Senior Scholars Program

An opportunity for lifelong learning on the UCLA campus

Summer Sessions 2022 Catalog

Summer Session classes begin June 20, August 1
Please contact us at srscholars@mednet.ucla.edu or (310) 794-0679

Application Deadline
Session A May 28
Session C July 2

Confirmations Begin
Session A June 1
Session C July 6

Instruction Begins
Session A June 21
Session C August 1

Drop Deadline
Session A July 1
Session C August 12

Independence Day July 4
Labor Day September 5

End of Instruction
Session A July 29
Session C September 9

Summer 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 list of the in-person and online undergraduate courses being offered this quarter. 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 in person and online instruction?
Summer Sessions 2022 will offer both in-person and online instruction. Senior Scholars attending courses on campus will need to provide proof of vaccination and adhere to COVID-19 safety protocols. To learn more about COVID-19 protocol while attending in-person instruction, check the “Returning to Campus Guidelines” section of the catalog.
To audit online instruction, check the “Online Transition Q&A” section of the catalog to learn more about what you will need to attend lecture online.

Application Process

Step 1- Create a UCLA Logon ID
If you are a returning Senior Scholar, you already have a UCLA logon ID and do not need to complete this step. Please remember your UCLA logon ID username, as you will be required to submit it for your application. If you need assistance resetting your UCLA logon information, please visit https://www.semel.ucla.edu/longevity/class-website-help

1. Go to https://accounts.iam.ucla.edu and select "Create a UCLA Logon"
2. Read and agree to the Acceptable Use Policy; then click the Next button.
3. Select “I do not have a UCLA Identification Number.”
4. Input your name, date or birth and email address.
5. Create a username (Logon ID), password, and security question following the onscreen instructions.
6. You have the option to add multi-factor authentication to your account – we do not recommend adding MFA for Senior Scholars. You can skip this step.
7. Safely store your Logon ID, password and security question answers; your Logon ID will remain the same throughout your time as a Scholar.

If you would like a visual guide with pictures to creating a UCLA logon ID, please visit https://www.semel.ucla.edu/longevity/class-website-help
Step 2- Find a class.

A limited number of online classes are listed in the catalog. To find the full list of available in person courses, view the Schedule of Classes.

To view the entire Summer 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 Summer Sessions 2022 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, Location, etc.) will drop down.
6. Look only at lecture information (labeled Lec). Discussion sessions (labeled Dis) are not available to auditors.
7. If you click on the “Lec 1” link, that will pull up another page with the course description.

Schedule of Classes Website Example
Step 3 - 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/how-find-class-apply](https://www.semel.ucla.edu/longevity/how-find-class-apply)
- You may also call 310-794-0679 if you would like to apply over the phone.
- We suggest listing an alternate course in case your first-choice course is unavailable.

Step 4- 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 5 - The Senior Scholars office will email you your course status.

- Course confirmations for Summer Session A will begin on May 31\(^{th}\) and continue through June 17 via email. Course confirmations for Summer Session C will begin on July 11\(^{th}\) and continue through July 29\(^{th}\) via email.
- If we are unable to confirm your status, we encourage you to select an alternate course.

Step 6 - Class lists become official after the first two weeks of class.

- If you wish to **drop a course**, contact our office by **Friday, July 1\(^{st}\)** for Session A and **Friday, August 12\(^{th}\)** for 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. Enrolled undergraduate students have priority seating.
3. The instructor will determine the acceptable level of participation from auditors. Please allow the enrolled undergraduate students the opportunity to participate first. If you are participating in an online course, please keep your microphone muted.
4. Discussion sessions/labs and professors’ office hours are intended for enrolled students, not Senior Scholars.
5. The Scholars program is not responsible for any additional fees incurred, including but not limited to: book, material and parking fees.
6. Please refrain from emailing the professor directly, unless the professor initiates the communication.
7. Scholars auditing in person courses must adhere to UCLA COVID-19 protocols.

