Senior Scholars Program

An opportunity for lifelong learning at UCLA

Spring 2021 Catalog

Classes begin on March 29 online
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Please contact us at
srscholars@mednet.ucla.edu
or (310) 794-0679

Application Deadline  March 5
Confirmations Begin  March 8
Instruction Begins  March 29
Drop Deadline  April 9
Cesar Chavez Day  March 26
Memorial Day  May 31
End of Instruction  June 4

Spring 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?
Spring Quarter 2021 will be held online to prevent the spread of COVID-19. Senior Scholars are eligible to audit online courses and will be provided with materials and training to ease the online transition. Check the “Online Transition Q&A” section of the catalog to learn more about what you will need to attend lecture online.

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

Application Process

Step 1- Find a class.
To view the entire Spring Schedule of Classes:
Visit the UCLA Registrar’s website- 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 Spring 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 March 8th and continue through March 25th 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, April 9th or course fees (minus the $25 administrative fee) cannot be refunded.
Program Agreement

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

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

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

Other Guidelines

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

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

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

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

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

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<thead>
<tr>
<th>Department</th>
<th>Course #</th>
<th>Course Title</th>
<th>Days</th>
<th>Time</th>
<th>Class Size</th>
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<td>Jerusalem: Holy City</td>
<td>T/TH</td>
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Abbreviations:  
M= Monday  
W=Wednesday  
TH=Thursday  
T=Tuesday  
F=Friday
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<td>History of African, Asian, and Latin American Film</td>
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<th>Time</th>
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<th>Instructor</th>
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<td>History of Modern Philosophy, 1650 to 1800</td>
<td>M/W</td>
<td>12:30pm-1:45pm</td>
<td>200</td>
<td>DeWitt, J.A.</td>
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<td>M118B</td>
<td></td>
<td>Kierkegaard and Philosophy of Religion</td>
<td>W/F</td>
<td>12pm-1:50pm</td>
<td>18</td>
<td>Johnson, M.C.</td>
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<td>153A</td>
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<td>Topics in Ethical Theory: Normative Ethics</td>
<td>M/W</td>
<td>3:30pm-4:45pm</td>
<td>50</td>
<td>Mchose, J.B.</td>
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<td>161</td>
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<td>Topics in Aesthetic Theory: Poetry</td>
<td>T/TH</td>
<td>12:30pm-1:45pm</td>
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<td>20</td>
<td>World Politics</td>
<td>T/TH</td>
<td>12:30pm-1:45pm</td>
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<tr>
<td>115D</td>
<td></td>
<td>Diversity, Disagreement, and Democracy</td>
<td>Varies</td>
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<td>Marxism</td>
<td>T/TH</td>
<td>12:30pm-1:45pm</td>
<td>120</td>
<td>Branstetter, J.G.</td>
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<td>125A</td>
<td></td>
<td>Arms Control and International Security</td>
<td>T/TH</td>
<td>11am-12:15pm</td>
<td>120</td>
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<td>159B</td>
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<td>Government and Politics of China: China in Age of Reform</td>
<td>T/TH</td>
<td>12:30pm-1:45pm</td>
<td>120</td>
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<td>124G</td>
<td>Cognition and Successful Aging</td>
<td>Varies</td>
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<td>Abnormal Psychology</td>
<td>Varies</td>
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<td>133G</td>
<td>Culture and Human Development</td>
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<td>162</td>
<td>Psychology of Addiction</td>
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<td>Public Affairs</td>
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<td>Social Problems and Social Change</td>
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<td>U.S. Housing Policy and Geography of Opportunity</td>
<td>T/TH</td>
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<td>Urban Sustainability</td>
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<td>120</td>
<td>Literature and Revolution</td>
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<td>Studies in Russian Literature: Dostoevsky</td>
<td>T/TH</td>
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<td>Scandinavian</td>
<td>50</td>
<td>Introduction to Scandinavian Literatures and Cultures</td>
<td>T/TH</td>
<td>2pm-3:15pm</td>
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<td>147A</td>
<td>Hans Christian Andersen</td>
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<td>M/W</td>
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<td>Sociology of Violence</td>
<td>W/F</td>
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<td>145</td>
<td>Sociology of Deviant Behavior</td>
<td>Varies</td>
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<td>Comparative Acculturation and Assimilation</td>
<td>T/TH</td>
<td>3:30pm-4:45pm Recorded</td>
<td>150</td>
<td>Hernandez-Leon, R.</td>
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</table>
Course Descriptions

African American Studies

AF AMER 104D Introductory survey of African American literature from 1980s to present covering range of genres, with emphasis on diversity of perspectives and styles that have emerged over past 30 years or so. Authors may include Toni Morrison, August Wilson, Octavia Butler, Anna Deavere Smith, June Jordan, Charles Johnson, and Rita Dove.

