLA SENIOR SCHOLARS PROGRAM FALL 2021 APPLICATION

Apply online at https://www.semel.ucla.edu/longevity/how-find-class-apply, OR submit this form by August 3 to: rscholars@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

Department & Course # Course Title
Course 1: __________________________
Course 2: __________________________
Alternate course: __________________________

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 August 3

*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.

*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 a hybrid quarter of limited in person courses and online courses. There are no on campus options currently available to Senior Scholars. UCLA has not announced any plans to return to full in person instruction yet in the 2021/22 school year.

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 exclusive 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 programming in Fall, Winter and Spring quarters. These include social hours, discussions and opportunities to connect between the different generations.
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 Andy Talajkowski at atalajkowski@mednet.ucla.edu.

Brain Boot Camp is a 90 minute 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