*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

- Introduce yourself to the professor during the first week or two of class.
  - Instructors might be busy the first class or two with undergraduates waiting to speak to them. If they look busy, wait until the next class.
  - Check in with them on their expectations for auditors in their classroom, including whether they are open to an occasional question from Scholars once students have had a chance to reply and comment.
- Introduce yourself to students around you and other Scholars you see in your class. 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. Restrict entering and exiting the classroom to emergencies only.
- Please thank your professor in person at the end of the term.
Campus Information

Can I get a library card?
As a Senior Scholar at UCLA, you are eligible for an external user library card.
- Take the one-page course confirmation sheet you receive from the Senior Scholars office after being approved for a class and a valid ID to the circulation desk at Young Research Library (YRL) or Powell Library.
- They will issue you an External User card that can be used at all campus libraries except the School of Law.

View a map of UCLA libraries: [http://www.library.ucla.edu/sites/default/files/libmap_091710.pdf](http://www.library.ucla.edu/sites/default/files/libmap_091710.pdf)

Where can I view movies for class?
Some classes have movies assigned. Licensed videos are only available for streaming at home (Video Furnace) to fully enrolled UCLA students. However, class movies can be viewed on campus at the Powell Library Instructional Media Lab, Room 270 [http://www.oid.ucla.edu/edtech/medialab](http://www.oid.ucla.edu/edtech/medialab).
- You just need to bring a photo ID and let them know the class you want to view videos for.
- Please check the Powell Library for hours, as they fluctuate.
- Headphones are provided, but you may bring your own.
- Access the Media Lab through the main entrance to Powell Library. Take the lift to the first floor, then proceed to the south side of the building. Take the elevator on your left to the second floor and go on to room 270.

What if my class has Bruincasts?
Some classes have podcasts of lectures called Bruincasts. If you would like access to these Bruincasts, please notify the Longevity Center Senior Scholars Program Coordinator and we will coordinate with the Bruincast Office.

Is there Wi-Fi on campus?
- Wireless access is available to anyone with a wireless enabled device at Ackerman Union, Northern Lights Cafe, Kerckhoff Hall, Powell Library and Charles E. Young Library using UCLA_WEB.
- If you need Wi-Fi access in your classroom, contact the Senior Scholars office and we can provide a guest wireless account for you for the quarter.

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, the public can view online subscription resources while physically in a campus library (using either the public desktop computers or Wi-Fi).
Can I print on campus?
Self-service copiers, printers and scanners are available in campus libraries. To use these devices, you must purchase a reusable visitor BruinCard from a BruinCard vending machine in the library. The cost of the card is 58 cents and the machines accept cash only. The cards are reusable and value can be added to them. However, refunds cannot be issued for any money left on a visitor BruinCard.

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.

Where can I find out about special lectures or events on campus?
http://happenings.ucla.edu/

Getting to Campus/Parking

Public Transportation
Public transportation can be an affordable alternative to parking on campus. Several buses stop at UCLA:
- **Culver City 6** 35 cents per ride for age 62+
- **Big Blue Bus 1, 2, 3, 8 and Rapid 12** 50 cents per ride for age 62+
- **METRO 2 and 302** 75 cents per ride for age 62+; 35 cents at off-peak hrs.

View where different buses stop at UCLA:


Accessible Parking
Individuals with disabilities may purchase an accessible permit for $9 a day from Parking & Info Kiosks on campus. There is a kiosk at the Westholme/Hilgard campus entrance. Kiosks accept cash only.

Short-Term Campus Parking
Self-service parking pay stations in lots throughout campus are perfect for those on campus for only a class or two at a time. In most parking lots, rates range from $3.00 an hour to $13 a day.