AF AMER M173 Overview of nonviolence and its impact on social movements both historically and in its present context in contemporary society, featuring lectures, conversations, films, readings, and guest speakers. Exploration of some historic contributions of civil rights struggles and role of nonviolent action throughout recent U.S. history. Examination of particular lessons of nonviolent movements as they impact social change organizing in Los Angeles.

Ancient Near East

AN N E 10W Survey of religious, political, and cultural history of Jerusalem over three millennia as symbolic focus of three faiths: Judaism, Christianity, and Islam. Transformation of sacred space as reflected by literary and archaeological evidence through examination of testimony of artifacts, architecture, and iconography in relation to written word. Study of creation of mythic Jerusalem through event and experience.

AN N E M135 Introductory survey of various ancient Israelite religious beliefs and practices, their origin, and development, with special attention to diversity of religious practice in ancient Israel and Canaan during 1st millennium BCE.

AN N E M170 Knowledge of original languages not required. Bible (Old and New Testaments) as book. Canon, text, and versions. Linguistic, literary, historical, and religious approaches to Bible study. Survey of history of interpretation from antiquity to present.

Anthropology

ANTHRO 1 Evolutionary processes and evolutionary past of human species.

ANTHRO 129 Study of selected topics in biological anthropology.

ANTHRO 135 Photographs in anthropology serve many purposes: as primary data, illustrations of words in books, documentation for disappearing cultures, evidence of fieldwork, material objects for museum exhibitions, and even works of art. Topics include relationships between subject and treatment of image, between art photography and ethnographic documentation, role of museum photograph and caption, social practice of taking pictures, and case study on photographing Middle East and North Africa.

Architecture and Urban Design

ARCH&UD 10B Survey of architectural and urban history from 1600 to present in global context. Exploration of buildings, cities, spaces, artifacts, landscapes, and ideas through their relation to geopolitical conditions and through their relation to theories of design.

Art History

ART HIS 27 Introduction to art, architecture, and urbanism of Americas (North to South) from earliest settlement until AD 1450. Analysis of variety of media within their historical and cultural context.

ART HIS C115F Material culture, art, architecture, and history of city of Paris to circa 1500.

ART HIS 121B Art and architecture of 15th century.

ART HIS C131C Study of politics of representation at end of century, covering dominant strategies and trends in postmodernist 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.

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

CLASSIC 30 Introduction to myths and legends of ancient Greece and/or Rome, role of those stories in their societies, and modern approaches to studying them.
CLASSIC 163 Study of Ovid's "Metamorphoses" and persistence and extent of Roman poet's influence on subsequent literature, art, and film. Close analysis of Ovid's seminal text before turning to poem's classical, medieval, Renaissance, and modern imitators, from Apuleius to Shakespeare to Picasso and beyond.

Communication

COMM 107 How do media outlets in Middle East represent Islamist terrorism? How do they describe, analyze, and comment on suicide attacks? Focus on Arab, Afghan, and Iranian media discussions of this phenomenon to explore evolution of meaning of terrorism in Muslim societies.
COM 110 Understanding gender is fundamental part of understanding who we are as human beings. Exploration of crucial role of gender in spheres of life involving communication and role and origins of gender differences in communication. Contexts of communication include family, workplace, sexuality, and intimate relationships. Discussion of how media influence conceptions of gender.
COMM 146 Analysis of evolutionary psychology as basis for images selected by media portraying women and/or minorities in entertainment, advertising, and informational communication.
COMM 178 Examination of nature of propaganda, institutional structure of American media, and relationship between propaganda and American news media. History of propaganda in America from World War I era forward, competing theories of democracy and media, and role of corporations in propaganda and news.

Earth, Planetary, and Space Sciences

EPS SCI 17 Designed for nonmajors. Exploration of biology, evolution, and extinction of dinosaurs and close relatives, in context of history of biosphere. Information from paleontology, biology, and geology.
EPS SCI 101 Earth's energy resources (fossil fuels and alternatives) from Earth science and sustainability perspective.

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 154 Introduction to structure, biodiversity, and dynamics of California ecosystems, with focus on Southern California, and impact of human activities on these systems.

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.