Rates by Parking Structure:
https://main.transportation.ucla.edu/campus-parking/visitors/pay-station-rates-and-locations
How to Use Self-Service Pay Stations:
1. Park in a Parking Pay Station space and take note of your stall number (Please note that Pay Stations in Structure 3 South, Lot 11 and Lot 36 do not require you to specify a stall number.).
2. Go to the nearest Parking Pay Station. If prompted, enter your stall number into the Parking Pay Station by using the number pad.
3. Choose the amount of time that you would like to spend on campus (all-day passes can also be purchased at Parking Pay Stations). Enter your payment using cash or credit card. Pay stations accept $1, $5, & $10 bills and don’t give change. Return to your vehicle and display the ticket face up on the driver’s side of your dashboard.
# 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 “Asynchronous,” 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>Location</th>
<th>Days</th>
<th>Time</th>
<th>Instructor</th>
<th>Class Size</th>
<th>Session</th>
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<td>African American Studies</td>
<td>1</td>
<td>Introduction to Black Studies</td>
<td>Online</td>
<td>Varies</td>
<td>Asynchronous</td>
<td>Pierre, J.</td>
<td>160</td>
<td>A</td>
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<td></td>
<td>110A</td>
<td>Race, Science, and Society</td>
<td>Public Affairs Building 1246</td>
<td>T/TH</td>
<td>10am-12:05pm</td>
<td>Keel, T.D.</td>
<td>40</td>
<td>C</td>
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<td>Ancient Near East</td>
<td>15W</td>
<td>Women and Power in Ancient World</td>
<td>Online</td>
<td>Varies</td>
<td>Asynchronous</td>
<td>Cooney, K.M.</td>
<td>176</td>
<td>C</td>
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<td>Art History</td>
<td>M110B</td>
<td>Art and Architecture of Ancient Egypt, New Kingdom to Greco-Roman Period</td>
<td>Online</td>
<td>T/TH</td>
<td>12:45pm-3:45pm</td>
<td>The Staff</td>
<td>20</td>
<td>A</td>
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<td></td>
<td>C117B</td>
<td>Selected Topics in Medieval Art: Women and Art in Medieval Iberia</td>
<td>Dodd Hall 247</td>
<td>T/TH</td>
<td>11am-1:05pm</td>
<td>Thomson, H.M.</td>
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<td></td>
<td>C120</td>
<td>Selected Topics in Islamic Art: Art in Arab World from Nahda to First Intifada, 1880 to 1993</td>
<td>Online</td>
<td>Varies</td>
<td>Asynchronous</td>
<td>Amin, A.</td>
<td>24</td>
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**Abbreviations:**
- M= Monday
- T=Tuesday
- W=Wednesday
- TH=Thursday
- F=Friday
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<tr>
<th>Course</th>
<th>Section</th>
<th>Title</th>
<th>Location</th>
<th>Days</th>
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<td>Astronomy</td>
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<td>Life in Universe</td>
<td>Kinsey Science Teaching Pavilion 1200B</td>
<td>T/TH</td>
<td>11am-12:50pm</td>
<td>Salas, J.M.</td>
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<td>Life in Universe</td>
<td>Kinsey Science Teaching Pavilion 1200B</td>
<td>T/TH</td>
<td>11am-12:50pm</td>
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<td>Classics</td>
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<td>Classical Mythology</td>
<td>Online</td>
<td>M/W/F</td>
<td>1pm-2:50pm</td>
<td>The Staff</td>
<td>40</td>
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<td>185</td>
<td>Origins and Nature of English Vocabulary</td>
<td>Online</td>
<td>T/TH</td>
<td>10:45am-12pm</td>
<td>The Staff</td>
<td>30</td>
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<td>Communication</td>
<td>110</td>
<td>Gender and Communication</td>
<td>Royce Hall 148</td>
<td>T/TH</td>
<td>1pm-3:05pm</td>
<td>Kicenski, K.K.</td>
<td>N/A</td>
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<td>114</td>
<td>Understanding Relationships</td>
<td>Online</td>
<td>Varies</td>
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<td>Suman, M.W.</td>
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<td>Economics</td>
<td>1</td>
<td>Principles of Economics</td>
<td>Haines Hall 39</td>
<td>T/TH</td>
<td>10:45am-12:50pm</td>
<td>Osei Twumasi, O.I.</td>
<td>160</td>
<td>A</td>
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<tr>
<td></td>
<td>1</td>
<td>Principles of Economics</td>
<td>Haines Hall 39</td>
<td>T/TH</td>
<td>10:45am-12:50pm</td>
<td>Osei Twumasi, O.I.</td>
<td>160</td>
<td>C</td>
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<td>English</td>
<td>115E</td>
<td>Science Fiction: Bioscientific Worlds: Speculative Fiction and Biocultural Imagination</td>
<td>Renee and David Kaplan Hall A26</td>
<td>M/W</td>
<td>9am-11:05am</td>
<td>Toy, G.T.</td>
<td>N/A</td>
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<td>135</td>
<td>Literature of Americas: From Dictators to Dictatorships</td>
<td>Renee and David Kaplan Hall A26</td>
<td>T/TH</td>
<td>11:15am-1:20pm</td>
<td>Goyal, Y.</td>
<td>N/A</td>
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<td></td>
<td>150C</td>
<td>Topics in Shakespeare: Rome in Shakespeare</td>
<td>Renee and David Kaplan Hall A26</td>
<td>M/W</td>
<td>11:15am-1:20pm</td>
<td>Wagner, A.C.</td>
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<td>166B</td>
<td>American Literature, 1776 to 1832</td>
<td>Renee and David Kaplan Hall A26</td>
<td>M/W</td>
<td>3:45pm-5:50pm</td>
<td>Gallagher, M.R.</td>
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<td>30</td>
<td>Ethnomusicology</td>
<td>Schoenberg Music Building 1420</td>
<td>M/W</td>
<td>1pm-3:30pm</td>
<td>Taylor, T.D.</td>
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<td>4</td>
<td>Film/TV Introduction to Art and Technique of Filmmaking</td>
<td>Online</td>
<td>Varies</td>
<td>Asynchronous</td>
<td>Trice, J.N.</td>
<td>420</td>
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<td>33</td>
<td>Introductory Screenwriting</td>
<td>Online</td>
<td>Varies</td>
<td>Asynchronous</td>
<td>Huang, G.J.</td>
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<td>M111</td>
<td>Women and Film</td>
<td>Online</td>
<td>T/TH</td>
<td>10:45am-12:50pm</td>
<td>Hansen, C.L.</td>
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<td>Film and Social Change</td>
<td>Melnitz Hall 1409</td>
<td>M/W</td>
<td>12pm-5:50pm</td>
<td>Wuest, B.G.</td>
<td>50</td>
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<td>41</td>
<td>French Cinema and Culture</td>
<td>Public Affairs Building 2270</td>
<td>T/TH</td>
<td>1pm-3:50pm</td>
<td>Presner, T.S.</td>
<td>40</td>
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<td>Geography</td>
<td>Online</td>
<td>Varies</td>
<td>Asynchronous</td>
<td>Rigby, D.L.</td>
<td>75</td>
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<td>151</td>
<td>Uneven Development Geographies: Prosperity and Impoverishment in Third World</td>
<td>Online</td>
<td>T/TH</td>
<td>8am-10:05am</td>
<td>Sheppard, E.S.</td>
<td>75</td>
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<td>History History and Memory</td>
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<td>Stein, S.</td>
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<td>13C</td>
<td>History of the U.S. and Its Colonial Origins: 20th Century</td>
<td>Online</td>
<td>Varies</td>
<td>Asynchronous</td>
<td>Kelley, R.</td>
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<td>133C</td>
<td>History of Prostitution</td>
<td>Online</td>
<td>T/TH 1pm-3:05pm</td>
<td>Dayton, E.C.</td>
<td>N/A</td>
<td>C</td>
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<td>154</td>
<td>History of California</td>
<td>Broad Art Center Room 2100A</td>
<td>T/TH 8:30am-10:35am</td>
<td>Gantner, D.C.</td>
<td>N/A</td>
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<td>155</td>
<td>History of Los Angeles</td>
<td>Haines Hall Room A25</td>
<td>T/TH 10:45am-12:50pm</td>
<td>Gantner, D.C.</td>
<td>N/A</td>
<td>C</td>
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<td>161</td>
<td>Topics in Latin American History: Mexican Revolution</td>
<td>Dodd Hall Room 146</td>
<td>T/TH 1pm-3:05pm</td>
<td>Perez-Montesinos</td>
<td>N/A</td>
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<td>Linguistics</td>
<td>1 Introduction to Study of Language</td>
<td>Online</td>
<td>Varies Asynchronous</td>
<td>N/A 200</td>
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<td>Management</td>
<td>1A Principles of Accounting</td>
<td>Renee and David Kaplan Hall A51</td>
<td>T/TH 11am-1:20pm</td>
<td>Woo, E.A.</td>
<td>150</td>
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<td>108</td>
<td>Business Law</td>
<td>Fowler Museum at UCLA A139</td>
<td>M/W 8:30am-10:50am</td>
<td>Klein, G.L.</td>
<td>50</td>
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<td>Musicology</td>
<td>5 History of Rock and Roll</td>
<td>Schoenberg Music Building 1344</td>
<td>M/W 1pm-3:50pm</td>
<td>The Staff</td>
<td>N/A</td>
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<td>68</td>
<td>Beatles</td>
<td>Schoenberg Music Building 1440</td>
<td>M/W 10am-12:50pm</td>
<td>The Staff</td>
<td>30</td>
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<td>177A</td>
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<td>Renee and David Kaplan</td>
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<td>Simon, J.D.</td>
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<td>Special Studies in Comparative Politics: Democratic Erosion and How to Stop It</td>
<td>Haines Hall 118</td>
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<td>Frederick, D.A.</td>
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<td>Dynamic Perspectives on Parenting</td>
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<td>Bunche Hall 3143</td>
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*Theater*
Course Descriptions