English

ENG 80 Introduction to chief American authors, with emphasis on poetry, nonnarrative prose, and short fiction of such writers as Poe, Dickinson, Emerson, Whitman, Twain, Frost, and Hemingway.
ENGL 119 Using city of Dublin as locus, students read variety of major works by Dublin writers. Grounding in Dublin geography, urban study, and history prepares students to consider various dimensions of Irish experience in 20th century: its
status as country under British rule, fight for independence, and ultimate autonomy. Blended study presents historical and cultural material digitally, and literature through traditional lecture. Student teams research and annotate digitized archival and historical items for publication as field guide. Students write long paper on literature from historically informed base of knowledge.

ENGL 139 Career of Henry James is unique in scope, experimentation, technical brilliance, and psychological depth. Along with Mark Twain and William Dean Howells, James was among most important American novelists to emerge during so-called age of realism, and one whose influential works still fascinate and challenge readers. Although he also wrote many book reviews, plays, travel literature, literary criticism, prefaces for his collected works, and several volumes of autobiography, study focuses on James' prose fiction. James launched his career with international popularity of Daisy Miller and his first full-length masterpiece, The Portrait of a Lady. Students also read feminist movement satire The Bostonians, examination of greed in The Spoils of Poynton, and stories including The Pupil and The Beast in the Jungle. Later phase works include some Prefaces and The Ambassadors, which was his own favorite novel.

ENGL 153 Exploration of early modern dramatizations of notorious murders of the day, and plays concerned with lives of ordinary people (sometimes same). Plays include Arden of Faversham, A Woman Killed with Kindness, and The Witch of Edmonton, along with crime pamphlets and ballads.

ENGL 164C Students read work of four pre-eminent novelists, all of whom expanded, in unique ways, artistic and thematic range of narrative fiction between years 1800 and 1900. Readings include Jane Austen's Emma, Charlotte Brontë's Villette, George Eliot's Middlemarch, and Henry James' The Portrait of a Lady. Lectures incorporate contemporary narratological theory, historical and cultural contexts, philosophical influences on development of novel in Western Europe, changing roles of women and education, modes of publication in Victorian Era, novel's relationship to rise of middle class and industrial capitalism, British imperialism, and political reform in England. Consideration of themes of identity formation, interiority, gender, marriage, money, rise of professionalization, and other topics that speak to evolution of novel in 19th century. Requirements include two papers, midterm exam, and comprehensive final exam. Not open to students who completed course 164C in 16F or 179 in 17W titled The Novel 1850-1900, or 164C in 18F titled Austen to Hardy.

ENGL 177 Interdisciplinary exploration of significant episodes in long history of American sex. From secret diary of Puritan minister Michael Wigglesworth (1652-57) to scandalous bad book affair in Jonathan Edwards's congregation (1744), to Treasury Secretary Alexander Hamilton's sex scandal (1790s) and on through 19th century, what counted as sex constantly changed. Study of novels and stories by Charles Brockden Brown, Alice Dunbar-Nelson, Julia Ward Howe, Sarah Orne Jewett, Margaret Sweat, Walt Whitman, and Theodore Winthrop. Study of notorious marble sculptures by Harriet Hosmer (Zenobia in Chains, 1859) and Hiram Powers (The Greek Slave, 1843) and scandalous painting by Thomas Eakins (Swimming, 1885). In each case, study asks how these texts and artworks understand and represent acts, identities, and pleasures that today go under rubric of sexuality. Study combines rich primary materials with active reflection on interdisciplinary research methods.

Ethnomusicology

ETHNMUS M12B Sociocultural history and survey of African American music covering blues, pre-1947 jazz styles, rhythm 'n' blues, soul, funk, disco, hip-hop, and symbiotic relationship between recording industry and effects of cultural politics on black popular music productions.

ETHNMUS M109 Sociocultural history of women in jazz and allied musical traditions from 1880s to present. Survey of women vocalists, instrumentalists, composers/arrangers, and producers and their impact on development of jazz.

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 10A** Critical survey of American television history from its inception to present. Examination of interrelationships between program forms, industrial paradigms, social trends, and culture. Starting with television's hybrid origins in radio, theater, and film, contextualization, viewing, and discussion of key television shows, as well as Hollywood films that comment on radio and television. Consideration of television programs and series in terms of sociocultural issues (consumerism, lifestyle, gender, race, national identity) and industrial practice (programming, policy, regulation, business).

**FILM TV 106C** Critical, historical, aesthetic, and social study—along with exploration of ethno significance—of Asian, African, Latin American, and Mexican films.

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

**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 M149** Examination of manner in which media culture induces people to perceive various dominant and dominated and/or colonized groups of people. Ways in which women, gay, lesbian, bisexual, transgendered, racial, and ethnic marginalized peoples, class relations, and other subaltern or subordinated groups are presented and often misrepresented in media. Investigation and employment of practical applications of communications and feminist theories for understanding ideological nature of stereotyping and politics of representation through use of media, guest presentations, lectures, class discussions, and readings. Introduction to theory and practice of cultural studies.