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

Ancient Near East
ANE 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.
ANE M166 Ways of death, burial, funerary ritual, and afterlife beliefs in ancient Egypt, as well as in ancient Near East and Nubia, with focus on ancient visual materials--both objects and architecture--from Predynastic to Roman periods.

Art History
ART HIS 110B Study of architecture, sculpture, painting, and minor arts from New Kingdom to Greco-Roman period.
ART HIS C117B Evaluation of objects and architecture created by women, for women, or in image of woman within context of medieval Iberia. Through series of case studies across media (ivories, textiles, architecture, sculpture, etc.), exploration of critical role women played as artists, patrons, owners, and recipients of objects and architecture. Investigation of how their function as facilitators of art-making was vital to medieval society.
ART HIS C120 Introduction to modern and contemporary art of Arabic-speaking societies in Middle East and North Africa. Focus on period bookended by Arab Renaissance, or nahda, of late 19th century and first Palestinian Intifada (1987-1993). Exploration of how artists and exhibition cultures grappled with such major sociopolitical shifts as colonialism, national independence, war, and displacement. Exploration of stylistic and thematic developments that arose during this tumultuous era, focusing most closely on understudied visual cultures of Egypt, Iraq, Lebanon, Morocco, and Palestine.

Astronomy
ASTRO 5 Preparation: prior introduction to astronomy. Life on Earth and prospects for life elsewhere in context of evolution of universe from simple to complex. Course material primarily from astronomy and biology but includes some chemistry, geology, and physics. Selected topics treated in some depth, but with little or no formal mathematics.

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 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**

COM 10 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.

COM 114 Explanation of types of communication that occur in close relationships, especially romantic relationships. In-depth coverage of variety of relationship topics, including intimacy, stages of intimate relationships, why we choose to get involved with some people as opposed to others, flirting, and self-disclosure.

**Economics**

ECON 1 Introduction to principles of economic analysis, economic institutions, and issues of economic policy. Emphasis on allocation of resources and distribution of income through price system.

**English**

ENG 115E Rapid acceleration of technological advancement in 20th and 21st centuries has given rise to number of speculative fiction works that imagine bio/technological solutions to world ecological and health crises. Exploration of bioscientific worlds envisioned by artists, filmmakers, and writers from diverse backgrounds. Consideration of how bio/technology produces environmental and health disparities, resulting in development of expendable populations designed for biowarfare, labor exploitation, and/or scientific experimentation. Particular attention paid to issues of biocapitalism and neocolonialism; and their intersection with categories of difference including race, class, gender, and sexuality. Exploration of these texts and issues allow students to answer question of what is value of storytelling in study of science, technology, and society.