**Geography**

**GEOG 2** Biogeographic exploration of plant and animal diversity and conservation issues on continents and islands around world. Study of physical, biotic, and human factors responsible for evolution, persistence, and extinction of species and ecological communities. Analysis of effects of human activity.

**GEOG 130** Thematic orientation to food systems and their role in environmental and cultural transformations.

**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 12C** Ongoing growth and normalization of poverty, violence, and racial hatred in neo-liberal present have direct linkage to earlier moment when colonial rule of previous century brought about global structure of inequality. Examination of some of most important voices of anti-colonial and anti-imperialist struggle from comparative perspective in order to historicize current conjuncture. Readings include Aimé Césaire, Frantz Fanon, Ho Chi Minh, Toten Miyazaki, Sun Yat-Sen, Shusui Kotoku, Malcolm X, Che Guevara, and Mahatma Gandhi. Use of dialogue to reveal and reflect on commonalities and differences of thinker/activist pairs. Historical background for each thinker and active engagement in interpretation and discussion of texts.

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

**HIST 132** First 50 years of Europe's 20th century were beset by violence, bloodshed, and extraordinary...
political, economic, and sociocultural changes. Between 1914 and 1918, estimated 37 million people perished on Europe's battlefields. Old Regime crumbled beneath weight of four years of unyielding industrial warfare; and in Eastern Europe, revolutionary upheavals. Amid ashes of old Europe, contending visions for new socioeconomic order began to appear. By 1939, Europe's destiny lay anxiously in crosshairs between number of diametrically opposed ideological contenders. Exploration of various political, economic, social, and cultural upheavals that took place in Europe between two world wars. Study asks important and rather urgent question: Are we living in another interwar crisis? 

**HIST 146B** Major episodes in social, trade union, and cultural history of American working class from Colonial times to present, with emphasis on both organized and unorganized labor, history of Knights of Labor, AFL-CIO, and development of labor politics.

**HIST 164E** History of Africa south of Sahara from end of World War II to present. Last phases of colonial rule in Africa, African nationalism, Pan-Africanism, liberation movements, and achievement of independence. Political, social, and economic change in colonies and in independent states of Africa. Neocolonialism, experiments in national development, apartheid in South Africa, ideological conflict in contemporary Africa, and Africa in world affairs since 1957.

**HIST 174B** Examination of expansion of British rule, theories and practice of governance, constitution of India as oriental despotism, epistemological projects of state, and other modes by which British achieved conquest of knowledge.

**HIST M185F** Christian movement from its origins to circa 160 CE, stressing its continuity/discontinuity with Judaism, various responses to Jesus of Nazareth, writings produced during this period, movement's encounters with its religious, social, and political world, and methods of research.

**Linguistics**

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

**Management**

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

**Middle Eastern Studies**

**MES M50CW** Survey of modern Middle Eastern cultures through readings and films from Middle East and North Africa.

**Molecular, Cell & Developmental Biology**

**MCD BIO 60** Examination of importance of ethics in research and exploration of how and why bioethics is relevant to reproductive screening, policy formation, public regulation, and law. Provides foundation in traditional ethics, consideration of subcategories of bioethics, neuroethics, and eugenics, and how to apply ethics to contemporary issues in research and technology.

**Musicology**

**MUSCLG 7** History of music and cinema, particularly ways music is used to produce meanings in conjunction with visual image.

**MUSCLG 13** Developments in punk music in their historical and subcultural contexts. Survey of prepunk and musical antecedents in 1960s, rise of punk in 1970s, and tracing of its expressive trajectories to present day.

**MUSCLG M82** Roles of music during Holocaust are as varied as people who experienced it. Music was composed and performed by prisoners in almost every concentration camp; music was means for some individuals to gain favorable treatment, while others weaponized it. Traces development of European musical culture under Nazi regime (1933-45), focusing on how individuals interacted
with music throughout Holocaust. Study of some of newest developments in Holocaust music research, including role American and European non-governmental organizations played in creation of artistic hubs in campus of southern France. Exploration also of cultural representations of Holocaust, and role of music in society's collective memory.