ENG 135 Exploration of representations of colonial, revolutionary, and post-independence periods in Americas by looking at particular genre of literature: dictator novel. Study of texts that focus on figure of dictator and asking questions about desires and motives that animate such figures. Beginning with Hernan Cortés as dictator prototype, students read Facundo (first dictator novel) and Gabriel Garcia Marquez's Autumn of the Patriarch. Students also read two novels written in U.S., Salvador Plascencia's The People of Paper and Carolina de Robertis' Cantoras. These novels think of dictatorships as institutional forms, which dictate destructive ideologies of racism, sexism, and homophobia; while also reflecting on dictatorial power of author. By bringing together texts from Argentina, Colombia, and U.S., these texts construct Americas as larger geographic unit through which one can think about long historical problem of dictatorial power overtaking democratic projects.

ENG 150C Reading of Shakespeare's plays and poem about Rome, alongside excerpts from his classical reading, in context of emerging visions of empire in early modern England. Shakespeare works include Antony and Cleopatra, Coriolanus, Cymbeline, Julius Caesar, The Rape of Lucrece, and Titus Andronicus. Classical writers include Livy, Ovid, Plutarch, and Virgil. Consideration of how figure of Rome provided Shakespeare with template for thinking about imperial power; how early modern processes of racialization distinguished England's imperial ambitions from those of Rome; and how Shakespeare's Roman plays imagine interplay of theatrical embodiment and classical textuality.

ENG 166B Historical survey of American literatures from Revolution through early republic, with emphasis on genres that reflect systematic attempts to create representative national literature and attention to American ethnic, gender, and
postcolonial perspectives.

**Ethnomusicology**

ETHNOMUS 30 Exploration of ways music is mediated to people by industry, technologies, and corporations. Survey of leading theorists of media and exploration of case studies.

ETHNOMUS 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 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 111 Historical issues and critical approaches to women and cinema that may include authorship, stardom, female genres, and images of women in Hollywood cinema, alternative cinema, and independent cinema from silent era to present.

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

**French**

FRENCH 41 Introduction to French culture and literature through study of films of cultural and literary significance.

**Geography**

GEOG 4 Economic geography explores spatial distribution of all forms of human productive activity at number of geographical scales--local, regional, national, and global. Key theme is impact of increasingly powerful global economic forces on organization of production.

GEOG 151 Geographical perspective on part of globe commonly called Third World (global South). How development has shaped livelihood possibilities and practices, by global processes stretching back centuries, and transformative possibilities of Third World agency. World societies seek to transform Third World into their own image through theories and practices of colonialism, development, and globalization. Study of those theories and Third World alternatives to examine how they have shaped livelihood possibilities. Social differences between stagnant livelihood possibilities for Third World majority and minorities that prosper massively, as well as geographical differences (culturally, environmentally, and socially) across Third World. Examination of possibilities of Third World agency, ranging from interstate collaboration to village activism, asking whether such agency and alternative imaginaries can enable Third World residents to break with First World developmentalism.

**History**

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

HIST 13C History of the U.S. and Its Colonial Origins: 20th Century  
HIST 133C History of prostitution from ancient times to present. Topics include toleration in medieval Europe, impact of syphilis, birth of courtesan, regulation in 19th-century Europe, white slavery scare, and contemporary global sex trade. Readings include novels, primary sources, and testimony by sex workers.  
HIST 154 Economic, social, intellectual, and political development of California from earliest times to present.  
HIST 155 Social, economic, cultural, and political development of Los Angeles and its environs from time of its founding to present. Emphasis on diverse peoples of area, changing physical environment, various interpretations of city, and Los Angeles' place among American urban centers.  
HIST 161 Examination of origins, course, and consequences of Mexican revolution. Study follows both chronological and thematic organizations. Topics include rise and fall of porfiriato, development of zapatista and villista armed movements, transformation of revolution into civil war, and enactment of 1917 Constitution. Study relies on variety of sources including film footage, music, and documents from revolutionary period. Goal is to equip students with critical framework with which to assess history and many legacies of this revolution.  