**Philosophy**

**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 100C** Survey of development of metaphysics and theory of knowledge from 1650 to 1800, including Locke and/or Berkeley, Malebranche and/or Leibniz, and culminating in Hume and Kant. Topics may include views of these (and perhaps other) philosophers of the period on mind and body, causality, existence of God, skepticism, empiricism, limits of human knowledge, and philosophical foundations of modern science. **PHILOS M118B** Study of selected works of Kierkegaard on philosophy of religion, with emphasis on interpretation of texts. **PHILOS 153A** Study of selected topics in normative ethical theory. Topics may include human rights, virtues and vices, principles of culpability and praiseworthiness (criteria of right action). **PHILOS 161** Art in general, and poetry in particular, is not simply diversion or entertainment, but is seen by artists and lovers of art as unique source of value. Can art's value be accounted for? Examination of philosophical theories proposed by poets and critics, with eye to role of poetic form. Students read philosophical and technical writings selected from authors such as Abhinavagupta, Anandavardhana, Jacques Derrida, David Huron, Susanne Langer, I. A. Richards, Barbara Herrnstein Smith, Timothy Steele, Austin Warren, René Welleck, and Yvor Winters. Materials also include some relevant linguistic theory (prosody) and selection of contemporary poetry.

**Political Science**

**POL SCI 20** Introduction to problems of world politics. **POL SCI 115D** Can't we all just get along? Study of diversity, disagreement, and democracy. Diversity covers individual differences, cultural differences, and human universals; groupism, factionalism, and identity politics; multiculturalism and one-world ethics. Disagreement includes moral, ideological, and party-political disagreement; resolvable and irresolvable kinds of disagreement; groupthink and group polarization; herding and information cascades. Democracy stands for political mechanisms of information aggregation; political mechanisms to resolve differences, or to keep peace among people with irresolvable differences; emergence and spread of democracy, liberty, and rule of law. **POL SCI 116A** Critical analysis of origins, nature, and development of Marxist political theory. **POL SCI 125A** Arms control in context of international security in nuclear age. Nuclear arms race; relationship between deterrence doctrines and nuclear war; roles of technology and ideology; nuclear proliferation; outer space. **POL SCI 159B** Survey of China's political and ideological transformation in post-Mao era. Assessment of impact of changing socioeconomic conditions on revolutionary policies and programs of Chinese Communist Party. Exploration of etiology of 1989 Tiananmen crisis and consequences for China of collapse of Communism in East Europe and the Soviet Union.

**Psychology**

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

**PSYCH 133G** Role of culture in human development through psychology, anthropology, and autobiography. Students relate material from lectures and readings, through empirical research projects, to diverse cultural backgrounds in class, at UCLA, and in the broader community.

**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 148** Exploration of contemporary levels of racial inequality through lens of U.S. housing policy. Study includes historical overview of federal policies; evaluation of ways by which living in racially segregated, high-poverty neighborhoods constrain opportunity and social mobility; exploration of most prevalent affordable housing policies; and evaluation of their respective program designs and outcomes.

**PUBAFF M160** In 21st century, majority of Earth’s population now lives in urban areas and virtually no part of globe remains untouched by human influence. Cities constitute crucibles of most pressing social and environmental challenges but are also potential centers of innovation for addressing those challenges. Examination of theory and practice from geography and related fields to understand many articulations of urban sustainability and how it might be achieved.

**Russian**

**RUSSN 120** Lectures and readings in English. Major works of the 20th century (Belyi, Pasternak, Bulgakov, Solzhenitsyn, and others) from prerevolutionary avant-garde to the present.

**RUSSN C124D** Lectures and readings in English. In-depth reading of major fictional works such as Crime and Punishment, Notes from the Underground, and The Brothers Karamazov.

**Scandinavian**

**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.

**SCAND 147A** Study of works of Hans Christian Andersen, Danish novelist, dramatist, and writer of tales, including consideration of his literary background and of his times. Analysis of his works in terms of their structure, style, and meaning.

**Sociology**

**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 programs from around world.

**SOCIOL 145** Examination of leading sociological approaches to study of deviation and general survey of major types of deviation in American society.

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

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<th>Department &amp; Course #</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 1: ____________</td>
<td>____________________________</td>
</tr>
<tr>
<td>Course 2: ____________</td>
<td>____________________________</td>
</tr>
<tr>
<td>Alternate course: ______________</td>
<td>____________________________</td>
</tr>
</tbody>
</table>

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 March 5 *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 Spring Quarter will be primarily remote learning. There are no on campus options currently available to Senior Scholars. UCLA has not announced any plans to fully reopen campus for the 2020/21 academic 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

Dr. Hooshmand’s Saturday Sessions
Dr. Mitra Hooshmand, a Molecular, Cellular and Developmental Biology professor at UCLA, hosts weekly yoga and wellness sessions with Senior Scholars on Saturday mornings.

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 Christina Domer at cdomer@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 Christina Domer at cdomer@mednet.ucla.edu.

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

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