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

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

Philosophy  
PHIL 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?  
PHIL 22 Systematic introduction to ethical theory, including discussion of egoism, utilitarianism, justice, responsibility, meaning of ethical terms, relativism, etc.  
PHIL 177 Introduction to existentialist philosophical tradition through exploration of authenticity and inauthenticity themes. Investigation of these notions as they figure in works of existentialist thinkers Jean-Paul Sartre and Simone de Beauvoir; but also in works of thinkers who influenced existentialist tradition: Immanuel Kant, Friedrich Nietzsche, and especially Martin Heidegger. In laying groundwork for this investigation, exploration of such notions as they/herd, anxiety, and resoluteness. Guiding questions are what is authenticity, and is it something that should be aspired to.
Political Science

POLI SCI 20 Introduction to problems of world politics.

POLI SCI 119 Introduction to important set of debates and interpretations regarding fascism's character as doctrine; sociological, economic, and political conditions that facilitated its rise; question of how fascists mobilized support; and fundamental questions related to how fascists governed and why. Importantly, study also approaches theoretical questions regarding foundations of fascist ideology; how fascists imagined their ideal political subjects; and kinds of affective energies (rage, nostalgia, disgust, fear, desire for redemption/purification, etc.) that facilitated distinctly fascistic sentiments. Study does not offer fixed, dogmatic answers to each of these questions. Rather, it grants access to set of tools that enable students to engage in responsible, scholarly inquiry on these matters of pressing political concern.

POLI SCI 150 Examination of one or several different uses of violence in revolutionary process: demonstrations, mass uprisings, coup d'état, assassination, and terrorism.

POLI SCI 169 Examination of contemporary challenges to democracies around world. Students learn about what democratic erosion is, which forms it can take, and why it occurs in some regimes but not others. Study of what citizens can do to help stabilize democracy, why pro-democratic opposition parties are crucial to preventing leaders from monopolizing power, and how democratic institutions (may) need to be reformed. Assigned materials include podcasts, documentaries, and latest research on democratic erosion.

Psychology

PSYCH 119V Multiple forms of art express uniqueness of human brain and mind. Discussion of neural underpinnings of art in artist and viewer and links to evolutionary, biological, aesthetic, cognitive, and social roots of art.

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

PSYCH 134J Overview of key tasks of parenting and of changes in parent-child relationship from birth through young adulthood. Overview of theories, discussion of transition to parenthood, and examination of parenting across developmental stages. Examination of how parenting and parent-child relationship are affected by family dynamics and contextual factors. Study of effective child socialization techniques and their theoretical and empirical foundations to meet children's developmental needs; build positive and mutually respectful parent-child relationships; and provide positive guidance to promote self-regulation, competence, and socially responsible behavior.

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

Scandinavian

SCAN 50 Designed for students in general and for those wishing to prepare for more advanced and specialized studies in Scandinavian literature and culture. 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.

SCAN 60 Broad introductory overview of cinematic traditions of Nordic countries. Survey of wide range of films to become familiar with several significant threads running throughout history of Nordic film, while simultaneously building necessary tools with which to write effectively about film narrative. Offers historical and theoretical framework for understanding Nordic cinema by reading several relevant texts touching on issues such as
globalization, immigration, Dogme 95, and feminist film theory.

**Sociology**

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

**SOC 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.

**SOC 130** Examination of social processes shaping experience, definition, and enactment of self and personal identity.

**SOC 158** Description and analysis of urbanization and urbanism in the U.S. and world.

**Theater**

**THEATER 10** Exploration of theater in production, with emphasis on collaborative role of theater artists and active role of audience. Understanding of and access to live theatrical event and enhanced appreciation of value of theater to society; development of critical skills through consideration of representative examples of theatrical production from Europe, America, Asia, and Africa.

**THEATER 107** Investigation of diversity in American society as manifested in dramatic works and theatrical presentations.

**THEATER 110** Survey of history of American musical: its composers, writers, and performers from musical's emergence in immigrant cultures to Broadway and Off-Broadway. With its roots in British music halls and comic opera, Viennese operetta and African American jazz, American musical theater emerged as vivid and popular art form with its own culture and identity.
UCLA SENIOR SCHOLARS PROGRAM SUMMER 2022 APPLICATION

Apply online at https://www.semel.ucla.edu/longevity/how-find-class-apply, OR submit this form by May 28 (Session A) or July 8 (Session C) to:

srscholars@mednet.ucla.edu (email) • 310-794-0679 (tel)

Name: ___________________________ Phone: ___________________________
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

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An alternate course is a class you would like us to request if your first choice is denied.

*Attendance in any course must be approved by the professor through the Longevity Center.

This application does not guarantee acceptance in the course(s) you requested.

PAYMENT

Course fees below include a $25 non-refundable administrative fee per course.

□ Course 1 .................$175
□ Course 2 .................$150      Credit Card: □ Visa    □ Master Card □ AmEx □ Discover
□ Course 3 .................$150      Card #: ___________________________ Exp. Date: __/___ CSC*: ___
□ Late fee* ......................$20      Billing Address: __________________________

Total amount to charge: $______

*after May 28/July 8  *card security code

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

1. Please keep personal opinions and beliefs out of the classroom.
2. Enrolled undergraduate students have priority seating.
3. The instructor will determine the acceptable level of participation from auditors. Please allow the enrolled undergraduate students the opportunity to participate first. If you are participating in an online course, please keep your microphone muted.
4. Discussion sessions/labs and professors’ office hours are intended for enrolled students, not Senior Scholars.
5. The Scholars program is not responsible for any additional fees incurred, including but not limited to: book, material and parking fees.
6. Please refrain from emailing the professor directly, unless the professor initiates the communication.
7. Scholars auditing in person courses must adhere to UCLA COVID-19 protocols.

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

Signature: ___________________________ Date: __________________________

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

How long is UCLA going to have online instruction?
UCLA has announced Summer Sessions will be a hybrid quarter of in person courses and online courses. This likely will continue for the foreseeable future.

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 Senior Scholars Coordinator is primarily working from home. Please do not visit the Center in person unless you have made an appointment.

Can I mail or fax in an application?
We cannot accept applications via mail or fax. You are welcome to apply online or over the phone.
Return to Campus COVID-19 Guidelines

Senior Scholars returning to campus will be required to show proof of COVID-19 vaccination and booster. If you already provided your vaccination status in Spring Quarter, you do not need to submit proof again for Summer Sessions. Vaccinations must be verified in person at the UCLA Longevity Center office prior to returning to campus. We cannot verify vaccinations over email. PLEASE do not mail or email pictures of your vaccination card - not only will we be unable to accept it, but this puts your private information in jeopardy. Please bring your vaccination card - digital vaccination records are acceptable, but not pictures - as well as a valid form of ID.

The UCLA Longevity Center is located at:

UCLA Semel Institute Room 38-261
760 Westwood Plaza
Los Angeles, CA 90095

Because the majority of staff is working remotely, please call to make an appointment to check your vaccination records, as we cannot guarantee staff will be available or trained to verify your vaccination. Please contact Andy Talajkowski at srscholars@mednet.ucla.edu or (310) 794-0679.

Senior Scholars who attend in person classes are also required to complete a daily symptom survey on days they will be visiting campus. You can complete the survey at https://uclasureveys.co1.qualtrics.com/jfe/form/SV_3qRL1ouCYKzBbH7. Please select "Non-UCLA Community Member" when completing the survey.

Senior Scholars will be required to wear masks in indoor spaces when attending lecture. Please refer to the following UCLA masking guidelines:

**Masks for visitors:** Visitors are strongly encouraged to wear upgraded masks when on campus or at other UCLA properties and must follow masking protocols outlined by the Los Angeles County Department of Public Health.

If you do not adhere to the requirements above, you will not be able to audit in person classes in Summer Sessions and are welcome to apply for online courses.
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 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 Andy Talajkowski at atalajkowski@mednet.ucla.edu.